

Innovate Reconciliation Action Plan

January 2026 - January 2028





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Image: Commencing National Reconciliation Week with a Smoking Ceremony, Epping Campus 2024.

Acknowledgement of Country

Melbourne Polytechnic acknowledges the Traditional Custodians of the lands on which we operate, and we honour the education practices of First Nations peoples that have been occurring here for tens of thousands of years.

We acknowledge that our campuses rest on the lands and waters of the Kulin Nations, and we pay our respects to all Elders past, present and emerging.

We acknowledge that sovereignty has never been ceded on these lands. It always was and always will be Aboriginal land.

We support the Uluru Statement from the Heart to achieve justice, recognition and respect for First Nations peoples. We accept the invitation contained in the Statement to walk together with Aboriginal and Torres Strait Islander peoples in a movement of the Australian people for a better future.

Artist Biography

Phil Murray (Jnr) is a proud Yorta Yorta/Duduroa man, born on Muthi Muthi country in a little town called Balranald in NSW, and has worked in the Education field for over 20 years. Phil has built a career in education and enjoys working for the community and achieving positive outcomes for all Aboriginal and Torres Strait Islander learners, ensuring a culturally inclusive education system that acknowledges First Nations culture and connection to Country.

Phil is fortunate to have strong Elders and family who still practice traditional Aboriginal culture today. They have shared knowledge and culture with him that he paints, whether it's on canvas, a Didgeridoo, a boomerang or burning on to a possum skin. Phil believes it's important to document First Nations stories and preserve knowledge that is passed on and that is his way of doing that.

During this time, Phil has produced many art works, murals, and artifacts, but this was his first attempt at painting a piece for a Reconciliation Action Plan. The challenge for Phil was to create a painting that moved away from his usual colours and earth tones. Phil's intention was to capture the true meaning of 'Reconciliation' and the process of consultation for Melbourne Polytechnic. Phil wanted this piece to be a reminder and reflection of multicultural Australia and the importance of acknowledging the longest living culture in the world and the continued connection to Country and culture.

Artwork Story

Yanyubak Yapaneyepuk (Yan-u-bak Yap-ane-ye-puk) **Yorta Yorta** (Walk to, together)

Yanyubak Yapaneyepuk is a depiction of Reconciliation-coming together, connection and acknowledgement of people, country and culture. At its heart, reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefit of all Australians.

It is about sharing the journey and committing to the notion that reconciliation is everyone's responsibility and a reminder that when we talk about reconciliation, we talk about it together, we are on this journey together, hence the name- Yanyubak Yapaneyepuk- Walk to, together.

When you look at this painting, think about it as if you are looking at it from above. If you were to lay a map of Melbourne over the top of the painting it would align with the landscape.

The eagle in the top left-hand corner is Bungil, the creator spirit of the Wurundjeri Woiwurrung and Boonwurrung people of the Kulin Nations. Bungil is always looking over country and ensuring that country is being taken care of, watching from high above over the lands it created, guiding and protecting the Wurundjeri and Boonwurrung people of today.

The 3 circles at the top of the painting symbolise the reconciliation journey that MP is on, acknowledging that reconciliation is an ongoing process and not just a moment in time. There will be times to stop and reflect on the journey so far, but if done the right way the journey will continue well into the future.

The green arrow like features are the natural parklands, with the blue river at the bottom depicting the Yarra River. The Yarra River is known as the Birrarung to the Wurundjeri and Boonwurrung people and it's a very sacred place that holds great spiritual and cultural significance and it's also where country crosses over from Wurundjeri to Boonwurrung as natural tribal boundary.

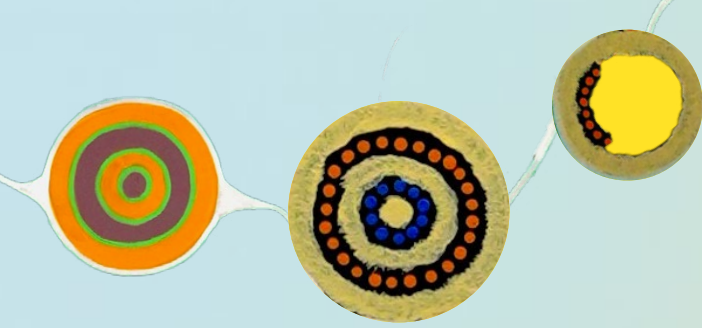
The 7 circles represent the 7 campuses of Melbourne Polytechnic, and although each campus is in different suburbs across the north, each one connected and acknowledging country with the designs symbolising land, water and trees. The dots/circles in the background are the many students, Elders and community members that have on some level contributed to a long and standing partnership in training and education and reconciliation at MP.

The large circle on the right and the two smaller circles at the bottom, symbolises a yarning circle and people coming together to talk reconciliation at MP. Yarning circles play a significant role in Aboriginal people's lives when it comes to processes around decision making and sharing knowledge and stories of past, present and yarning about our future generations.

The triangles or patterns are representation of the strong foundations on which reconciliation is built and acknowledging the leaders and community that have gone before us and contributed to making MP a culturally safe place. It's with in these strong foundations that we must always remember to include and engage Aboriginal and Torres Strait Islander people in this journey of reconciliation and that it's done in partnership and a respectful way, as we say "it's done with us, not for us" or Yanyubak Yapaneyepuk- Walk To- Together.

Phillip Murray (Jnr)- Yorta Yorta/Duduroa





YARNNUP

Our Partnership with YarnnUp: First Nations Consultants

Melbourne Polytechnic is proud to partner with YarnnUp in the development, endorsement, and implementation of our first Innovate RAP, reinforcing our ongoing commitment to reconciliation.

YarnnUp, a First Nations-led agency head-quartered in Mascot, acknowledges the Gadigal and Bidjigal peoples on whose lands they live and work. Specialising in engagement, strategy, and design, YarnnUp supports organisations that are working towards active reconciliation by providing them with the knowledge, skills and strategic direction needed to create authentic change.

Through policy reform, cultural transformation, training, and creative storytelling, YarnnUp helps organisations embed First Nations knowledge into their structures and initiatives. Their expertise ensures reconciliation efforts move beyond compliance to create meaningful, community-led impact that drives lasting social and cultural change.

A Message From Our Board Chair and Chief Executive

We are proud to present Melbourne Polytechnic's Innovate Reconciliation Action Plan (RAP) — a significant milestone in our ongoing commitment to reconciliation with Aboriginal and Torres Strait Islander peoples.

As an educational institution, we understand the profound responsibility we hold in shaping minds, building inclusive communities, and honouring the deep cultural knowledge that has existed on these lands for tens of thousands of years. Education plays a vital role in truth-telling, and this RAP reflects our commitment to ensuring that reconciliation is not only acknowledged in our words but embedded in our actions.

As Chair of the Melbourne Polytechnic Board and Chief Executive respectfully, we recognise that reconciliation is more than a goal; it is a continuous journey of listening, learning, and meaningful action. Our Innovate RAP reflects our dedication to building respectful relationships, creating opportunities, and embedding cultural understanding across every part of our organisation. It marks an important step forward in strengthening our connections and deepening our impact.

