



INNOVATE RECONCILIATION ACTION PLAN

JUNE 2026 - JUNE 2028



ACKNOWLEDGMENT OF COUNTRY

We, The Gordon, Acknowledge the Wadawurrung and Boonwurrung peoples of the Kulin Nation as the Traditional Custodians of the Land on which our campuses stand.

We pay our deepest respects to Elders past and present and extend that respect to all First Nations peoples who continue to share their knowledges, cultures, and connection to Country.

We recognise that sovereignty was never ceded and that this Land always was, and always will be, Aboriginal Land.

We honour the enduring strength, knowledges and wisdom of First Nations communities, whose voices guide our journey of reconciliation and respect for Country.

Through our Innovate Reconciliation Action Plan, The Gordon reaffirms its commitment to walking together in partnership, listening, learning and acting to create a future grounded in respect, equity and understanding.

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ABOUT THE ARTWORK



This artwork represents The Gordon's strength in developing and empowering young First Nations students.

Nathan Patterson
Artist



This artwork represents an intimate knowledge of the students journey through education and personal development at The Gordon. Nathan has spent many hours with students in the Mumgu-dhal program when creating the 2025 Reconciliation Week collaboration artwork as well as a mentor for class artworks.

"I spent time with those young people and got to see where they come from, and where they are heading," Nathan reflects on his time with the Mumgu-Dhal students.

6 On each side, representing our students, are young trees developing. They are overlooked by family, community, and the ancestors including Bunjil, the creator spirit and protector.

5 The centre represents The Gordon as a place of knowledge and empowerment. The tree contains knowledge, experience, and influence.

4 The next layer has eight seedlings, these are the beginnings and inspiration of our young people.

3 The gum leaves are a representation of Country, as all things are connected to Country.

2 Next, the circles represent resilience, dedication, and persistence, with teachers and mentors on each side.

1 Starting from the bottom up, the coolamons represent the resources that students need to undertake learning.



[Play Video](#)

About the Artist

Nathan Patterson is a proud Wagiman man and the creator and owner of Diwana Dreaming, an innovative Aboriginal art and design company that celebrates culture through contemporary expression.

Born on Wurundjeri country in Melbourne and living on Wadawurrung Country, Nathan now calls the south coast of Victoria home. Nathan's passion for painting began during his teenage years and has grown into a fulfilling career as a full-time artist.

Nathan's artwork is a bold blend of contemporary design and traditional First Nations techniques, weaving together the Dreamtime stories of his people and the land he was born on. Each piece reflects a deep respect for Country, culture, and heritage, while also offering a fresh, modern perspective.

Through Diwana Dreaming, Nathan seeks to bridge the traditional and contemporary, ensuring that the stories, symbols and spirit of his ancestors continue to inspire and connect communities across Australia.

MESSAGE FROM WADAWURRUNG WOMAN AND BOARD DIRECTOR



Corrina Eccles
Wadawurrung Woman and
Board Director

As a Wadawurrung Woman and community member living on Wadawurrung Country, I understand the vital cultural importance of a Reconciliation Action Plan (RAP).

This plan represents our shared commitment to reconciliation — setting out clear objectives and actions to strengthen recognition, relationships, promote understanding and create better education opportunities and outcomes for Aboriginal people and strengthen communities.

It is essential that we establish strong, collaborative relationships built on shared understanding, mutual respect and genuine commitment to positive change. Through this RAP, The Gordon affirms its dedication to walking together on a culturally safe and respectful journey of reconciliation.



Koling wada-nyal, yan yaneekan werryt ngal ngal-la.

Let us walk together,
walk the journey to
reconcile.

- Corrina Eccles



Corrina Eccles is a proud Wadawurrung woman who holds extensive cultural knowledge, community leadership and a lifelong commitment to community and culture. As a member of The Gordon's Board, Corrina provides invaluable cultural guidance and leadership, ensuring that Wadawurrung and community voices, values, aspirations and perspectives are meaningfully embedded across the organisation's reconciliation journey.

With over two decades of experience working in cultural heritage, education, family services, language and community engagement, Corrina plays a vital role in strengthening The Gordon's strategic direction and embedding self-determination for First Nations communities and recognition of Wadawurrung people and country. Corrina's contributions have been essential in shaping The Gordon's approach to reconciliation, grounded in cultural expertise, truth-telling and inspiring responsibility for creating meaningful change.

Through Corrina's leadership, The Gordon's Reconciliation Action Plan reflects a commitment to honouring Wadawurrung Country, embedding First Nations knowledge across learning and practice, and walking together toward a future built on respect, understanding and unity.



Photo by Ed Sloane, World Surf League.

MESSAGE FROM THE BOARD AND CHIEF EXECUTIVE OFFICER

Reconciliation is at the heart of The Gordon's mission and identity, a shared responsibility that guides how we teach, work and connect. Since adopting our Reflect RAP in 2020, we have translated this principle into practice, delivering meaningful progress. We have established a First Peoples Education Directorate, the first of its kind at a TAFE, to embed Aboriginal and Torres Strait Islander perspectives across our leadership, strategy, and operations, in a way that strengthens and supports First Nations self-determination. Led by the Director of First Peoples Engagement, Education and Experience, it ensures First Nations knowledge and voices inform decision-making across the Institute, placing cultural insight at the centre of who we are and how we grow.

Our Mumgu-dhal tyama-tiyt program continues to re-engage First Nations students in education, helping them build confidence and connection through culturally grounded learning. The redevelopment of Kitjarra wurrun-ngeen in 2021 honoured the centre's long-standing role in supporting First Nations students and Community, giving students and Community a dedicated space to connect, seek support and celebrate culture.

We continue to see steady growth in First Nations student enrolments, reflecting the trust built through culturally safe practice and genuine partnership. Looking ahead, a First Nations Culinary course to be offered in 2026 will celebrate culture and Country through food and storytelling, supporting the next generation of First Nations chefs and hospitality leaders.

These milestones fill us with pride, and we recognise that reconciliation is an ongoing journey. Our two-year Innovate RAP (2026-28) will deepen our understanding of our sphere of influence, committing The Gordon to implementing strategies that strengthen relationships and embed reconciliation across the Institute. We will continue to grow the cultural capability of staff and students so that understanding, respect and truth-telling become part of everyday learning and work, and we will ensure Aboriginal and Torres Strait Islander peoples have a genuine role in shaping The Gordon's future, guided by the principle that reconciliation is done with Community, not for it.

As one of Victoria's leading TAFEs, The Gordon accepts its responsibility to act with integrity and purpose. Education has the power to close opportunity gaps, lift aspirations and create lasting change. Through this RAP, we will strengthen partnerships with Traditional Owners, Elders, local organisations and industry to co-design programs that celebrate and elevate First Peoples' knowledge and perspectives. Our vision is clear: to make The Gordon a place where everyone can learn, work, and thrive in an environment that honours the world's oldest continuing cultures.

This plan is both a roadmap and a call to action. We invite every member of The Gordon community, including staff, students, partners, and stakeholders, to walk with us in bringing it to life.

Trish Crossin AM

Board Chair,
The Gordon

Joe Ormeno

Chief Executive Officer,
The Gordon

The Gordon acknowledges the contribution of Board Chair Trish Crossin AM, whose leadership was instrumental in shaping the direction of this plan. Trish passed away in April 2026, before seeing this plan published. Her deep commitment to reconciliation lives on in this work.

