

30 YEARS

of the Aboriginal Rural Training Program



Aboriginal and Torres Strait Islander people are advised that this publication may contain images and names of people who may be deceased.



The Aboriginal Rural Training Program logo is by Aboriginal artist, Mini Heath of Mallabula, NSW. It is based on the official badge of the Murrumbidgee College of Agriculture. Using traditional Aboriginal patterns and colours, Mini's interpretation symbolises:

1. the river, irrigation pipes and outlets
2. cultivation and cropping
3. land contours, clouds and sheep
4. lines of fence posts.

The 'Y' stands for Yanco.

30 YEARS

of the Aboriginal Rural Training Program

Delivering quality training to Aboriginal
people and communities since 1989.



Department of
Primary Industries

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Tocal College (RTO 91166) is a leading Australian provider of specialised training to rural industries. It consists of the CB Alexander Campus at Paterson, the Yanco Campus in the Riverina (formerly Murrumbidgee College of Agriculture, MCA), with branches at Tamworth, Trangie and Wagga Wagga.

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About this book

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This artwork by Michael Lyons commemorates 30 years of the Aboriginal Rural Training Program at Tocal College, Yanco Campus.

River: without water, nothing will grow. It is also a traditional food source.

Tractor and wheat: modern agriculture and environmental sustainability are at the core of what we teach.

Black and white hands: reconciliation, working together, trainers and students being of both Aboriginal and Caucasian descent.

Red dot in the black hand: Aboriginal blood shed onto the land over the years.

Bottom corners: men and women sitting around a fire listening to stories or learning in a class setting.
U = woman and n = man

Tree: food and rebirth, nourishing the land.

Traditional colours used: yellow represents the sun, red the earth, and black the people.



Foreword

From the Principal

In many ways the Aboriginal Rural Training Program (ARTP) has been well ahead of what is now seen as best practice in vocational education and training; practices that have either been enshrined in the national standards for training organisations or which are being discussed as priorities at a national level. What I am referring to is an approach and an ethos that started in 1989 focusing first and foremost on an enabling and engaging connection with individuals and their communities (the student journey), targeted training based in the workplace (just-in-time training tied to employment), module-based learning and part qualifications (micro credentialing), and outreach programs delivering training where and when it is needed (flexible delivery).

What also sets this program apart is the ongoing role Aboriginal communities, both rural and remote, have played in initiating the program, and in continually shaping and refining it. This is not only reflected in its history, but in the awards the program has received. In addition, we are proud that the majority of trainers over the 30 years have been Aboriginal. This means cultural awareness, understanding, and connection to country and community are always at the forefront.

The success of the ARTP can be seen in its graduates, connection to community, the quality of its training, and its reputation. But surely success can also be seen in longevity – 30 years strong in an operating environment of constant change. The need for the ARTP as a specialist program remains. May it continue to thrive for many years to come.

Darren Bayley

Principal, Tocal College
Director Education,
NSW Department of Primary Industries
September 2019



Principal, managers and staff of Tocal College from across NSW gathered at Yanco Campus in 2010.

A note from Cameron Archer

I was delighted to be invited to prepare a note for this important publication. We must celebrate achievements and milestones; I don't think we do it enough. But I guess I am biased, having strong interest in history – the history of this continent, its people through the ages, Aboriginal, European and all those other cultures who have arrived on our shores over time.

Those here first, our First Nations Peoples, are of great interest to me; not only from a historical point of view but also in terms of how we as humanity have related to the Australian environment. It is tough land, and we are seeing that played out right now with the current drought. As we move to the 250th anniversary of the voyage of Captain Cook to the Southern Oceans and ultimately Botany Bay, it is important to reflect upon the chain of events that landing started.

We cannot press reset and turn back history, but we can look at ways to ameliorate the impacts of past actions. This is why the ARTP program has always been so dear to my heart.

Prior to assuming responsibility for ARTP back in January 2004, I felt it was serving a great purpose and filling a real need. These feelings only strengthened post January 2004. I was pleased to participate in the 20th anniversary of the ARTP and feel privileged to write these few words at the time of its 30th anniversary.

I could go on, but I think my position is clear: in terms of agricultural and related education, the ARTP is unique and very special. It goes to the people on their lands to meet their needs.

I congratulate all involved from its inception to the present. I wish Tocal's Aboriginal Rural Training Program (NSW DPI) the very best for its 30th year. May it prosper and continue for many years to come.

Dr Cameron Archer AM

Principal, CB Alexandar College Tocal, 1987-2005

Principal, Murrumbidgee College of Agriculture 2004-2005

Principal, Tocal College Yanco Campus 2005-2015



Cameron Archer, Principal of Tocal College 1987 to 2015, planting a tree at the Aboriginal Rural Training Program's 25th anniversary on 26 September 2014.



"THE ABORIGINAL RURAL
TRAINING PROGRAM AIMS TO
BUILD SELF ESTEEM AND BUILD
CONFIDENCE IN ABORIGINAL PEOPLE



AND PROVIDE THEM WITH **THE SKILLS**
AND **QUALIFICATIONS** TO BE ABLE TO
APPLY FOR JOBS."



