



**South
Metropolitan**

2025 – 2027 **ABORIGINAL TRAINING PLAN**



• **ATTRACTION** • **RETENTION** • **TRANSITION TO WORK** • **CONSULTATION/OVERSIGHT**

Acknowledgement of Country

We acknowledge the Whadjuk and Gnaala Karla peoples as the Traditional Custodians of the lands that South Metropolitan TAFE's campuses are situated upon.

We acknowledge the wisdom of Aboriginal Elders past and present and pay respect to Aboriginal communities of today. We recognise the rich and diverse culture of Aboriginal and Torres Strait Islander peoples, and the valuable contribution this diversity brings to our college and country.

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

About the cover artwork – *Pathways of growth*

Aboriginal art commissioned by South Metropolitan TAFE 2025. Designed and painted by Noongar Aboriginal Artist Mel Spillman (Woods) of Maarakool Art.

The Aboriginal Education, Employment and Training Committee (AEETC) supports better outcomes for Aboriginal people through education, training, and employment. Working in alignment with SM TAFE and government priorities, the committee oversees initiatives that strengthen Aboriginal participation and success.

Every 2 years, SM TAFE develops an Aboriginal Training Plan (ATP), guided by 3 key focus areas: Attraction, Retention and Transition to Work – to build inclusion, support student achievement, and create future opportunities



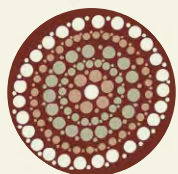
Learning and growth – Linking people, places and opportunities. Together they show progress, movement and the creation of strong pathways toward future goals.



Connection to country – Guided by the wisdom of ancestors and the strength of community.



Increasing growth through education – Representing students gaining strength, knowledge, and confidence as they move through their learning journey.



Community, diversity and collaboration – Helping to build collective strength and shared success.



Gathering spaces – A place of connection, cultural exchange and shared understanding.



Resilience, strength and return – The idea that knowledge, and opportunities come back to empower individuals, families and communities.



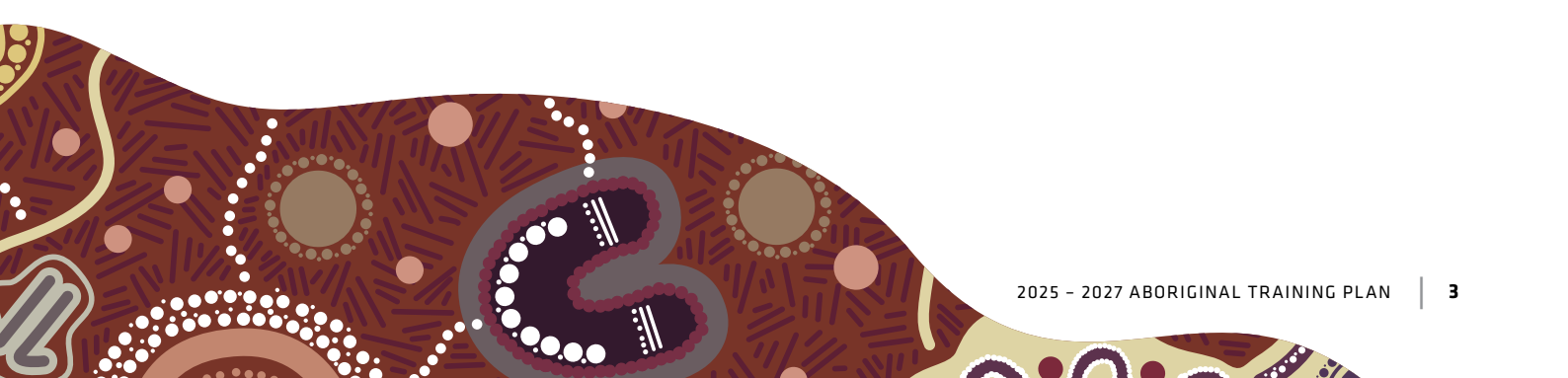
Celebrating milestones and achievements – Honoring the hard work, dedication, and success of students and the broader community.



Opportunities and new beginnings – Created through learning and education.

