



**South
Regional**

SOUTH REGIONAL TAFE
Reconciliation Action Plan
June 2018 to June 2020



INNOVATE

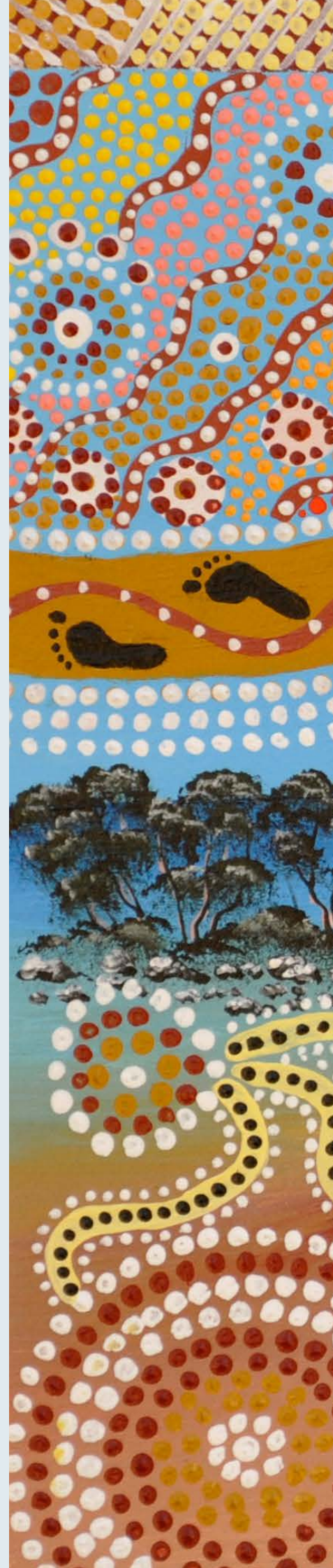


**RECONCILIATION
ACTION PLAN**

INNOVATE

ACKNOWLEDGEMENT TO ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

South Regional TAFE acknowledges the Traditional Owners of Noongar country in Western Australia. We recognise the strength and resilience of Aboriginal and Torres Strait Islander peoples, and their continuing connections to land, sea and community. We pay the upmost respect to the Elders past, present and future.



SOUTH REGIONAL TAFE Reconciliation Action Plan June 2018 to June 2020

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MESSAGE FROM THE CHAIR
GOVERNING COUNCIL SOUTH REGIONAL TAFE

In 2016, South Regional TAFE created its first Reconciliation Action Plan, the *Reflect* plan to initiate the college's formal commitment to reconciliation.

The *Reflect* plan documented the framework by which the college would work to reach its fundamental objectives of building relationships, respect and opportunities.

I am proud to say that staff members in all areas have worked effectively towards these objectives, and the maturity achieved across the college allows us to take a step further and publish this next plan, which is *Innovate*.

This details the strategies for further development of ideas and programs for cultural education, promoting employment for Aboriginal and Torres Strait Islander people and opening channels to embrace diversity and encourage participation by all community members.

The *Reflect* plan's structure is a firm foundation for this next step and the essence of it is intrinsic to the *Innovate* plan.

In order to advance the college's dedication to advocating for Aboriginal people throughout the south of Western Australia, staff will continue to consult and collaborate with Noongar communities as well as the Aboriginal Employment, Education and Training Committee.

This will ensure the college offers culturally appropriate training programs and supports Aboriginal people in mainstream courses, providing vocational skills for sustainable employment.

My thanks go to the college's Aboriginal Programs staff for their ongoing dedication to advocating for the best outcomes for Aboriginal students, and congratulate them on the production of this second plan, which is a vital part of the college's commitment to reconciliation.

Professor Bryant Stokes
Chair, Governing Council
South Regional TAFE



MESSAGE FROM THE MANAGING DIRECTOR

The college's advocacy of equality and reconciliation between all people was demonstrated in the first Reconciliation Action Plan, *Reflect*.

The *Reflect* plan detailed the college's approach to the promotion of equal opportunities in training and industry, and provided a platform for future expansion of ideas and initiatives in program development and delivery.

It advocated an ethos of cultural awareness, a vital consideration in the development of appropriate training programs for Aboriginal people and for inclusion and acceptance of all people on our campuses.

In 2018, I am pleased to endorse the next plan in the college's reconciliation process – *Innovate*.

