

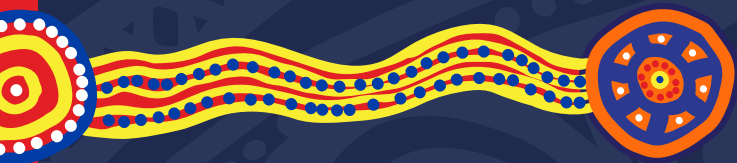
# Reconciliation Action Plan

June 2025 – June 2028

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*Stretch plan*





# Acknowledgement of Traditional Custodians

TAFE Queensland acknowledges the Traditional Custodians of Country throughout Australia and respects the continuing connection to land, waters, cultures and family that First Nations peoples uphold. We pay respect to Elders past and present. We recognise that teaching and learning has taken place on Country for over 60,000 years and two-way learning is an important part of our reconciliation journey.



## Notice

Aboriginal and Torres Strait Islander peoples should be aware that this publication may contain images or names of people who have since passed away.

## Artwork

Artwork and elements from TAFE Queensland's Reconciliation Action Plan artwork 'Connecting Knowledge – Connecting Cultures' by Riki Salam, We are 27 Creative.

## Terminology

The terms Aboriginal and Torres Strait Islander peoples, First Nations, and Indigenous are used interchangeably and with respect throughout this document to refer to the First Nations peoples of Australia. These terms honour the diverse cultures, identities, and preferences of Aboriginal and Torres Strait Islander peoples and communities.

The information contained in this document is correct at time of 08/07/2025. For the most up-to-date information please refer to our website at [www.tafeqld.edu.au](http://www.tafeqld.edu.au).

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# Message from the TAFE Queensland Board and Executive

**TAFE Queensland has campuses in more than 60 communities across Queensland. We respect Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the lands and waterways on which our campuses are located.**

For more than 140 years, TAFE Queensland has played an important role in contributing to greater opportunities and outcomes for First Nations peoples through education.

Since 2018, we have been engaged with Reconciliation Australia, involving our staff, students and communities in our reconciliation journey as we reflect, discuss and strengthen our respect for First Nations peoples and cultural knowledges.

As we release our third Reconciliation Action Plan (RAP), we celebrate many successes that have brought us to this point.

Our first RAP set us on a path of discovery where we determined our vision for reconciliation and how we planned to achieve it. We built awareness and began developing our dialogue and future endeavours.

Our second RAP embraced our commitments to First Nations peoples and cultures by implementing and continuously improving our strategies and procedures to align with our organisational core values and strategic plan.

Our milestones have been significant, and we have laid the foundation for our Stretch RAP.

This RAP commits us to delivering meaningful actions that build and extends on our commitment to being the vocational education and training provider of choice for First Nations peoples in Queensland.

We acknowledge that this plan is still only the start of our journey towards supporting reconciliation, healing and respect for all Australians, and we will work tirelessly to ensure its success.

We thank our communities and our RAP Advisory Groups for supporting and guiding us during the development and implementation of our Stretch RAP.



**Viv Grayson**

Chairperson  
TAFE Queensland



**John Tucker**

Chief Executive Officer  
TAFE Queensland



# Reconciliation Australia's CEO Statement

**On behalf of Reconciliation Australia, I congratulate TAFE Queensland on its formal commitment to reconciliation, as it implements its first Stretch Reconciliation Action Plan (RAP), its third RAP overall.**

Formed around the pillars of relationships, respect and opportunities, the RAP program helps organisations realise the critical role they can play in driving reconciliation across their work and area of expertise. Through the creation of this Stretch RAP, TAFE Queensland continues to contribute to the ever-growing community of RAP organisations that have taken this consideration and goodwill and transformed it into action.

As one of Queensland's leading tertiary education providers, TAFE Queensland aims to be the vocational education and training provider of choice for First Nations peoples in the state. We know our educational and training institutions have great potential to move the dial on reconciliation progress, especially in de-colonising education systems and access to them.

This Stretch RAP is built upon the considerable experience TAFE Queensland

garnered in its previous RAPs. With past successes in tailoring its processes to be more accessible to First Nations students, TAFE Queensland has developed culturally appropriate and engaging initiatives that support First Nations students and applicants as they navigate their education and skills development goals.

As TAFE Queensland continues to build on its previous work with commitments to mutually beneficial relationships, demonstrating respect and creating opportunities, it shows its deep understanding not only of the RAP program pillars but their intended impact. Initiatives developed with First Nations peoples ensure the success and longevity of their intended outcomes. For TAFE Queensland, this means increased enrolments for First Nations students seeking careers that enhance their financial stability and confidence.

TAFE Queensland has the potential to drive considerable reconciliation outcomes across its sphere of influence. On behalf of Reconciliation Australia, I commend TAFE Queensland on this Stretch RAP and look forward to following its ongoing reconciliation journey.

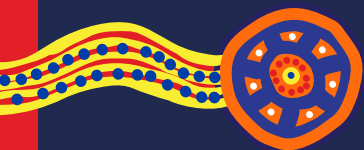


**Karen Mundine**

Chief Executive Officer  
Reconciliation Australia



# Campus and Training Delivery Locations



## North Queensland

Atherton  
Bowen  
Burdekin  
Cairns  
Charters Towers  
Cloncurry  
Great Barrier Reef  
International Marine  
College (Cairns)

Ingham  
Innisfail  
Mount Isa  
Normanton  
Northern Peninsula Area  
Palm Island  
The Whitsundays  
Thursday Island  
Townsville (Pimlico)  
Townsville Trade Training  
Centre (Bohle)

## Wide Bay Burnett

Bundaberg  
Gympie  
Hervey Bay  
Kingaroy  
Maryborough  
Nurunderi

## Sunshine Coast

Maroochydore  
Mooloolaba  
Nambour  
Sunshine Coast Health  
Institute (SCHl)

## Darling Downs and South West

Charleville  
Chinchilla  
Dalby  
Gatton  
Roma  
Toowoomba  
Warwick

## Greater Brisbane

Acacia Ridge  
Alexandra Hills  
Bracken Ridge  
Caboolture  
Eagle Farm  
Grovely  
Inala  
Ipswich (Bundamba)  
Loganlea  
Mt Gravatt  
South Bank

## Gold Coast

Ashmore  
Coolangatta  
Coomera Creative  
Coomera Marine  
Southport

# Our Business

As Queensland's largest provider of vocational education and training, we are uniquely positioned to transform lives, help individuals achieve their career goals, and enhance the social and financial wellbeing of our communities.

Through our RAP, we will connect with and empower our students, communities, industries, and government agencies to build a robust foundation for our collective future.

Together, we aim to foster innovation, inclusivity, and sustainable growth for all.

Our delivery of training spans foundation learning skills and entry level workforce qualifications to higher education degrees across Queensland, in the Pacific and online.



**60**  
locations



**500**  
programs



***TAFE Queensland is proud to offer a culturally safe learning environment for First Nations peoples to study and work.***



**144,000**  
students



**5,766**  
staff



**8,230**  
First Nations  
students



**131**  
First Nations  
staff

\*Figures accurate current at the time of printing / publication



# Understanding a Stretch RAP

The four RAP types—Reflect, Innovate, Stretch, Elevate—enable organisations to develop their reconciliation commitments. Each type of RAP is tailored for organisations at various stages of their reconciliation journey.

