

ABORIGINAL TRAINING CAPABILITY STATEMENT

2017-18



**South
Metropolitan**

More courses. Part-time. Full-time. On campus.

South Metropolitan TAFE

South Metropolitan TAFE (SM TAFE) provides specialised training and services to Aboriginal communities and organisations at both local and state level supported by Aboriginal cultural awareness courses, with heritage being central to the delivery of each program.

SM TAFE's tailored training packages can be adapted and customised to suit community, industry and employment needs. Popular qualifications include leadership, cultural tourism, health, training and assessment, construction, hospitality, beauty, and community service.





Workforce Development Services

KJV-GORGON WORK READINESS PROGRAMS

A skills development program to help target inter-generational unemployment through job specific training in general construction, hospitality, stores and warehouses and electrical and mechanical trades. To date, as part of this program:

- 85% of students gained full-time employment
- 75% of program students remain currently employed
- 12 electrical assistants have received full-time employment in connection with the Gorgon Project
- 12 Aboriginal students have undergone general construction training.

CHEVRON TRAINING PROGRAM

A 12-month training program in business, technology and management which comprised of a mixture of on-the-job and customised training and assessment to address skills requirements. More than 100 students attended the construction, high risk licensing, electrical trades assistant and hospitality program.

MONADELPHOUS TRAINING PROGRAM

The delivery of a highly specialised reptile handling course to aid participants in the rescue and release handling of fauna, at their work sites. Training delivery consisted of both classroom and field practices in interaction and handling skills of fauna rescue and recovery. Ten students attained the reptile handling qualification and are working within their communities.

TRANSFIELD-WORLEY ABORIGINAL TRAINING

This training encompasses class-based learning and one-on-one mentoring to build mathematics and engineering knowledge. It progresses to group projects designing work platforms and raised walkways at SM TAFE's Australian Centre for Energy and Process Training (ACEPT) plant and a pumping system for ACEPT's process plant water storage tank. Successful students gained a qualification in Engineering: Technical and Production Systems.

The Transfield-Worley project has proven a great success in Aboriginal training, with two of the trainees from the project receiving nominations for Aboriginal Trainee of the Year and trainees continuing to be employed by Transfield-Worley. Eight students attended ACEPT over a two-year period.

Aboriginal Education and Employment Training Committee (AEETC)

The AEETC represents the Aboriginal community and networks with Aboriginal organisations within the region and the wider Western Australian communities to enhance delivery of on-site and remote delivery services. The AEETC provides valuable input and guidance to SM TAFE on:

- planning, monitoring, evaluating and reporting Aboriginal training requirements in accordance with Department of Education and Training regulations.
- achieving performance indicators and targets by implementing initiatives and strategies included in the overarching Aboriginal Education Agreement (IEA) signed with the Commonwealth of Australia, through the Department of Education and Training, Employment and Workplace Relations.

SM TAFE develops an annual Aboriginal Training Plan in consultation with the AEETC to enable coordination of priorities as per the Aboriginal Workforce Development Strategy. The plan outlines key strategies to increase training participation and attainment by Aboriginal people, with particular focus on apprenticeships, traineeships and certificate III and above qualifications.

Vocational Training Employment Centres (VTEC) and Industry

VTEC provides a comprehensive pre-employment training program that focuses on the needs of the employer and the job seeker. The program breaks down barriers to employment, builds on existing individual strengths, and provides employer directed training that leads to a guaranteed job.



Diagram: www.generationone.org.au/vtec

More than 100 Aboriginal job seekers have entered the VTEC program since its 2014 inception, with at least 80 VTEC students entering immediate employment on completion of training. SM TAFE is the preferred VTEC training provider, partnering with AtWork Australia to engage a range of employers.

Regional Training

SM TAFE can deliver skills recognition, incorporating skills gap analysis, tailored training plans and skills training for career pathways in regional and remote locations throughout Western Australia.