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Purpose of the Aboriginal Training Plan

South Metropolitan TAFE (SM TAFE) prepares a local Aboriginal Training Plan (ATP) every 2 years for endorsement by their Aboriginal Employment, Education and Training Committee (AEETC) to meet the conditions contained within its Delivery Performance Agreement(s) and submission with the annual Business Plan process to the Department of Training and Workforce Development (DTWD).

This plan should ensure it encompasses key strategies addressing the following objectives:

- Increasing access to and participation by Aboriginal people in AQF Certificate III and above industry recognised training in metropolitan, regional and remote locations.
- Increasing the likelihood of Aboriginal students completing their existing course of study and transitioning into further training, education or employment.
- Identifying successful strategies for engaging/supporting Aboriginal students and then disseminating that learning.
- Ensuring staff are culturally competent and aware.
- Clear articulation of the Aboriginal target population and how the service will be made attractive and accessible to that population.
- Increasing the number of Aboriginal 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 TAFE colleges.

The AEETC plays a key role in the development of suitable Aboriginal stakeholder engagement strategies for addressing the objectives set out in its ATP and is endorsed by the AEETC Chairperson prior to approval by SM TAFE's Governing Council.

This South Metropolitan TAFE Aboriginal Training Plan is endorsed by:



.....
Kerry-Ann Winmar
Whadjuk and Ballardong Elder
Nyungar Tours

08/12/2025



.....
Darshi Ganeson-Oats
Managing Director,
South Metropolitan TAFE

08/12/2025

Section 1

ABORIGINAL EMPLOYMENT, EDUCATION AND TRAINING COMMITTEE (AEETC)

About Us

The AEETC work closely with SM TAFE to determine the most appropriate Vocational Education and Training (VET) programs and services to meet their priorities.

This includes:

- Provision of advice to SM TAFE on developing new and improving existing VET Aboriginal programs and services.
- Reporting and monitoring the progress of SM TAFE Aboriginal VET programs and services to ensure efficient, effective and appropriate delivery to meet the requirements contained within the SM TAFE Delivery Performance Agreement (DPA).
- Providing information to the SM TAFE on Aboriginal VET issues and concerns, with specific reference to local topics.
- Acting as the reference point for government agencies and private sector employers on matters relating to Aboriginal employment and training.
- Actively promoting Aboriginal programs at SM TAFE within the local and wider community.

Our Committee Members

The AEETC Committee Members consist of a combination of South Metropolitan TAFE and Jobs and Skills Centres staff in collaboration with representatives of diverse industries and employers.

Committee Members are identified and recruited through a fair and equitable process based upon their proven demonstration to contribute to the ongoing education, training and employment outcomes for Aboriginal people.

Industry and Community	
NAME	POSITION
Kerry-Ann Winmar Whadjuk and Ballardong Elder Nyungar Tours	Chair
Byron Davis Ventia	Member
Gemma Woods Department of Education	Member
Rob Beattie Ebenezer Aboriginal Corporation	Member
Marion “Gecko” Chalker Main Roads	Member
Isabella Strnadica WesCEF	Member
Gemma Collard METRONET	Member
Renee Pinkerton Department of Training and Workforce Development	Member