## **Stretch RAP: Reconciliation leadership**

A Stretch RAP is best suited to organisations that demonstrate strong meaningful engagement with internal and external Aboriginal and Torres Strait Islander stakeholders.

These organisations need to have established a very strong approach towards

advancing reconciliation internally and within the organisation's sphere of influence. The Stretch RAP requires organisations to embed reconciliation initiatives into business strategies, so they become "business as usual".

A Stretch RAP spans a three-year period and is focused on high impact commitments based on defined measurable targets and goals.

An organisation must have successfully completed an Elevate, Stretch or Innovate RAP to be considered.

- **Reconciliation Australia**  
[www.reconciliation.org.au](http://www.reconciliation.org.au)





## Major Sponsorships

TAFE Queensland is committed to ensuring First Nations people are afforded the same opportunities for learning and prosperity as everyone enjoys in Australia.

When you combine forces between the state's largest, most experienced training provider and two of the biggest sports brands in Queensland, you define greatness.

### Brisbane Broncos

Together we will work with the Broncos to promote practical, industry-relevant training opportunities to all Beyond the Broncos and Girls Academy students.

### North Queensland Toyota Cowboys

TAFE Queensland and the Cowboys are working together to promote culturally inclusive, practical and industry-relevant training opportunities to their membership base and through community initiatives such as NRL Cowboys House, Try Time!, and Dream Believe Achieve.



Learn more:  
[tafeqld.edu.au/  
partnerships](https://tafeqld.edu.au/partnerships)



# Our RAP Vision

TAFE Queensland's vision for reconciliation is to foster meaningful, sustainable relationships that recognise and respect the cultural heritage and contributions of Aboriginal and Torres Strait Islander peoples. We are committed to creating a safe, inclusive educational environment that empowers First Nations communities, offering equitable access to contemporary, globally relevant training and education.

By prioritising the needs of our First Nations students and actively creating pathways for success, we will work together to create transformative opportunities for everyone, everywhere, to shape their own futures. We are committed to innovation and excellence, ensuring our commitment to reconciliation is reflected in every aspect of our work.

## Our Purpose

At TAFE Queensland, we deliver contemporary, globally relevant skills, needed now and into the future, along with the opportunity for everyone, everywhere to transform their lives.







## The TAFE Queensland Scholarship Foundation

The TAFE Queensland Scholarship Foundation is part of our commitment to helping people change their lives, contributing to inclusive and equitable opportunities to unlock their future potential through applied learning, emerging technologies, or changing skills.

Each year, 100 TAFE Queensland Scholarships are awarded to Queenslanders to help cover study-related costs such as course fees, travel expenses, childcare, uniforms, tools, books and other study materials.

With the support of generous sponsors and donors, we can help our students achieve their goals and ambitions. Giving students practical financial assistance can enhance their learning experience.

In 2024, 21 First Nations students received TAFE Queensland Scholarships that were supported by seven sponsors of the Foundation - CPL, Queensland Hydro, RACQ, Fujitsu, Microsoft, AMSA and ARC.

The 2024 cohort of First Nations scholarship students included Certificate III to Diploma courses and apprenticeships, mostly in business and health and science industries.



Scan, click or visit:  
[tafeqld.edu.au/tq-foundation](https://tafeqld.edu.au/tq-foundation)

TAFE Queensland Early Childhood Education and Care (CHC30113) student and proud Gooreng Gooreng woman, Kimberley Appo, participating in a Smoke Ceremony with Traditional Owner, Uncle Shannon.

# Our Values



## Safety first

TAFE Queensland is committed to embedding our core value of Safety First into our Reconciliation Action Plan. This commitment will be reflected through comprehensive cultural competency training, the creation of safe and supportive spaces for First Nations staff and students, and the recognition and celebration of First Nations cultures. By prioritising cultural safety and fostering an inclusive environment, we aim to ensure that all members of our community feel respected, valued, and protected.



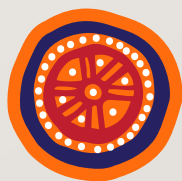
## Focusing on our customer

We will develop and deliver services that are culturally responsive and respectful. Our RAP will include initiatives to ensure cultural safety for all, and recognises the rich heritage of Aboriginal and Torres Strait Islander cultures. We will actively seek feedback from First Nations communities to continuously improve our offerings and ensure they meet the highest standards of quality and relevance. Through this customer-centric approach, we aim to build strong, respectful relationships and provide an inclusive and supportive environment for all.



## Taking responsibility

By taking responsibility for our actions and their impact, we will work collaboratively to build a supportive and empowering environment for First Nations communities. Through this commitment to responsibility, we strive to make a positive and lasting difference in the lives of our students and the broader community.



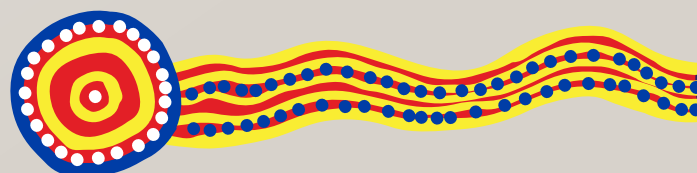
## Showing initiative

We will develop innovative strategies to enhance cultural competency, ensure cultural safety, and celebrate the heritage of Aboriginal and Torres Strait Islander cultures. Our RAP will focus on pioneering new training programs and employment opportunities that address the unique needs of First Nations peoples. By piloting new initiatives and creating pathways for meaningful employment, we aim to set a benchmark for excellence and inclusivity. Through this commitment to innovation and proactive engagement, we strive to create inclusive learning opportunities that lead to genuine, sustainable employment.



## Working together

TAFE Queensland is dedicated to applying our core value of Working Together in our Reconciliation Action Plan. By fostering collaboration and partnership, we will engage with First Nations communities, leaders, and stakeholders to co-create quality training programs for First Nations peoples, respectful and inclusive of Aboriginal and Torres Strait Islander culture and with an emphasis on two-way learning.







## STUDENT STORY

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### Education opens a world of opportunity for Haytham

With a dream to become a schoolteacher, Haytham Trueheart Harbus is studying with TAFE Queensland to enrol in university and study education.

Realising that university studies require academic writing, note taking and referencing skills he did not have, Haytham is now completing a Certificate IV in Adult Tertiary Preparation (10765NAT) (ATP).

“I’m studying to get the eligibility prerequisites to study primary education and become a school teacher, and TAFE Queensland is building that foundation for me,” explained Haytham.

While getting the skills required, Haytham is also developing a broad range of skills relevant to education.

From advanced literacy, numeracy and digital skills, time management, problem-solving, research and assignment writing skills, exam strategies and seminar presentation skills, Haytham is gaining the skills to complete a Bachelor of Education and be the best teacher possible for his future students.

A proud Torres Strait Islander man with ties to Gudumadh Village on Masig Island, Haytham’s focus within education is to work with children and young people and assist them to succeed.