This plan has been shaped by the voices and leadership of Aboriginal and Torres Strait Islander peoples, whose guidance continues to challenge and inspire us. It sets out the steps we will take to build stronger relationships, create meaningful opportunities, and embed cultural understanding across our learning environments — from classrooms to campuses, from leadership to student support.

The Melbourne Polytechnic Board and the Executive Leadership Committee are fully committed to the delivery of this plan. We understand the importance of holding ourselves accountable and ensuring that our reconciliation efforts are not only genuine, but lasting and empowering. Through our actions, we hope to foster an environment where cultural tradition is respected, equity is championed, and partnerships thrive.

We invite everyone within Melbourne Polytechnic and our broader community to engage with this plan and play a role in its implementation. Together, we can help shape a more inclusive and reconciled future.

Helen Clarke, Board Chair

Frances Coppolillo, Chief Executive



Helen Clarke, Board Chair



Frances Coppolillo, Chief Executive



A Message From Reconciliation Australia CEO

Reconciliation Australia commends Melbourne Polytechnic on the formal endorsement of its inaugural Innovate Reconciliation Action Plan (RAP). Commencing an Innovate RAP is a crucial and rewarding period in an organisation's reconciliation journey. It is a time to build strong foundations and relationships, ensuring sustainable, thoughtful, and impactful RAP outcomes into the future.

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement.

This Innovate RAP is both an opportunity and an invitation for Melbourne Polytechnic to expand its understanding of its core strengths and deepen its relationship with its community, staff, and stakeholders. By investigating and understanding the integral role it plays across its sphere of influence, Melbourne Polytechnic will create dynamic reconciliation outcomes, supported by and aligned with its business objectives.

An Innovate RAP is the time to strengthen and develop the connections that form the lifeblood of all RAP commitments. The RAP program's framework of relationships, respect, and opportunities emphasises not only the importance of fostering consultation and collaboration with Aboriginal and Torres Strait Islander peoples and communities, but also empowering and enabling staff to contribute to this process, as well.

With over 5.5 million people now either working or studying in an organisation with a RAP, the program's potential for impact is greater than ever. Melbourne Polytechnic is part of a strong network of more than 3,000 corporate, government, and not-for-profit organisations that have taken goodwill and intention, and transformed it into action.

Implementing an Innovate RAP signals Melbourne Polytechnic's readiness to develop and strengthen relationships, engage staff and stakeholders in reconciliation, and pilot innovative strategies to ensure effective outcomes. Getting these steps right will ensure the sustainability of future RAPs and reconciliation initiatives, and provide meaningful impact toward Australia's reconciliation journey.

Congratulations Melbourne Polytechnic on your Innovate RAP and I look forward to following your ongoing reconciliation journey.



Karen Mundine

Chief Executive Officer
Reconciliation Australia

Our Organisation

Melbourne Polytechnic is proud to be physically located on the lands of the Kulin Nations in Victoria. We recognise the traditional learnings and teachings that occurred for thousands of years on our campuses' land. Since our humble beginnings in 1912, Melbourne Polytechnic has become one of Victoria's largest technical and further education (TAFE) providers. Today, we are accredited to deliver over 175 nationally recognised VET qualifications and 33 Higher Education courses, together with over 60 Institute accredited courses. Our programs focus on practical skills and hands-on experience. Our learners are supported to achieve their learning goals and thrive in their lives and their careers.

We play a central role in supporting economic and community development by providing training to address critical skills gaps, together with increasing workforce participation and social inclusion opportunities. We offer a broad range of innovative foundation, vocational education and training, and higher education courses linked to the skills most needed for jobs to more than 23,500 learners annually.

Our purpose is to create exceptional learning experiences for every student that develop skills and capabilities valued by industry and community. Learners are at the centre of our thinking and at the heart of every decision we make. Their success is our success. We believe that learning underpins the health and wellbeing of communities and contributes to the economy's strength.

Our sphere of influence extends beyond traditional education, actively shaping workforce development, community wellbeing, and sustainable practices in the regions we serve. We collaborate with industry, business, and community stakeholders around innovative and sustainable education, training products, and initiatives. We strive to continuously monitor and improve experiences and outcomes for learners, local communities, and industries. We collaborate with other public training providers and the Victorian and National TAFE network. In doing so, we aim to maximise the contribution we make to the economy and wellbeing of the communities and industries we serve.

Our model of education is designed to be transformative, supporting learners from all backgrounds to achieve their learning objectives and improve career opportunities. This is particularly pertinent in our location in the 'Melbourne growth corridor', which presents both challenges and opportunities of communities facing high-rates of unemployment, and that English is not the first language of many of its residents.

We deliver learning experiences that meet the individual needs of our learners with the ability to be flexible and adapt to their learning preferences. In 2024, we were named as the Large Training Provider of the Year at the Victorian Training Awards, recognising our commitment to providing excellent and high-level performance in all aspects of vocational education and training.

“We believe that communities thrive when everyone has the same opportunities to learn, work and participate in the economic and social activities surrounding them.”

~ Frances Coppolillo, Chief Executive

Our Campuses

Our main campus is located in Preston, Melbourne, on the traditional lands of the Wurundjeri Woi-wurrung peoples of the Kulin Nation. Along with Preston, we have four other campuses in Melbourne's North in the suburbs of Epping, Fairfield, Heidelberg, and Greensborough, and two in the inner-city suburbs of Collingwood and Prahran. We also have bespoke training centres in Ararat and at Northern Lodge, Eden Park.

We deliver programs with 25 partner institutions throughout Asia, with strong connections in 10 locations across China as well as emerging operations in South Korea, Vietnam, Sri Lanka, and Indonesia. We have proudly provided education and training in China for over 20 years, including through our flagship Fuzhou Melbourne Polytechnic, a cooperative institute between Minjiang University and Melbourne Polytechnic.

Each of our campuses and training centres reflect the rich diversity and vitality of Victoria's population. We are enriched by our large cohort of international students from over 70 countries which contributes to a rich cultural tapestry and dynamic learning environment that promotes cross-cultural understanding among learners. We foster a vibrant and diverse community, actively promoting inclusivity and equal opportunity among our learners and staff.



Image: Staff engaging in the cultural tradition of a Smoking Ceremony during National Reconciliation Week 2024.

Our People and Our Culture

Melbourne Polytechnic considers our staff as our most important asset. We pride ourselves on our educators and the strong connections forged with the community and industry, and an understanding of their needs which are embedded in our learning and teaching. We employ a large workforce of over 1,100 people, many of whom are from the diverse communities in which we operate and serve, including 12 self-identifying as Aboriginal and Torres Strait Islander peoples.