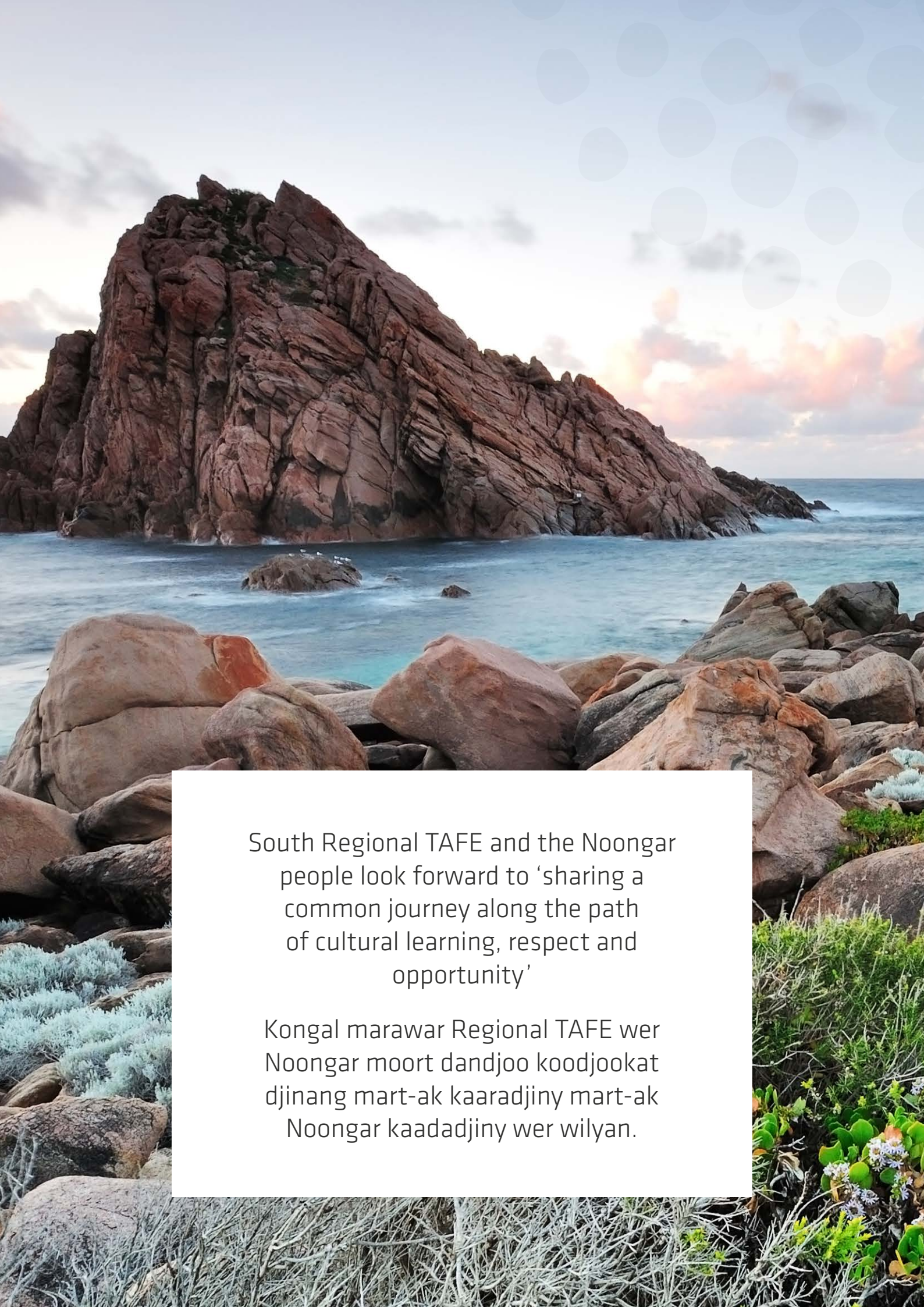
This new plan develops strategies and details a fresh set of objectives. I am confident that, with the same high level of dedication they have shown since the first plan was launched, staff will achieve these objectives and demonstrate their determination to achieve the goals inherent in *Innovate*.

The college's Aboriginal Programs staff continue to nurture close partnerships with members of local Noongar communities, working with them to identify appropriate training opportunities and providing support for Aboriginal students, both on campus and in the workplace.

Consultation with Noongar people and the Aboriginal Employment, Education and Training Committee informs the college's Aboriginal Training Strategy, another vital document supporting the advancement of Indigenous people through training and education.

It is pleasing to see how the college's active stance on reconciliation since the creation of the *Reflect* plan is maturing, and now I look forward to a renewed impetus as we embrace the challenges set out in *Innovate*.

Duncan Anderson
Managing Director
South Regional TAFE



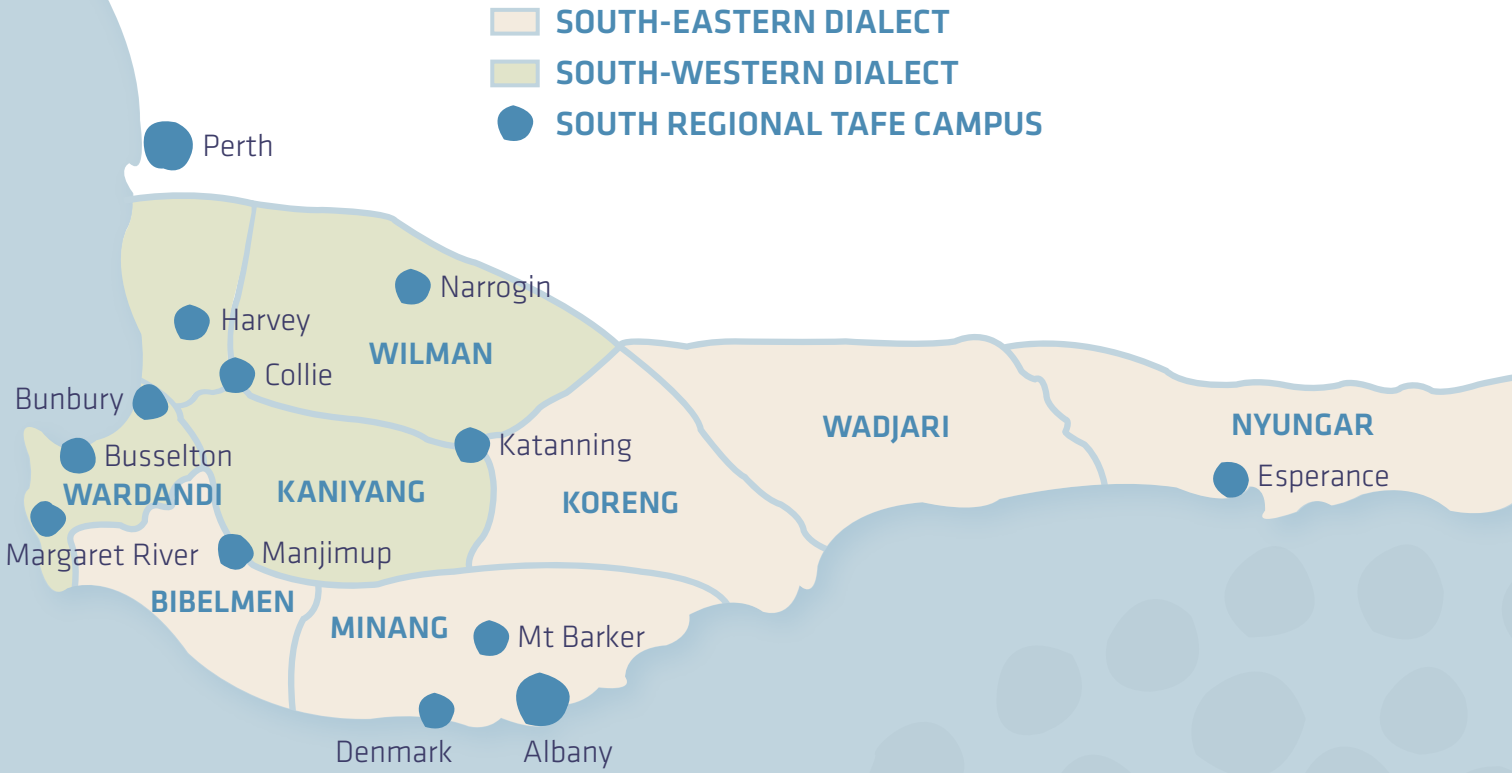
South Regional TAFE and the Noongar people look forward to 'sharing a common journey along the path of cultural learning, respect and opportunity'

