



Government of Western Australia  
Department for Child Protection

DEPARTMENT FOR CHILD PROTECTION

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# ABORIGINAL SERVICES FRAMEWORK

December 2012 revised version



To help celebrate National Aboriginal and Islander Children's Day 2012, the Department for Child Protection invited all children in care who reside in Western Australia to enter a competition presenting their interpretation of the theme '**Our children, our culture, our way**' in any way they liked. The artwork on the front cover of the Aboriginal Services Framework is an original work created specifically for this competition by **Annalise Rieger** – 15 yrs.

## Introduction

Working effectively with Aboriginal children, families and communities is the responsibility of all staff within the Department for Child Protection. Some 10% of our staff, but close to half of the children and families we work with, are Aboriginal (as described in more detail below). Therefore, everyone has to be able to work well with Aboriginal people. This is why we say, and this is what we mean, that for the Department:

**“Aboriginal business is everyone’s business”**

This means that it is necessary for all staff to have some understanding of Aboriginal culture and good knowledge of the historical experiences and the impact these have had for Aboriginal people. It does not, and could never, mean that staff other than Aboriginal staff own Aboriginal business in any broader sense.

Recognising that all staff have to be able and confident to work with Aboriginal people is consistent with the need for the ways that the Department does its work, through the practice and service delivery frameworks, to be effective for Aboriginal people. This is reflected in the Department’s Strategic Plan 2012-2014, which states:

*The Department will continue to integrate action to provide effective services to Aboriginal children and families across all service areas firmly in line with the Aboriginal Services Framework.*

The Aboriginal Services Framework sets out how our values, the application of the Department's practice and service delivery frameworks, Aboriginal leadership and strategies, as well as the leadership across the whole Department, guide the Department and all staff to work effectively with Aboriginal people.

There are some key understandings that are the basis on which the framework is built.

Aboriginal families are as diverse and dynamic as any other type of family. All Aboriginal people, however, share the historical legacy of European settlement and government policies that saw communities dislocated, language and culture threatened and, for much of the 20th century, many Aboriginal children removed from the care of their families. This is set out in some more detail below. The impact of this legacy for Aboriginal people today is different in different regions and for various families and individuals.

The Aboriginal children and families that the Department works with are often experiencing multiple and complex issues and may also be living in an environment that is characterised by structural disadvantage<sup>1</sup>. As a result, Aboriginal children are significantly overrepresented in the care of the CEO.

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<sup>1</sup> *Structural disadvantage* refers to situations where individuals have experienced disadvantage in relation to education, employment, housing, economic opportunities and unemployment, geographical and social isolation and lack of support services and/or infrastructure. Social dislocation is of particular significance for Aboriginal and Torres Strait Islander families due to historical circumstances.

The Department's focus on the safety and best interests of the child is paramount, and cannot be compromised to compensate for structural disadvantage and overrepresentation. Rather, this adds to the imperative to work effectively with Aboriginal families to achieve child safety and help families to manage, and indicates that additional, inclusive and innovative responses are often necessary.

Aboriginal children in the care of the CEO are largely in relative care, which is appropriate and accords with the Aboriginal and Torres Strait Islander Child Placement Principle (outlined in legislation and detailed some more below). Aboriginal cultural connections need to be safeguarded for all children and their families to prevent the experience of separation and dislocation which, albeit for different reasons, may replicate the historical experience of many Aboriginal families.

The values of the Department are a good first guide to working with Aboriginal children, families and communities.

### **Respect**

The clear demonstration of respect through listening, understanding and accepting differences goes a long way towards effective communication and working together.

### **Teamwork**

Collaboration with families, and with communities and Aboriginal partner agencies, is fundamental to effective work.

### **Openness**

Being clear and demonstrating that there are no hidden agendas is essential.

### **Responsiveness**

Remember that we do our best to provide or facilitate a service response, and may need to help a family, community or Aboriginal partner agency understand if what we can do is different from what they sought.

## **Statistical Snapshot**

- Aboriginal people are 3.0% of the general population in Western Australia (WA)<sup>2</sup>.
- As at March 2011, 5.7% of children and young people in WA are Aboriginal<sup>3</sup>.
- In 2010-11, Aboriginal and Torres Strait Islander children across Australia were seven and a half times more likely to be the subject of child protection substantiation<sup>4</sup>.
- Neglect was the most common type of substantiated abuse notified<sup>5</sup>.
- In WA, Aboriginal children represent 47% of all children in care, 29% of all clients and 57% of children in departmental residential homes, or 53% across both departmental and not for profit community sector residential services<sup>6</sup>.