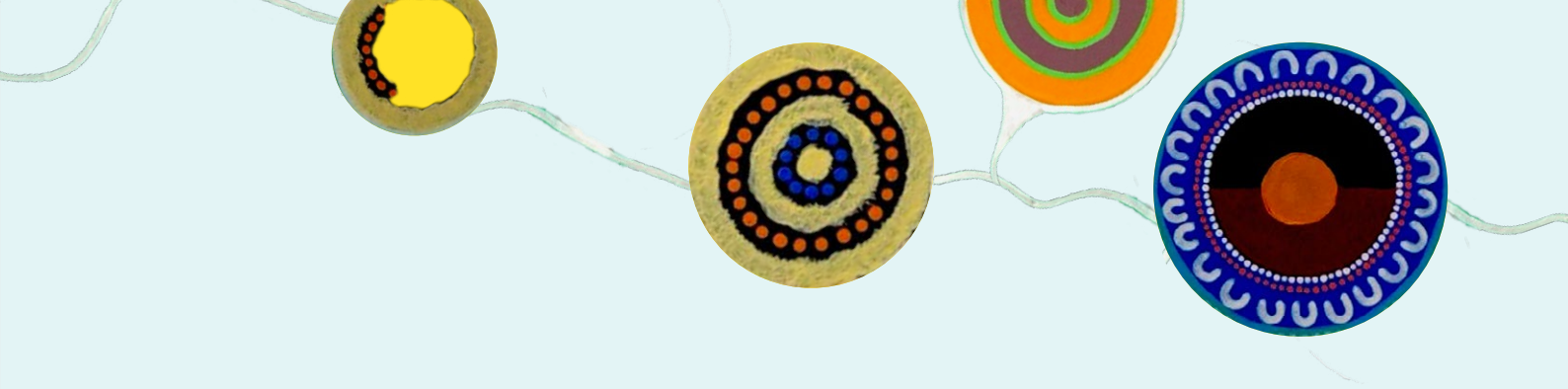
Currently, staff may choose to self-identify only when they commence employment, and some may choose not to disclose this information at all, and we recognise that this is a deeply personal decision that can be influenced by several factors. During this Innovate phase we intend to explore culturally sensitive approaches in which we can encourage self-identification across our workforce, creating an environment where staff feel safe and respected in sharing their identity.

At Melbourne Polytechnic, we believe our culture is as important as our strategy. Our everyday work is guided by a set of core values that reflect our commitment to fostering an inclusive and supportive educational environment.

Our values describe how we behave and perform our role. They also guide every decision we make and are integral to our operations and interactions. When we live these values through our work and shared experiences with each other, our learners, staff, industry, and community, we support Melbourne Polytechnic to achieve our shared goals with integrity and respect.

We acknowledge that the differences among us are what makes our community rich and engaging. It is our shared responsibility to create an empowered and inclusive environment for all. This extends to learners with disabilities, and those from different cultural backgrounds, ages, and gender. Our strong track record in inclusion has been acknowledged multiple times by the Victorian Training Awards (VTA). In 2018 and 2023 we were recognised at the VTA as 'Inclusive Training Provider of the Year' and acknowledged for our outstanding work towards the achievement, engagement, and wellbeing of learners with a disability. In 2024 we were again a finalist for the same award.

It is this commitment to inclusivity that lays the strong foundations for us to formally integrate reconciliation into our core business strategy and the fabric of our everyday work. We look to see a future of respect, mutual understanding, and shared growth, where we achieve an enduring and positive impact across the education sector as a valued contributor to reconciliation in Australia.



Our Vision for Reconciliation

Our vision for reconciliation is for an inclusive, sustainable, and thriving education community inspired by learning, that celebrates and honours Aboriginal and Torres Strait Islander peoples and our shared histories.

We aspire to create a culturally safe workplace that celebrates and respects diversity and cultivates understanding of the rich histories and cultures of Aboriginal and Torres Strait Islander peoples among our staff.

Throughout our journey we will promote equitable opportunities for Aboriginal and Torres Strait Islander learners and the staff that support them, ensuring they feel included, respected, and empowered throughout their educational journey.

By actively engaging with Aboriginal and Torres Strait Islander communities, we aspire to grow connections with Traditional Custodians, fostering understanding and sharing knowledge to develop vocational education and training for the future.

Truth Telling and Treaty: Our Education Contribution

In Victoria, the Truth Telling and Treaty processes mark a national first in formally recognising the impact of colonisation on First Nations communities and building a new framework for justice and self-determination. Through the Yoorrook Justice Commission, truth telling has uncovered systemic injustices while amplifying First Peoples' voices through historical accounts and policy recommendations. These findings laid the foundation for the Treaty process, which was led by the First Peoples' Assembly and aimed to establish formal agreements between the State and First Nations communities, recognising sovereignty and supporting self-determination. This work culminated in a historic milestone, with Victoria becoming the first state in Australia to sign a treaty with its First Peoples in November 2025.

Melbourne Polytechnic has a critical role to play in advancing the goals of these processes, particularly through education reform which has been identified as a key mechanism for cultural healing and systemic change. As an inclusive and accessible provider of vocational and adult education, Melbourne Polytechnic is uniquely positioned to embed truth-telling, cultural safety, and Indigenous knowledge systems across our organisation.

This includes strengthening partnerships with Aboriginal communities, expanding culturally safe pathways for learners, employing more Aboriginal and Torres Strait Islander staff, and ensuring that all learners engage meaningfully with the histories, cultures, and aspirations of First Peoples. In doing so, Melbourne Polytechnic can support a future workforce grounded in equity and reconciliation, and actively contribute to the broader goals of Treaty and self-determination in Victoria.

Our RAP demonstrates a strong commitment to systemic transformation and partnerships with Aboriginal and Torres Strait Islander peoples, while reinforcing Melbourne Polytechnic's role in advancing truth, justice, and education equity.

Our Reconciliation Journey to Date

At Melbourne Polytechnic, we are excited to make a formal commitment to reconciliation. We are proud of our strong track record building meaningful relationships with Aboriginal and Torres Strait Islander peoples and communities, offering tailored support for our learners, incorporating a First Nations lens into our curriculum, and actively participating in cultural celebrations. Over the past two decades, we've supported more than 6000 Aboriginal and Torres Strait Islander learners in their educational journey, with over 1200 learners completing their chosen courses. Our Innovate RAP underscores our dedication to promoting respect, understanding, and opportunities for Aboriginal and Torres Strait Islander learners, and helping drive reconciliation across the education sector and beyond.

As we embark on our formal commitment to reconciliation, we reflect on the lessons learned over our decades' long contribution to the education and lives of Aboriginal and Torres Strait Islander peoples. In doing so we can move forward confidently, assured that our actions will continue to benefit the vocational education sector across Victoria and Australia.

We recognise that much of our efforts to date have been shouldered by Aboriginal and Torres Strait Islander staff, particularly through the Yurrongi Centre.

We also recognise that the actions and initiatives across our campuses aren't always visible to both staff and learners. Our Aboriginal Education Strategy 2018–2021 was a milestone initiative, spearheading a whole-of-Polytechnic approach to creating an empowering and inclusive environment for Aboriginal and Torres Strait Islander learners and staff. However, its implementation was ineffective and contributed to diminished relationships with Elders and the community that had collaborated with us on the initiative.

On review, we also recognise elements of symbolism, particularly around artworks on campus, and a lack of broader visible signals to Aboriginal and Torres Strait Islander learners such as flags and signage that the campus as a whole is a culturally safe place. We acknowledge that our level of engagement, effectiveness and consistency has not always been commensurate with our broad geographic reach and sphere of influence.