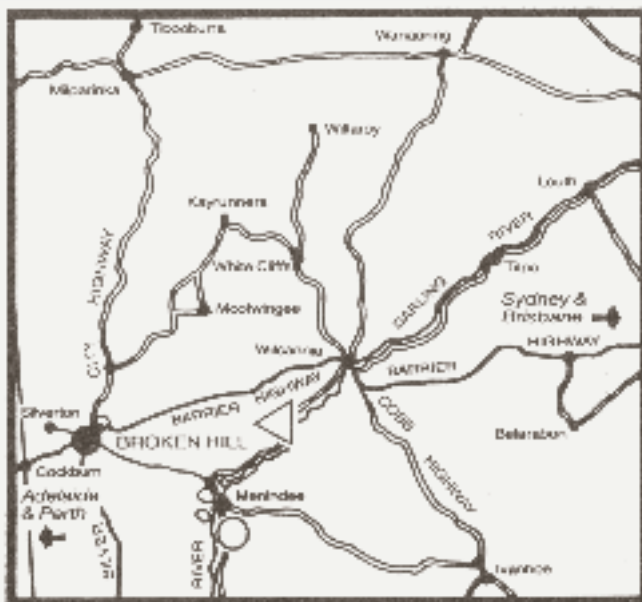
The beginning of the Aboriginal Rural Training Program (ARTP)

“From my knowledge of how the program started, my mother (Aunty) Sarah Morgan and Geoff Creek (Principal of MCA) went to Canberra and chased up funding to run a program out at Weinteriga Station, out near Wilcannia and East Bootingee Station, out near Menindee. They got funding to run the training programs to help Aboriginal people gain employment through having the skills and knowledge.”

- Mark Morgan, ARTP Coordinator

The program was established in 1989 after the Aboriginal Development Commission and the NSW Department of Education and Training approached Murrumbidgee College of Agriculture (MCA) with funding to develop a

“modular skills training program aimed at Aboriginal agricultural employees on Aboriginal owned properties.”



The key aim of the program was to provide meaningful and useful training to Aboriginal people working or wanting to work in agriculture. The training was to be “flexible, modular and applied”.

The first students

The properties identified for the training program were Weinteriga Station, a rural property located at Wilcannia, and East Bootingee Station, a property near Menindee, in the central western region of New South Wales. Both properties were owned and operated by the Aboriginal community.

The College developed a five-week training program for each station based on the needs of the different properties. The East Bootingee group of 12 employees needed training in horticulture, and the Weinteriga group of 24 employees was more interested in fencing and welding.

The training was developed in consultation with Nyampa Aboriginal Housing Company, Wilcannia Local Aboriginal Land Council, and the station managers at Weinteriga and East Bootingee.

The training validation survey was held at the office of Nyampa Aboriginal Housing Company.



FLEXIBLE

Each module ran for a week, with some modules delivered on site at the station and others delivered at the College. Students could do a single module or as many modules as needed, and some students attended all five modules in their program.



The five modules for East Bootingee were:

1. Horticulture
2. Farm Mechanisation
3. Metal Fabrication
4. Metal Fabrication / Farm Mechanisation
5. Metal Fabrication / Farm Mechanisation.

The five modules for Weinteriga were:

1. Fencing
2. Farm Mechanisation / Welding
3. Farm Mechanisation
4. Farm Mechanisation / Metal Fabrication
5. Metal Fabrication.



Lecturer Wayne McPherson delivering a lesson in the coolroom at East Bootingee. The coolroom was often used as a classroom.

APPLIED

Since the training modules were about gaining skills, the emphasis was on practical application (training was 75% practical and 25% theory). Most of the modules were project-based so that students worked towards a finished product, such as a toolbox or a reconditioned engine. Students were highly self-motivated as they worked on their projects, with some eager to work past knock-off time. Trainers were free to spend more or less time on different topics and tasks as suited the group, and morning and afternoon tea breaks were valuable informal learning times as groups discussed and gave feedback on the learning process.



(L-R) Craig Sloane, Chris King and Shane Philp service small motors at East Bootingee Station.

The training was delivered face-to-face in five-day blocks. This arrangement made it easier for students to focus and learn compared to attending training after work. It did require a large commitment to attend the training; however, due to the flexible design of the modules, the program could accommodate changes in attendance. For example, students who missed a module could participate at a later date.

MODULAR



Early results

These first training modules were warmly received by both groups, and there were many positive outcomes:

- Students were successful. Many achieved success for the first time in any learning program.
- Students had a more positive view of education and training after the program.
- Students received certificates of competency at satisfactory, credit or distinction levels.
- Students applied skills in the workplace and showed pride in demonstrating their new skills to others.

Several reports written in 1991 and 1992 reflected on the success of the program and identified key factors that would shape the Aboriginal Rural Training Program in the decades to come:

- Wherever possible, Aboriginal people should be involved in the design and delivery of training courses.
- Students value learning based on “real world” problems and tasks.