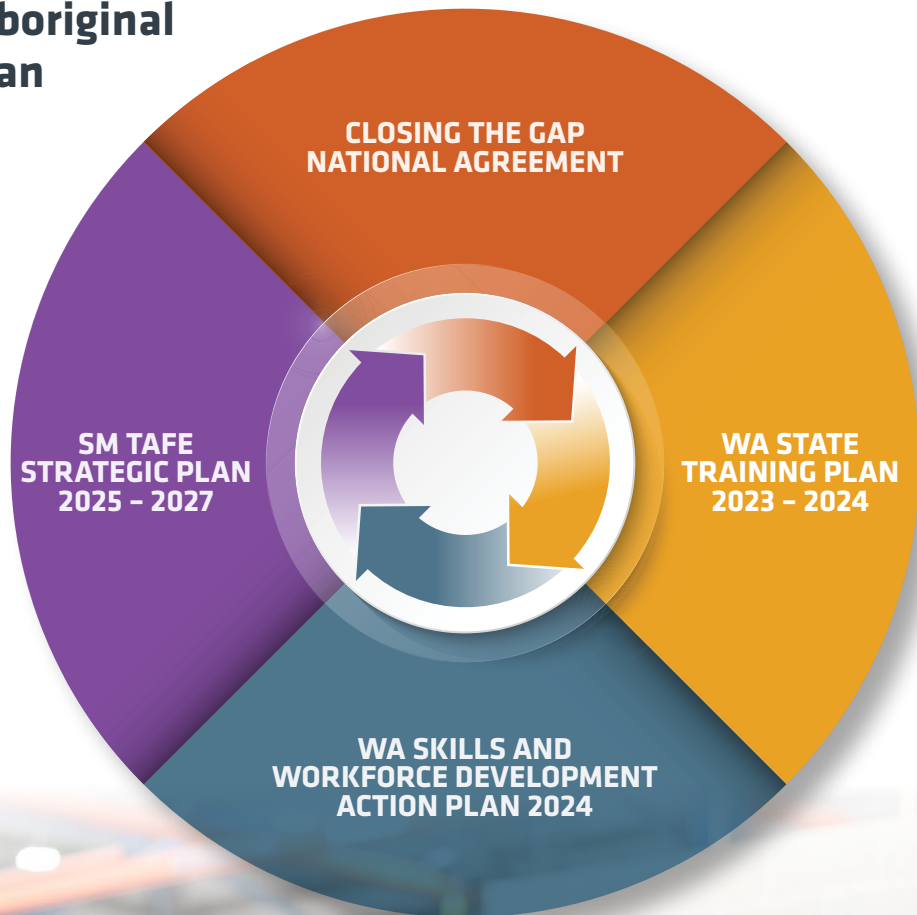
South Metropolitan TAFE Representatives	
NAME	POSITION
Carole Little Executive Director, Training Services 1	Member
Suzy Kitson Manager, Business Development	Member
Jeannie Jones Aboriginal Client Engagement Officer	Member
Marina Leather Team Leader, Aboriginal Student Support	Member
Hoda Kazemi Executive Assistant, Training Services	Executive Officer

Section 2

GOVERNANCE

The strategies and objectives set out in this plan align with key strategic priorities and recommendations for improving Aboriginal participation and engagement in training and employment outcomes at both the national and WA state levels of government.

SM TAFE Aboriginal Training Plan



Initiatives

Strategic Objectives

CLOSING THE GAP NATIONAL AGREEMENT

VET AND EMPLOYMENT TARGETS

- By 2031, increase the proportion of Aboriginal and Torres Strait Islander people aged 25-34 years who have completed a tertiary qualification (Certificate III and above) to 70 per cent.
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander youth (15-24 years) who are in employment, education or training to 67 per cent.
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander people aged 25-64 who are employed to 62 per cent.
- Increase participation and offerings for Aboriginal school-based training programs.

WA STATE TRAINING PLAN 2023- 2024

- The Board supports work to attract and retain students from under-represented groups. Target cohorts include Aboriginal people, people with disability, young people, mature aged workers, and people from low socio-economic and culturally and linguistically diverse backgrounds.
- It is important government, training providers and industry work closely to ensure apprenticeships and traineeships are innovative and responsive to industry needs, and employers are aware of and able to access the subsidies available to them.
- The Board encourages training providers to work closely with industry and government to explore new and innovative programs to address critical workforce needs, with a particular focus on aged care, disability care, mental health, Aboriginal and Torres Strait Islander health, and childcare.

WA SKILLS AND WORKFORCE DEVELOPMENT ACTION PLAN 2024

- The focus of the workforce development action plan includes specific workforce needs, capability, priority cohorts, national reforms, and broader workforce development priorities to ensure a well-functioning labour market that can supply the right skills in the right place at the right time to ensure the nation continues to prosper.
- Develop in consultation with Aboriginal stakeholders an Aboriginal Employment Enabling Program to drive participation in training and workforce development and to build the skills pipeline for WA.
- *Lower Fees, Local Skills* (LFLS) courses respond to skills shortages and address the needs of priority industries and target priority groups to break down barriers.
- The capacity and coverage of the Jobs and Skills Centres (JSC) network be increased to enhance services to Aboriginal people.
- Cultural competence training for business be funded, delivered by contracted Aboriginal organisations and promoted as an important platform to support the attraction, recruitment and retention of Aboriginal employees.
- A whole-of-Government Aboriginal Community Controlled Organisation (ACCO) strategy to achieve greater involvement of ACCOs in planning, designing and delivering more culturally responsive and secure services to Aboriginal people.