STATEMENT FROM RECONCILIATION AUSTRALIA



Karen Mundine

Chief Executive Officer,
Reconciliation Australia

Reconciliation Australia commends The Gordon Institute of TAFE on the formal endorsement of its inaugural Innovate Reconciliation Action Plan.

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 Gordon Institute of TAFE 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, Gordon Institute of TAFE 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. Gordon Institute of TAFE 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 Gordon Institute of TAFE'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 Gordon Institute of TAFE on your Innovate RAP and I look forward to following your ongoing reconciliation journey.

MESSAGE FROM DIRECTOR OF FIRST PEOPLES ENGAGEMENT, EDUCATION AND EXPERIENCE



Jasmine Kildea

Director of First Peoples Engagement,
Education and Experience,
The Gordon

Our Innovate Reconciliation Action Plan (RAP) represents the next significant stage in The Gordon's reconciliation journey. Building on our established foundations, this RAP focuses on strengthening relationships, deepening respect, and implementing sustainable and measurable actions that deliver impactful outcomes for First Nations students, staff and community. It marks a deliberate shift from intention to action, ensuring reconciliation is not only acknowledged but is embedded across our organisation.

This plan challenges us to think critically, act with intention and integrate reconciliation in our everyday practices and long-term planning. Through this RAP, our organisation demonstrates its readiness to challenge existing systems, reflect on established ways of working and explore new, more inclusive approaches to engagement, collaboration, and decision-making. It provides a strong framework for building respectful, mutually beneficial relationships with First Nations Community, enhancing our cultural capability, and ensuring accountability in how we progress our reconciliation commitments.

The practical initiatives outlined in our Innovate RAP foster truth-telling, encourage genuine partnerships and engagement and promote equitable access to opportunities. These actions take meaningful steps toward creating pathways for cultural education, economic participation and self-determination, cultivating an environment in which First Nations Peoples can thrive.

Importantly, this RAP supports both individual and organisational learning, enhancing understanding and respect across all levels of The Gordon and provides our organisation with a valuable opportunity to listen deeply to First Nations voices, acknowledge past and present injustices and learn from the world's oldest living culture in a way that informs and strengthens our future direction.

My hope is that our Innovate RAP continues to open doors to meaningful conversation, strong partnerships and lasting change. Reconciliation is a shared responsibility, and I look forward to walking alongside my colleagues, our students, and community as we grow, reflect, and work together to build a future grounded in respect, equity and collaboration.

SUCCESS STORIES FROM THE GORDON



Shirley Darcy

Lecturer, Australian Training Awards Aboriginal and Torres Strait Islander Student of the Year and Victorian Koorie Student of the Year 2025.

Shirley Darcy is a proud Wiradjuri woman from the Kulin Nation and teacher in the Diploma of Community Services at The Gordon Institute. Shirley was recognised as the 2025 Australian Training Awards Aboriginal and Torres Strait Islander Student of the Year and Victorian Koorie Student of the Year for her outstanding achievement in completing the Certificate IV in Training and Assessment, delivered in 2024 through the Kitjarra Centre. This program has been a keystone step in empowering Shirley to strengthen community through culturally informed education. Shirley is deeply committed to enhancing curriculum and educational practice by embedding Aboriginal ways of knowing, being and doing wherever she holds influence. A strong advocate for accessibility, inclusion and self-determination, Shirley continues to champion culturally safe learning environments for First Nations communities.



Ethan Liddle

Mumgu-dhal tyama-tiyt community, connection and pathways teacher.

Ethan is a proud Arrernte and Alyawarre man from Alice Springs, who teaches in the Certificate I and II Mumgu-dhal tyama-tiyt. He completed Kitjarra's Certificate IV in Training and Assessment in 2024. Since then, Ethan has dedicated his time to developing skills, knowledge and experience for young students in the Mumgu-dhal program. During this time, Ethan has provided many students with the tools to take on the next part of their journey, whether it is employment or further study. Ethan's passion for culture, community, education and sport greatly enriches The Gordon through his enthusiasm and commitment to student centred learning. Ethan brings cultural insight and a community-first approach to supporting students in their learning pathway's. His commitment to fostering culturally safe, inclusive and empowering educational experiences strengthens The Gordon's ongoing efforts to embed First Nations perspectives meaningfully across programs and practice.

Ethan's leadership, cultural knowledge and strong advocacy continue to inspire students and colleagues alike, helping to drive real and lasting change across The Gordon.

SUCCESS STORIES FROM THE GORDON



Kellie Capes

Diploma Nursing student

Kellie is a proud Wergaia Woman from the north-west of Victoria living on Wadawurrung Country who is in her final year of the Diploma of Nursing. Kellie's ambition to undertake nursing comes from her aspiration to enhance health outcomes and overcome systematic barriers in the health system for First Nations communities. Through the Diploma of Nursing, Kellie has undergone placements, lab work and lectures to build practical and theoretical knowledge to build on-the-job skills.

"You have the opportunity to forge your own pathway through the Diploma of Nursing, I am focused on working in regional and remote communities," said Kellie.

With only one last placement before graduating, Kellie has achieved tremendous results and achievements throughout her journey in Nursing at The Gordon. Kellie said "The teachers are very supportive and the Kitjarra centre is always ready to provide support when needed. There can be some tough times, but with the proper support you can overcome it and you are not on your own."



Mason Baker

Mumgu-dhal student

Mason is a proud young Yidinji man from Cairns, North Queensland, completing his Certificate III Mumgu-dhal tyama-tiyt this year. Mason has achieved significant growth during his time at Mumgu-dhal, both personally and culturally, as well as educationally. "It was great to have my culture and mob included in class," Mason recalls. As well as classwork, Mason and fellow Mumgu-dhal students have experienced On Country experiences, course tasters and work placements. Mason said: "It was great to be out making close friends and experiencing different parts of Country, my favourite was Go Carting." As well as achieving cultural knowledge and experiencing diverse parts of The Gordon, the Mumgu-dhal program has seen Mason develop lasting friendships, community connection and leadership qualities. "Mumgu-dhal has been a better school experience for me," Mason reflects: "Kitjarra has been a huge support in all areas and there's always someone to speak to". Mason is dedicated to developing cultural knowledge and family history as he believes it has been essential to his learning and development.

"I want to keep learning more about my culture."



A STRONG ADVOCATE FOR ACCESSIBILITY, INCLUSION AND SELF-DETERMINATION, SHIRLEY CONTINUES TO CHAMPION CULTURALLY SAFE LEARNING ENVIRONMENTS FOR FIRST NATIONS COMMUNITIES.

Shirley Darcy

Lecturer, Australian Training Awards Aboriginal and Torres Strait Islander Student of the Year and Victorian Koorie Student of the Year 2025.



Artwork title: Bunjil Creator of Life. Artist: Gerard Black.