The quality of trainers was another key factor in the success of the training, and continues to be so today. The original trainers were Wayne McPherson (Lecturer at MCA), Garry Ryan (Welder MCA), Mal Gwilliam (MCA Lecturer), Richard Withey (District Horticulturalist, Yanco), Dick Nolen (Assistant MCA), and John Lang (Assistant MCA). The 1992 report noted that:

“Trainees appreciated the innovative techniques employed by instructors... They commented favourably on the patient, professional and friendly approach of instructors.”



Wayne Webster of Wilcannia (right) keeps a close eye on Harold Kennedy of Weinteriga Station (left) during a Metal Fabrication module. Harold Kennedy went on to be a manager in the National Parks.



Geoff Creek, Principal of Murrumbidgee College of Agriculture 1987-2003, presents Kevin Cattermole (Wilcannia) with a Certificate of Competence on completing a training module.

Within 10 years, Aboriginal people made up 30% of graduates from Murrumbidgee College of Agriculture. The ARTP had been delivered to over 20 Aboriginal communities in three states.

In 2005, the Murrumbidgee College of Agriculture amalgamated with Tocal College, an agricultural college in the Hunter Valley which is run by the NSW Department of Primary Industries. Today, training outcomes include retention rates above 80% for most programs and high completion rates. Many students earn Statements of Attainment and entry level qualifications at level 2 of the Australian Qualifications Framework (AQF). These improve their employment opportunities and give them confidence to pursue further education and training. Some students achieve full qualifications including one student who was awarded a Diploma in Business (Governance).

Mark Morgan: “I’ve been working on the program now for over 25 years. I started in 1990, and I’ve been here ever since. At the time, I was working in the welding shop. When the students and their partners came to the College, quite a few of them stopped at my house because they were related to me and my wife. About a year after that a job came up for a Lecturer’s Assistant, so I applied for that and got the job.

“We didn’t have much happening with the Aboriginal Rural Training Program at the time, so I did spend about a year and half or two years with the full-time students at the College which was very beneficial to the ARTP because I had good mentors in Robbie Freeman, Dick Nolen and others.

“It was pretty quiet, and then Wayne McPherson and myself went to Dubbo to do a presentation to a Community Development Employment Program, (or CDEP as they were called). There were a lot of managers and coordinators at the Dubbo meeting, and that was when the ARTP really took off.

“So we started travelling all around the countryside delivering training to the CDEP workers. It was just me and Wayne on deck at the time and it was a lot of time away from home, away from our families, so our families had a big part in the success of the ARTP. The support of the family was instrumental in the ARTP and where it is today.

“Wayne and I went over to Junee Gaol, and we got some funding to run a course in mechanics as well as welding. Then the Senior Education Officer in the Corrective Services at Junee moved to the Juvenile Justice Centre in Wagga, and because of the work we’d done at Junee, she said ‘Why don’t we ask these people to come and do some work with the young fellas?’ So about 20 years ago we started training with the Juvenile Justice Centre in Wagga, and we’re still





to this day doing training there. We've actually gone to Broken Hill Correctional Centre (CC), Ivanhoe CC, Glen Innes CC, Warrakoo Station, Yetta Dhinnakkal up near Brewarrina, and Mannus up in Tumbarumba, to deliver training in a lot of those gaols.

"There's a lot of good stories out there. I often run into a lot of students I've trained over the years. They'll come up to me and thank me for giving them the skills, qualifications and confidence to apply for jobs, and they've got jobs out of it. They're the types of rewards you look for when you get in this job."

Connections with the Aboriginal Education Consultative Group (AECG)

Born in Whitton and raised in Leeton Shire, Linda Burney MP spoke at one of the first graduations of ARTP students. At the time, she was the president of the NSW Aboriginal Education Consultative Group Inc. (shown right) and held the position from 1988-1998.

Sarah Morgan, who initiated the first ARTP training, was a long-serving President of Leeton Local AECG and a life member of NSW AECG.



Mark Morgan has been involved with AECG for over 30 years. He currently serves as President of both Leeton Local AECG and Riverina 1 Regional AECG and is a life member of NSW AECG.



Awards and recognition

In 1998, the Aboriginal Rural Training Program won Murrumbidgee College of Agriculture the inaugural National Indigenous Peoples' Training Award. It was presented by Yvonne Goolagong at the Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC) Annual Conference on the Gold Coast. The Chairman of the awards Advisory Council, Kevin Bromley, remarked that the College enjoyed the support of Aboriginal communities in New South Wales because of their demonstrated understanding of, and sensitivity to, Aboriginal Australians' cultural values, needs and aspirations.



In 2004, the program was runner up in the Training Initiative Award at the NSW Department of Education and Training (DET) State Training Award Ceremony.

The program was also included as a case study in the Commonwealth's *What Works* Aboriginal Education support package for schools following successful pilot programs with 'at risk' Aboriginal students from high schools in the Riverina and Far West of NSW.