“I love children's innocence, curiosity and creativity, and I am interested in childhood development, so I’m working to get in the best position to work with disadvantaged children, break the trauma cycle, restore their hope and help them succeed in life,” he said.



Scan, click or visit:

[tafeqld.edu.au/  
haythams-story](https://tafeqld.edu.au/haythams-story)



# Our RAP

At TAFE Queensland we strive to be the training provider of choice for First Nations peoples. We know that quality training, developed in consultation with First Nations peoples, will provide increased opportunities for learning and prosperity. Employment and careers contribute to enhancing financial stability and confidence, which in turn, improves standards of living.

In 2018, we formalised our goals and vision for reconciliation with the development of our first Innovate Reconciliation Action Plan. Later, with the support of our newly formed external RAP Advisory Group, and together with a revitalised TAFE Queensland staff Working Group, we strived to embed our vision and goals through the implementation of our second Innovate RAP.

TAFE Queensland is committed to stretching our accountability and transparency by progressing our journey with our third RAP supporting our vision to positively impact and empower the people we serve including urban, remote and regional communities.

Moving forward to our Stretch RAP, we will promote reconciliation to all of our stakeholders and we will develop specific, measurable strategies to address the shortfalls in our previous RAPs. We will continue on our journey of learning, and we will involve as many staff and students as possible to produce meaningful reconciliation outcomes.

## Key learnings from our Innovate RAP experience

As a large organisation with campuses across the state, our first two RAPs have provided us with valuable insights.

- **The need to strengthen our governance and reporting against our RAP with clear KPIs**

Setting clear and measurable outcomes ensures that progress can be tracked and reported, making it easier to identify areas for improvement and celebrate successes.

- **We are an influencer**

We need to better leverage our significant sphere of influence as a large education provider to shape future generations, and drive social change by setting standards and expectations and promoting inclusivity and diversity across all industry sectors across all areas of our great state.

- **We need to take all staff and students on our RAP journey**

Continuous efforts, regular reviews, communication and promotion is needed to maintain momentum and achieve our long-term goals. We need to continue to celebrate our achievements.

- **Strong leadership is critical**

We need to better empower and equip leaders to inspire and motivate staff and students to participate in and support our RAP initiatives.





# First Nations Digital Service Centres

First Nations Digital Service Centres are shaping the future of economic development in Queensland's First Nations communities.

With Queensland Government funding and customised training by TAFE Queensland, community-owned operations are employing people in Cherbourg, Jumbun, Palm Island and Yarrabah.

The aim is to build independence, digital literacy skills and create real jobs on-Country for First Nations Queenslanders.

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## Palm Island

Located in the Palm Island Retail Precinct, the Digital Service Centre is fully community owned, operated and supports ongoing employment.



Learn more:  
[tafeqld.edu.au/palm-island-call-centre](https://tafeqld.edu.au/palm-island-call-centre)

## Cherbourg

The Cherbourg First Nations Digital Service Centre has provided sustainable employment and economic development for the Cherbourg community.



Learn more:  
[tafeqld.edu.au/first-nations-digital-inclusion-pilot](https://tafeqld.edu.au/first-nations-digital-inclusion-pilot)



# Our RAP Governance

Our RAP is championed by the General Manager of TAFE Queensland's North region Susan Kinobe and led by Executive Director Education and Training of TAFE Queensland's North region, Leanne Bell, a proud Gangalidda, Birri Gubba Bindal woman with family ties to Burketown and Cherbourg.

A dedicated group of 24 staff members, including eight First Nations members, from across the state form our RAP Working Group. Our Working Group includes at least two members from each TAFE Queensland region. This group is complemented by an eight-member external Advisory Group, consisting of First

Nations and non- Indigenous members from across Queensland who provide cultural support, intellectual guidance and informed consultation.

Our RAP Working Group and Advisory Group meet both online (quarterly) and in person (annually) in a supported environment where each member is encouraged and responsible for contributing meaningful efforts and ideas. Our Working Group members are enabled in their roles to take action to embed and improve the objectives and measures to support reconciliation. An active online forum supports our network's ability to communicate, share and learn.

## Working Group Members

### **RAP Champion**

**Susan Kinobe**

General Manager, TAFE Queensland North region

### **RAP Lead**

**Leanne Bell**

Executive Director, Education & Training  
TAFE Queensland North region

### **RAP Coordinator**

**Bronwyn Webb**

Communications Officer

**Brandon Thompson**

Customer Experience Officer

**Courtney Appleby**

HR Business Support Officer

**Dani Costello**

Corporate Solutions Manager

**Emma Rice**

Senior Advisor, Learning and Teaching

**Jane McKellar**

Director, Educational Delivery, Services & Arts

**Jo Savage**

Principal Project Officer, Torres Strait

**Jos Abdiel**

Horticulture Teacher

**Kerri Rankin**

Strategic Project Manager, Human Resources

**Lynley Halliday**

Indigenous Liaison and Student Support Officer

**Mandy Beetson**

Leading Vocational Teacher

**Marnie Matthews**

Senior Graphic Designer

**Michelle Carroll**

Educational Team Leader

**Morgan Cotter**

Indigenous Outcomes Officer

**Robyn Allen**

Manager, Procurement and Purchasing

**Sam Crowe**

Senior Advisor, Educator Capability

**Scott Meredith**

Director, Student and Faculty Support Services

**Sylvia Agerbeek**

Senior Business Development Officer

**Tammy Rasmussen**

Indigenous Student Support Officer

**Tony Kruger**

Director, Assets, Facilities and Workplace Health and Safety







# RAP Advisory Group

**Greg Kitson**

Wakka Wakka

**Harold Ludwick**

Bulgun Warra

**Donisha Duff**

Torres Strait/ Wuthathi

**Ramone Close**

Githabul/Goenpul/Butchulla

**Frank Lowah**

Meriam Mer (Murray Island) and Masigalgal  
Masig Island)

**Natasha Hydon****Pele Ware**

Mualgal

**Bridget Garay**

Kemer Kemer Meriam Nation

## Our Consultation Process

To evaluate our progress and inform our new RAP commitments, extensive internal consultations have been conducted with staff across TAFE Queensland through various networks, including:

- Educator Professional Learning Communities consisting of educators for each industry area
- First Nations Employee Network
- First Nations Education Strategy Working Group
- Connected Leaders
- Staff Professional Development webinars.

### Staff

Consultations were led by RAP Working Group members who shared the achievements leading to reconciliation as outlined in our first two Reconciliation Action Plans. Staff were also invited to speak to their observations of how the RAP has improved opportunities for First Nations students and staff, and also encouraged to share areas for improvement. This formed the basis of our commitments for our new RAP.

### Students

TAFE Queensland enrolls approximately 8000 First Nations students each year across a variety of qualifications, skill sets and units of competency. Their feedback is critical to ensuring our organisation provides a culturally safe learning space and delivers training that is relevant to the needs of all students and clients. Students are provided opportunities to provide feedback in class, online and in person with support staff.