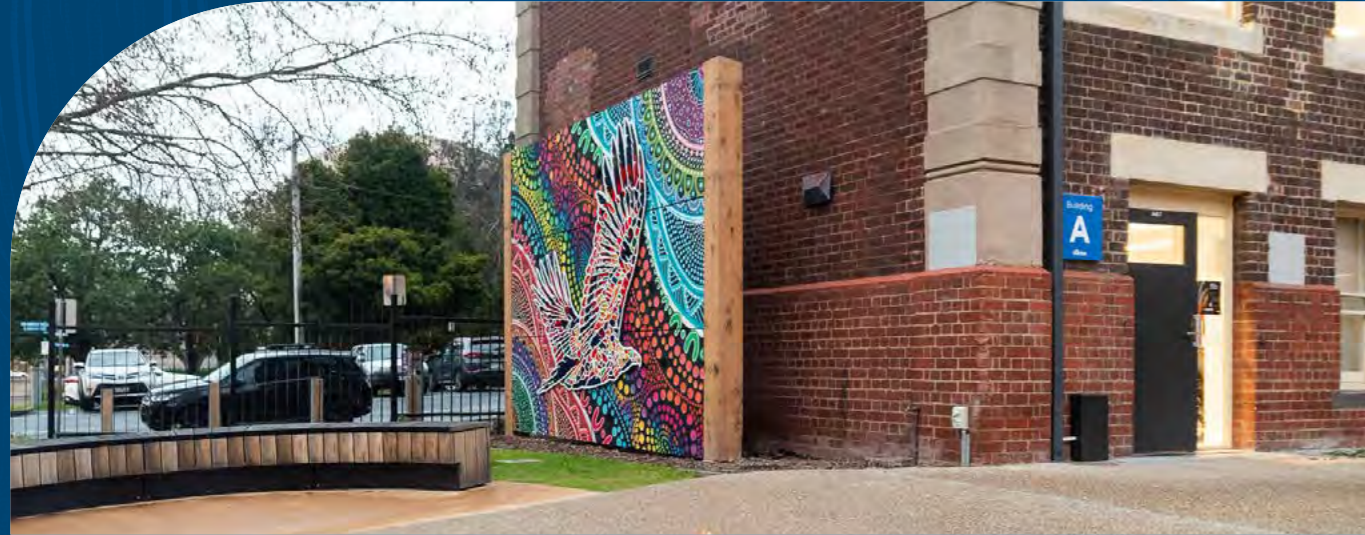
THE FIRST PEOPLES EDUCATION DIRECTORATE

The First Peoples Education Directorate is a dedicated and strategic portfolio committed to advancing The Gordon's First Nations student success and employment on Wadawurrung and Bunurong Country. The Directorate achieves this by representing community voices in shaping educational outcomes, course development, and culturally responsive training throughout The Gordon's activities.

The Directorate includes the Kitjarra Wurrung-Ngeen Centre, Mumgu-dhal tyama-tiyt, the First Peoples Education Team, the First Peoples Culinary Program, and the Cultural Capabilities Project. Together, these initiatives implement the aspirations of First Nations communities in course development, educational outcomes, employment readiness, cultural safety, and student support on behalf of The Gordon.

THE FIRST PEOPLES EDUCATION DIRECTORATE IS A DEDICATED AND STRATEGIC PORTFOLIO COMMITTED TO ADVANCING THE GORDON'S FIRST NATIONS STUDENT SUCCESS AND EMPLOYMENT ON WADAWURRUNG AND BUNURONG COUNTRY.





Play Video

GUIDED BY THE PRINCIPLES OF RESPECT, CULTURE, AND SELF-DETERMINATION, THE KITJARRA CENTRE PLAYS A VITAL ROLE IN EMBEDDING FIRST NATIONS PERSPECTIVES ACROSS THE GORDON AND STRENGTHENING PARTNERSHIPS WITHIN THE WADAWURRUNG COMMUNITY.

Kitjarra Wurrun-geen

The Kitjarra Wurrun-geen Centre at The Gordon is a dedicated space that supports First Nations students in achieving success through culturally safe, inclusive and empowering education. The centre provides personalised academic and wellbeing support, mentoring and community connection, ensuring students feel a strong sense of belonging throughout their learning journey.

Guided by the principles of respect, culture and self-determination, the Kitjarra Centre plays a vital role in embedding First Nations perspectives across The Gordon and strengthening partnerships within the Wadawurrung community.

The centre also contributes to key cultural initiatives and events, fostering understanding and celebration of First Nations cultures within the wider Gordon community.



First Peoples Education Model

The First Peoples Education Model is guided by Community and underpins the development and delivery of culturally responsive education for First Nations peoples at The Gordon. The First Peoples Education team delivers and develops the Mumgu-dhal tyama-tiyt Certificates I, II and III, alongside non-accredited support programs, including the First Peoples Literacy Program. This work is led through strong relationships with Community, ensuring programs are shaped by Community voice, priorities and aspirations, and actively support self-determination.



Play Video

Mumgu-dhal tyama-tiyt

Mumgu-dhal tyama-tiyt is a culturally grounded education and learning pathway program at The Gordon, developed in partnership with Community to support young First Nations learners to reconnect with education, culture and community. The program name draws on the Woiwurrung word mumgu-dhal, meaning “message stick,” and the Kurraywoorung word tyama-tiyt, meaning “knowledge,” reflecting the sharing, transmission and strengthening of cultural knowledge across generations.

The Mumgu-dhal tyama-tiyt program offers Certificates I, II and III, designed to strengthen cultural identity and community connection while building literacy, numeracy, communication, confidence and foundational skills. The program supports learners to prepare for further education and training, apprenticeships, employment and other vocational pathways.

Delivered through scaffolded, relational and hands-on learning, Mumgu-dhal tyama-tiyt provides culturally connected learning experiences that meet young learners where they are. Grounded in community centred and culturally responsive educational practice, the program supports identity, confidence and self-determination, enabling First Nations learners to build strong foundations and shape their own future pathways.

THE FIRST PEOPLES EDUCATION DIRECTORATE



[▶ Play Video](#)