Mark Morgan was nominated for a Community Achievement award and Aboriginal Person of the Year for NAIDOC Wagga Wagga, 2001.

Mark Morgan is currently President of Leeton Local AECG (Aboriginal Education Consultative Group), delegate to the regional AECG and Riverina 1 Representative at State AECG meetings. He was awarded life membership of NSW AECG.

ARTP trainers

The ARTP has a strong history of employing and developing Aboriginal staff members for different training projects. Staff are trained in Workplace Training and Assessment, offered Skills Recognition Pathways to Certificate IV and Diploma levels, and other professional development opportunities. Some of our Aboriginal staff members have gone on to become Lecturers.

Feedback from ARTP participants points to the value of having Aboriginal trainers, and our current team of Lecturers has earned a reputation for engaging easily and meaningfully with students, being positive and encouraging, and making difficult content easy to learn.



Mark Morgan

"I'm the Coordinator of the Aboriginal Rural Training Program. I've been working on the program now for almost 30 years. I first started in 1990, and I've been here ever since.

"Our main aim is to build the confidence and the self esteem of our mob, and to give them the skills and qualifications to apply for jobs when they come up. If there are no jobs, they can go on to further education in other areas, because they've got the confidence that they CAN do it. That's always been *my* game."



ARTP staff: (left to right) Warren Ingram (Lecturer), Duane Ingram (Lecturer), Naomi Rawle (Administration support), Mark Morgan (Coordinator).

Duane Ingram

“I started out here in 2002 as a Trainer’s Assistant, loading up gear to travel. When I had the chance to get training myself, I took that advantage. I built my skill level up, finally took my TAE (Certificate IV in Training and Assessment), and now I am a Lecturer with Tocal College Yanco.”



Warren Ingram

“I started with the ARTP back in 2011. I began training under the Business Governance package. I’ve worked in a Local Land Council for well over 20 years. Prior to that, I was a chippy by trade so I had my trade certificate and I saw the importance of education. I now teach rural skills: forklifts, fencing, chainsaws, quad bikes and all those sort of skills around rural operations.”





Past Coordinators

Geoff Creek was the Principal of Murrumbidgee College of Agriculture from 1987 to 2003 and was a driving force and champion for the establishment of the ARTP.

Wayne McPherson was the first Coordinator of the ARTP. He was the key trainer in the development and delivery of the first training in 1989, and oversaw the program until 2000. Timo Gobius took over coordinating from 2000-2007.

Mark Morgan has been ARTP Coordinator since 2007. Mark started as a Lecturer's Assistant in 1990, quickly becoming a Lecturer as the program grew.

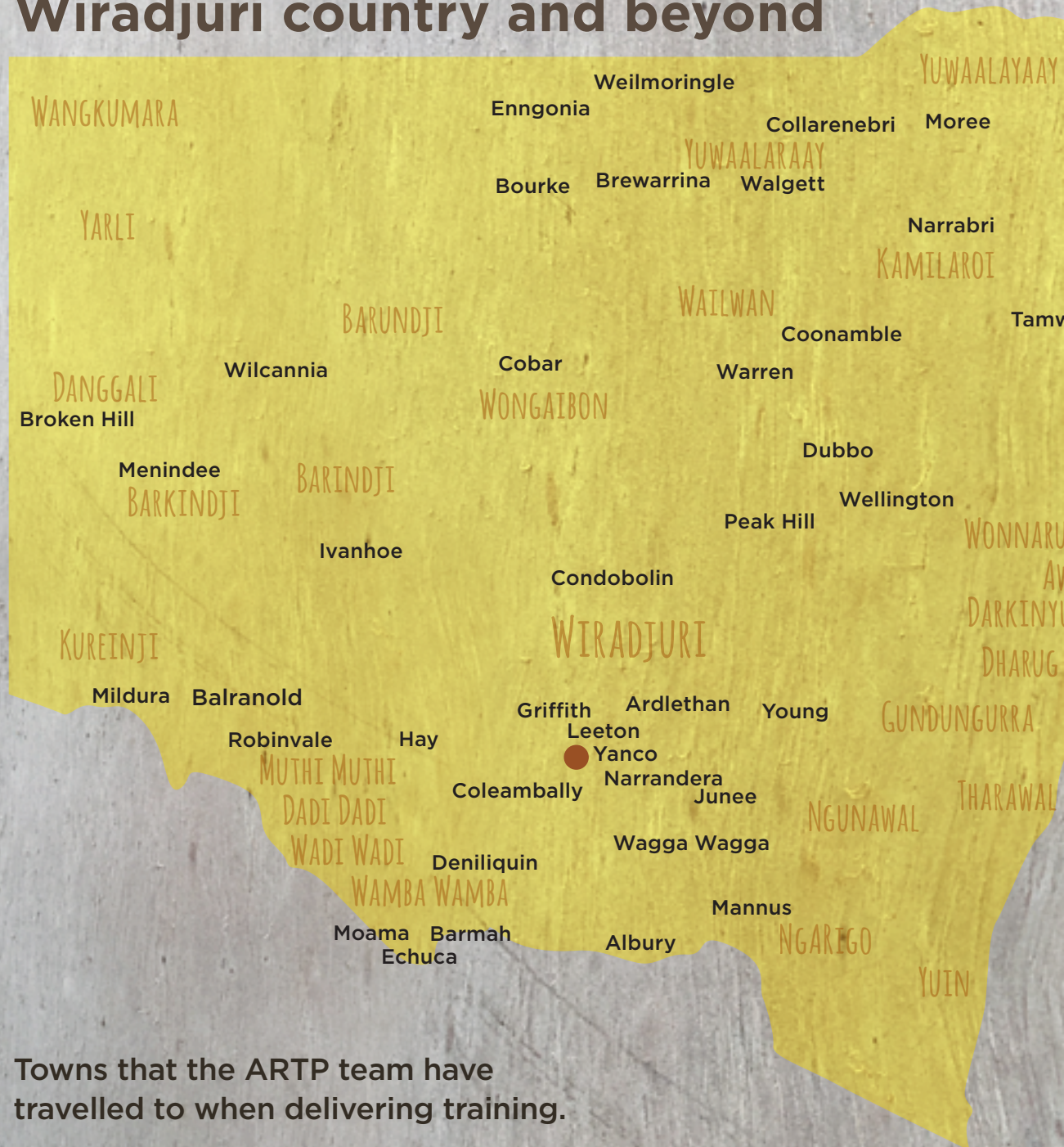
(left) Trainer Wayne McPherson in the metal fabrication workshop for the Wilcannia group.