### Community

Feedback from First Nations communities and community-based organisations was gained via face-to-face meetings during discussions about training opportunities and programs. In developing a program to suit our client, we requested specific information about what the client requires for their workers to be successful in their training and ensure we embed these requirements into our training proposals which are reviewed prior, during and on completion of training.



# Our Achievements

## 2018

### Totems Newsletter

Showcasing the stories of First Nations students and staff. The newsletter continues to be published twice yearly and shared electronically and paper-based.

## 2018

### Staff uniforms featuring featuring RAP artwork

These shirts can be purchased by staff and are very popular across the state.

## 2020

### External RAP Advisory Group

With nine founding members, the ERAG met with the RWG and TAFE Queensland Executive. Eight members continue to be actively engaged in our ERAG.

## 2022

### First Nations Employment Strategy

The strategy is a comprehensive plan designed to improve employment opportunities for First Nations People. The strategy continues to be improved and advanced.



## 2018

### Innovate RAP 2018-2020

Laying the foundations for fostering meaningful relationships, respect and opportunities.

## 2018

### Cultural Protocols Guide

Available on our staff intranet, the CPG is a useful reference guide for staff. The Guide continues to be updated regularly.

## 2020

### Student uniforms featuring First Nations artwork

Featuring our RAP artwork, the shirts continue to be purchased and proudly worn by students across the state.

## 2021

### Second Innovate RAP 2021-2023

This RAP continued to reinforce our commitments to reconciliation through meaningful actions.

## 2022

### **First Nations Employee Network**

The network meets online quarterly to share ideas and provide support to over 40 First Nations employees.

## 2022

### **Diversity and Cultural Contribution Staff Award**

Staff are recognised at both regional and state levels for this award.

## 2023

### **First Nations Resources Evaluation Tool**

This Checklist provides educators with a tool to review the cultural appropriateness of external teaching & learning resources.

## 2023

### **First Nations Student Orientation**

Specific orientation package developed to support educators engaging with First Nations cohorts to provide culturally sensitive orientations for First Nations Students

## 2024

### **Tailored First Nations enrolment process**

Enrolment process and documentation reviewed and First Nations graphic designer engaged to develop culturally appropriate materials and additional support for Aboriginal and Torres Strait Islander students.

## 2024

### **Major Sponsorships**

TAFE Queensland is engaging with the Brisbane Broncos and the North Queensland Toyota Cowboys as their education partner and a strong focus on supporting their community programs.



## 2022

### **First Nations Education Strategy**

This strategy aims to improve educational outcomes for First Nations peoples.

## 2022

### **Cultural Competency Workshops for Leaders**

In person workshops led by a First Nations facilitator were held across the state for all staff in leadership positions.

## 2024

### **First Nations Procurement Policy *New strategy***

This strategy encourages all staff to actively seek out First Nations suppliers when sourcing procurement opportunities.

## 2024

### **TAFE Queensland Foundation**

Through a reinvigoration of the Foundation, growth in sponsors of scholarships for First Nations students has occurred.

## 2024

### **Yarning for Growth | Peer mentoring program**

First Nations Ambassadors participate in the Yarning for Growth Peer Mentoring Program which connects First Nations students with First Nations mentors who provide guidance and support as they embark on their learning journey.





### About Morgan

*I was born and raised on Quandamooka country. I have strong blood lines leading their way onto Gamilaraay country from my mum, grandparents and great grandparents. Mum was taken from pop at a young age and was raised the white way. Because of this, she didn't connect with her dad until 2 weeks before his passing. I hope to reconnect with family and country someday soon.*

## STAFF STORY

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### Coming full circle

**For Morgan Cotter, TAFE Queensland was where it all began, and now she feels privileged to be able to help First Nations students get the most out of their study journey.**

Morgan took on the role of Indigenous Outcomes Officer for TAFE Queensland's Brisbane region, a move that she describes as coming full circle after first stepping through the doors as a teen studying her senior school certificate and in desperate need of motivation and guidance.

"If it wasn't for TAFE Queensland, I wouldn't have finished school. It gave me a real sense of pride," Morgan said.

Morgan went on to gain qualifications in community services and is now thriving in her new role where she gets to help her mob achieve their study and career goals.

"I want to show what's possible. I do know what people are going through and that it is possible to change their circumstances.

"The first step is scary but once you rip the band-aid off, the support for our mob at TAFE is pretty good," Morgan said.

TAFE Queensland has a range of student support services available for First Nations students, including assistance with career and employment advice, choosing the right course or pathway, financial assistance, funding opportunities, accommodation, and learning and study support.



Read more:

**[tafeqld.edu.au/full-circle-with-morgan-cotter](https://tafeqld.edu.au/full-circle-with-morgan-cotter)**







## STUDENT STUDY

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### **Liamon is making a difference for his mob**

Follow Liamon Mudd's path from TAFE Queensland to university as he fulfills his dreams of becoming a nurse, empowering his community, and closing the gap in healthcare.

Liamon Mudd, a proud Kunjen man from Kowanyama, Cape York, always knew he wanted to become a nurse.

"Health was always my calling," Liamon said. "I have that personality to care for people, and I knew that health would be the best pathway for me to do that."

This passion for healthcare led Liamon to undertake a Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (HLT40121), followed by a Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management (HLT50221) at TAFE Queensland's Toowoomba campus.

"I realised I needed to do more to upskill and better my experience so I could help close the gap in healthcare for mob. So, I enrolled in the Diploma," Liamon said.



Read more:

**[tafeqld.edu.au/liamon-mudd-making-a-difference](https://tafeqld.edu.au/liamon-mudd-making-a-difference)**



# Our Key Commitments

**TAFE Queensland has been engaged in reconciliation efforts for many years, achieving significant progress. Over the next three years, we aim to integrate reconciliation initiatives into regular operations and key priorities.**

The focus is on collaboration, creative thinking, and exploring new possibilities. TAFE Queensland is committed to enhancing our understanding, appreciation and recognition of First Nations cultures, histories, knowledge, and rights.

In this RAP, we will refine our focus to:

## **STRENGTHENING Relationships**

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TAFE Queensland is committed to fostering strong mutually beneficial relationships with Aboriginal and Torres Strait Islander peoples and communities built on trust and respect. Two-way learning is an important part of our reconciliation journey.

**Our connections with First Nations students, staff, industry partners, and communities propel our reconciliation efforts forward.**

### **We will**

- establish formal mutually beneficial partnerships with First Nations communities, businesses and organisations in each region
- proudly showcase and promote our commitment to reconciliation
- work with other businesses who are committed to reconciliation
- support initiatives that educate staff, students and the wider community on the effects of racism and discrimination.

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**As part of this Stretch RAP, we will establish measurable targets, track our progress and report on our achievements.**



## DEMONSTRATING Respect

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TAFE Queensland's vision for reconciliation promotes relationships that recognise, embrace, and honour First Nations peoples while striving for equity and excellence for First Nations peoples of Queensland.