SM TAFE STRATEGIC PLAN 2025 - 2027

CONNECTION TO COMMUNITY

- Promote and enhance the outcomes of Aboriginal students and community members.
- Establish and extend partnerships with Aboriginal organisations.
- Work collaboratively to achieve government goals and priorities.

Section 3

KEY AREAS, OBJECTIVES AND ACTIVITIES

KEY AREA 1: ATTRACTION



Build a culturally inclusive approach to increase Aboriginal student participation.



Strategic objectives	SM TAFE activities
1. Increasing the participation of Aboriginal learners through the delivery of culturally inclusive and flexible vocational, education and training (VET).	<ul style="list-style-type: none">• Promote, develop and deliver Certificate III and above qualifications for current Aboriginal employees within their workplaces.• Engage with relevant stakeholders (e.g., secondary schools, industry, government, and local community) to identify new opportunities and partnerships for the promotion of relevant training, especially apprenticeship and traineeships for Aboriginal students.• Provision of targeted career and training advisory services to support prospective Aboriginal students with making the right choices.• Seek out and apply for national and/or state level funding/grants to support new SM TAFE Aboriginal training initiatives.
2. Increasing access to VET through identifying and alleviating barriers for Aboriginal people to commence and continue their VET studies.	<ul style="list-style-type: none">• To develop new and promote existing SM TAFE strategies to assist Aboriginal students to complete their studies (e.g. blended delivery model, access to technology, safe spaces on campus, removing financial barriers).• Promote and deliver Foundation Skills programs containing pathways into further vocational training or employment.• Where the need is identified, provide Language, Literacy and Numeracy (LLN) support to Aboriginal learners through Skills for Study Programs.• Promote scholarship opportunities for Aboriginal students to assist with fees or other study requirements i.e PPE, books.
3. Increasing digital inclusion and access to technology for Aboriginal students	<ul style="list-style-type: none">• Provide access to loan laptops or devices for Aboriginal students who require them.• Explore how the College could deliver targeted digital skills workshops for Aboriginal students. Consider collaboration with community and/or information and communications technology (ICT) businesses.

Summary of attraction projects

- Continued success of SM TAFE's roll-out of the Aboriginal Leadership Program (Certificate IV in Leadership and Mentoring) to Aboriginal employees.
- Engagement with Schools through school visits.
- Links with Community organisations/interagency groups – e.g, Binjaram Aboriginal Interagency Network, Follow the Dream and Job Actives.
- Employability workshops/Outreach work and providing assistance (career guidance, resume/cover letters).
- Promotion of SM TAFE's fee reduced courses and free skill sets through JSC communication channels, social media and SM TAFE website to potential Aboriginal students. social media and SM TAFE website to potential Aboriginal students.



KEY AREA 2: RETENTION



Adopt innovative and culturally appropriate retention strategies to assist Aboriginal student completion rates.

Strategic objectives

SM TAFE activities

1. Monitoring and improving Aboriginal student outcomes

- Explore new strategies to identify early signs of Aboriginal student disengagement and participation.
- Provision of professional development for lecturing and support staff on Aboriginal student engagement and enhancing participation in training.
- Work closely with the RAP Working Group on culturally appropriate retention strategies that directly link to improving Aboriginal student outcomes.

2. Promotion and provision of support services to Aboriginal students

- Implementation of a Student Support Services communication strategy to promote the range of support services available to all new Aboriginal students.
- Expand cultural professional development for all SM TAFE staff, eg cultural immersion and cultural safety programs. Continue Aboriginal Student engagement professional development for lecturing staff.
- Invite past Aboriginal students including SM TAFE's Aboriginal Student of the year to speak at student orientation sessions and JSC led careers days.

Summary of retention projects

- Development of an inhouse early warning reporting process to flag disengaged Aboriginal and Torres Strait Islander minors.
- Incorporation of new content relating to Aboriginal student engagement and participation into the lecturer induction program.
- Aboriginal Student Support Services staff to attend two-day PD workshop on Aboriginal Mental Health First Aid.
- Maintain the Bentley Campus' Indigenous Kitchen Garden for Hospitality students.
- Increased number of social media posts with Cultural themes.

KEY AREA 3: TRANSITION TO WORK



Provide opportunities for further training and employment opportunities to our Aboriginal Students.