The First Peoples Culinary Project

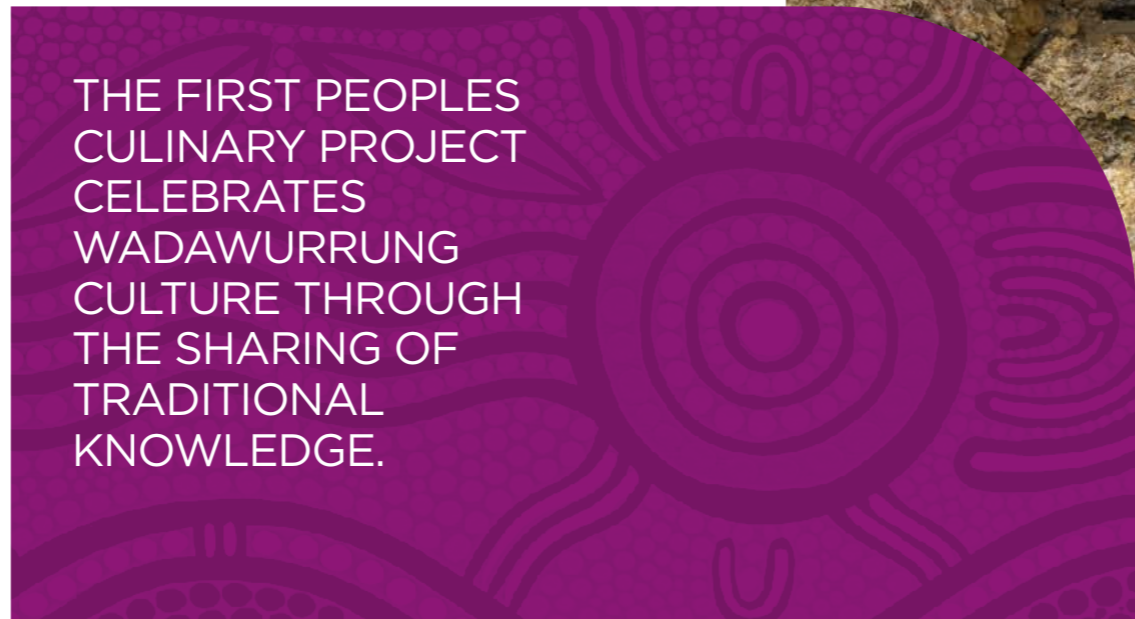
The First Peoples Culinary Project at The Gordon celebrates Wadawurrung culture through the sharing of traditional knowledge, ways of being and doing, native ingredients, and contemporary cooking techniques. This program is designed to strengthen cultural identity while creating pathways into the hospitality industry and related fields such as cultural consulting, nutrition, food science, restaurant management and entrepreneurship. Delivered in a culturally safe and inclusive environment, the course connects students to Country, community and culture, fostering respect and understanding through food.

The course was developed in close consultation with Wadawurrung Traditional owner, Corrina Eccles and Wadawurrung community consultation to ensure the inclusion of appropriate cultural knowledges. It is led by Project Manager, lecturer and course designer, Cameron Madden, who brings extensive culinary expertise, cultural knowledge and protocol in embedding First Peoples Indigenous food culture into modern Australian cuisine. Cameron is a Proud Yorta Yorta Wemba-Wemba man and an established expert in education and the culinary industry. The program also welcomes Luke Sharp, a proud Kureinji man who is designing and teaching the course. Luke is a chef and secondary teacher and has a large passion for Indigenisation of curriculum and inspiration through cultural learning.



Cultural Capabilities

The Cultural Capabilities Program at The Gordon is a holistic initiative designed to strengthen cultural understanding, respect, and inclusion across the organisation. The program brings together a range of learning opportunities including Cultural Awareness Programs, a Cultural Awareness Induction Module, and the implementation of The Gordon's Reconciliation Action Plan. These initiatives work collectively to build staff and student capability, deepen knowledge of First Nations histories, cultures and contemporary realities, and promote genuine reconciliation within the education and workplace environment. The program also supports and celebrates key First Nations events such as NAIDOC and Reconciliation Week, creating meaningful opportunities for connection, reflection and shared learning across The Gordon community.



OUR VISION FOR RECONCILIATION

At The Gordon, we believe that vocational education and training are powerful drivers of equity, understanding and social change. Education has the potential to reconcile histories, challenge discrimination and foster stronger, more inclusive communities. As an institute, we acknowledge the ongoing impacts of colonisation and systemic disadvantage on Aboriginal and Torres Strait Islander peoples that have contributed to underrepresentation in Australian educational institutions. We are committed to applying our strengths to empower individuals, community and self-determination within our sphere of influence. Through the Innovate RAP, The Gordon seeks to listen, learn, act and lead, supporting a stronger, united Australia through education.

Our commitment to reconciliation is grounded in the belief that genuine partnerships with Aboriginal and Torres Strait Islander communities are essential for creating meaningful change. Building on the foundations of our previous Reflect RAP, we are now developing an Innovate RAP to deepen our relationships, embed cultural learning across the organisation and co-design strategies that promote equity and cultural safety. The RAP provides a structured, accountable framework to guide this work. It reflects our vision for a future in which Aboriginal and Torres Strait Islander peoples participate fully, equally and equitably in all areas of life, including education, employment and leadership. The Gordon's commitment to reconciliation is embedded at all levels of the organisation. The Reconciliation Action Plan is a standing item at every Board meeting, with oversight led by our Chief Executive Officer, who actively participates in the RAP Working Group.

At The Gordon, our vision for reconciliation is a united and inclusive future where the histories, cultures and rights of First Nations Peoples and communities are deeply respected, acknowledged and embedded within everything we do. This vision involves ensuring self-determination and a voice for First Nation's community to deliver inclusive course's, reducing barriers and including First Nation's knowledges, cultures, experiences and perspectives.

As a vocational education and training provider, we recognise our responsibility and unique opportunity to foster understanding, dismantle stereotypes, challenge unconscious bias and support Aboriginal and Torres Strait Islander Peoples' self-determination through culturally safe learning and inclusive practice. Situated on Wadawurrung Country, we recognise and honour the Traditional Custodians of the land on which we learn, teach, and work. We are committed to walking alongside the Wadawurrung People and all Aboriginal and Torres Strait Islander communities in genuine partnership.

THIS VISION DRIVES AND INSPIRES US TO BE A LEADER IN RECONCILIATION WITHIN THE EDUCATION SECTOR, USING OUR INFLUENCE TO SUPPORT EQUITY, RECOGNITION AND EMPOWER FIRST NATIONS PEOPLES NOW AND FOR GENERATIONS TO COME.





OUR BUSINESS

The Gordon is one of Victoria's largest regional TAFEs, delivering high-quality vocational education and training to a diverse student population across Geelong, Wyndham and surrounding regions. These are the Wadawurrung and Bunurong regions of the Kulin Nation. Our core business is to provide accessible, industry-aligned education and skills that supports individuals, communities, and businesses to thrive.

We offer a broad range of nationally recognised qualifications, short courses and apprenticeships, with a strong focus on experience based, practical learning and pathways to employment or further education. As a trusted education provider for over 135 years, The Gordon is committed to fostering inclusive learning environments that respect and reflect the cultures, histories and knowledges of First Nations Peoples.

Through our Innovate RAP, we aim to strengthen relationships, build respect and create opportunities for Aboriginal and Torres Strait Islander Peoples, embedding reconciliation across our teaching, governance and community engagement practices.

Who we are

The Gordon employs approximately 800 staff members across its various campuses and departments. This includes academic teachers, support staff, administrative personnel and executive leadership. Staff work across a broad range of disciplines and services, delivering vocational education, student support, industry engagement and operational functions to support learners in the Wadawurrung and Bunurong regions of the Kulin Nation (Geelong and Werribee).

The Gordon is committed to empowering First Nations voices by ensuring representation at the leadership level and throughout the organisation. The Gordon employs 11 First Nations staff members across various departments. This includes the Director of First Peoples Engagement, Education and Experience (implemented in 2024), the Kitjarra Student Success Team, and the First Peoples Education Directorate.

Where we work

The Gordon is recognised as having a regional geographic reach with multiple campuses over Wadawurrung and Bunurong regions of the Kulin Nation. These campuses provide vocational education and training to students from the Greater Geelong and Wyndham regions, extending to the Bellarine Peninsula and Surf Coast. The Geelong City campus is situated on the traditional lands of the Wadawurrung People and is home to the Kitjarra Wurrun-ngeen Centre and the First Peoples Education Directorate.