**We will build our cultural knowledge and awareness to foster a welcoming and encouraging environment where everyone is valued and supported.**

### We will

- provide opportunities for employees to access First Nations cultural capability professional development opportunities
- provide opportunities for students to access First Nations cultural capability training
- update Cultural Protocols documents and ensure accessibility for all employees
- develop community specific information for employees who travel to discrete First Nations communities
- work with local Traditional Custodians to seek approval to name buildings or rooms at TAFE Queensland campuses with First Nations language words or names
- where formally recognised, provide employees with names of local Traditional Custodians for campus locations
- acknowledge and celebrate National Reconciliation Week and NAIDOC Week across TAFE Queensland campuses.

## CREATING Opportunities

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Our vision is underpinned by our purpose to deliver contemporary, globally relevant training and education to develop the skills needed now and into the future, along with the opportunity for everyone, everywhere to transform their lives.

**Our organisation strives to provide opportunities for First Nations peoples to access quality vocational education and training leading to sustainable employment, career advancement or further education.**

### We will:

- increase First Nations employment across TAFE Queensland to 4% overall with targets for each region based on First Nations population
- increase procurement spend with First Nations businesses to 4% of addressable spend by FY26
- grow our First Nations Yarning for Growth Peer Mentoring Program
- streamline enrolment processes to support First Nations students to access TAFE Queensland courses
- work with RAP partners to develop sustainable First Nations employment opportunities for TAFE Queensland students
- provide opportunities for First Nations staff to regularly connect.





# Strengthening Relationships

Strong relationships are essential for reconciliation. At TAFE Queensland, we are dedicated to sustainable, mutually beneficial partnerships with Aboriginal and Torres Strait Islander peoples, communities and organisations. By actively and appropriately engaging with local First Nations communities, our goal is to create a culturally safe environment

for all students and staff, where trust and respect are at the heart.

TAFE Queensland promotes collaboration and shared learning experiences which are inclusive and mutually beneficial for all involved. We will continue to learn and grow through connection as we implement our Stretch RAP and beyond.

Community engagement		Values:		
Action	Deliverable	Lead	Timeframe	
<b>1.1 Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.</b>	Continue to meet with local First Nations stakeholders and organisations to continuously improve guiding principles for engagement.	RAP Lead	June 2026, 2027, 2028	
	Review, update and implement regional engagement plans to work with First Nations stakeholders.	Executive Director Business Development	June 2026, 2027, 2028	
	Establish and maintain three formal two-way partnerships with First Nations communities or organisations across each TAFE Queensland region.	Regional Business Development Managers	June 2026, 2027, 2028	
	Encourage and support staff to undertake annual Industry Placement activities with First Nations community organisations.	RAP Champion	December 2025, 2026, 2027	
	Continue to foster local relationships with First Nations stakeholders and Traditional Custodians to develop tailored culturally appropriate training solutions.	Regional General Managers	September 2025, 2026, 2027	





## Promoting reconciliation

Values:



Action	Deliverable	Lead	Timeframe
<b>1.2 Build relationships through celebrating National Reconciliation Week (NRW).</b>	Promote NRW through a TAFE Queensland broadcast email and circulate Reconciliation Australia's NRW resources and reconciliation materials.	RAP Lead	May 2026, 2027, 2028
	Promote NRW to students through student newsletters, GM newsletters, social media posts and via local student activities.	Regional General Managers	May 2026, 2027, 2028
	RAP Working Group members to participate in a minimum of two external NRW events.	RAP Champion	May 2026, 2027, 2028
	Encourage and support employees and senior leaders to participate in at least one external event to recognise and celebrate NRW.	RAP Champion	May 2026, 2027, 2028
	Organise at least one internal NRW event in each region and one organisation-wide NRW event.	RAP Champion	May 2026, 2027, 2028
	Register all NRW events on Reconciliation Australia's <a href="#">NRW website</a> .	RAP Lead	May 2026, 2027, 2028

## STUDENT STORY

### Bringing culture and consistency to the classroom

After almost two decades of being a calming and consistent influence in the classroom at the tiny campus of Tagai State College at Darnley (Erub) Island, Mark Waigana is the proud recipient of a Certificate III qualification.

For the past two years, the 53-year-old Erub Island Mauram man has been studying a Certificate III in Aboriginal and Torres Strait Islander Education (11212NAT) through RATEP, formalising the skills and knowledge he had acquired as a classroom teacher aide.



Read more:  
[tafeqld.edu.au/mark-waiganas-journey](https://tafeqld.edu.au/mark-waiganas-journey)



## Promoting reconciliation (continued)

Action	Deliverable	Lead	Timeframe
<b>1.3 Promote reconciliation through our sphere of influence.</b>	Develop and implement a communication strategy to raise awareness of reconciliation across our workforce, student population and external stakeholders.	RAP Working Group	May 2026, 2027, 2028
	Communicate our RAP commitments to all staff via our internal networks such as PLCs, Connected Leaders, CEO Staff Information Session and regional communications events.	Marketing Director	May 2026, 2027, 2028
	Communicate our commitment to reconciliation publicly through social media channels, internal and external events and newsletters.	Marketing Director	May 2026, 2027, 2028
	Communicate our commitment to reconciliation by linking our RAP to relevant TAFE Queensland strategic documents.	Marketing Director	May 2026, 2027, 2028
	Promote our RAP at public forums as a key priority for our organisation.	Marketing Director	June 2025, 2026, 2027
	Participate in at least two quarterly RAP leadership gatherings per year.	RAP Champion	June 2025, 2026, 2027 December 2025, 2026, 2027
	Collaborate with five RAP and other like-minded organisations to implement innovative approaches to advance reconciliation, including: <ul style="list-style-type: none"> <li>• government agencies</li> <li>• local, regional and state industry bodies</li> <li>• schools</li> <li>• sponsors.</li> </ul>	RAP Champion	September 2025, 2026, 2027





## Positive race relations

Values:



Action	Deliverable	Lead	Timeframe
<b>1.4 Promote positive race relations through anti-discrimination strategies.</b>	Continuously update HR policies and procedures concerned with anti-discrimination and racism.	Chief Human Resources Officer (CHRO)	September 2025, 2026, 2027
	Engage with First Nations employees and advisors to continuously improve our anti-discrimination policies and procedures.	CHRO	September 2025, 2026, 2027
	Evaluate processes for reporting and responding to discrimination, racism, harassment and bullying.	CHRO	September 2025, 2026, 2027
	Continue to provide ongoing education opportunities for all staff on the effects of racism.	CHRO	September 2025, 2026, 2027
	Continue to promote TAFE Queensland micro-credentials on workplace cultural diversity, inclusiveness and responsiveness to internal and external clients.	Chief Academic Officer (CAO)	September 2025, 2026, 2027
	Senior leaders to publicly support anti-discrimination campaigns, initiatives or stances against racism.	CHRO	September 2025, 2026, 2027
<b>1.5 Strengthen the voices of our First Nations staff and students.</b>	Continue to host quarterly meetings of the First Nations Employee Network.	RAP Lead	July 2025, 2026, 2027
	Ensure the External RAP Advisory Group continue to meet at least two times a year.	RAP Lead	November 2025, 2026, 2027 April 2026, 2027, 2028
	Ensure the perspectives of First Nations staff are captured in the Employee Engagement Survey.	CHRO	May 2027
	Develop strategies to increase the number of First Nations students responding to TAFE Queensland student surveys including: <ul style="list-style-type: none"> <li>• Early Engagement</li> <li>• Student Satisfaction</li> <li>• Student Withdrawal.</li> </ul>	CAO	August 2026



