



SOUTH REGIONAL TAFE

Aboriginal Training Plan 2017-2019



ABORIGINAL TRAINING PLAN FRAMEWORK 2017-2019

Mission

To provide our Aboriginal students with the skills to fulfil their potential and build our region's prosperity.

Purpose

- The purpose of the Aboriginal Training Plan is to enable effective coordination towards the achievement of the priorities outlined in Skilling WA: A workforce development plan for Western Australia (2nd Edition) and Training Together, Working Together: Aboriginal workforce development strategy.
- In effect, this plan seeks to achieve:
 - a) Increased Aboriginal enrolments and improve the retention; and
 - b) Increased skills and expertise of the Aboriginal community via training to attain employment outcomes.

Key Priorities

OBJECTIVES	STRATEGIES
Increasing access to and participation by Aboriginal people in AQF Certificate III and above industry recognised training in metropolitan, regional and remote locations.	<ul style="list-style-type: none"> • Align training delivery to the skill shortages profiled in the State Priority Occupation List (SPOL). • Work with local agencies and employers to identify pathways for Aboriginal VET graduates. • Develop and offer taster programs for Aboriginal people, particularly youth. • Promote RPL with student, business, industry and local Aboriginal enterprises. • Provide tutorial support for Aboriginal students in mainstream VET programs in Certificates II and above. • Ensure fees and charges are not a disincentive to Aboriginal participation in training. • Provide students with individualised career and personal counselling services to support graduate outcomes. • Promote scholarships.
Increasing the likelihood of Aboriginal students completing their existing course of study and transitioning into further training, education or employment (e.g. mentoring, case management, career planning).	<ul style="list-style-type: none"> • Provide case management support services to Aboriginal students, including tutoring and mentoring, to support their training pathway to higher AQF levels and positive student experience. • Provide career development to existing students to support transitioning to further study. • Provide in-class, one-on-one support • Ensure equity and access programs for all Aboriginal students are appropriately targeted. • Support student progression from foundation programs into qualifications with more direct links to employment.
Identifying successful strategies for engaging/ supporting Aboriginal students and then disseminating that learning.	<ul style="list-style-type: none"> • Analyse student enrolments at commencement of semester and end of semester to determine completion rates. • Aboriginal programs assess the need to provide additional support throughout the year. • Student feedback of courses provided to portfolios to ensure areas of concern are adhered to. • Labour market analyses to ensure Aboriginal VET training is matched to employment opportunities.

OBJECTIVES	STRATEGIES
Ensuring staff are culturally competent and aware.	<ul style="list-style-type: none"> • Increase the levels of cross-cultural awareness in our staff through professional development. • Focus on more effectively connecting families, communities and schools. • Ensure Aboriginal representation on key strategic committees. • Evaluate and continually improve Aboriginal delivery through unambiguous outcome targets. • Ensure qualified, trained staff delivers training to Aboriginal students.
Clear articulation of the Aboriginal target population and how the service will be made attractive and accessible to that population.	<ul style="list-style-type: none"> • Targeted marketing material includes the use of words and artwork aimed at the Aboriginal community. • Aboriginal staff employed to carry out the Mentoring and Tutoring roles for students. • Aboriginal Programs staff to individually meet and greet with identified Aboriginal students to promote the services available to them. • Facilitate communication between student and lecturers to ensure engagement and confidence of students completing their study.
Increasing the number of Aboriginal apprentices and trainees.	<ul style="list-style-type: none"> • Strengthen links and partnerships with business and industry groups as well as maintaining links with the local Aboriginal community. • Provide experiential training opportunities to encourage enrolments into skill shortage areas. • Maintain and extend relationships with schools and student support to promote programs and enrolment into pre-apprenticeship courses. • Assist student transition from pre-apprenticeship programs into apprenticeships with their job applications. • Promote the success stories of the institute's apprentices and trainees.
Partnerships and local collaboration, including engagement with the Aboriginal community, local government, non-government service providers, Aboriginal representation and leadership on key strategic committees at the State Training Providers, AWDC/ ATE, individuals and their families are evident	<ul style="list-style-type: none"> • Maintain an active and viable local Aboriginal Education, Employment and Training Committee (AEETC) with representatives from the local community. • Increase engagement with Aboriginal elders throughout the region. • Provide support for the sustainable development of Aboriginal owned and managed properties. • Customise training to meet the needs of regional industry. • Build relationships that engage Aboriginal families and communities in providing support to Aboriginal learners. • Support Aboriginal community and reconciliation activities such as NAIDOC week. • Support training delivery in the region's school trade training centres. • Build partnerships with Aboriginal organisations to ensure Aboriginal people have access to all resources available to support Aboriginal engagement with the labour force. • Develop new partnerships with industry and specialist Registered Training Organisations (RTOs). • Partner with new and emerging industries to ensure Aboriginals are provided with the skills to access emerging employment opportunities.
Defined approached to address underlying issues that affect young people at risk such as family dysfunction, substance abuse and mental health are identified and appropriate referrals made to streamline support offered to Aboriginal students.	<ul style="list-style-type: none"> • Provide first point of contact to the Aboriginal Programs Unit to seek family knowledge background. • Provide one on one support to students. • Offer referrals to appropriate networks and ensure follow up are carried out. • Work closely with the Disability Liaison Officer. • Utilise the TAFE Chaplain services. • Utilise the TAFE counselling community services team. • Provide advice and support to lecturers and other class members. • Liaise closely with relevant school staff and participation coordinators for early identification of risk factors and implementation of mitigation strategies.



From the Managing Director

South Regional TAFE is to identify and address the particular needs of Aboriginal people with both tailored programs and personal support during their training.

This priority is critical to ensuring that South Regional TAFE provides support to our entire community.

The college's Aboriginal Training Strategy details the college's objectives and the approaches. This strategy will increase Aboriginal participation and completions in training, leading to employment outcomes and economic independence.

The document is aligned with the Strategic Plan. It is an integral part of the college's planning process and it is subject to annual assessment.

The South Regional TAFE Aboriginal Strategy 2017-2019 is a three-year plan.

It is aimed at improving training and employment outcomes for Aboriginal people in our region.

DUNCAN ANDERSON

MANAGING DIRECTOR