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<sup>2</sup> Australian Bureau of Statistics. 2011 *Census QuickStats*. Accessed 4 October 2012 at [http://www.censusdata.abs.gov.au/census\\_services/getproduct/census/2011/quickstat/5?opendocument&navpos=220](http://www.censusdata.abs.gov.au/census_services/getproduct/census/2011/quickstat/5?opendocument&navpos=220)

<sup>3</sup> Australian Institute of Health and Welfare. *Child Protection Australia 2010-11, 2011*; Canberra

<sup>4</sup> *Ibid*

<sup>5</sup> *Ibid*

<sup>6</sup> Source: Department for Child Protection. Assist Database, 30 June 2012.

- The number of WA Aboriginal children in out of home care (which is different to “in care” for national reporting purposes) per 1000 children in the WA Aboriginal population is 46.4, compared to 3.0 for the non-Aboriginal population. The ratio for Aboriginal to non-Aboriginal populations is 15.6 times higher<sup>7</sup>.
- 46.4% of Aboriginal children in care in WA are placed with relative carers<sup>8</sup>.
- 71% of Aboriginal children in care are placed with Aboriginal carers<sup>9</sup>.
- Aboriginal employees represented 9.7% of the workforce at 30 June 2012, an increase from 9.3% in 2011<sup>10</sup>.

## ***The Aboriginal Historical Legacy***

The Aboriginal historical legacy has its clearest expression in the stated purpose of the *Aborigines Act (1905)* which was the “protection, control and segregation of Aboriginal people”. This Act established an administrative regime under the control of a Chief Protector that covered every aspect of Aboriginal people’s lives. The Act assumed that Aboriginal people were a “dying race” in its objective of forced assimilation of future generations.

The subsequent *Native Administration Act (1936)* provided the Chief Protector with total control of all children aged twenty-one years and under, including removing some from their families and placing them in institutions or adopting them out to non-Aboriginal families. This Act consequently impacted Aboriginal people’s rights to practice language and culture, resulting in their suppression in many areas of the State.

Administration of these Acts fell to the Native Welfare Department. This department was only abolished in 1972, although its oppressive functions had been eliminated in the 1960s. In 1972, the welfare functions of the Native Welfare Department were combined with the Child Welfare Department to form the Department of Community Welfare, the predecessor to our current Department for Child Protection. So, our Department shares this legacy and is remembered by many Aboriginal community members as 'the welfare' partially for this reason (as well as keeping it simple in the face of constant name changes).

This history bestows a special responsibility, and an equally special privilege, for the Department to be part of the solution for Aboriginal children's safety, family well-being and community healing, and to exercise this in a respectful, collaborative, open and responsive way.

## ***Legislation - Aboriginal and Torres Strait Islander Child Placement Principle***

There are specific provisions within the *Children and Community Services Act (2004)* (the Act) to ensure that Aboriginal children have their cultural and identity needs met.

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<sup>7</sup> Australian Institute of Health and Welfare, *Child Protection Australia 2010-11, 2011*; Canberra

<sup>8</sup> Source: Department for Child Protection. *Annual Report 2011-12, 2012*, Perth

<sup>9</sup> Source: Department for Child Protection. Op Cit

<sup>10</sup> Source: Department for Child Protection. Op Cit

Section 12 of the Act sets out the Aboriginal and Torres Strait Islander Child Placement Principle indicating the clear priority for Aboriginal children in the care of the CEO to be placed with, in priority order, Aboriginal family, community or other Aboriginal people.

The last option in the legislation is for Aboriginal children to be placed with a non-Aboriginal person who is sensitive to Aboriginal culture and will promote the child's connections to family and culture.

Section 81 requires that appropriate Aboriginal consultation occurs before placing an Aboriginal child. It is clear from the principle that connections with family and culture are to be maintained for all Aboriginal and Torres Strait Islander children who are brought into care.

The development and maintenance of family and cultural connections of Aboriginal children in the care of the CEO are set out in the Culture and Identity Plans, being part of the Care Plans, for all Aboriginal children.

These Sections of the Act are operationalised through the Case Work Practice Manual.