## Positive race relations (continued)

Action	Deliverable	Lead	Timeframe
<b>Strengthen the voices of our First Nations staff and students (continued).</b>	Continue to grow and implement Yarning for Growth First Nations Peer Mentoring Program across all regions.	RAP Lead	July 2025, 2026, 2027
	Ensure First Nations students are represented through the Student Voice initiative aimed at providing opportunities for students to provide feedback about TAFE Queensland.	CAO	August 2025, 2026, 2027
<b>1.6 Develop and maintain strategic partnerships with First Nations community organisations to ensure TAFE Queensland is delivering culturally safe training that meets the needs of our students, employers and communities.</b>	Engage First Nations peoples as subject matter experts to deliver training.	CAO	December 2025, 2026, 2027
	Engage First Nations peoples as subject matter experts to develop teaching and assessment materials to ensure Aboriginal and Torres Strait Islander perspectives are embedded in our programs.	CAO	December 2025, 2026, 2027

## CAMPUS STORY

### International students Welcomed to Country at TAFE Queensland

More than 100 international students who attended their orientation at TAFE Queensland Acacia Ridge this week experienced a Welcome to Country and Smoking Ceremony. The international students came from all over the globe, with Colombia being the most common birth country, and were glad to have experienced some of the Aboriginal culture upon arrival to TAFE Queensland.

The students, who are enrolled in a range of trade qualifications with the state's leading training provider, were encouraged by performers from Tribal Experiences to learn and experience the local Indigenous culture.



Read more:  
[tafeqld.edu.au/smoking-ceremony](https://tafeqld.edu.au/smoking-ceremony)



# Demonstrating Respect



We are dedicated to ensuring First Nations peoples have equal opportunities for learning and economic prosperity. We honour their unique position as the First Peoples of Australia and celebrate Aboriginal and Torres Strait Islander cultures and histories. Our core values promote respect and collaboration, and we are committed to contributing to greater opportunities and outcomes for First Nations peoples.

Through our previous Innovate RAPs, we have offered a range of professional development activities delivered by

internal and external presenters. These workshops and information sessions have been tailored for TAFE Queensland staff and aimed at providing participants with practical tools and knowledge to increase cultural knowledge and understanding.

Cultural learning and respect are a key focus of our RAP and as a large organisation, we will continue to increase understanding, appreciation and recognition of First Nations cultures and histories to create culturally safe learning and working environments.

## Building cultural capability

Values:



Action	Deliverable	Lead	Timeframe
<b>2.1 Increase understanding, value and recognition of First Nations cultures, histories, knowledge and rights through cultural learning.</b>	Conduct a review of cultural learning needs within our organisation and report the findings and recommendations.	CAO	December 2025
	Continue to consult local Traditional Owners and our RAP External Working Group on the implementation of a cultural learning strategy.	RAP Lead CAO	June 2026
	Continue to implement and communicate a cultural learning strategy for our employees.	CAO	June 2025
	Review and implement a new Cultural Learning Framework with a suite of cultural learning opportunities and delivery options to meet the diverse needs of our staff across the organisation.	CAO	December 2025
	Commit all RAP Working Group members, managers, senior executive group and all new employees to undertake formal and structured cultural capability learning.	Chief Executive Officer (CEO)	June 2026



## Building cultural capability (continued)

Action	Deliverable	Lead	Timeframe
<b>2.1 Increase understanding, value and recognition of First Nations cultures, histories, knowledge and rights through cultural learning (continued).</b>	Staff to undertake formal and structured cultural capability learning. <ul style="list-style-type: none"> <li>• 20% face-to-face</li> <li>• 20% self-directed online</li> <li>• 60% facilitated virtual training</li> </ul>	CAO	June 2026
	Deliver at least one on Country cultural immersion program for leadership teams per year.	Regional General Managers	June 2027
	Continue to communicate and offer cultural learning opportunities to all employees through SPOT (intranet) and our Educator Capability Sub-Committee.	CHRO CAO	June 2025, 2026, 2027
	Encourage a minimum of 10 educators in each region to undertake industry placement and industry currency activities with First Nations community organisations.	CAO	June 2025, 2026, 2027
	Provide an online cultural competency unit for all students to enhance cultural capability and build greater awareness of the histories and cultures of First Nations peoples.	CAO	December 2026





## Cultural protocols

Values:



### Action

### Deliverable

### Lead

### Timeframe

## 2.2

### Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.

Increase staff understanding of the purpose and significance of cultural protocols, including Acknowledgement of Country and Welcome to Country protocols by including cultural shares at internal and external meetings.

RAP Lead

June 2025

Review, maintain and communicate First Nations cultural protocols documents including:

RAP Lead  
RAP Working Group

September 2025, 2026, 2027

- Welcome to Country and Acknowledgement of Country
- The names and contact details of the Traditional Custodians of TAFE Queensland campuses (where known)
- Guiding principles for working with First Nations peoples and communities.

Develop and communicate community specific cultural protocol documents tailored to the discrete communities in which we deliver training.

RAP Lead

December 2025

Invite a local Traditional Custodian to provide a Welcome to Country or other culturally appropriate performance protocol at two significant events per year in each region including but not limited to:

Corporate Marketing  
Regional Marketing Managers

December 2025, 2026, 2027

- Graduation Ceremonies
- Opening of new buildings or campuses
- Orientations

Staff and senior leaders continue to provide an Acknowledgement of Country at all important internal and external meetings and events.

CEO  
General Managers

June 2025, 2026, 2027



## Cultural protocols (continued)

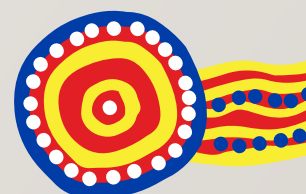
Action	Deliverable	Lead	Timeframe
<b>2.2 Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols (continued).</b>	Display a minimum of five permanent Acknowledgment of Country plaques at our campuses across the state.	General Managers	December 2025, 2026, 2027
	Display mobile pull up banners and posters with TAFE Queensland's Acknowledgement of Country in common areas, in classrooms and at external events.	General Managers	June 2025
	Incorporate Acknowledgement of Country in student learning materials and on all TAFE Queensland publications both online and physical.	Corporate Marketing	December 2025, 2026, 2027
	Investigate opportunities to give local language names to TAFE Queensland buildings and/or rooms.	RAP Champion	December 2025, 2026, 2027

## Cultural celebration

Values:



Action	Deliverable	Lead	Timeframe
<b>2.3 Engage with First Nations cultures and histories by celebrating NAIDOC Week.</b>	RAP Working Group to participate in at least one external NAIDOC Week event.	RAP Working Group	July 2025, 2026, 2027
	Review human resource policies and procedures to remove barriers to staff participating in NAIDOC Week.	CHRO	December 2025, 2026, 2027
	Support all staff to participate in at least one NAIDOC Week event in their local area.	Managers	July 2025, 2026, 2027
	In consultation with First Nations stakeholders, support two external NAIDOC Week events in each region.	RAP Champion RAP Working Group Regional Marketing Managers	July 2025, 2026, 2027



# Creating Opportunities



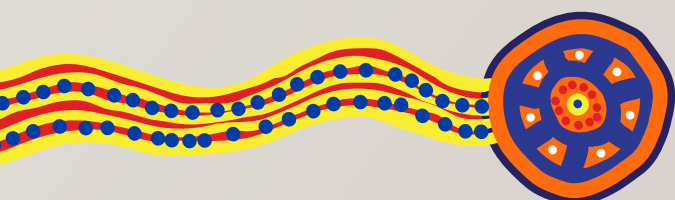
TAFE Queensland pledges to nurture an inclusive environment that celebrates the diverse and rich cultural heritage of Australia's First Nations peoples. As an organisation deeply embedded within the communities we serve, we are committed to enhancing our engagement with Aboriginal and Torres Strait Islander peoples, organisations, and businesses.