OUR BUSINESS MODEL IS GROUNDED IN COMMUNITY ENGAGEMENT AND PARTNERSHIPS, WHICH ENABLES US TO CO-DESIGN PROGRAMS WITH FIRST NATIONS COMMUNITIES, ENSURING RELEVANCE, CULTURAL SAFETY, AND LONG-TERM IMPACT.

SPHERE OF INFLUENCE

The Gordon has a significant sphere of influence. This includes students (the majority of those engaged in VET across South-West Victoria), a staff of over 800 people, and a large number of industry stakeholders in the South West region of Victoria, including the health, trades, business, agriculture, and arts sectors.

The Gordon operates out of four different campuses within the Kulin Nation.

These are:

**1 Wadawurrung, Kulin Nation
Geelong City Campus**

2 Fenwick Street,
Geelong, Victoria
Australia 3220

**2 Wadawurrung, Kulin Nation
East Geelong Campus**

Boundary Road,
East Geelong, Victoria
Australia 3219

**3 Bunurong, Kulin Nation
Werribee Watton Campus**

24 Watton Street
Werribee, Victoria
Australia 3030

**4 Bunurong, Kulin Nation
Werribee Princes Campus**

180 Princes Highway
Werribee, Victoria
Australia 3030



OUR RAP

RAP Governance and Reconciliation Working Group

The Gordon has established a First Peoples Advisory Board, comprising representatives from First Nations organisations across the Wadawurrung region. This includes ongoing engagement with Elders, the Victorian Aboriginal Education Association Incorporated (VAEI), Wurreker, Koorie Education staff within the Department of Education, and Local Aboriginal Education Consultative Groups (LAECG). In addition, The Gordon engages First Nations communities through Project Steering Committees, enabling direct input into the design, implementation, and evaluation of initiatives.



Reconciliation Working Group (RWG)

- **Grant Burns**
Cultural Capabilities Manager
- **Andy Bugeja**
Director Education Excellence - Industry, Trades and Environment (Lead RAP Champion)
- **Karly Lovell**
Director - Student Success (RAP Champion)
- **Carley Brennan**
Director - Engagement and Partnerships (RAP Champion)
- **Sally Hutchinson**
Project Lead - Strategy, Research and Delivery
- **Corinna Hunter**
VET Compliance Coordinator
- **Cam Madden**
Project Manager - First Peoples Culinary School
- **Martin Wright**
Facilities Manager
- **Darren Williams**
Team Leader Infrastructure, Maintenance and Systems
- **Tiffany West**
Coordinator Aboriginal Education Support and Experience
- **Bojana Zabic**
Equity and Inclusion Lead
- **Jo Cook**
Manager - Student Communications and Projects
- **Emily Beaumont**
Marketing Advisor
- **Sam Johnstone**
Manager of Student Life
- **Stacey Colman**
Education Manager - First Peoples Education

Executive Steering Committee

- **Corrina Eccles**
Wadawurrung Traditional Owner
- **Joe Ormeno**
Chief Executive Officer
- **Lisa Barton**
Chief of People Experience
- **Patrick Moulton**
Chief Operating Officer
- **Peter McKinnon**
Executive Director - Growth and Student Experience
- **Amanda Achterberg**
Executive Director - Education Excellence (Executive RAP Champion)
- **Jasmine Kildea**
Director First Peoples Engagement, Education, Experience



First Nations Community Consultation Group

The Gordon has a First People Advisory Board that consists of representatives of all First Nations Organisations within the Wadawurrung Region. The Gordon also engages First Nations communities through Project Steering Committees and is involved in Local Aboriginal Education Consultative Groups (LAECG) that consists of First Nations Victorian education professionals.

OUR RAP JOURNEY SO FAR

The Gordon underwent its Reflect Reconciliation Action Plan (2020–2022), marking a significant milestone in our reconciliation journey. Since then, we have continued to build momentum and embed reconciliation more deeply across the organisation. The Reflect RAP provided a foundation for learning, relationship-building and identifying areas for meaningful, sustained action.

Key outcomes from our reconciliation journey to date include:

- Strong senior executive commitment, with reconciliation and strategic priorities across the institute.
- Wider staff engagement, with growing participation in reconciliation activities and self-directed cultural learning.
- A clear commitment to culturally safe spaces and practices, including at our Kitjarra Centres at the City and East Geelong campuses.
- Production of artwork that is displayed across all campuses
- A future-focused commitment to First Nations Vocational Education and Training (VET), demonstrated through the development of a First Peoples Education Directorate.
- The establishment of dedicated cultural programs and roles, including a Cultural Competencies Manager and tailored cultural awareness training.
- The development and delivery of First Nations-specific programs, such as Mumgu-dhal tyamaityt, the First Peoples Culinary Course, and a contextualised TAE program.
- Engagement in creative and community-based initiatives, including events, public art projects, and celebrations that elevate First Nations voices.
- A proactive approach to funding applications that support the growth of First Nations education and employment outcomes.

OUR KEY LEARNINGS FROM THE REFLECT RAP INCLUDE THE IMPORTANCE OF GENUINE COMMUNITY PARTNERSHIPS, THE NEED FOR RECONCILIATION TO BE EMBEDDED ACROSS ALL ROLES AND LEVELS OF THE ORGANISATION, AND THE VALUE OF LISTENING AND ADAPTING OUR APPROACH IN RESPONSE TO FIRST NATIONS VOICES.

THESE EXPERIENCES HAVE SHAPED OUR DECISION TO PROGRESS TO AN INNOVATE RAP, WHERE WE WILL CONTINUE TO BUILD ON OUR ACHIEVEMENTS, STRENGTHEN RELATIONSHIPS AND DRIVE LONG-TERM SYSTEMIC CHANGE.





RELATIONSHIPS

The relationship between The Gordon and First Peoples communities is critical to ensuring that our core business of vocational education and training responds meaningfully to the community needs. Strong relationships allow us to listen and respond to the needs of community, ensuring our training programs are relevant, culturally safe and supportive of the aspirations of Aboriginal and Torres Strait Islander students. These relationships help us stay accountable and adaptable, ensuring our education offerings reflect the lived realities and priorities of the First Peoples communities we work with.

To deliver real outcomes, The Gordon must align its values and actions with the empowerment of First Nations Peoples. This includes embedding First Nations governance and community input into our decision making to ensure our courses and pathways reflect community and employment needs. Our aim is to ensure First Nations learners not only access education but see themselves represented across all the industries we support. By responding directly to the voices of community, we are better placed to deliver meaningful education that supports self-determination and empowerment.