This Innovate RAP presents us with an opportunity to do things differently. We are buoyed by the genuine willingness across our organisation to do more and embed reconciliation into the fabric of our everyday work both now and in the future. We are proud of our history and efforts to date and eager to integrate a framework for reconciliation culture across Melbourne Polytechnic on our journey ensuring lasting, meaningful impact.

Education and Support

At Melbourne Polytechnic, we have a rich, ongoing history of partnering with Aboriginal and Torres Strait Islander peoples and communities to provide learning and support for First Nations learners. Our strong connection to the Aboriginal community stretches back to the late 1970s when our antecedent institution, the Preston College of TAFE became one of the first Victorian mainstream learning institutions to offer Aboriginal specific courses through the Aboriginal Services Unit.

We celebrate over 45 years of delivering education to Aboriginal and Torres Strait Islander learners and supporting their success. Our work in education for Aboriginal and Torres Strait Islander peoples began as a collaboration between staff and community members, setting the educational direction and ensuring course content was culturally valid and appropriate. Local community members also saw the need for a safe space on campus to ensure Aboriginal and Torres Strait Islander learners felt understood and supported.

Image: A dancer celebrating culture through dance at National Reconciliation Week, 2024.



Key Events/Milestones

Year	Key Event/Milestone
Late 1970s	Preston College of TAFE begins delivering Aboriginal-specific courses to Aboriginal students.
1982	Aboriginal Services Unit established at Preston Technical College with 7 students.
1983	Aboriginal Services Unit officially recognised in student handbooks.
1985	First Aboriginal Welfare Assistant course enrolments; Collingwood Technical College identifies need for Koorie Education Centre.
1986	Course in Certificate of Applied Social Science (CASS) Aboriginal Welfare offered.
1989	Amalgamation of Preston College of TAFE and Collingwood Technical College to Northern Metropolitan College of Technical and Further Education (NMCOT); Aboriginal Services located under Arts & Social Sciences.
1990	Accredited 2-year course: Certificate of Applied Social Science – Aboriginal Welfare begins.
1991	Additional programs introduced, including Aboriginal Work Skills Program and Bridging Courses.
1992	NMCOT designated as provider and network manager for Aboriginal TAFE Programs across Victoria.
1993	Aboriginal Services Unit provides statewide curriculum advice; student Lisa Thorpe named Victorian Koorie Trainee of the Year.
1994	Koorie Services expands support: counselling, consultancy, and training needs analysis.
1995	Courses expanded to include Koorie Community Work, Office Work, and Management.
1997	Four accredited courses delivered; collaboration with YMCA for Koorie Human Services course.
1998	Certificate II in Aboriginal and Torres Strait Islander Cultural Guiding introduced.
2001	Courses now include business, cultural materials, welfare, and basic education.
2002	Certificate III in Aboriginal and Torres Strait Islander Art and Design introduced.
2003	Over 60 students enrolled; multiple disciplines offered; 16 staff employed.
2009	Koorie Services Centre shifts from teaching to a student support unit model under Student Services.
2011	181 Aboriginal students enrolled; NMIT Board signs Statement of Commitment for the Education and Training of Aboriginal students.
2015	MP Indigenous Student of the Year Jnaallii Penrith also awarded the 2015 Victorian Training Award for Victorian Koorie Student of the Year.
2018	Launch of Aboriginal Education Strategy 2018–2021 and 'Going the Extra Mile' staff resource.
2024	Number of Aboriginal students studying at MP grows to 269.
2025	Koorie Services Centre renamed Yurrongi Centre.

From the Aboriginal Services Unit to the Yurrongi Centre

Initially known as the Aboriginal Services Unit and subsequently the Koorie Services Centre, the Yurrongi Centre encourages and supports Aboriginal and Torres Strait Islander learners by providing course advice, cultural support, and information. The Centre also runs cross-cultural training, provides advice on cultural matters, and can act as a delegate for staff, learners and Aboriginal and Torres Strait Islander community organisations.

Through consultation and in collaboration with the Wurundjeri Woi-wurrung Cultural Advisory Council, the Koorie Services Centre was formally renamed the Yurrongi Centre, meaning student engagement and empowerment, in a further effort to celebrate Aboriginality at Melbourne Polytechnic, its connection to community together with its place on Country.

Services include:

- ▶ Course advice and enrolment information
- ▶ Connections with Aboriginal, local community and events
- ▶ Cultural support
- ▶ Culturally sensitive teaching programs
- ▶ Study grant options

Throughout its history, the Yurrongi Centre has maintained a strong partnership with Melbourne Polytechnic's senior management, ensuring a safe learning environment and validating course content. The Centre initially offered a certificate qualification that later evolved into the Advanced Diploma of Aboriginal Welfare Studies, one of the first accredited courses in Victoria to be managed and delivered by Aboriginal and Torres Strait Islander people within a mainstream setting.

By 2009, staff and community members had developed over 10 accredited Aboriginal-specific courses, underscoring its crucial role in setting the educational direction for Aboriginal and Torres Strait Islander learners at Melbourne Polytechnic.

Scholarships

Through generous support from Allianz Partners, we offer 14 scholarships annually to Aboriginal and Torres Strait Islander learners designed to break down the barriers for those facing hardship. The collaborative effort helps Aboriginal and Torres Strait Islander learners to access quality education. Providing these resources enables learners to participate on an equal footing to their peers, with a view to further study and qualifications. The scholarship is used to fund course fees, technology, tools of trade, uniforms or course equipment.

Recognition

We provide educational opportunities, exhibition platforms, and recognition for talented Aboriginal and Torres Strait Islander artists, contributing to the preservation and celebration of First Nations cultures through artistic expression.

We award Melbourne Polytechnic learners who have demonstrated a capacity for leadership and outstanding levels of skill and commitment within their fields of study, including Outstanding Indigenous Student of the Year.

By celebrating the achievements, leadership, and skills of Aboriginal and Torres Strait Islander learners within their fields of study, we provide visibility and acknowledgment of their hard work. This helps to motivate Aboriginal and Torres Strait Islander learners to excel in their studies and pursue their educational goals.

Case Study

Embracing Activism Through Art: A Journey of Change and Recognition, Rickie Martin, Outstanding Indigenous Student of the Year, 2024.

Activism and art are powerful tools for social change, and when combined, they can create a profound impact. Rickie Martin, a First Nations artist of Wiradjuri and Yorta Yorta Country, uses his art as a medium to express activism in a way that resonates with the mainstream and brings positive change and awareness to important issues.

Rickie has spent three decades of creating art and in 2023 completed his Certificate III in Glass and Glazing at Melbourne Polytechnic. Rickie's accolade is a testament to his artistic dedication and the impact of his activism through creativity.

This recognition serves as a reminder that persistence and passion can lead to significant achievements. It also highlights the power of storytelling to convey the experiences and struggles of marginalised communities while inspiring and educating others.

Rickie was one of 22 First Nations people and artists to participate in a workshop program with GLAAS Inc., a not-for-profit organisation supporting artists and makers of glass art — an ancient art and craft that was at risk of disappearing in Australia. Since 2019, our partnership with GLAAS Inc. has provided unique learning opportunities to progress the use of high-quality design glass in art and architecture, and a platform for First Nations artists to explore their cultures and artistry.