Our Stretch RAP outlines measurable actions aimed at increasing opportunities for First Nations peoples within our

classrooms, workforce and procurement practices. Through strategic partnerships and initiatives, we aspire to not only elevate representation but also empower First Nations peoples' voices and perspectives across all areas of our business.

By embracing cultural inclusivity and acknowledging the contributions of Aboriginal and Torres Strait Islander peoples, TAFE Queensland endeavours to continually improve a culture where everyone can thrive and succeed.

First Nations Employment			Values:  
Action	Deliverable	Lead	Timeframe
<b>3.1 Improve employment outcomes by increasing First Nations recruitment, retention and professional development.</b>	Review and update our First Nations Employment Strategy in consultation with First Nations Employee Network Group and RAP Working Groups.	CHRO	December 2025 Annual
	Engage with First Nations staff to consult on our Recruitment and Selection Procedure and Professional Development Policy.	CHRO	June 2025, 2026, 2027
	Continue to advertise job vacancies to effectively reach First Nations stakeholders.	CHRO	December 2025, 2026, 2027
	Continue to maintain and support our First Nations Employee Network.	CHRO	June 2025, 2026, 2027
	Review HR recruitment procedures and policies to remove barriers to First Nations participation in our workplace.	CHRO	June 2025, 2026, 2027





## First Nations Employment (continued)

Action	Deliverable	Lead	Timeframe
<b>3.1 Improve employment outcomes by increasing First Nations recruitment, retention and professional development (continued).</b>	Ensure workforce and succession planning and leadership programs provide development opportunities for First Nations employees to be supported to take on management and senior leadership positions including: <ul style="list-style-type: none"> <li>• GOAL program</li> <li>• Connected Leaders</li> <li>• PSC Careers Pathways Program</li> </ul>	CHRO	January 2026, 2027
	Develop tailored strategies to increase the number of First Nations educators employed in industry areas across TAFE Queensland.	CHRO	June 2025, 2026, 2027
	Increase First Nations employment across TAFE Queensland to 4% overall with targets for each region based on First Nations population.	CHRO	September 2026

## First Nations Procurement

Values:



Action	Deliverable	Lead	Timeframe
<b>3.2 Increase First Nations supplier diversity to support improved economic and social outcomes.</b>	Review and update TAFE Queensland's First Nations Procurement Strategy.	Chief Financial Officer (CFO) RAP Champion	December 2025
	Increase procurement spend with First Nations businesses to 4% of addressable spend by FY26.	CFO	June 2026
	Maintain membership with Supply Nation and other First Nations business directories.	CFO	June 2025
	Maintain a list of First Nations suppliers engaged by TAFE Queensland.	CFO Purchasing Officers	September 2025



## First Nations Procurement (continued)

Action	Deliverable	Lead	Timeframe
<b>3.2 Increase First Nations supplier diversity to support improved economic and social outcomes (continued).</b>	Maintain commercial relationships with at least five First Nations businesses in each TAFE Queensland region.	CFO	December 2026
	Review and update procurement practices to remove barriers to procuring goods and services from First Nations businesses.	CFO	June 2025
	Train relevant team members in contracting First Nations businesses through Supply Nation or other relevant expert agencies.	CFO	October 2025, 2026, 2027
	Attend First Nations supplier events including regional Indigenous Procurement Workshops.	CFO	October 2025, 2026, 2027

## Our Students

Values:



Action	Deliverable	Lead	Timeframe
<b>3.3 Increase First Nations student enrolments across TAFE Queensland.</b>	Provide 25 scholarship opportunities for First Nations students to access TAFE Queensland training courses.	Corporate Marketing	September 2025, 2026, 2027
	Streamline enrolment processes to support First Nations students to enrol in TAFE Queensland courses.	Corporate Marketing	June 2025
	<ul style="list-style-type: none"> <li>Contract First Nations graphic designer and videographer to develop culturally appropriate resources to guide students through the enrolment process.</li> <li>Simplify access to Indigenous Student Support Officers via use of QR codes and common mailbox for enquiries.</li> </ul>		

## Our students

Action	Deliverable	Lead	Timeframe
<b>3.4 Increase First Nations student retention, progression and success.</b>	Engage Aboriginal and Torres Strait Islander educators and guest speakers to deliver training.	CHRO	June 2025
	Embed First Nations perspectives in training packages by employing First Nations peoples as subject matter experts in the development of TAFE Queensland learning resources and assessment materials.	CAO	June 2025
	Partner with local organisations and businesses to develop First Nations specific employment pathway programs for students with a focus on strong partnerships with RAP businesses.	Executive Director, Business Development	December 2025
	Include First Nations students in Student Voice activities that provide feedback on TAFE Queensland programs and practices.	CAO	September 2025, 2026, 2027
	Increase awareness and visibility of First Nations Student Support Officers and ensure they are accessible.	Student Support Officers	July 2025, 2026, 2027
	Continue to implement and build on Yarning for Growth: First Nations Peer Mentoring Program for students to access mentors at any stage of their TAFE Queensland journey and to provide feedback to enhance First Nations education.	CAO	July 2025, 2026, 2027
	Promote employment opportunities to First Nations students and provide assistance to apply for these roles.	Student Support Officers	November 2025, 2026, 2027
	Provide guidance and support to First Nations students to articulate to higher level qualifications.	Student Support Officers	November 2025, 2026, 2027
	Continue to review, update, implement and report on the TAFE Queensland First Nations Education Strategy 2024-2027.	CAO	December 2027



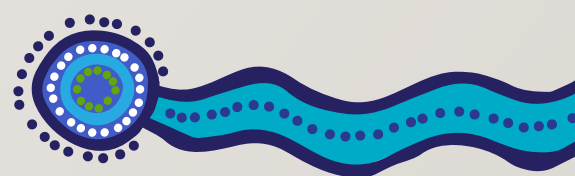
# Governance



TAFE Queensland will monitor the progress and implementation of our RAP. We will regularly review or plan and seek advice from our TAFE Queensland RAP Advisory Groups, Reconciliation Australia, TAFE Queensland staff and students.