Action	Deliverable	Timeline	Responsibility
1 Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	1.1 Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement. <ul style="list-style-type: none"> • Include Wunggurrwil Dhurrung Centre Boonwurrung Wyndham. 	July 2026	Director - Engagement and Partnerships
	1.2 Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations.	September 2026	Director - Engagement and Partnerships
	1.3 Strengthen partnerships with local Aboriginal and Torres Strait Islander organisations and community groups. <p>The Gordon will actively build and maintain relationships with key community partners to support reconciliation and student success.</p> <p>These include:</p> <ul style="list-style-type: none"> • Wunggurrwil Dhurrung • NIKERI Institute (Deakin University) • Polly Farmer Foundation • Local employment partners • The Geelong Football Club • Murran Hub. 	September 2026	Director - Engagement and Partnerships
	1.4 Continue to engage in Victorian First Nations Education best practice and policy through: LAECG, VAEI, Wurreker, Marrung strategy and South West Victoria First Nations Education Department.	Review December 2026, 2027	Director First Peoples Engagement, Education, Experience
	1.5 Continue to include First Nations community input to The Gordon through the Aboriginal Education Advisory Committee.	Review December 2026, 2027	Coordinator Aboriginal Education Support and Experience
	1.6 Provide accessible opportunities for community to use The Gordon facilities for First Nations events, programs, and gatherings.	Review December 2026, 2027	Manager - Student Communications and Projects

Action	Deliverable	Timeline	Responsibility
2 Build relationships through celebrating National Reconciliation Week (NRW).	2.1 Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff. <ul style="list-style-type: none"> • Include NRW resources and materials on the First Nations Education Intranet page. 	May 2026, 2027	Manager - Marketing and Communications
	2.2 RAP Working Group members to participate in an external NRW event.	27 May-3 June, 2026-2027	All RAP Working Group Members
	2.3 Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW. <ul style="list-style-type: none"> • Wathaurong Flag Raising Ceremony. • Reconciliation in the Park. 	27 May-3 June, 2026-2027	Chief Executive Officer
	2.4 Provide a variety of NRW events each year. <ul style="list-style-type: none"> • The Gordon Reconciliation celebration events (East and City Campus). • Artist collaboration and activities. • Provide cultural emersion sessions delivered by external expertise. 	27 May-3 June, 2026-2027	Cultural Capabilities Manager
	2.5 Register all our NRW events on Reconciliation Australia's NRW website .	May 2026-2027	NRW Committee
	2.6 Encourage The Gordon's students to recognise and celebrate NRW through: <ul style="list-style-type: none"> • Social media and websites • Include NRW events on displays and computer backgrounds. 	May 2026-2027	Manager - Marketing and Communications
3 Promote reconciliation through our sphere of influence.	3.1 Develop and implement a staff engagement strategy to raise awareness of reconciliation across our workforce.	July 2026	Equity & Inclusion Lead
	3.2 Communicate our commitment to reconciliation publicly. <ul style="list-style-type: none"> • Social Media, publications, reports any relevant marketing materials. 	June, December (2026, 2027)	Manager - Marketing and Communications
	3.3 Explore opportunities to positively influence our Aboriginal Community Controlled Organisations and external stakeholders to drive reconciliation outcomes.	January 2027	Project Lead - Strategy, Research and Delivery
	3.4 Collaborate with RAP organisations and other like-minded organisations to develop innovative approaches to advance reconciliation. <ul style="list-style-type: none"> • Host RAP best practice strategy and engage local stakeholders four times a year. 	June 2026	Cultural Capabilities Manager

Action	Deliverable	Timeline	Responsibility
4 Promote positive race relations through anti-discrimination strategies.	4.1 Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions and future needs.	August 2026	Equity & Inclusion Lead
	4.2 Develop, implement and communicate an anti-discrimination policy for The Gordon.	June 2027	Equity & Inclusion Lead
	4.3 Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors to consult on our anti-discrimination policy.	August 2026	Director First Peoples Engagement, Education, Experience
	4.4 Educate senior leaders on the effects of racism. <ul style="list-style-type: none"> • Senior leaders to undertake cultural awareness training as part of induction. • Cultural experience available for all senior leaders. 	August 2026	Cultural Capabilities Manager
	4.5 Provide opportunities for staff cultural awareness development throughout the year. <ul style="list-style-type: none"> • Involve external cultural awareness Providers. • Design Internal cultural awareness programs. • Provide On Country experiences. • Establish mentorship programs for staff, executives, and students with First Nations leaders and organisations. 	December 2026, June 2027	Employee Experience Content Curator





RESPECT

Respect for Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights is central to The Gordon's commitment to equity, excellence and cultural safety in education and training. Recognising the deep and continuing connection to Country and acknowledging past and present injustices are essential steps in creating culturally safe and inclusive spaces for Aboriginal and Torres Strait Islander students, staff and community members. To provide the best environment for learning, growth and belonging, we must actively embed cultural respect, understanding and celebration across all aspects of our business.

This respect informs our efforts to provide culturally appropriate services, respond to community needs and ensure that First Nations perspectives are represented and celebrated. It means listening, learning, and walking together to create a future where Aboriginal and Torres Strait Islander students, staff and communities are valued and empowered to thrive. Through our Innovate RAP, The Gordon seeks to affirm its role in advancing reconciliation, championing truth-telling and supporting the success of Aboriginal and Torres Strait Islander Peoples.

Action	Deliverable	Timeline	Responsibility
5 Increase understanding, recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	5.1 Undertake a comprehensive review to identify current cultural learning needs and capability gaps across The Gordon. Use staff surveys, focus groups and consultation with the First Peoples Education Directorate and RAP Working Group to inform the development of a targeted Cultural Learning Strategy and future training initiatives.	January 2027	Cultural Capabilities Manager
	5.2 Continue to Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors to inform our cultural learning strategy.	Review June, December (2026, 2027)	Education Manager - First Peoples Education
	5.3 Develop, implement and promote a comprehensive Cultural Learning Strategy that enhances staff understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and contributions. Communicate the strategy and associated learning opportunities through The Gordon's intranet, newsletters and other internal communication platforms to ensure organisation-wide engagement and participation.	June 2026	Cultural Capabilities Manager
	5.4 Provide opportunities for RAP Working Group members, HR managers and other key leadership staff to participate in formal and structured cultural learnings. <ul style="list-style-type: none"> Introduce The Gordon's Cultural Awareness compliance training for all staff on the staff training portal. 	December 2026	Cultural Capabilities Manager
	5.5 Provide opportunities for staff and students to engage in on-Country learning experiences with local Traditional Owners.	January 2027	Cultural Capabilities Manager
	5.6 Develop an Induction process that includes Cultural Awareness, the Gordons RAP Commitments and an On Country experience.	January 2027	Employee Experience Senior Consultant

Action	Deliverable	Timeline	Responsibility
6 Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	6.1 Increase staff understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols. <ul style="list-style-type: none"> • Include cultural protocols, including Acknowledgement of Country and Welcome to Country protocols in the Gordons Cultural awareness compliance training for all staff on the staff training portal. • Provide specific sessions for staff to develop competency in cultural protocols, including Acknowledgement of Country and Welcome to Country protocols. • Include resources within the Gordons Cultural awareness compliance training for all staff on the staff training portal. • Include resources within the Gordons intranet. • Include resources staff inductions. 	December 2026, March 2027	Cultural Capabilities Manager
	6.2 Continue to Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year. <ul style="list-style-type: none"> • NRW Events, NAIDOC, special openings and information events. 	Review June, December (2026, 2027)	Cultural Capabilities Manager
	6.3 Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings. <ul style="list-style-type: none"> • Continue to include Acknowledgement of Country in documents and video media. 	Review June, December (2026, 2027)	Chief Executive Officer