ARTP staff, past and present, at the 25th anniversary celebration in 2014: (left to right) Wayne McPherson, Mark Morgan, Naomi Rawle, Duane Ingram, Warren Ingram, Timo Gobius, Carolle Leach.



Wiradjuri country and beyond





“We’ve done a lot across the state from the top end of NSW to the bottom end, from the coastal edge of NSW to the South Australian border and every little town in between. The best thing about the job is that we go to communities right across the state.

“We get involved with communities. We travel down the day before so we get to know the people. We interact with the community, so we’re not just turning up on the spot. When people turn up for training they know who they’re looking at.”

- Duane Ingram, ARTP Lecturer

“THE TROOPIE” gets the team around NSW. It’s 15 years old, it’s been around half as long as the program, and is now a recognisable part of the program. It was provided by VET (Vocational Education and Training) to improve access to communities in remote areas. It’s got well over 200,000 kms on the odometer, so it’s only just been worn in.”





Removing barriers to learning

The ARTP can run courses on-site, in communities, on rural properties, and at the Yanco Campus. This is negotiated in consultation with Aboriginal people and community leadership.

Issues such as preferred learning styles, appropriate learning environments, instructional strategies, learner activities, student support, teaching staff, and course content are also addressed during course development.

Participants undertake much of their training within their community, property or facility, so that social and economic needs such as cultural appropriateness, reduction of financial barriers, and creation of suitable learning environments are met.

Training is customised in consultation with each community in order to be sensitive to their specific needs.

“When we deliver training out into communities and on the College itself, we take the opportunity to be very flexible. We like to make everyone feel involved in the training process, so that they are comfortable to raise their questions, and get a bit of insight into how the training we do builds their self-esteem.”

- Warren Ingram, ARTP Lecturer



Community partnerships

The Aboriginal Rural Training Program partners with businesses, schools, community groups and government departments to meet the training needs of Aboriginal people.

ARTP training reaches Aboriginal people in a wide variety of locations: rural and isolated communities, regional centres, on Indigenous Land Corporation properties, in juvenile justice centres, second chance programs, mobile gaols and correctional facilities, schools, development programs, and Aboriginal land councils, throughout New South Wales. Training has also been delivered in communities in Queensland, Victoria and South Australia.





ARTP trainers work alongside other trainers to deliver training to NSW Office of Environment and Heritage (OEH) staff, both Aboriginal and non-Aboriginal. OEH staff learn the skills needed to work with tractors, erect timber structures, control erosion, and more.



Positive feedback

The ARTP receives regular positive feedback about training and how it has directly supported employment opportunities for participants.

**FENCING COURSE, MOAMA,
FEBRUARY 2019.**

Dear Mr Morgan

On behalf of the Moama Local Aboriginal Land Council we would firstly like to show our appreciation for the training that we have done with your organization for the Chemical Certification.

Our members found the training very enjoyable and easy to understand the content in the way it was delivered in a friendly and culturally appropriate way.

Since undertaking the training we have five members that have been employed for the Boxthorn Program and also a further two members that will be employed in the coming weeks as a direct result of the Chemical Training that was delivered by Tocal College Yanco Training.

We would like to request access to the Fencing Training for our members as we have picked up a few fencing contracts in our area and our members need to have the competencies to undertake these fencing contracts.

Again we thank you for the opportunity for the training that has been delivered to us and we look forward to more training in the future with Tocal College Yanco.