Action	Deliverable	Lead	Timeframe
<b>Establish and maintain an effective RAP Working group (RWG) to drive governance of the RAP.</b>	Maintain Aboriginal and Torres Strait Islander representation on the RWG.	RAP lead	December 2025, 2026, 2027
	Review and update the Terms of Reference for our RWG.	RAP lead	December 2025, 2026, 2027
	Meet at least four times per year to drive and monitor RAP implementation.	RAP Coordinator	December 2025, 2026, 2027
<b>Provide appropriate support for effective implementation of RAP commitments.</b>	Embed resource needs for RAP implementation.	RAP Champion	June 2025, 2026, 2027
	Embed key RAP actions in performance expectations of senior management and all staff.	RAP Champion	June 2025, 2026, 2027
	Embed appropriate systems and capability to track, measure and report on RAP commitments.	RAP Lead	June 2025, 2026, 2027
	Maintain an internal RAP Champion from senior management.	RAP Champion	June 2025, 2026, 2027
	Include our RAP as a standing agenda item at senior management meetings.	RAP Champion	June 2025, 2026, 2027
<b>Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.</b>	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.	RAP Lead	June 2025, 2026, 2027

Action	Deliverable	Lead	Timeframe
<b>Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally (continued).</b>	Meet quarterly with Reconciliation Australia to connect and report on RAP progress.	RAP Lead	March 2026, 2027, 2028 June 2025, 2026, 2027 September 2025, 2026, 2027 December 2025, 2026, 2027
	Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Survey.	RAP Coordinator	August 2025, 2026, 2027
	Complete and submit the annual RAP Impact Survey to Reconciliation Australia.	RAP Lead RAP Coordinator	September 2025, 2026, 2027
	Report RAP progress to all staff and senior leaders quarterly.	RAP Coordinator	March 2026, 2027 June 2025, 2026, 2027 September 2025, 2026, 2027 December 2025, 2026, 2027
	Publicly report against our RAP commitments annually, outlining achievements, challenges and learnings.	RAP Champion	May 2026 May 2027
	Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	RAP Lead	June 2026
	Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	RAP Lead	November 2027
<b>Continue our reconciliation journey by developing our next RAP.</b>	Register via Reconciliation Australia's website to begin developing our next RAP.	RAP Coordinator	May 2027







# Yarning for Growth

## Student mentoring program

TAFE Queensland's Yarning for Growth program connects new First Nations students with mentors who can provide advice, guidance, and support as they embark on their learning journey.

First Nations mentors complete the Yarning for Growth Peer Mentoring Unit before being connected with First Nations students.



Learn more:

[tafeqld.edu.au/yarning-mentoring-program](https://tafeqld.edu.au/yarning-mentoring-program)



## TAFE Queensland's Reconciliation Action Plan

# Artwork

### Connecting Knowledge – Connecting Cultures

The TAFE Queensland Reconciliation Action Plan artwork “Connecting Knowledge – Connecting Cultures” is about bringing Aboriginal and Torres Strait Islander and non-Indigenous cultures, understandings and knowledges together.

The artwork represents a map of Country (lands across TAFE Queensland) with TAFE at the centre. Pathways flow from different Country throughout Queensland connecting communities, connecting cultures, connecting knowledge.

Freshwater and Saltwater blend together, bringing knowledge, wisdom and culture from all over, learning two ways. TAFE Queensland is represented by the central sun symbol, freshwater and saltwater surround this symbol bringing knowledge from the six regions represented by the six circles that form the “yarning circle”. The “U” symbols represent people teaching, learning and assisting – staff, students and educators.

Woven pattern designs represent the capturing of knowledge and learning, the essence of what TAFE Queensland provides for many people across many aspects from business to trade and various industries.

The Torres Strait Islands are represented at the top of the artwork – five symbols representing the five island regions of the Torres Strait. Patterns and symbols moving downward on the artwork represent different Country throughout Queensland – rainforest, desert, coastal, freshwater and saltwater. The rectangular blocks represent urban locations and more populated regions.

Clear pathways represent accessibility to TAFE Queensland for people from all over Queensland, from urban, regional, rural and remote locations.



*Riki Salam, Principal, Creative Director and Artist of We are 27 Creative developed the artwork for TAFE Queensland.*



*TAFE Queensland Pimlico Campus.*



*TAFE Queensland SkillsTech vehicle wrap*



*TAFE Queensland Cairns Campus.*

If you have any questions about the use of RAP artwork please email [tafe.communication@tafeqld.edu.au](mailto:tafe.communication@tafeqld.edu.au)







## STAFF STORY

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### **Business trainees innovating career pathways with TAFE Queensland**

TAFE Queensland's Toowoomba, Ipswich and Kingaroy campuses are all the richer thanks to three business administration trainees recruited for South West Region's inaugural First Nations Traineeship Program — supporting the organisation's First Nations Employment Strategy.

In June 2023, TAFE Queensland advertised three opportunities, inviting applications from Indigenous candidates to contribute to TAFE Queensland's purpose, as well as progressing their own careers via their completion of a Certificate III in Business (BSB30120) traineeship.

Several months in, our training organisation and our students have enjoyed significant enrichment from the employment of Maddy Hajiali (Ipswich campus), Jack Kemp (Toowoomba campus) and Rose McMahon (Kingaroy campus) within the student services and customer services teams.

Whilst sharing their optimism and commitment to TAFE Queensland values, they're inching closer towards obtaining their business qualifications.

Having originally studied business in high school, Maddy, who is from the Miriwoong and Yawuru mob in the Kimberleys, welcomed the chance to commence a business traineeship. Now she is enjoying her time at the Ipswich campus and is learning helpful new workplace skills.



Read more:  
[tafeqld.edu.au/inaugural-first-nations-traineeship-program](https://tafeqld.edu.au/inaugural-first-nations-traineeship-program)



## CASE STUDY

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### First Nations Pathways to Policing Program

The First Nations Pathways to Policing Program is a collaboration between TAFE Queensland, the Queensland Police Service, the Australian Border Force and the Australian Federal Police.

TAFE Queensland Director of Education and Training Services and the Arts for North and Far North Queensland Leanne Bell said the program was the first of its kind to be rolled out in the state.

"The First Nations Pathways to Policing Program is an exciting initiative aimed at promoting diversity and inclusion on the frontline," Leanne said.

"Participants will develop their language, learning, conflict resolution, critical thinking, team participation, fitness, and digital literacy skills."

"The program also provides students with an opportunity to explore and learn more about their culture, as well as strategies to express their identity."

"The students have the opportunity to tour law enforcement workplaces and gain valuable industry insight by working closely with a mentor from the Australian Federal Police."

"When students complete the 24-week-long course, they will have the skills they need to confidently enter a law enforcement academy program, empowering them to pursue careers on the frontline," she said.

Upon graduation, First Nations Pathways to Policing students will receive a Certificate III in Vocational and Study Pathways for Aboriginal and/or Torres Strait Islander People (11036NAT).



Read more:

[tafeqld.edu.au/first-nations-pathway-to-policing-program](https://tafeqld.edu.au/first-nations-pathway-to-policing-program)





For inquiries about our RAP please contact:  
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[tafeqld.edu.au/RAP](http://tafeqld.edu.au/RAP)