Strategic objectives

SM TAFE activities

1. Strengthening training to enhance and increase employment outcomes for Aboriginal people

- Enhance and promote partnerships with new and existing organisations that are committed to employing Aboriginal people, with particular focus on future growth industries.
- Develop customised training for employers to engage and retain Aboriginal people in their organisations.
- Seek out opportunities to connect SM TAFE's Aboriginal students and job seekers with the JSC's and potential employers.
- Broaden the promotion of job opportunities to students, potential employers and relevant community organisations through formal networking distribution channels (e.g. Deadly Job's email).
- Continue to strongly support SM TAFE business partnerships and broaden the delivery of Aboriginal work readiness training and industry taster programs.
- Work closely with state government agencies (e.g., Department of Transport) to assist Aboriginal students and job seekers to obtain driver licenses and access appropriate transport.

2. Improving alignment with employer expectations

- Continuous improvement model for programs targeting Aboriginal cohorts.
- Explore a model which recognises employers who lead initiatives that support Aboriginal employment outcomes, this should link in with SM TAFE's Employer Engagement Strategy.

Summary of transition to work projects

- Development, commencement and continued roll out of SkillLaunch Diversity work readiness Programs eg. BHP Maintenance Support Technician Program.
- JSCs working with delivery areas to link existing SM TAFE Aboriginal students with potential employers.
- Continued success and circulation of Deadly Jobs Newsletters to stakeholders across industry and the community.

KEY AREA 4: CONSULTATION/OVERSIGHT



Strengthen internal connections and processes that can assist in the reporting and monitoring of achievements and challenges.