Kind regards

John P Kerr
Chief Executive officer

**CHAINSAW COURSE,
MANNUS CORRECTIONAL
CENTRE, OCTOBER 2010.**

"It was good because of the down-to-earth explanation from the facilitators."

"It was easy to understand and the facilitators were very thorough. They also pushed you to work hard and "strain your brain" but at the same time made it enjoyable and interesting."

"It was good to do it with the brothers."

"They helped heaps and were there if you needed them."

"There should be more courses like that and more Aboriginal trainers."

"It was good because the trainers were Aboriginal and easier to understand."

"The facilitators made us feel comfortable and were easy to get along with."

"It was good because they spoke at our level and gave us hope."

**CHEMICAL TRAINING,
BROKEN HILL, MAY 2014.**

"The Chemical Course that I have done was an amazing experience. The teachers were very clear and precise at all times. Doing this course has allowed me to open up to more and better job opportunities."

"The Chemical course completed at AIES was fun & good and very understandable."

"Duane & Mark are great teachers."

"I attended this course which I enjoyed and I gained knowledge in handling Chemicals, the course instructors were good (it was well run)."

**CHAINSAW TRAINING,
COFFS HARBOUR LOCAL
ABORIGINAL LAND COUNCIL
(LALC), DECEMBER 2016.**

"Very well informed. Overall excellent presentation. Rated 10/10 - recommend to everyone. Great being taught by Indigenous teachers."

"Good 10/10. All about safety which is the main thing. Better understanding to have Koori Teachers."

A few student stories

PETER'S STORY

My name is Peter Ingram. I'm just a local indigenous man, wanting to learn more about the process of how to do things in today's world.

My uncles and my grandparents have all the knowledge of how to read country, but it's getting the two worlds to work together. So, with Tocal College, I was learning the processes we need to do for the State government, but not just for them; it was also about learning how to document them so that they're protected for life.

I did the Certificate II in Conservation and Land Management in 2015 with a focus on Aboriginal sites and management. I'm a manufacturing engineer by trade, so I'm a fitter fabricator. I did that for a long time. Then, I was doing a lot of land management stuff, and I was going out with my uncles and my Grandfather documenting country; using tools and GPS. And that's where that CLM training came in handy.

I chose to learn these processes and tools to help my Grandfather and my uncle, because they have all the knowledge, so I learnt these tools to be able to assist my elders and to be able to document country to a standard. Because they didn't understand the AHIMS database stuff – how to fill out all the forms, search so we're not duplicating sites, and all that stuff – they shared the knowledge, and I learnt what they were doing and then I did all the documentation. It was the old and the new coming together.

I loved the passion of the teachers; for what they do with students and also for regional communities. I like the way they teach. It was more hands on and not just reading out of a book.

I've definitely used the training, both socially and in the workplace. I don't do as much of it now working in aged care, but the basic skills are still relevant no matter where you go. There's all different processes that you have to learn and go through, and the skills are for everyday life.



KERRIE'S STORY

My name is Kerrie O'Sullivan (Gamilaraay family name Whitton). I am from the Gamilaraay Language group in far north NSW, and my totems are the Emu (dhinawan) and Wedge Tail Eagle (Maliyan). I was born and grew up on Wiradjuri Country on the western side of the Blue Mountains. Although, now I have returned on home country, Yukambal country, which is part of the Gamilaraay Language group. I believe, as an Aboriginal person, no matter what Country I live on, I have a responsibility to that Country.

I am passionate about Conservation and Land Management (CLM) with Aboriginal managed sustainability. I love to grow endemic and native plants, particularly for culinary and medicinal use and to share these with my community. I also work with pest management specialists targeting pest animal species that impact our vulnerable environments.

My "love affair" with ARTP began with the Cert II in Conservation and Land Management (Aboriginal Sites) in 2015 at the Yanco Campus. I say love affair because it was this course and its trainers that sparked the fire in my belly to pursue additional CLM courses and experiences. I have since completed the Cert III in CLM.

The course was relevant, relatable and practical which made the training experience rewarding and enjoyable. The trainers have a way of highlighting your strengths and building you up to believe in yourself.

It was important to me that the trainers are Aboriginal. This made me very comfortable. They are also very community focused, knowledgeable and approachable, and made my training experience culturally safe and respectful. In Wiradjuri Language, we call this Yindyamarra.

I have recently become involved in the Local Aboriginal Land Council's (LALC) native plant nursery project where we collect seeds, propagate, prepare seedlings and revegetate, especially local bush foods. I am also active in the local Aboriginal Women's group which does weaving and other traditional practices.

The courses that I have completed through the ARTP have complemented my Graduate Certificate in Wiradjuri Language & Heritage, and have guided my path that connects the synergy of Aboriginal Language, Lore and Land.

They have also advanced my knowledge and skills to confidently pursue my Native Bush Garden projects which I share through community workshops within the scope of WiredLab (WiredLab.org). Other partnerships have been formed with Local Lands Services (LLS), Office of Environment & Heritage through being a registered Aboriginal Sites Officer for the Aboriginal Heritage Information Management System (AHIMS) and National Parks & Wildlife.