Procurement and Employment

As a public sector agency of Victoria, we are committed to ethical, sustainable and socially responsible procurement. Our approach to procurement aligns with the State's Social Procurement Framework (SPF), helping to drive social and sustainable outcomes including for Aboriginal and Torres Strait Islander peoples. One of the Framework's seven social procurement objectives 'Opportunities for Victorian Aboriginal Peoples' guides our efforts to purchase from First Nations organisations and social enterprises.

We are committed to using our buying power to achieve social outcomes to create opportunities for Aboriginal and Torres Strait Islander people. As part of our Social Procurement Strategy, Melbourne Polytechnic has targets in place for creating opportunities through engaging and purchasing from Aboriginal and Torres Strait Islander businesses. In 2023/24 we engaged more than 16 Indigenous businesses through our supply chain, achieving a spend of approximately \$940,000.

We also comply with the Local Jobs First Policy for Victoria. This includes provisions that aim to support Aboriginal and Torres Strait Islander peoples in providing employment and business opportunities by working in concert with other policies including the SPF and initiatives to create opportunities for all Victorians. We partner with Mob Jobs to support some of our employment needs, particularly for roles identified as targeted positions within the Yurrongi Centre, which are advertised as targeted positions for Aboriginal and Torres Strait Islander peoples.

While the number of our Aboriginal and Torres Strait Islander staff is modest, we have made concerted efforts to employ staff who identify as Aboriginal and Torres Strait Islander peoples in both teaching and non-teaching roles. This provides invaluable role models for Aboriginal and Torres Strait Islander learners and ensures that First Nations perspectives are represented in decision-making processes within the institution.

Community Partnerships

Melbourne Polytechnic is proud of its long standing and ongoing engagement and partnerships with the local Aboriginal and Torres Strait Islander community. We recognise the importance of community collaboration and input into the development and implementation of our Aboriginal Education Strategy 2018-2021 and annual Wurreker Plan.

We engage with Aboriginal and Torres Strait Islander communities through our Aboriginal Advisory groups and Aboriginal Steering Committees comprised of representatives from:

- ▶ Victorian Aboriginal Education Association Inc (VAEAI)
- ▶ our Local Aboriginal Education Consultative Group (LAECG)
- ▶ Community members and Elder groups
- ▶ Aboriginal and Torres Strait Islander Service providers e.g. Aboriginal Health Service
- ▶ Darebin Council.

Melbourne Polytechnic works collaboratively with these organisations and community members on a range of organisational, cultural and educational perspectives, which in turn contributes to their work across community by attending meetings, presentations and engagement at community events.

We also invite members from the community to participate in all our cultural events throughout the year including Moodji Day and NAIDOC Week celebrations.

The Whittlesea Tech School, hosted by Melbourne Polytechnic has also fostered many partnerships with various Koorie groups since 2019. It offers innovative learning programs through cultural immersion via engagement with community leaders and professionals, with a focus on expression and celebration of cultures through technology-rich learning experiences. Whittlesea Tech School was awarded the Innovative Koorie Learner Pathways (Non-TAFE Institute) award at the 2024 Wurreker Awards for its contribution to Koorie training, education and employment.

First Nations Curriculum

Melbourne Polytechnic has a sound history of incorporating First Nations knowledges, histories, and cultures into its curriculum. We have developed partnerships with local Aboriginal and Torres Strait Islander communities to ensure our programs reflect the needs and aspirations of Aboriginal and Torres Strait Islander peoples. This collaboration helps build pathways for Aboriginal and Torres Strait Islander learners and fosters mutual respect and understanding between the institution and Aboriginal and Torres Strait Islander communities.

The inclusion of First Nations perspectives in various courses helps promote cultural understanding among non-Aboriginal and Torres Strait Islander learners and staff. This fosters an environment where Aboriginal and Torres Strait Islander learners see their cultures and histories reflected and respected.



Image: Staff and students celebrating the theme for National Reconciliation Week 2024, *Now More Than Ever*.

Our Cultural Awareness

We are committed to creating an inclusive environment that respects and celebrates the histories and cultures of Aboriginal and Torres Strait Islander peoples while providing tailored support for Aboriginal and Torres Strait Islander learners. We also celebrate significant cultural events through various initiatives that emphasise reflection, awareness, and action towards reconciliation and cultural understanding.

Numerous longstanding initiatives demonstrate our actions to date towards building cultural awareness across our campuses for both staff and learners. These include:

- ▶ Acknowledgement of Country used in official documents and at significant events
- ▶ Welcome to Country and Smoking Ceremonies on campus as part of Orientation
- ▶ Visual acknowledgements including the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) maps located in major spaces
- ▶ Support and understanding for students and leave granted to staff for Sorry Business
- ▶ Cultural Awareness and Cultural Safety training for staff delivered quarterly by Koorie Heritage Trust
- ▶ Flexibility for staff for leave around culturally sensitive dates including 26 January
- ▶ Cultural artists and performers engaged by SLAM (Student Life and Media) for ceremonies and significant events

As part of our ongoing efforts to strengthening cultural visibility and inclusion, we collaborated with a Traditional Owner from the Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation to seek guidance on renaming the Koorie Services Centre. Consideration was given to the Centre's role within an educational setting and the importance of Aboriginal and Torres Strait Islander learners having autonomy and ownership in their learning journey. The Traditional Owner provided five Wurundjeri Woi-wurrung words and phrases reflecting themes of engagement, education, excellence and coming together. Through a community voting process, the name Yurrongi, meaning Empowerment, was selected.

This action demonstrates our commitment to incorporating Aboriginal language and cultural identity in the naming of services that support Aboriginal and Torres Strait Islander learners, strengthening connection, visibility, and pride across our learning community.



Our Innovate RAP — Linking Our Past, Present and Future

Melbourne Polytechnic's reconciliation journey is built on more than four decades of collaboration with Aboriginal and Torres Strait Islander peoples. It's grounded in mutual respect, cultural knowledge and a shared commitment to educational opportunity. From the early days of the Aboriginal Services Unit to the Yurrongi Centre's pivotal role today, our history reflects both proud achievements and important lessons - that reconciliation must be lived through daily action, led in partnership, and embedded across every aspect of our organisation.

In this Innovate RAP, we are taking deliberate steps to strengthen our internal cultural capability through cultural awareness programs so that reconciliation is championed at all levels. We will review and enhance our anti-discrimination policies and practices to ensure they are proactive, inclusive, and culturally safe. This will also be supported by education for all staff and leaders on the impacts of racism, the nature of institutional bias and the responsibilities we share in fostering respect.

Our focus will also be on exploring strategies to increase Aboriginal and Torres Strait Islander employment and career progression, ensuring our recruitment, onboarding, and professional development practices are culturally inclusive, supportive, and aligned with the aspirations of Aboriginal and Torres Strait Islander staff. The development and gradual implementation of our Workforce Planning Framework will not only increase Aboriginal and Torres Strait Islander workforce participation levels over-time, but support the development of an inclusive, psychologically safe and engaging workplace that recognises and promotes the contributions of Aboriginal and Torres Strait Islander employees.