Kongal marawar Regional TAFE wer Noongar moort dandjoo koodjookat djinang mart-ak kaaradjiny mart-ak Noongar kaadadjiny wer wilyan.

OUR VISION FOR RECONCILIATION

South Regional TAFE, in its amalgamation, has happily integrated with several other traditional landowners within Noongar Country. These are the Bibelmen, Kaniyang, Koreng, Minang, Nyungar, Wadjari, Wardandi and Wilman people of Western Australia. These are the traditional lands in which we work closely. We pay our respects and acknowledge those Elders past, present and future. Our *Innovate* RAP will help ensure we are continuing to appropriately deliver effective policies and programs for our Aboriginal and Torres Strait Islander people.

NOONGAR DIALECTS



South Regional TAFE appreciates the contributions of the organisations and community members who have assisted in the development of this Reconciliation Action Plan.



SUCCESS STORY

South Regional TAFE values the contributions of its Aboriginal staff to providing a professional and efficient service to Aboriginal and Torres Strait Islander communities. Since the amalgamation of South Regional TAFE, its commitment to recruiting and valuing staff, three new full-time employees were instated on a full-time, permanent basis.

OUR RAP

Since the publication of the first RAP in 2016, it was only fitting that South Regional TAFE would commit to further success by proceeding onto the next stage and organising an *Innovate* RAP. Our commitment to the Noongar communities is, and has been, a priority and it shows when we have students who complete studies at all certificate levels. Ensuring our staff and lecturers are culturally sound with a knowledge of Aboriginal culture adds to the students' successes.

The Managing Director, Director of Organisational Services and staff are committed to ensuring all deliverables in this RAP are met. We all have a joint vision and agree how important it is that Aboriginal and Torres Strait Islander culture and protocols are taken on board and are acknowledged and embedded throughout the daily operations of South Regional TAFE, to ensure successful outcomes.

The college has a long history of engagement with Noongar people and seeks through effective delivery of training programs to provide opportunities to overcome social and economic disadvantage. Respect for the diversity of students is a core value of the college, and underpins relationships with communities within its reach.

Working in partnership with the college's Aboriginal Education, Employment and Training Committee, the Aboriginal Programs branch enables Aboriginal and Torres Strait Islander people to have an effective say and involvement in the planning and delivery of their own education, training and employment programs.

OUR CHAMPIONS

In Aboriginal Programs, Shirley Hansen, Annette Garlett, Melissa Berrigan, Anne Kickett, Jasmine Drew and Tracy Belotti as well as other Aboriginal staff are our champions. They provide support and promote and contribute to celebrating and recognising Aboriginal and Torres Strait Islander cultures in training. The champions also play a vital role in ensuring engagement and participation by all South Regional TAFE employees in diversity initiatives and events.

OUR RECONCILIATION JOURNEY

South Regional TAFE made a commitment to Reconciliation on 11 November 2016, with the official launch of the *Reflect* RAP. Our first RAP focused on raising awareness of reconciliation among our employees and maintaining partnerships with Aboriginal and Torres Strait Islander corporations and organisations as well as local communities and schools. Many milestones were met and partnerships with Aboriginal and Torres Strait Islander organisations and corporations, as well as communities and schools, grew stronger than before. Opportunities for training were made available to many students who progressed through their studies and achieved success by completing and gaining their qualifications. This also allowed students to gain employment, continue on their training path or enter into another year at school. Skilled and knowledgeable staff are committed to providing ongoing support to these students.

South Regional TAFE services the training needs of people in communities across the South West and Great Southern regions of Western Australia. Established in 2016, it has a network of 12 campuses covering an area of approximately 196,000 sq km, and delivers qualifications from certificate I to advanced diploma. The college provides the expertise, resources and facilities to offer high-quality vocational education and training to individuals and businesses.

The college services the Great Southern and South West regions of Western Australia and includes Esperance and Narrogin: an area of approximately 196,000 square kilometres.