Training is delivered effectively in remote locations and generally follows three steps:

1. Lecturers deliver training and assessment onsite taking necessary, portable information technology and teaching infrastructure for delivery (e.g. laptops with internet connection, router hubs and course materials).
2. E-learning resources and Moodle are used to deliver course content where possible.
3. Process simulators are used where possible to replicate real life on-the-job scenarios e.g. maritime simulators and liquefied natural gas (LNG) process simulators.

Aboriginal School Based Training Programs

The Aboriginal School Based Training (ASBT) initiative is an institutional pathway for Year 10 to 12 students who are not yet 'work ready' to undertake a school-based apprenticeship or traineeship. ASBT programs are certificate I and II qualifications that enable students to develop the skills to transition from school to employment or further study. All training is culturally appropriate and addresses job specific skills and knowledge requirements.

Student Support

Student support services are free and voluntary. Students are offered access to pastoral care and a range of services.

These include:

1. Access to student support officers and prospective course advisors.
2. Access to tutoring on request.
3. Assistance with applications and enrolment documentation.
4. An advocacy service where students can request to be accompanied to appointments with prospective course advisors or lecturers.
5. Referrals to Aboriginal counselling services and a range of community health services.
6. Recommendations about a range of government funding allowances, including Abstudy.

Our Relationships

- Balga Detached Youth Project
- Bardi people, north Broome
- Brotha Boy
- Burdiya Aboriginal Corporation
- Nidjalla Waangan Mia
- Nyoongar Patrol Outreach Services
- Wongatha Birni Aboriginal Corporation Babbingur Mia
- Kanyirninpa Jukurrpa
- East Pilbara, Jigalong and Parrngurr communities
- Gooniyandi language group, Bidyadanga community, Warmun community and Mulan community
- Noongar people Perth, Moora, Yanchep and the South-West.
- Wongatha people in Leonora, Kalgoorlie, Laverton and Menzies.
- Tjuntjunjurra Community, Spinifex region.
- Yamatji people of the Gascoyne, Murchison and Carnarvon
- Nyikina community and language group, Fitzroy River
- Djarijin community, Lombardina
- Amangu language group, Three Springs
- Kija language group, Halls Creek
- Martu language group
- Kulumburu community

Testimonials

SMTAFE & AEETC

“South Metropolitan TAFE has demonstrated their commitment and dedication to identifying developing and implementing programs aimed at enabling the determinations and aspirations of Aboriginal and Torres Strait Islander students to succeed in achieving the outcomes in their personal development and growth.”

Camis Smith, Former Chair – South Metropolitan TAFE and Aboriginal Education, Employment and Training Committee (AEETC)

DEPARTMENT OF HEALTH

“SM TAFE were well equipped to provide a culturally appropriate and industry relevant course to a range of people from regional WA using a combination of e-learning and face-to-face sessions. Enrolees were supported in the application and enrolment process, and applying for financial support. All travel and accommodation arrangements were organised as part of the course provision. Support for the students in study skills, mentoring/support were provided via the Aboriginal Training and Workforce Development team.”

Kate Baxter, Allied Health Consultant, Department of Health Committee (AEETC)

ONE SKY MANY PATHS PROGRAM

“In particular, the lengths that you and your staff have gone to engage with the participants during and after the course has been impressive. I believe this personalised approach has gone a long way to encouraging participation and fostering confidence among the young people we have put forward.”

Kanyirninpa Jukurrpa organisation, East Pilbara, Jigalong and Parrngurr community. Nominated five rangers in 2011-2012

ASBT STUDENTS

“I really enjoyed learning how to become an effective leader in the community and learning about website development. Being treated like an adult was awesome!”

Dan (student)

WACHS

“South Metropolitan TAFE recently developed the Aboriginal Allied Health Assistance certificate III and were outstanding in providing a professional service and ensuring our staff received a high standard of support and were culturally safe during their training, particularly as our staff had to travel from all regions of the state to metro areas during their block training.”

Beverley Stone, Program Manager, Western Australian Country Health Service



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