We will also deliver on our commitment to develop guiding principles and protocols that embed an Aboriginal and Torres Strait Islander perspective in strategic decision-making. This work reflects our objective to ensure First Nations voices and reconciliation principles are present and influential at every level of Melbourne Polytechnic — from governance and leadership to operational planning and daily practice.

Our learning environments will continue to evolve to reflect and celebrate the histories, cultures, and knowledge systems of Aboriginal and Torres Strait Islander peoples. We will continue to embed First Nations perspectives across organisational practices. We will continue to support truth-telling in line with Victoria's Truth Telling and Treaty processes and ensure that Aboriginal and Torres Strait Islander learners see their identities, stories, and aspirations valued in campus spaces, services, and community engagement. This work will include expanding opportunities for cultural immersion, staff training and collaboration with community in shaping programs, events, and initiatives.

In our sphere of influence — across the TAFE sector, industry partnerships, and community networks — we will use our role to promote reconciliation through collaboration, advocacy, and leadership. We will continue to engage with Traditional Custodians, Elders, and Aboriginal and Torres Strait Islander organisations to strengthen relationships, model best practice, and share what we have learnt. We will encourage and support participation in cultural events. We will foster dialogue that builds understanding, and seek opportunities to influence policy and practice in support of equity, self-determination, and mutual respect.

Guided by the principle that *reconciliation is done with us, not for us*, this Innovate RAP commits Melbourne Polytechnic to walk together with Aboriginal and Torres Strait Islander peoples — listening deeply, acting meaningfully, and building strong foundations for a reconciled future that benefits Aboriginal and Torres Strait Islander staff, learners, communities, and the broader education sector.

RAP Governance

The Innovate phase will see us formalise our approach to RAP implementation and governance to ensure our reconciliation efforts are monitored, reviewed and communicated in a manner that builds organisation wide commitment while promoting transparency, accountability, and outcome achievement.

Our Board will set the tone and create the conditions for success by embedding reconciliation into our broader strategy and decision-making. This means exercising oversight of progress and resourcing, asking the right questions about outcomes, and ensuring accountability is built into governance processes. At the same time, the Board will use its influence to champion our RAP externally, foster partnerships, and model cultural humility through its own learning and engagement.

Our commitment is strong and genuine. Our Chief Executive will perform the roles of Sponsor, Chair and RAP Champion, ably supported by senior executives and leaders' representative of key areas within the organisation. This positioning supports the effective allocation of resources and enables informed, timely decisions in pursuit of RAP action and deliverable achievements.

The RAP Implementation Working Group will evolve and be supported to focus on implementing our Innovate RAP over the next two years. The input from our Yurrongi Centre, together with consultation with our First Nations partners and communities, will be instrumental in ensuring the voices of Aboriginal and Torres Strait Islander staff, learners and communities are incorporated into our actions and decisions.

RAP Implementation Working Group Membership

RWG Role	Title
RAP Sponsor/ Champion RWG Chair	Chief Executive
RWG Executive Officer	Manager, Strategic Programs and Operations
Member	Board Director (as nominated by Board Chair)
Member	Executive Director, People and Student Success
Member	Coordinator, Yurrongi Centre
Member	Senior Director, Education Design and Innovation Services
Member	Director, Risk, Policy, Business Resilience and Chief Procurement Officer
Member	Director, People and Culture
Member	Manager, Corporate Communications and Engagement
Member	Director, Foundation
Member	ATSI Student (nominated) x2
Member	Director, Clean Economy, Engagement and Experience
Member	Manager, Student Services

Innovate Reconciliation Action Plan

January 2026 - January 2028

Relationships

Building and strengthening relationships will be key to a strong and effective Innovate RAP for Melbourne Polytechnic. Fostering sound and meaningful relationships with Aboriginal and Torres Strait Islander peoples across our student body, staff, our campuses and the communities in which we operate will be foundational to making lasting change. We will work with understanding and respect across the education sector and our sphere of influence.

Establish and maintain mutually beneficial relationships with Traditional Owners and Aboriginal and Torres Strait Islander stakeholders and organisations.	Meet with a range of Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement.	August 2026	Director, Clean Economy, Engagement and Experience
	Include guiding principles for partnering with Aboriginal and Torres Strait Islander stakeholders and organisations in the updated Melbourne Polytechnic Partnering Framework.	September 2026	Director, Strategic Partnerships and Growth
	Apply the Opportunity Evaluation Process to assess whether proposed partnerships and projects support Aboriginal and Torres Strait Islander students and communities.	September 2027	Director, Strategic Partnerships and Growth
	Investigate opportunities for new strategic relationships, partnerships and projects with Aboriginal and Torres Strait Islander stakeholders and organisations, including not-for-profits.	August 2027	Director, Clean Economy, Engagement and Experience
	Examine formalising partnerships with relevant Traditional Owner corporations that service our campuses.	August 2027	Director, Clean Economy, Engagement and Experience
	Identify Elders within the community across our campuses and investigate ways to strengthen connections through dialogue and consultation.	July 2026	Lead: Coordinator, Yurrongi Centre Support: Koorie Student Liaison Officer

Build relationships through celebrating National Reconciliation Week (NRW)	Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff.	May 2026 May 2027	Lead: Manager, Corporate Communications and Engagement Support: Koorie Student Communications Officer
	RAP Working Group members to participate in an external NRW event.	27 May – 3 June 2026 27 May – 3 June 2027	RAP Working Group Chair
	Encourage and support staff and students to participate in at least one external event to recognise and celebrate NRW.	27 May – 3 June 2026 27 May – 3 June 2027	Lead: Manager, Corporate Communications and Engagement Support: Koorie Student Communications Officer
	Organise at least one NRW event each year across each campus.	27 May – 3 June 2026 27 May – 3 June 2027	Lead: Coordinator, Yurrongi Centre Support: Team Leader — SLAM
	Extend invitations to attend NRW events to community including Elders and local community groups.	May 2026 May 2027	Coordinator, Yurrongi Centre
	Register all our NRW events on Reconciliation Australia's NRW website.	May 2026 May 2027	Koorie Student Communications Officer

Promote reconciliation through our sphere of influence.	Review and implement a staff engagement strategy to raise awareness of reconciliation across our workforce.	March 2027	Lead: Deputy Director, Culture and Partnering Support: Manager, Corporate Communications and Engagement
	Communicate our commitment to reconciliation publicly (via our website, on campus) by sharing case studies on our progress and achievements.	July 2026 July 2027	Lead: Coordinator, Yurrongi Centre Support: Manager, Corporate Communications and Engagement
	Encourage community participation in internal and external events online, in meetings and at events across all campuses.	June 2026	Lead: Coordinator, Yurrongi Centre Support: Manager, Corporate Communications and Engagement
	Explore opportunities to continue to positively influence our external stakeholders to drive reconciliation outcomes.	June 2026 June 2027	Coordinator, Yurrongi Centre
	Collaborate with RAP organisations through the TAFE Network to develop innovative approaches to advance reconciliation.	October 2026	Coordinator, Yurrongi Centre
Promote positive race relations through anti- discrimination strategies	Promote positive inclusion and anti-discrimination strategies through the IRE Taskforce, by reviewing current policies and processes, engaging with Aboriginal and Torres Strait Islander stakeholders, and implementing inclusive and future-focused improvements.	March 2027	Director, People and Culture
	Review employee induction and professional development activities ensuring that all employees are educated on the effects of racism, promoting an organisation-wide approach.	July 2026	Deputy Director, Culture and Partnering / Director, Professional Teaching Practice
	Provide ongoing education to senior leaders on the effects of racism and the nature of institutional racism that have impacted Aboriginal and Torres Strait Islander peoples.	May 2026	Coordinator, Yurrongi Centre

Respect

Recognising, understanding and celebrating the rich and diverse histories and cultures of Aboriginal and Torres Strait Islander peoples is integral to our reconciliation journey. Building respect through cultural learning will be paramount to creating an inclusive and supportive environment for Aboriginal and Torres Strait Islander students, and empowering First Nations peoples across our field.

Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	Conduct a review of cultural learning needs within our organisation.	July 2027	Deputy Director, Culture and Partnering / Director, Professional Teaching Practice
	Consult local Traditional Owners, Elders and First Nations advisors on the development of a cultural learning strategy.	July 2027	Deputy Director, Culture and Partnering / Director, Professional Teaching Practice
	Develop and communicate a cultural learning strategy document for our staff.	September 2027	Deputy Director, Culture and Partnering / Director, Professional Teaching Practice
	Provide opportunities for RAP Working Group members, HR managers and other key leadership staff to participate in formal and structured cultural learning.	July 2026	Deputy Director, Culture and Partnering / Director, Professional Teaching Practice
	Explore opportunities for cultural immersion for our people to understand the history of our campuses and surrounds.	June 2026	Coordinator, Yurrongi Centre

Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	Embed staff and student understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	July 2026	Lead: Koorie Student Communications Officer Support: Manager, Corporate Communications and Engagement
	Review and strengthen our existing Acknowledgement of Country and assess current wording to ensure it is current, bespoke, relevant and in line with best practice.	October 2026	Lead: Chief Executive Support: Director, Strategy, Planning and Government Policy
	Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings.	July 2026 July 2027	Lead: Chief Executive Support: Director, Strategy, Planning and Government Policy
	Review, implement and communicate a cultural protocol document, including protocols for Welcome to Country and Acknowledgement of Country across events, meetings, publications, and digital platforms.	July 2026	Coordinator, Yurrongi Centre
	Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year.	November 2026	Coordinator, Yurrongi Centre



Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	RWG to participate in an external NAIDOC Week event.	July 2026 July 2027	RAP Working Group Chair
	Ensure staff are supported to participate in NAIDOC Week and other days of significance.	May 2026 May 2027	Lead: RAP Working Group Chair Support: Deputy Director, Culture and Partnering
	Promote and encourage participation in external NAIDOC events to all staff.	July 2026 July 2027	Lead: Coordinator, Yurrongi Centre Support: Manager, Corporate Communications and Engagement
	Explore ways to capture, preserve and share cultural knowledge of Yurrongi Centre staff.	August 2026	Coordinator, Yurrongi Centre
	Explore partnerships with Koorie community groups including the Koorie Heritage Trust.	January 2027	Coordinator, Yurrongi Centre

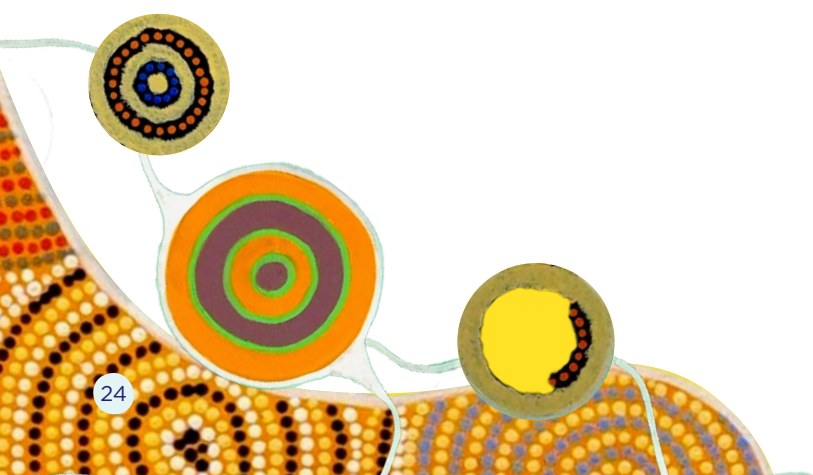




Image: A shared moment of cultural respect and inclusion during National Reconciliation Week, 2024.

Build respect and develop a greater understanding of the significance of Connection with Country for Aboriginal and Torres Strait Islander peoples.	Collaborate with Aboriginal and Torres Strait Islander stakeholders to educate our staff and student body around the concept of Connection with Country.	November 2026	Lead: Coordinator, Yurrongi Centre Support: Coordinator, Yurrongi Centre
	Engage with Traditional Custodians to embed Connection with Country principles, strategies and approaches into our operations across the organisation.	November 2026	Lead: Coordinator, Yurrongi Centre Support: Coordinator, Yurrongi Centre
	Investigate ways to demonstrate respect through visual displays including flags, plaques, signage and artwork accompanied by appropriate cultural knowledge.	August 2027	Director, Clean Economy, Engagement and Experience
	Investigate ways to use our campuses as a means to honour and convey the First Nations histories of the area, including through renaming initiatives.	August 2027	Director, Clean Economy, Engagement and Experience
	Explore ways to create culturally safe spaces using Design with Country principles.	August 2027	Lead: Director, Clean Economy, Engagement and Experience Support: Coordinator, Yurrongi Centre

Opportunities

At Melbourne Polytechnic we are excited to deliver innovative initiatives to increase opportunities across both our sector and broader community for Aboriginal and Torres Strait Islander individuals and businesses. We see opportunity to build our profile as a culturally safe and aware organisation, embedding strategies to ensure a shared future of respect, career progression and culturally safe workplaces.