South Regional TAFE employs approximately 490 staff either on a full time, part time, casual or contract basis. Of these, 21 are Aboriginal or Torres Strait Islander employees, including mentors employed to assist students.

Twelve campuses service this area: Albany, Bunbury, Busselton, Collie, Denmark, Esperance, Harvey, Katanning, Manjimup, Margaret River, Mount Barker and Narrogin.

The college delivers training beyond its established campuses in schools, prisons, community venues and industry. The scope of qualifications delivered is also necessarily broad to meet the diversity of student and industry needs, as illustrated by the following 2017 statistics:

- ▶ 315 qualifications delivered
- ▶ 34% of student enrolments were full time
- ▶ 39% of students were on a concession
- ▶ 4.5% of students identified as having English as a second language
- ▶ 4.75% of students identified as being Aboriginal
- ▶ 8.35% of students identified as having a disability
- ▶ 19% of students had a previous educational level below year 11
- ▶ The median student age was 27 years.

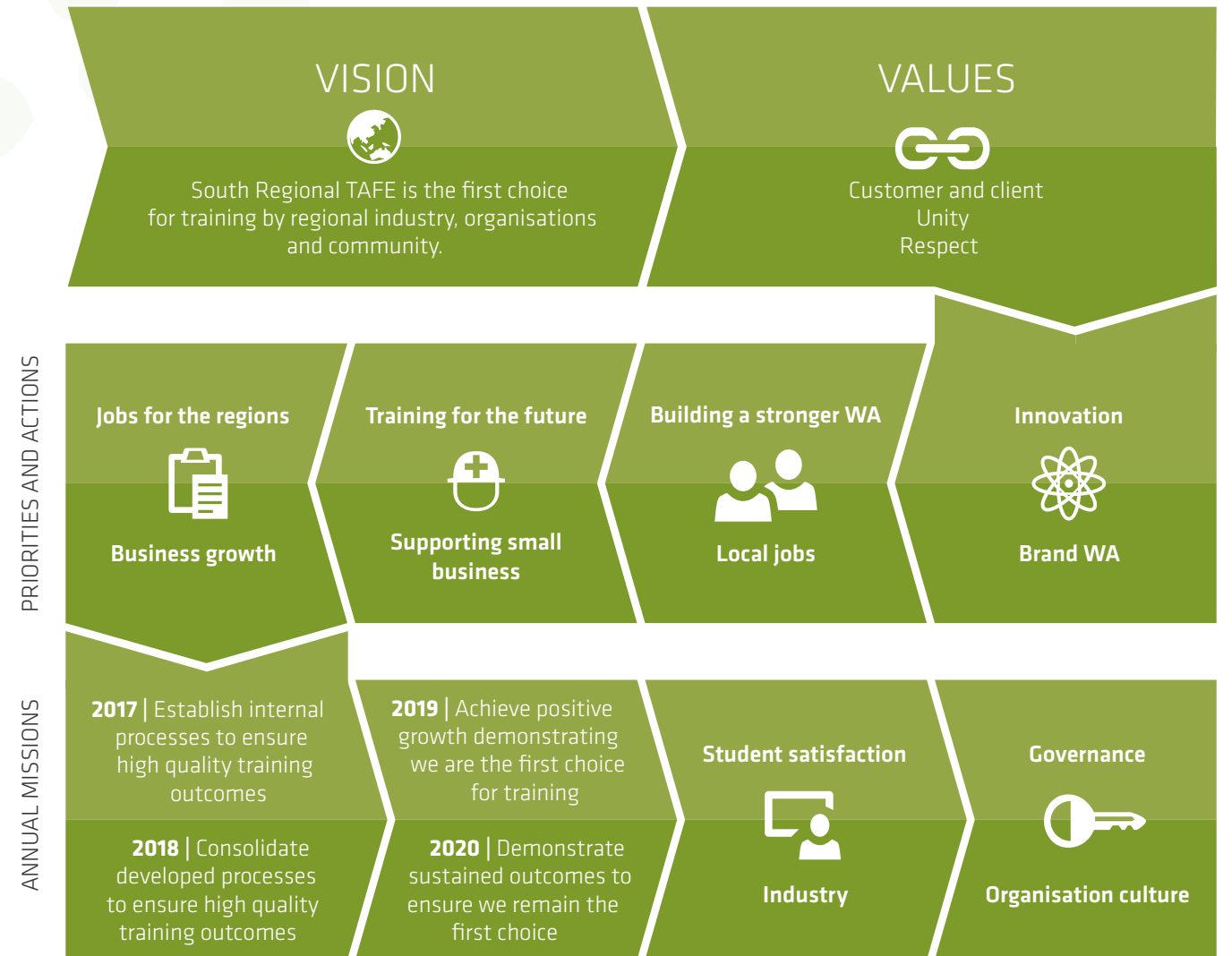
Regional opportunities exist in the health and community services sector, particularly related to the ageing population. The college responds through increasing avenues for youth to develop skills while providing opportunities for mature-aged students to retrain or upskill within these industries.

South Regional TAFE has consulted with Noongar people and communities and has planned and developed culturally appropriate training and support programs for Aboriginal people to provide skills for sustainable employment and career advancement.

The purpose of the plan is to enable effective coordination towards the achievement of the priorities outlined in Skilling WA (A workforce development plan for Western Australia) and the Training Together Working Together Aboriginal workforce development strategy. The plan seeks to achieve increased Aboriginal enrolments, improved retention and increased skills and expertise of the Aboriginal community via training to attain employment outcomes.