I had previously trained in the welfare sector, having a Bachelor of Arts degree in Psychology. However, nothing has sparked my passion so intensely as being involved with the ARTP and the CLM courses they offer. It has enriched my life and gently reminded me of my responsibilities as an Aboriginal women.



AJ'S STORY

I'm AJ Perkins. Currently, I'm in a Water Management Coordinator role in the Aboriginal Land Council. I've done the Certificate III and IV in Conservation and Land Management through TAFE.

The ARTP training was put together through the Aboriginal Land Council for the Land Management team. They thought it was a good idea to upskill their employees, so we enrolled in the Cert II in Agriculture in 2016-2017. At the time, I was part of the Land Management team and we did a lot of stuff around weed management and a little bit of burning.

What I liked about the ARTP was the delivery. The teachers came up here, which was really good, and they brought a lot of their equipment with them. The guys that did the training were really supportive; they knew where we were at, and they delivered the training in a way that met everybody's needs, because some people were a little bit hesitant about training. The trainers were really good. We did a bit of chainsaw training and quad bike stuff as well, and I was really happy with the way they delivered the safety around all of that as well.

The team here has been expanding into the fire space (hazard reduction and cultural burning), so that needs the trim and cut felled trees chainsaw course. The chemical course is vital in terms of weed management stuff; it's helped having staff with the capacity.

Everybody came out of that training really happy with the way it was delivered. The fellas did a really good job.



Celebrating achievement



Totems are created and contributed by groups who complete a full qualification, and are displayed at the entrance of Tocal College, Yanco Agricultural Institute. This group from Coffs Harbour, who completed the Certificate II in CLM, decorated this totem pole which was presented to the college.

A photograph of a rural landscape. In the foreground, a fence made of wooden posts and barbed wire runs diagonally across the frame. The ground is dry and covered with sparse, yellowish-brown grass. In the background, there are several trees, including a large, dark, rounded tree on the left and a tall, thin tree in the center. The sky is clear and blue.

Over the years, the
Aboriginal Rural
Training Program
has delivered a
range of courses
to help Aboriginal
people gain skills
for working in rural
industries and
landcare.

This is a fence used for training
students at Tocal College,
Yanco Campus.

What we do now

Skills training

Before you get into a forklift or start spraying weeds, the ARTP trainers can help you look out for hazards, use equipment safely, and do the job properly.

The training is easy to understand. You will have plenty of time to ask questions, and trainers will help you practice in a safe environment until you are confident in your ability.

Even a two-day chainsaw course provides options and opportunities to work for yourself and your community.

Training not only gives you skills, it gives you confidence to do more training, further education, and improve your career options.

The ARTP delivers training in:

- ▶ Forklifts (forklift licence)
- ▶ Quad bike handling
- ▶ Side-by-side vehicles
- ▶ Chainsaw operation and maintenance
- ▶ Chemical handling
- ▶ Weed identification
- ▶ Fencing.





Agriculture

Agricultural businesses employ people to do a wide range of work, from handling animals to operating machinery.

The Agricultural training package develops your knowledge and skills in a wide range of general farm skills like fencing, machinery operation, AQF3 chemical use accreditation, and safe working practices including WHS, working in remote situations, and emergency response.

With practical training from the ARTP, you can earn units towards a nationally recognised qualification from Tocal College:

- ▶ AHC20116 Certificate II in Agriculture or
- ▶ AHC30116 Certificate III in Agriculture.

Futures for students in Agriculture and Rural Industries

Agricultural businesses

Contract workers and employees of farms and other agricultural businesses are often required to operate farm machinery and use a range of hand and power tools; apply chemicals under supervision; install and maintain infrastructure like farm fences; communicate effectively; work well in a team or on their own; follow Work Health and Safety procedures at all times.

Agricultural Fencing

Fencers erect and repair fences and gates, and often work for large fencing contractors. They may be responsible for the design, costing, purchasing and installation of both conventional and electric fence constructions. There is strong demand for workers in this area.

Conservation and Land Management

This course is for people who manage natural resources like water, vegetation and soil.

The knowledge you gain in this course is useful to community groups that work in environmental protection, farmers who are managing landscapes, and rangers in national parks. Learn about:

- ▶ identifying Aboriginal values in varied locations and sites
- ▶ assessing sites
- ▶ collecting and keeping records and stories in the community
- ▶ designing plans for managing and restoring sites
- ▶ natural resource management skills for sustainable land use
- ▶ managing weeds and pests in the landscape
- ▶ the legal and policy framework for environmental and natural resource management – documenting for the Aboriginal Heritage Information Management System (AHIMS).

Futures for students in CLM

Aboriginal cultural sites assessment

A variety of organisations will need people who are “job ready” to provide identification and assessment of Aboriginal cultural values in locations all around NSW.