Improve employment outcomes by increasing Aboriginal and Torres Strait Islander workforce attraction, recruitment and retention.	Engage with First Nations advisors and Aboriginal and Torres Strait Islander staff to inform culturally-appropriate recruitment and selection strategies.	January 2027	Operations Manager, People and Culture
	Build an understanding of current Aboriginal and Torres Strait Islander staffing profile to inform recruitment practices.	January 2027	Operations Manager, People and Culture
	Identify and adjust any recruitment procedures that may be barriers to Aboriginal and Torres Strait Islander participation.	January 2027	Operations Manager, People and Culture
	Look to the Barring Djanag Aboriginal employment strategy inform a First Nations lens within our Workforce Planning Framework.	January 2027	Operations Manager, People and Culture
	Advertise job vacancies to effectively target and reach Aboriginal and Torres Strait Islander stakeholders.	January 2027	Operations Manager, People and Culture

Increase employment outcomes through professional development and career progression.	Build understanding of current Aboriginal and Torres Strait Islander employees' professional development and career progression experiences.	January 2027	Deputy Director, Culture and Partnering
	Engage with First Nations advisors and Aboriginal and Torres Strait Islander staff to inform professional development and career progression approaches.	January 2027	Deputy Director, Culture and Partnering
	Investigate career development initiatives through the creation of mentorship, peer support and/or internships programs.	March 2027	Lead: Operations Manager, People and Culture Support: Director, Professional Teaching Practice
	Investigate the creation of industry-led scholarship and graduate recruitment programs.	March 2027	Director, People and Culture
	Build a business case to use our website and social media to showcase success stories of Aboriginal and Torres Strait Islander staff and students and the services that support them.	August 2026	Coordinator, Yurrongi Centre
	Explore opportunities to showcase the career pathways and employment experiences of Aboriginal and Torres Strait Islander students and alumni to build community awareness, promote culturally-safe employment practices, and strengthen support for Aboriginal learners in transitioning into meaningful careers.	January 2027	Director, Student Acquisitions
	Investigate partnerships with key industry bodies to showcase the TAFE sector through support and sponsorship of industry events.	January 2027	Director, Strategic Partnerships and Growth

Position Melbourne Polytechnic as an employer of choice for Aboriginal and Torres Strait Islander peoples.	Modify onboarding practices to effectively reach Aboriginal and Torres Strait Islander stakeholders through culturally-responsive platforms and review success rate to inform the First Nations Employment Strategy.	July 2026	Operations Manager, People and Culture
	Promote our RAP and other culturally appropriate initiatives in recruitment materials to highlight inclusivity.	July 2026	Lead: Director, People and Culture Support: Operations Manager, People and Culture
	Engage with Aboriginal and Torres Strait Islander staff to participate in inductions and onboarding.	July 2026	Lead: Deputy Director, Culture and Partnering Support: Operations Manager, People and Culture
	Provide training to managers to assist them to better understand their responsibilities in alignment with relevant enterprise agreements to better support Aboriginal and Torres Strait Islander staff with flexibility around Sorry Business and culturally-significant days and events.	January 2027	Deputy Director, Culture and Partnering
Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes	Establish a centralised supplier data base capturing First Nations suppliers and subcontractor details and engage with them to understand their capabilities.	June 2026	Director, Risk, Policy, Business Resilience and Chief Procurement Officer
	Identify room for growth with existing Aboriginal and Torres Strait Islander suppliers.	August 2027	Director, Risk, Policy, Business Resilience and Chief Procurement Officer
	Review and update procurement practices to remove barriers to procuring goods and services from First Nations owned businesses.	June 2026	Director, Risk, Policy, Business Resilience and Chief Procurement Officer

	Enhance the Finance1 system to detail Aboriginal and Torres Strait Islander owned businesses to allow easier tracking of spend.	March 2027	Finance Systems Manager
	Develop commercial relationships with First Nations owned businesses.	August 2027	Director, Clean Economy, Engagement and Experience
Develop opportunities for those in and across your sphere of influence to drive reconciliation in education.	Identify ways to strengthen how staff, stakeholders, educators, children and young people in and across our networks have optimal measures to drive effective reconciliation practice.	August 2027	Coordinator, Yurrongi Centre
	Evaluate existing education materials to ensure they reflect diverse Aboriginal and Torres Strait Islander cultures, perspectives, and ways of knowing and being.	August 2027	Director, Curriculum Unit
Develop guiding principles and protocols to include an Aboriginal and Torres Strait Islander perspective in strategic decision making across the organisation.	Engage with Aboriginal and Torres Strait Islander stakeholders to develop and integrate culturally informed principles and protocols.	April 2027	Director, Strategy, Planning and Government Policy
	Refine and integrate feedback in the development of our Guiding Principles and Protocols document.	June 2027	Director, Strategy, Planning and Government Policy



Governance

Sound governance will be instrumental to ensure the longevity, effectiveness and progress of our Innovate RAP. We are committed to allocating the necessary resources and ensuring an organisation wide approach to the planning, delivery and implementation of initiatives.

Establish and maintain an effective RAP Working Group (RWG) to drive governance of the RAP	Maintain Aboriginal and Torres Strait Islander representation on the RWG.	Quarterly from January 2026	RAP Working Group Chair
	Establish and apply a Terms of Reference document for the RWG.	February 2026	RAP Working Group Chair
	Meet at least four times per year to drive and monitor RAP implementation.	Quarterly from January 2026	RAP Working Group Chair
Provide appropriate support for effective implementation of RAP commitments	Define resources need for RAP implementation.	February 2026	RAP Working Group Chair
	Pursue opportunities to embed RAP vision and aspirations in organisational policies and frameworks.	February 2027	Director, Risk, Policy, Business Resilience and Chief Procurement Officer
	Pursue and maintain RAP vision and aspirations across corporate strategic documents and digital platforms.	February 2026	Manager, Corporate Communications and Engagement



Image: Celebrating Aboriginal and Torres Strait Islander culture through ceremony and performance during National Reconciliation Week, Preston Campus 2024.

	Engage senior leaders and other staff in the delivery of RAP commitments.	February 2026	Lead: Chief Executive Support: Executive Director, People and Student Success
	Define appropriate systems and capability to track, measure and report on RAP commitments.	January 2026	Manager, Strategic Programs and Operations
	Maintain an internal RAP Champion from senior management.	January 2026	Lead: Chief Executive Support: Executive Director, People and Student Success
	Align RWG reporting with Inclusion, Respect and Equality Taskforce requirements.	February 2026	Manager, Strategic Programs and Operations
Build accountability and transparency through reporting RAP achievements, challenges, and learnings both internally and externally.	Contact Reconciliation Australia to request our unique link to access the online RAP Impact Survey.	August 2026 August 2027	Lead: Coordinator, Yurrongi Centre Support: Koorie Student Communications Officer
	Complete the annual RAP Impact Survey and submit to Reconciliation Australia.	September 2026 September 2027	Coordinator, Yurrongi Centre
	Embed RAP accountability into Board governance by receiving quarterly progress reports and incorporating RAP outcomes into organisational performance measures.	Quarterly from January 2026	RAP Working Group Chair

Build accountability and transparency through reporting RAP achievements, challenges, and learnings both internally and externally.	Report RAP progress to all staff and senior leaders quarterly.	Quarterly from April 2026	RAP Working Group Chair
	Publicly report our RAP achievements, challenges and learnings, annually.	December 2026 December 2027	RAP Working Group Chair
	Review the Board workplan to identify opportunities to feature Aboriginal and Torres Strait Islander priorities through presentations, and visibility in Board discussions.	October 2026 October 2027	Executive Director, People and Student Success
	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.	August 2026 August 2027	Coordinator, Yurrongi Centre
	Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	April 2026	Manager, Student Services
	Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	January 2028	RAP Working Group Chair

Continue our reconciliation journey by developing our next RAP.	Review RAP based on achievements, challenges and lessons learned.	December 2027	RAP Working Group Chair
	Register via Reconciliation Australia's website to begin development of our next RAP.	September 2027	Coordinator, Yurrongi Centre





Image: Showcasing cultural heritage through dance during National Reconciliation Week, 2024.

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