The Aboriginal Training Plan 2017-2019, endorsed by the AEETC, details the college's objectives and approaches. The following strategies focus on meeting the eight key objectives:

- | | |
|------------------------------|--|
| ▶ Access and Participation | ▶ Articulation Pathways |
| ▶ Completions/Transitions | ▶ Increasing Apprentice and Trainees |
| ▶ Engagement and Support | ▶ Partnerships and Local Collaboration |
| ▶ Culturally Competent Staff | ▶ Student Support |

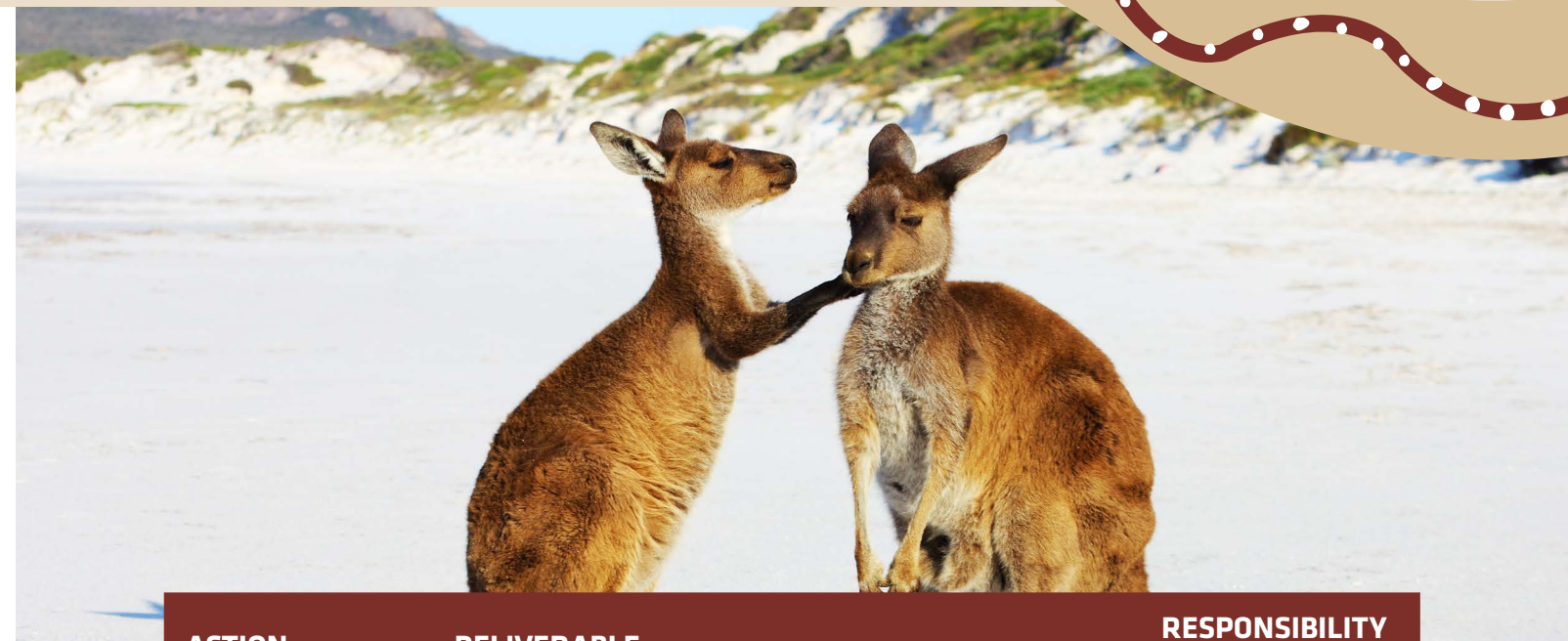


RELATIONSHIPS



Building strong relationships between Aboriginal and Torres Strait Islander peoples and other Australians is important to South Regional TAFE because it allows us to explore opportunities to work collaboratively and in partnership with community to achieve stronger working relationships and ensure our policies, programs and services are the best they can be. Providing this quality of service to our clients is our priority.

FOCUS AREA Relationships directly relate to the South Regional TAFE Business Plan: 1.3 Training in Priority Areas: 1.3.1 Aboriginal Training Plan



RELATIONSHIPS

ACTION	DELIVERABLE	RESPONSIBILITY AND TIMELINE
1. RAP Working Group (RWG) actively monitors RAP development and implementation of actions, tracking progress and reporting	<ul style="list-style-type: none"> ▶ Develop and distribute an expression of interest to join the RWG to key Aboriginal and Torres Strait Islander people within our sphere of influence. ▶ Establish an external Aboriginal and Torres Strait Islander Advisory Group to provide cultural advice and guidance. ▶ RWG to oversee the development, endorsement and launch of the RAP. ▶ Ensure Aboriginal and Torres Strait Islander people are represented on the RWG. ▶ Meet at least twice per year to monitor and report on RAP implementation. ▶ Establish Terms of Reference for the RWG. 	<ul style="list-style-type: none"> 👤 Manager Aboriginal Programs 🕒 November 2018
2. Celebrate and participate in National Reconciliation Week (NRW) by providing opportunities to build and maintain relationships between Aboriginal and Torres Strait Islander people and other Australians	<ul style="list-style-type: none"> ▶ Organise at least one internal event for NRW each year. ▶ Register all NRW events via Reconciliation Australia's NRW website. ▶ Support an external NRW event. ▶ Ensure our RAP Working Group participates in an external event to recognise and celebrate NRW. ▶ Encourage staff to participate in external events to recognise and celebrate NRW. ▶ Host NRW events across the areas in which we operate. ▶ Download and display Reconciliation Australia's NRW resources and circulate to staff. 	<ul style="list-style-type: none"> 👤 Manager and staff of Aboriginal Programs 🕒 June 2018 to June 2019