Action	Deliverable	Timeline	Responsibility
7 Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	7.1 Host a series of NAIDOC Week events across The Gordon that celebrate and recognise Aboriginal and Torres Strait Islander cultures, histories, and achievements. Include a NAIDOC Awards event to acknowledge outstanding contributions within The Gordon community and provide opportunities for cultural awareness and learning through workshops and experiences delivered by external First Nations providers.	July 2026, 2027	Coordinator Aboriginal Education Support and Experience
	7.2 RAP Working Group to participate in an external NAIDOC Week event.	First week in July, 2026, 2027	All RAP Working Group members
	7.3 Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	July 2026	Chief of People Experience People, Safety and Culture
	7.4 Promote and encourage participation in external NAIDOC events to all staff.	First week in July, 2026, 2027	Manager - Marketing and Communications



Action	Deliverable	Timeline	Responsibility
8 Increase First Nations representation throughout The Gordon's place, work and branding.	8.1 Invest in First Nations cultural representation and truth telling across The Gordon's campuses to embed cultural safety systemically across infrastructure, operations and learning environments. <ul style="list-style-type: none"> Co-design Indigenisation of First Peoples Education office. Include Cultural representation through First Nations artworks at the Davidson Restaurant. Include Cultural representation in the development of The Gordon's Centre of Excellence in Disability Inclusion. Co-design cultural representation and inclusion at City and East Campuses. Develop a co-designed student-centred expansion of the Kitjarra Centre. 	August 2027	Manager Marketing and Communications
	8.2 Include First Nations visual design into The Gordon's branding policy, places and materials.	August 2027	Manager Marketing and Communications
	8.3 Implement culturally respectful naming practices for rooms and facilities.	January 2027	Cultural Capabilities Manager
	8.4 Showcase First Nations artwork and creative expressions across social platforms and organisational marketing.	Review June, December (2026, 2027)	Manager - Marketing and Communications
	8.5 Develop The Gordon's Library to expand First Nations Authors, artwork and vents to activate an inclusive environment.	September 2026	Manager Student Life
	8.6 Promote First Nations artwork and artists through exhibitions, performances, and organisational showcases.	Review June, December (2026, 2027)	Manager - Student Communications and Projects

Action	Deliverable	Timeline	Responsibility
9 Embed the First Peoples Education Framework and Indigenise Curriculum.	9.1 Implement The Gordon's First Peoples Education Framework across all departments, ensuring Aboriginal and Torres Strait Islander perspectives are integrated into curriculum, teaching practice and student support.	January 2027	Cultural Capabilities Manager
	9.2 Provide professional learning to staff on Indigenising curriculum and embedding cultural safety within teaching practice.	September 2027	Cultural Capabilities Manager
	9.3 Design a strategy to include First Nations voices, histories and knowledges into The Gordon's curriculum.	December 2027	Cultural Capabilities Manager
10 Engage and promote Truth telling into The Gordon's practices and community.	10.1 Design a strategy to include First Nations voices, histories and knowledges in learning materials and teaching practice.	December 2027	Executive Director - Growth and Student Experience
	10.2 Incorporate truth-telling as a standing component of organisational events, ensuring Elders and community voices are central.	December 2027	Growth and Strategy Lead
	10.3 Embed truth-telling and First Nations knowledge into student orientation and ongoing learning experiences.	July 2027	Cultural Capabilities Manager
	10.4 Actively engage in truth-telling initiatives, including connections to the Yoorrook Justice Commission and Treaty process, ensuring ongoing evolution of practice.	Review June, December (2026, 2027)	Chief Executive Officer
11 Strengthen Allyship and Cultural Capability Across The Gordon.	11.1 Deliver ongoing cultural education workshops for staff and students to build cultural capability, understanding and confidence in practising meaningful allyship with Aboriginal and Torres Strait Islander peoples.	January 2027	Cultural Capabilities Manager
	11.2 Establish a dedicated Ally Group within The Gordon to champion reconciliation, promote cultural awareness and advocate for inclusive and respectful practices across all campuses.	April 2026	Chief of People Experience People, Safety and Culture
	11.3 Communicate allyship initiatives and opportunities for involvement through internal platforms, including the intranet, newsletters and staff forums.	July 2027	Chief of People Experience People, Safety and Culture



OPPORTUNITIES

Opportunities for First Nations individuals, organisations and communities are vital to The Gordon’s mission to provide inclusive, accessible, and transformative education and training. As a leading TAFE institute, we are committed to creating pathways that support economic independence, career development and long-term success for First Nations peoples. This includes actively enabling access to our systems and processes, increasing First Nations participation across all areas of our organisation and ensuring that barriers to employment, education and procurement are identified and removed.

The Gordon will create opportunities through its Reconciliation Action Plan by improving retention and success for First Nations students, supporting workforce growth and building culturally safe environments where First Nations students and staff can thrive. This will be achieved by embedding culturally informed practices across recruitment, professional development and procurement, strengthening pathways into education and employment, and partnering with Aboriginal and Torres Strait Islander communities. Through these actions, The Gordon advances self-determination, supports economic empowerment and delivers practical, lasting outcomes for reconciliation.

To provide further opportunities derived from the First Peoples Certificate III in Commercial Cookery, The Gordon is committed to developing a First Peoples Culinary Enterprise. This is a Community led initiative that will support community economic development through revenue generation, First Nations employment pathways and First Nations enterprise development. The First Peoples Culinary Enterprise will strengthen cultural knowledge and practice by embedding traditional ways of knowing, being and doing, and ensure the sustainable, ethical and culturally appropriate use of Indigenous ingredients through local sourcing and environmental stewardship.

Action	Deliverable	Timeline	Responsibility
12 Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development.	12.1 Develop and implement a First Nations Employment strategy.	December 2026	Chief of People Experience People, Safety and Culture
	12.2 Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	October 2026	Executive Director - Growth & Student Experience
	12.3 Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy.	July 2026	Director First Peoples Engagement, Education, Experience
	12.4 Develop and implement an Aboriginal and Torres Strait Islander recruitment, retention and professional development strategy. <ul style="list-style-type: none"> Continue to grow First Nations employment at The Gordon, with a focus on leadership and education roles. Provide professional development and coaching for Aboriginal and Torres Strait Islander staff to support career progression. 	December 2026	Executive Director - Growth & Student Experience
	12.5 Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders. <ul style="list-style-type: none"> Develop communication strategy to optimise First Nations Community’s awareness of employment opportunities. 	July 2026	Chief of People Experience People, Safety and Culture
	12.6 Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	June 2027	Chief of People Experience People, Safety and Culture)

Action	Deliverable	Timeline	Responsibility
13 Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	13.1 Develop and implement an Aboriginal and Torres Strait Islander procurement strategy.	July 2026	Chief Operating Officer
	13.2 Obtain Supply Nation membership.	July 2026	Manager - Project Contract Management Office
	13.3 Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff. <ul style="list-style-type: none"> Design a First Nations Procurement policy Provide Procurement information on intranet. 	January 2027	Chief Operating Officer
	13.4 Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	July 2026	Manager - Project Contract Management Office
	13.5 Develop commercial relationships with Aboriginal and/or Torres Strait Islander businesses.	January 2027	Chief Operating Officer
14 Support the Development of the First Nations Culinary course and enterprise.	14.1 Support the delivery of the First Peoples Culinary Course to service communities needs.	December 2026	Executive Director - Growth & Student Experience
	14.2 Develop a First Nations-controlled culinary enterprise as a financially sustainable arm of The Gordon,	December 2027	Executive Director - Growth and Student Experience
	14.3 Prioritise procurement of bush foods and native ingredients from First Nations owned suppliers and producers.	Review June, December (2026, 2027)	Project Manager - First Peoples Culinary School
	14.4 Showcase and sell student-created First Nations-inspired food products through Gordon retail outlets and community markets.	December 2027	Project Manager - First Peoples Culinary School
	14.5 Support the development of First Nations enterprise of suppliers and producers of bush foods and native ingredients.	December 2027	Chief Operating Officer