## **Section 12**

### **Aboriginal and Torres Strait Islander child placement principle**

1. The objective of the principle in subsection (2) is to maintain a connection with family and culture for Aboriginal children and Torres Strait Islander children who are the subject of placement arrangements.
2. In making a decision under this Act about the placement under a placement arrangement of an Aboriginal child or a Torres Strait Islander child, a principle to be observed is that any placement of the child must, so far as is consistent with the child's best interests and is otherwise practicable, be in accordance with the following order of priority —
  - a) placement with a member of the child's family;
  - b) placement with a person who is an Aboriginal person or a Torres Strait Islander in the child's community in accordance with local customary practice;
  - c) placement with a person who is an Aboriginal person or a Torres Strait Islander;
  - d) placement with a person who is not an Aboriginal person or a Torres Strait Islander but who, in the opinion of the CEO, is sensitive to the needs of the child and capable of promoting the child's ongoing affiliation with the child's culture, and where possible, the child's family.

*[Section 12 amended by No. 49 of 2010 s. 40.]*

## **Section 81**

### **Consultation before placement of Aboriginal or Torres Strait Islander child**

Before making a placement arrangement in respect of an Aboriginal child or a Torres Strait Islander child the CEO must consult with at least one of the following —

- a) an officer who is an Aboriginal person or a Torres Strait Islander;
- b) an Aboriginal person or a Torres Strait Islander who, in the opinion of the CEO, has relevant knowledge of the child, the child's family or the child's community;
- c) an Aboriginal or Torres Strait Islander agency that, in the opinion of the CEO, has relevant knowledge of the child, the child's family or the child's community.

*[Section 81 inserted by No. 49 of 2010 s. 62.]*

# **Making how we work, work for Aboriginal people**

For the Department's Aboriginal business to be everyone's business, the way we work has to be effective for Aboriginal people. How the Department works is set out in the service delivery and practice frameworks. These have been developed and adopted in clear consideration of how they work for Aboriginal people.

## ***Signs of Safety Child Protection Practice Framework***

The Signs of Safety Child Protection Practice Framework was developed based on practice led evidence, that is, what child protection practitioners do that works and what families experience as good and fair. This has included Aboriginal staff and families. Signs of Safety comprises principles, disciplines, processes and tools, all of which drive an inclusive approach in working with families.

The first principle of Signs of Safety emphasises the working relationship with the family.

Key disciplines include using plain and simple language, avoiding all jargon, and focussing on specific, observable behaviours, and avoiding judgement loaded statements. This supports clarity, understanding and engagement.

Assessment and planning occurs largely through the process of Signs of Safety meetings with the family, and some of these include the extended family, key community members and other agencies working with the family. If it is necessary and safe to do so, a safety plan may be developed to build safety around the children drawing on this support. This requires active understanding, recognition and working with family networks, local communities and cultural obligations and connections.

If it is necessary for children's safety that they be removed from parents, then as part of the Signs of Safety meeting process, and to the extent possible, suitable family placements can be identified and engaged, and relative foster carer assessment commenced.

Signs of Safety tools based on three columns for assessment and planning, and the three houses for engaging children, are simple and engaging. Importantly, they also can and have been adapted in many areas to have greater cultural resonance for local Aboriginal populations, including the three emus and a turtle (Murchison), three boabs (Kimberley) and the fire along the road (Ngaanyatjarra). Moreover, they can be deployed on paper, whiteboard or by drawing in the sand.

The underlying process of the framework is to synthesise complexity into a form of simplicity that can be grasped by families and professionals alike.

## ***Foster Care Partnership***

The Foster Care Partnership forms the foundation for the Department's approach to foster care. It is based on the recognition that the people who have the greatest impact on the child's safety, well-being and healing are the carers, and the best job that departmental staff can do is to help the placement to be safe, stable and healing for the child.

Partnership means that child protection workers and foster carers, in their respective roles, work together to meet the needs of the child.

The Foster Care Partnership applies to both general foster care and relative foster care. The largest proportion of Aboriginal children are placed with relative carers. It is critical for child protection workers to recognise that relative carers see themselves as raising family members, and the children's status as being in the care of the CEO is seen as secondary by the family. This does not, however, mean a lesser role for case workers. Rather, it is an important factor in how the partnership is experienced by family and workers.