ACTION	DELIVERABLE	RESPONSIBILITY AND TIMELINE
3. Develop and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander people, communities and organisations to support positive outcomes	<ul style="list-style-type: none"> ▶ Support Reconciliation Australia and Reconciliation Western Australia reconciliation council. ▶ Develop and implement an engagement plan to work with our Aboriginal and Torres Strait Islander stakeholders. ▶ Meet with local Aboriginal and Torres Strait Islander organisations to develop guiding principles for future engagement. ▶ Partner with, and assist, Native Title Groups such as Yued, Whadjuk, Ballardong, Gnaala Karla Boodja, South West Boorah and Wagyl Kaip. 	<ul style="list-style-type: none"> 👤 Manager and staff of Aboriginal Programs 🕒 November 2018
4. Raise internal and external awareness of our RAP to promote reconciliation across our business and sector	<ul style="list-style-type: none"> ▶ Develop and implement a strategy to communicate our RAP to all internal and external stakeholders. ▶ Promote reconciliation through ongoing active engagement with all stakeholders. ▶ Where possible, Aboriginal and Torres Strait Islander flags are to be flown at campuses with flagpoles. 	<ul style="list-style-type: none"> 👤 Aboriginal Programs Manager and Communications Coordinator 🕒 July 2018
5. Continue to provide additional support to all Aboriginal and Torres Strait Islander students	<ul style="list-style-type: none"> ▶ Strengthen partnerships with schools. ▶ Provide mentoring services to all students. ▶ Promote and provide Aboriginal tutorial assistance 	<ul style="list-style-type: none"> 👤 Manager and staff of Aboriginal Programs 🕒 June 2018 to June 2019



Respect for Aboriginal and Torres Strait Islander peoples, cultures, lands, waters, histories and rights are important to South Regional TAFE's organisation and our core business. It underpins successful working relationships and enhances our ability to understand our clients' needs and to achieve effective and positive outcomes for our students. South Regional TAFE promotes and encourages a culturally safe workplace which respects and acknowledges Aboriginal and Torres Strait Islander people's history and culture. Themes include pride in cultures and histories, understanding, appreciation, acknowledgment, learning, success and celebration.

FOCUS AREA Respect aligns to South Regional TAFE, Business Plan: 1.3 Training in Priority Areas: 1.3.1 Aboriginal Training Plan.

ACTION	DELIVERABLE	RESPONSIBILITY AND TIMELINE
1. Engage employees in continuous cultural learning opportunities to increase understanding and appreciation of Aboriginal and Torres Strait Islander cultures, histories and achievements	<ul style="list-style-type: none"> ▶ Develop and implement an Aboriginal and Torres Strait Islander cultural awareness training strategy for our staff which defines cultural learning needs of employees in all areas of our business and considers various ways cultural learning can be provided (online, face-to-face workshops or cultural immersion). ▶ Ensure all new staff are given a copy of the RAP. ▶ Investigate opportunities to work with local Traditional Owners and/or Aboriginal and Torres Strait Islander consultants to develop cultural awareness training. ▶ Provide opportunities for RAP Working Group members, RAP champions, HR managers and other key leadership staff to participate in local cultural training. ▶ Identify cultural learning requirements specific to our staff training needs. ▶ Promote Reconciliation Australia's Share Our Pride online tool to all staff. ▶ Investigate local cultural experiences and immersion opportunities. 	<p>👤 HR Manager and Manager and staff of Aboriginal Programs</p> <p>🕒 November 2018</p>