Action	Deliverable	Timeline	Responsibility
15 Expand Education and Employment Pathways for First Nations Students.	15.1 Successfully attain The Gordon's aspirations in a 20% increase in First Nations enrolments per year.	December (2026, 2027)	Executive Director - Growth and Student Experience
	15.2 Implement priority places for First Nations Students for The Gordon's courses to ensure access into over enrolled courses.	July 2026	Executive Director - Growth and Student Experience
	15.3 Create targeted pathways into priority industries, including health, education, hospitality, and trades, through partnership with industry and the First Peoples Education team.	December 2026	Executive Director - Growth and Student Experience
	15.4 Establish mentoring and leadership programs connecting students with First Nations professionals and community leaders.	January 2027	Executive Director - Growth and Student Experience
	15.5 Investigate partnerships with trade enterprises to support skill development pathways for First Nations Peoples. <ul style="list-style-type: none"> Explore opportunities for four-year support programs focused on "skilling up" to achieve trade qualifications and essential tickets. Identify and promote designated training and apprenticeship positions for First Nations participants. Create pre-employment and traineeship programs to support entry pathways into the workforce. 	January 2027	Executive Director - Growth and Student Experience
	15.6 Deliver outreach programs, including a Year 12 Emerging Leaders Program to nurture future First Nations leaders. <ul style="list-style-type: none"> Partner with the Department of Justice and Community Safety to support youth engagement and leadership development programs. Collaborate with the Youth Hub and other support programs to provide mentoring, cultural connection and career pathways for First Nations students. 	June 2027	Coordinator Aboriginal Education Support and Experience
	15.7 Establish initiatives for "Teaching Teachers" to ensure First Nations representation in education delivery at The Gordon. <ul style="list-style-type: none"> Develop pathways and support programs to increase the number of First Nations educators and trainers. 	December 2026	Executive Director - Growth and Student Experience
	15.8 Explore and develop strategic planning to offer scholarships, mentoring and traineeships that enhance access, participation and long-term outcomes for Aboriginal and Torres Strait Islander students.	October 2026	Director First Peoples Engagement, Education, Experience
	15.9 Collaborate with industry and local Aboriginal businesses to create placements, traineeships and work experience opportunities for students.	December 2026	Director Education Excellence Education Operations

Action	Deliverable	Timeline	Responsibility
16 Expand First Nations course offerings to respond to community needs.	16.1 Support the implementation of the Certificate III Mumgu-dhal tyama-tiyt, First Peoples Certificate III Culinary Course, First Peoples Literacy Foundation Program.	Review June, December (2026, 2027)	Chief Executive Officer
	16.2 Investigate further offerings through community consultation such as the Revival of First Nations Languages in Victoria, Certificates II and III in Learning an Australian First Nations language.	January 2027	Director First Peoples Engagement, Education, Experience
17 Support First Nations student success and retention.	17.1 Develop and support the expansion of the Kitjarra Centre.	December 2027	Executive Director - Growth and Student Experience
	17.2 Provide wraparound academic, cultural, and personal support for Aboriginal and Torres Strait Islander students through the Kitjarra Centre to increase student outcomes.	Review June, December (2026, 2027)	Coordinator Aboriginal Education Support and Experience
	17.3 Offer tutoring, study groups and career guidance programs tailored to individual student needs.	Review June, December (2026, 2027)	Coordinator Aboriginal Education Support and Experience
	17.4 Establish a peer mentorship program linking current First Nations students with alumni and community professionals.	January 2027	Coordinator Aboriginal Education Support and Experience
	17.5 Support First Peoples Education Directorate to ensure student pathways are supported from enrolment to employment.	Review June, December (2026, 2027)	Executive Director - Education Excellence

Action	Deliverable	Timeline	Responsibility
18 Establish and maintain an effective RAP Working Group (RWG) to drive governance of the RAP.	18.1 Maintain Aboriginal and Torres Strait Islander representation on the RWG.	January 2028	Director First Peoples Engagement, Education, Experience
	18.2 Establish and apply a Terms of Reference for the RWG.	June 2026	Director Education Excellence - Industry, Trades & Environment
	18.3 Meet at least four times per year to drive and monitor RAP implementation.	January, April, July, August (2026, 2027)	Cultural Capabilities Manager

Action	Deliverable	Timeline	Responsibility
19 Provide appropriate support for effective implementation of RAP commitments.	19.1 Define resource needs for RAP implementation.	March 2026	Executive Director - Growth & Student Experience
	19.2 Engage our senior leaders and other staff in the delivery of RAP commitments.	January, April, July, August (2026, 2027)	Chief Executive Officer
	19.3 Define and maintain appropriate systems to track, measure and report on RAP commitments.	July 2026	Cultural Capabilities Manager
	19.4 Appoint and maintain an internal RAP Champion from senior management.	November 2027	Cultural Capabilities Manager
20 Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	20.1 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.	June annually	Cultural Capabilities Manager
	20.2 Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Survey.	1 August annually	Cultural Capabilities Manager
	20.3 Complete and submit the annual RAP Impact Survey to Reconciliation Australia.	30 September, annually	Cultural Capabilities Manager
	20.4 Report RAP progress to all staff and senior leaders quarterly.	Jan, Apr, July, Aug (2026, 2027)	Cultural Capabilities Manager
	20.5 Publicly report our RAP achievements, challenges and learnings, annually.	November 2026, 2027	Cultural Capabilities Manager
	20.6 Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	April 2026	Cultural Capabilities Manager
	20.7 Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	February 2028	Cultural Capabilities Manager
21 Continue our reconciliation journey by developing our next RAP.	21.1 Register via Reconciliation Australia's website to begin developing our next RAP.	September 2027	Cultural Capabilities Manager
22 Evaluate and Expand Impact Deliverables.	22.1 Measure student outcomes, employment pathways and community engagement annually.	December 2026-2027	Director First Peoples Engagement, Education, Experience
	22.2 Collect and report data on First Nations student engagement, completion and employment outcomes to measure progress.	December 2026, 2027	Director First Peoples Engagement, Education, Experience
	22.3 Publish an annual First Peoples Education Impact Report showcasing achievements, community stories and future priorities.	January 2027, 2028	Director First Peoples Engagement, Education, Experience
	22.4 Evaluate success through community feedback, ensuring accountability to Elders, staff, and the wider First Nations community.	Review June, December (2026, 2027)	Director First Peoples Engagement, Education, Experience

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Let us walk together, walk the journey to reconcile.

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Koling wada-nyal,
yan yaneekan werryt
ngal ngal-la.

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- Corrina Eccles
Wadawurrung Woman and Board Director