In this context, the Department's approach for relative care encompasses identification, engagement, support and capacity building for carers, integrated with the child protection process. As such, and to the extent possible, it is within the Signs of Safety process that suitable family placements can be identified and engaged, and relative foster carer assessment commenced, and it then continues in a way that also supports carers and builds their capacity.

Also fundamental to a partnership approach is sharing information about the child with the carers and the full participation of carers in planning for the child.

When Aboriginal children are in the care of non-Aboriginal carers, the partnership is experienced differently and the cultural plans for the children will be more detailed. The key focus of a cultural plan is connection with family. The partnership with carers is a firm basis on which to build the plan with carers and the carer's active support for this engagement.

### ***Residential Care (Sanctuary) Framework***

The Residential Care (Sanctuary) Framework describes the overarching model and core elements of how the Department's residential houses operate. It provides the basis for a coherent therapeutic approach to care.

At its core is the recognition of the trauma experienced by the children and the impact of that on the behaviour of the children and therefore the residential house and the wider organisation.

Key aspects of the framework therefore include ensuring a safe environment both for children and staff, and responding to trauma induced behaviour effectively. An open and democratic environment within residential care is essential to the framework.

Residential homes play an active role in supporting continuing connections with the family and culture, in partnership with district services, in this context.

### ***Family Support (Responsible Parenting) Framework***

Family support encompasses direct and contracted service responses to families who are struggling with a range of issues, and can be a response to and prevent the escalation of child protection concerns. Family support also encompasses specific responses to issues such as homelessness and family and domestic violence.

Family support services in the Department include dedicated programs, Parent Support, Best Beginnings and Strong Families, as well as case management, including through child centred family support where there are substantial child protection concerns.

Family support services in the Department are strongly oriented to working with Aboriginal people. Over time, there has been an increasing proportion of family support clients who are Aboriginal, while the proportions of children in care and child protection have remained stable. The shift towards engaging Aboriginal people into family support services relative to child protection interventions is desirable and depends on both effective child protection assessment and planning through Signs of Safety and effective family support opportunities.

Parent Support is a home visiting service focussing on young people who are behaving in an anti-social or criminal way and/or truanting, and aims to help parents regain parental responsibility. Parent Support has a strong partnership with youth justice services including co-location of staff. This service uses formal agreements and tools that set out steps towards more effective behaviour by parents and young people. These tools work well with Aboriginal people but have also been adapted to be more culturally resonant for Aboriginal people in both the north and south of the State.

Youth and Family Support Workers have an Aboriginal focus, and are an effective complement to Parent Support as they can work with young Aboriginal people and support the engagement of the families, while Parent Support works with their parents.

Best Beginnings is a home visiting service for at-risk mothers of babies and toddlers, provided in partnership with health services. It can also involve bringing mothers together. The hands on, practical approach engages Aboriginal mothers effectively.

Strong Families brings agencies and families together where there are multiple agencies working with families with complex problems and identifies a lead agency to co-ordinate the range of services in partnership with the family, if necessary escalating resolution of blockages to necessary services. Aboriginal clients comprise two thirds of Strong Families work.

## **Aboriginal Leadership and Strategies**

For the Department's Aboriginal business to be everyone's business, there has to be strong Aboriginal leadership and clear Aboriginal specific strategies that support all staff to work effectively with Aboriginal people.

### ***Aboriginal Engagement and Coordination***

Aboriginal Engagement and Coordination (AEC) provides central leadership and consultation across the Department to promote appropriate policy, learning and development for effective work with Aboriginal people.

AEC also supports coordination across government for Aboriginal affairs, peak Aboriginal agency consultation, and may assist districts with local community consultation.

AEC has a team equipped to support front-line services, including male and female Aboriginal and non-Aboriginal staff with extensive knowledge in fieldwork including complex case management, Aboriginal culture and training.

Specific responsibilities include:

- Supporting and coaching Aboriginal Practice Leaders (APLs)
- Convening the Aboriginal Leadership Network (ALN) from across the Department
- Promoting and supporting local Aboriginal Practice Networks (APNs)
- Supporting the development and implementation of the Aboriginal staff recruitment and retention strategy
- Supporting the development and implementation of the Aboriginal learning and development strategy
- Supporting districts to plan and implement local cultural learning strategies
- Consulting on matters affecting Aboriginal people, including community relations and contentious cases
- Partnering with other directorates and external agencies to drive Aboriginal specific initiatives in the Department and the community.