KOOLANGAS KREATE DANCERS



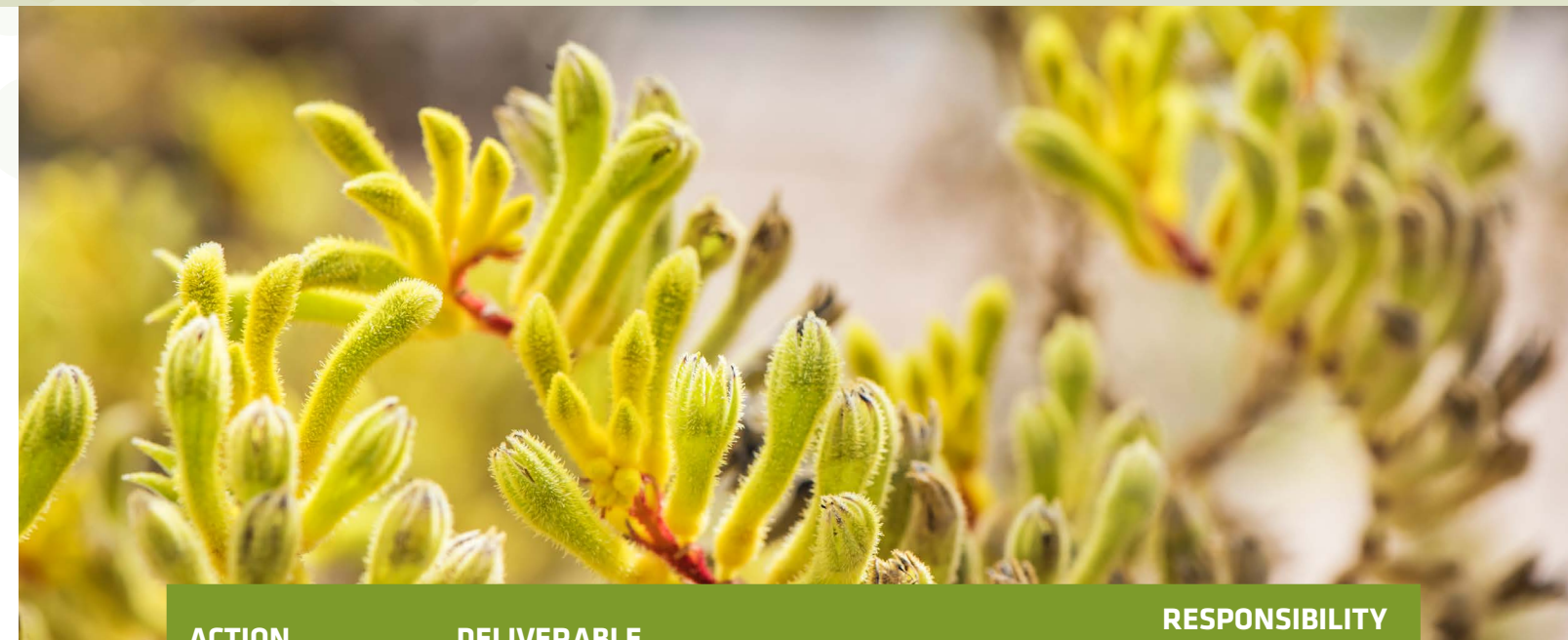
ACTION	DELIVERABLE	RESPONSIBILITY AND TIMELINE
2. Engage employees in understanding the significance of Aboriginal and Torres Strait Islander cultural protocols, such as Welcome to Country and Acknowledgement of Country, to ensure there is a shared meaning	<ul style="list-style-type: none"> ▶ Develop, implement and communicate a cultural protocol document for Welcome to Country and Acknowledgement of Country. ▶ Develop a list of key contacts for organising a Welcome to Country and maintaining respectful partnerships. ▶ Invite a Traditional Owner to provide a Welcome to Country at significant events, including Student Awards Night. ▶ Include an Acknowledgement of Country at the commencement of all important internal and external meetings. ▶ Encourage staff to include an Acknowledgement of Country at the commencement of all meetings. ▶ Organise and display an Acknowledgment of Country plaque in our offices or on our office building. 	<p>👤 Manager and staff of Aboriginal Programs</p> <p>🕒 June 2018</p>
3. Provide opportunities for Aboriginal and Torres Strait Islander staff to engage with their culture and communities by celebrating NAIDOC Week	<ul style="list-style-type: none"> ▶ Review HR policies and procedures to ensure there are no barriers to staff participating in NAIDOC Week. ▶ Provide opportunities for all Aboriginal and Torres Strait Islander staff to participate with their cultures and communities during NAIDOC Week. ▶ Provide opportunities for all staff to participate in NAIDOC Week activities. ▶ Consult with Aboriginal and Torres Strait Islander people to hold an internal or external NAIDOC Week event. ▶ Support an external NAIDOC Week community event. ▶ Contact our local NAIDOC Week Committee to discover events in our community. 	<p>👤 Aboriginal Programs Manager and HR Manager</p> <p>🕒 First week in July, 2018 and 2019</p>
4. Provide acknowledgement to Aboriginal and Torres Strait Islander culture.	<ul style="list-style-type: none"> ▶ Develop a calendar that recognises Aboriginal and Torres Strait Islander dates of significance. 	<p>👤 Manager and staff of Aboriginal Programs and Communications Coordinator</p> <p>🕒 June 2018 and June 2019</p>



Providing employment, professional development and procurement opportunities for Aboriginal and Torres Strait Islander people, organisations and communities is important to South Regional TAFE because it helps to promote reconciliation and cultural diversity within our workplace. We value and acknowledge the diverse and extensive skills and experience Aboriginal and Torres Strait Islander employers and community members bring to the college and commit to increase opportunities for further personal and professional development.

FOCUS AREA The key direction opportunities align to South Regional TAFE's Business Plan: 1.3 Training in Priority Areas: 1.3.1 Aboriginal Training Plan.

ACTION	DELIVERABLE	RESPONSIBILITY AND TIMELINE
1. Investigate opportunities to improve and increase Aboriginal and Torres Strait Islander employment outcomes within our workplace	<ul style="list-style-type: none"> ▶ Collect information on our current Aboriginal and Torres Strait Islander staff to inform future employment opportunities. ▶ Develop and implement an Aboriginal and Torres Strait Islander Employment and Retention strategy. ▶ Engage with existing Aboriginal and Torres Strait Islander staff to consult on employment strategies, including professional development. ▶ Advertise all vacancies in Aboriginal and Torres Strait Islander media and Aboriginal Workforce Development centres jobs board. ▶ Review HR and recruitment procedures and policies to ensure there are no barriers to Aboriginal and Torres Strait Islander employees and future applicants participating in our workplace. ▶ Include Aboriginal and/or Torres Strait Islander representation on recruitment and selection panels. ▶ Include in all job advertisements 'Aboriginal and Torres Strait Islander people are encouraged to apply.' ▶ Engage with external Aboriginal and Torres Strait Islander people and/or consultants to advise on recruitment, employment and retention strategies, including professional development. ▶ Develop and implement Aboriginal and Torres Strait Islander employment pathways (eg traineeships or internships). ▶ Work alongside Aboriginal Workforce Development in providing opportunities for pathways from training into employment. 	<p>👤 Organisational Services Director, HR Manager and Manager and staff of Aboriginal Programs</p> <p>🕒 November 2018 and June 2019</p>