Strategic objectives

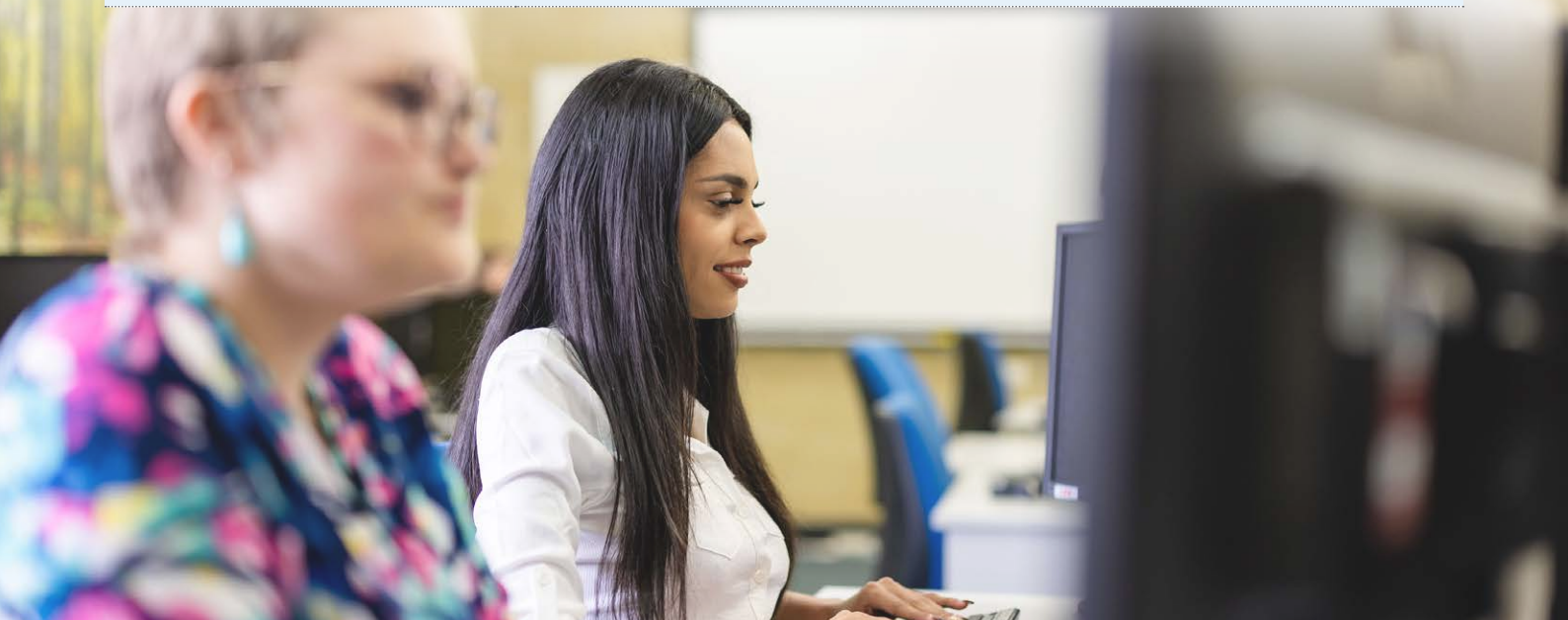
SM TAFE activities

1. Report and monitor Aboriginal Training Plan achievements and challenges to the AEETC.

- The AEETC will share best practice and track progress against the strategic objectives and activities outlined in the Aboriginal Training Plan.
- Monitor and track progress against required DPA Aboriginal student performance indicators.
- AEETC members to engage in a facilitated strategic planning workshop to guide the direction of the Committee and objectives of the Aboriginal Training Plan.
- Provide more comprehensive data insights which align with strategic objectives and KPIs of ATP to AEETC members for targeted decision making.

Summary of consultation/oversight projects

- Convene AEETC three (3) times a year.
- Aboriginal Training Plan strategic objectives (Attraction, Retention and Transition to Work) are reported as an agenda item at each AEETC meeting.
- Continue to encourage Aboriginal students to fill out all sections of the AVETMISS form upon enrolment.



Section 4

REPORTING

Key Performance Indicators

KEY AREA 1: ATTRACTION

1.1 Increasing the participation of Aboriginal learners through the delivery of culturally inclusive and flexible vocational, education and training (VET).

- 1.1.1** Increase in number of Aboriginal student enrolments (>2024 Actuals) for:
- School Based Traineeships and/or VET in Schools.
 - Apprenticeship/Traineeships.
 - Certificate III and above qualifications.
- 1.1.2** Increase in the number of JSC school visits for attracting prospective Aboriginal students.

1.2 Increasing access to VET through identifying and alleviating barriers for Aboriginal people to commence and continue their VET studies.

- 1.2.1** Increase in number of Aboriginal student enrolments for:
- Foundation Skills Programs (>2024 Actual).
 - LLN support programs (>2024 Actual).

KEY AREA 2: RETENTION

2.1 Monitoring and improving Aboriginal student outcomes.

- 2.1.1** Increase in the number of Aboriginal student completions (>2024 Actual).
- 2.1.2** Increase in the number of Aboriginal apprenticeship and traineeship completions (>2024 Actual).
- 2.1.3** Aboriginal student satisfaction with the training they receive at TAFE (Learner Survey and/or case study examples).

2.2 Promotion and provision of support services to Aboriginal students

- 2.2.1** Increasing the number of Aboriginal students accessing student support services.
- 2.2.2** Aboriginal student satisfaction with SM TAFE's student support services (= or >90%).

KEY AREA 3: TRANSITION TO WORK

3.1 Strengthening training to enhance and increase employment outcomes for Aboriginal people

- 3.1.1** Increase in the number of employers participating in SM TAFE training for retaining Aboriginal people in their workplaces.
- 3.1.2** Increase in the number of Aboriginal referrals received by the JSCs.
- 3.1.3** Increase in the number of Aboriginal student completions in Aboriginal work readiness training programs.

KEY AREA 4: CONSULTATION/OVERSIGHT

4.1 Report and monitor Aboriginal Training Plan achievements and challenges to the AEETC.

- 4.1.1** Completion of three AEETC meetings each year.
- 4.1.2** Aboriginal Training Plan strategic objectives reported as an Agenda items at each AEETC meeting.
- 4.1.3** Meet the DPA Aboriginal Student Demographic response each year (90%).

A large, wavy-edged graphic featuring a traditional Aboriginal art pattern. The pattern consists of various circular and organic shapes in shades of brown, tan, and white, set against a dark brown background. The shapes include concentric circles, dots, and stylized figures, characteristic of Indigenous Australian art.

SOUTH METROPOLITAN TAFE ABORIGINAL TRAINING PLAN



 1800 001 001

 info@smtafe.wa.edu.au

 southmetrotafe.wa.edu.au

Postal address: 1 Fleet Street, Fremantle WA 6160