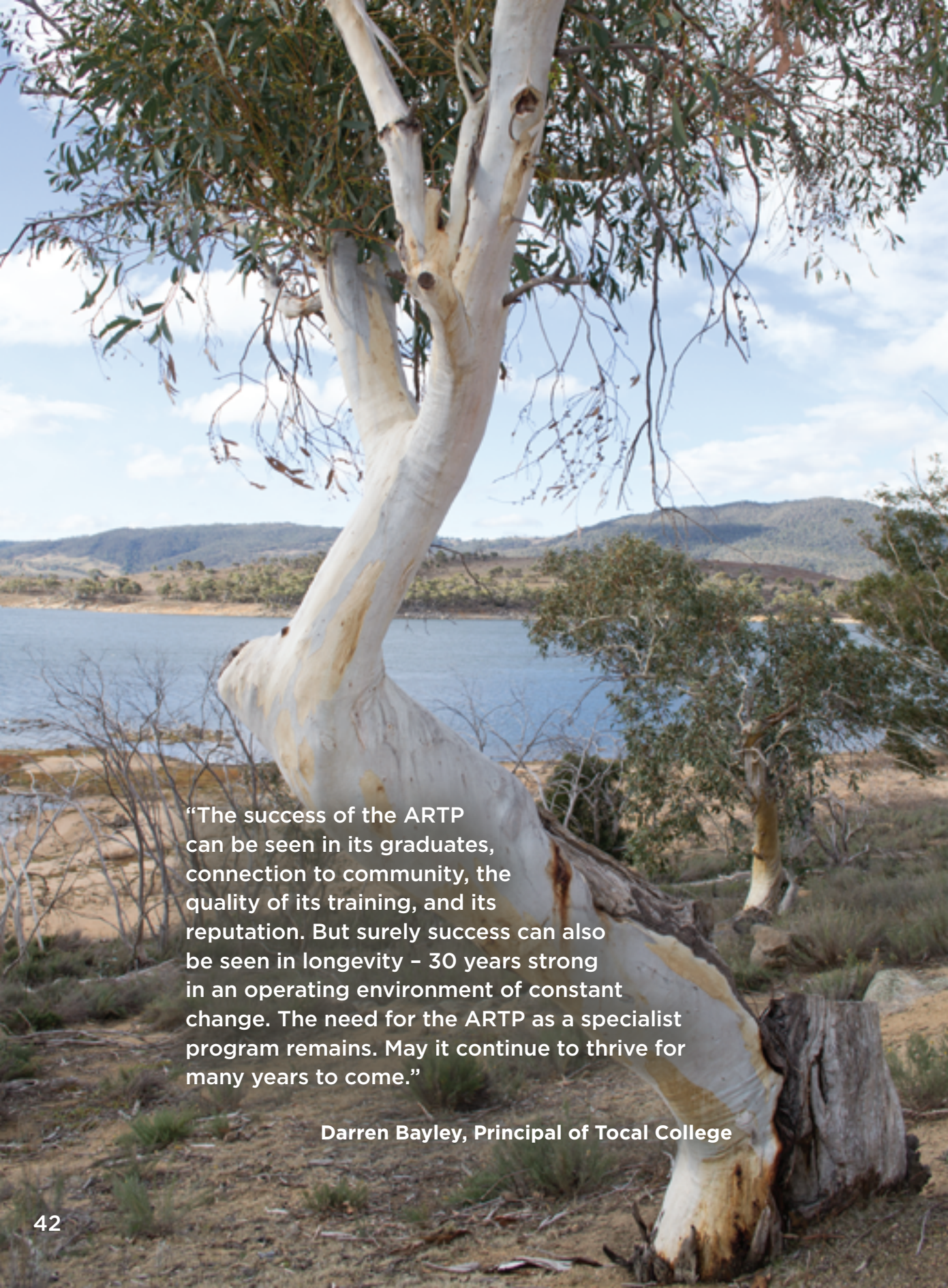
Forestry worker

Working in forestry may involve using a chainsaw to safely fell trees and trim harvested trees, operating a forklift, working well in a team or on your own, following Work Health and Safety procedures at all times.

Landcare worker

Landcare workers restore and manage native bushland and farmland. This work may involve weed management and chemical application.





“The success of the ARTP can be seen in its graduates, connection to community, the quality of its training, and its reputation. But surely success can also be seen in longevity – 30 years strong in an operating environment of constant change. The need for the ARTP as a specialist program remains. May it continue to thrive for many years to come.”

Darren Bayley, Principal of Tocal College

Since 1989 the Aboriginal Rural Training Program (ARTP) has been providing training to Aboriginal people around NSW.

Originally established by the Murrumbidgee College of Agriculture, with strong support and guidance from Aboriginal communities, the program is now a vital part of the NSW Department of Primary Industries and Tocal College. The ARTP employs 3 full-time Aboriginal lecturers who are passionate about involving Aboriginal people in education and training.

“Our main aim is to build the confidence and the self esteem of our mob, and to give them the skills and qualifications to apply for jobs when they come up. If there are no jobs, they can go on to further education in other areas, because they’ve got the confidence that they CAN do it. That’s always been *my* game.”

Mark Morgan, ARTP Coordinator