ACTION	DELIVERABLE	RESPONSIBILITY AND TIMELINE
2. Investigate opportunities to incorporate Aboriginal and Torres Strait Islander supplier diversity within our organisation	<ul style="list-style-type: none"> ▶ Review and update procurement policies and procedures to ensure there are no barriers for procuring goods and services from Aboriginal and Torres Strait Islander businesses. ▶ Develop and communicate to staff a list of Aboriginal and Torres Strait Islander businesses that can be used to procure goods and services. ▶ Develop at least one commercial relationship with a locally owned Aboriginal and/or Torres Strait Islander owned business. ▶ Investigate Supply Nation membership. 	<p>👤 Organisational Services Director, HR Manager and Manager and staff of Aboriginal Programs</p> <p>🕒 November 2018 and June 2019</p>
3. Provide additional support for Aboriginal and Torres Strait Islander students	<ul style="list-style-type: none"> ▶ Investigate the possibility of accessing scholarships for Aboriginal and Torres Strait Islander students. ▶ Provide one-on-one tutorial support to all students studying at certificate level II and above. ▶ Provide financial assistance to ensure all students engage and access their training classes. ▶ Continue and maintain partnerships with communities, schools and organisations that lead into further opportunities and outcomes into training, employment or education for Aboriginal and Torres Strait Islander students. ▶ Take into consideration the Eight Key Objectives as listed in the Aboriginal Training Plan Framework found at www.southregionaltafe.wa.edu.au/currentstudents/studentsservices 	<p>👤 Organisational Services Director, HR Manager and Manager and staff of Aboriginal Programs</p> <p>🕒 June 2018 January 2019</p>

GOVERNANCE, TRACKING PROGRESS AND REPORTING

RAP WORKING GROUP COMMITTEE

ACTION	DELIVERABLE	RESPONSIBILITY AND TIMELINE
1. Report RAP achievements, challenges and learnings to Reconciliation Australia	<ul style="list-style-type: none"> ▶ Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually. ▶ Investigate participating in the RAP Barometer. 	<p>👤 Aboriginal Programs Manager</p> <p>🕒 30 September 2019, 2020</p>
2. Report RAP achievements, challenges and learnings internally and externally	<ul style="list-style-type: none"> ▶ Publically report our RAP achievements, challenges and learnings 	<p>👤 Aboriginal Programs Manager and Communications Coordinator</p> <p>🕒 November 2018 December 2019</p>
3. Review, refresh and update RAP	<ul style="list-style-type: none"> ▶ Liaise with Reconciliation Australia to develop a new RAP based on learnings, challenges and achievements. ▶ Send draft RAP to Reconciliation Australia for review and feedback. ▶ Submit draft RAP to Reconciliation Australia for formal endorsement. 	<p>👤 Aboriginal Programs Manager</p> <p>🕒 June 2019</p>

SOUTH WEST RAP WORKING GROUP

Tracey Jones – Indigenous Service Officer, Centrelink
Cis Narkle – Senior Project Manager, Aboriginal Workforce Development Centre
Lesley Nelson – CEO, South West Aboriginal Medical Service
Jodie Schroder – Regional Network Coordinator, Aboriginal Workforce Development Centre
Marjorie Ugle – Aboriginal Elder

STAFF
Sue Lapham – Director of Organisational Services, South Regional TAFE Bunbury
Tracy Bellotti – Aboriginal Education Support Officer, South Regional TAFE Bunbury
Annette Garlett – Aboriginal Programs Development Officer, South Regional TAFE Bunbury
Vanessa Johnson – Student Services Officer, South Regional TAFE Bunbury

GREAT SOUTHERN RAP WORKING GROUP

Briony Arnold – Community Representative
Geoffrey Dean – Cultural Connections Project Officer, South Coast Natural Resource Management
Ezzard Flowers – Aboriginal Project Officer, Palmerston Org
Michelle Forrest – Coordinator, Aboriginal Workforce Development Centre
Joanne Woods – Aboriginal and Islander Education Officer, North Albany Senior High School

STAFF
Shirley Hansen – Aboriginal Programs Manager, South Regional TAFE Albany
Bev Baxter – Communications Coordinator, South Regional TAFE Albany
Melissa Berrigan – Aboriginal Programs Program Officer, South Regional TAFE Katanning
Donna Blight – Training Manager Health, South Regional TAFE, Albany
Jasmine Drew – Aboriginal Programs Assistant, South Regional TAFE Albany
Paula Foenander – Lecturer, South Regional TAFE Albany
Ron Grey – Lecturer, South Regional TAFE Albany
Anne Kickett – Aboriginal Student Support, South Regional TAFE Narrogin
Belinda Schupp – Human Resources Manager, South Regional TAFE Albany

RAP Coordinator
 Shirley Hansen, Aboriginal Programs Manager
 South Regional TAFE, 5 Anson Road, Albany WA 6330
 Phone: (08) 9892 8779
 Email: shirley.hansen@srtafe.wa.edu.au





This painting by Errol is full of symbolic meaning surrounding the theme of reconciliation. Errol states it is an expression of people coming together to achieve the aspirations of reconciliation and the surrounding Noongar country.

The large circle on the bottom left represents the college reaching out to Noongar people offering pathways for educational training and careers within a framework of reconciliation as well as an exchange of cultural understanding.

The border represents the opportunities to be explored when knowledge and skills are successfully gained through reconciliation.

Designs from this painting are used throughout this publication.

Errol Eades, Mungart Boodja Incorporated | Date: 21/10/2014


Mungart Boodja Incorporated is a Signatory to the Indigenous Art Code


SOUTH REGIONAL TAFE

Albany | Bunbury | Busselton | Collie | Denmark | Esperance

Harvey | Katanning | Manjimup | Margaret River | Mount Barker | Narrogin

GET IN TOUCH

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