### ***Aboriginal Practice Leaders***

Aboriginal Practice Leaders (APLs) are located in each district and are central to building the capacity of service delivery for effective work with Aboriginal children and families. APLs fulfil a variety of roles:

- Contributing to the district leadership team particularly regarding issues affecting Aboriginal staff and families, in a way that is proactive, solution focussed and responsive to local conditions
- Practice leadership with an Aboriginal perspective, through Signs of Safety, the Foster Care Partnership, the Family Support (Responsible Parenting) Framework
- Leading the local Aboriginal Practice Network for all staff to build their skills and capacity in working with Aboriginal children and families
- Leading local Aboriginal cultural learning strategies
- Participating in the Department's Learning & Development Network and local learning team in the district
- Consultation regarding contentious case matters and placement of Aboriginal children (as appropriate)
- Supporting local Aboriginal community consultation.

### ***Aboriginal Practice Networks***

Aboriginal Practice Networks (APNs) can be a key capacity building strategy in each district and service delivery branch. APLs are responsible for co-ordinating APNs and share their leadership, generally with the Senior Practice Development Officer and local learning teams that are part of the Department's Learning and Development Network.

The AEC supports the APLs in the development and implementation of APNs. APN guidelines are a related resource to the Aboriginal Services Framework.

APNs provide a structure to bring together Aboriginal and non-Aboriginal staff to share knowledge and experience about issues affecting their work with Aboriginal children, families and communities.

The content can be quite varied from topics such as communication styles to cultural issues to local Aboriginal organisation partnerships. Case reviews through appreciative inquiry should be a key focus.

APNs also provide an opportunity to bring local Aboriginal agencies into a learning forum with the Department with a view to better understanding each other's work and capacity and promoting partnership. Case reviews through appreciative inquiry can provide high impact learning with partner agencies.

### ***Aboriginal Recruitment and Retention Strategy***

The Aboriginal Recruitment and Retention Strategy aims to build the number and proportion of Aboriginal staff in the Department, focussing on both existing and prospective staff.

It outlines specific activities such as promoting flexible entry points for various staff, support for all new Aboriginal staff, support to meet performance requirements, and competing effectively in the employment market place.

Traineeships, cadetships for undergraduates and graduate recruitment are important recruitment strategies.

The Aboriginal Recruitment and Retention Strategy is closely linked with the Aboriginal Learning and Development Strategy.

### ***Aboriginal Learning & Development Strategy***

The Aboriginal Learning and Development Strategy has two components:

- Learning and development strategies for Aboriginal staff
- Aboriginal cultural learning for all staff.

Learning and development strategies for Aboriginal staff include pathways to qualifications commencing with the Diploma of Child Youth and Family Intervention, mentoring and coaching, performance development through supervision and Reaching Forward, and development also through acting opportunities and career planning.

The Aboriginal cultural learning component encompasses the continuing development of knowledge and relational skills for all staff to work effectively with Aboriginal children, families and communities.

Aboriginal cultural learning for all staff in the Department commences with the Aboriginal Cultural Appreciation package, an on-line, self-paced learning program. Local cultural induction should be facilitated by the Aboriginal Practice Leader in districts.

Aboriginal Practice Networks provide the forum for continuous Aboriginal cultural learning.

## ***Aboriginal Leadership Network***

The Aboriginal Leadership Network connects and brings together Aboriginal staff in leadership roles across the Department. Its focus is on the development and support of Aboriginal leadership and staff. It will be informed by the Aboriginal recruitment and retention and the Aboriginal learning and development strategies.

## ***Aboriginal Community Consultation***

While consultation occurs with a variety of organisations, families and individuals in any region, all districts need key points of consultation with identified Aboriginal organisations.

Government policy prioritises consultation with Native Title Representative Bodies and Prescribed Bodies Corporate (Land and Sea Councils). Making these the first and key organisations with whom consultation occurs has the advantages of these groups being deliberately representative and able to guide further points of consultation.

Other key local Aboriginal organisations are the Aboriginal Medical Services and those providing related family and youth support services.

## **Leadership across the Department**

For the Department's Aboriginal business to be everyone's business, management and staff throughout the organisation need to take responsibility for translating this approach into their planning, operations and daily work.

### ***Corporate Executive***

The Director General and Corporate Executive are responsible for leading the integration of action to provide effective services to Aboriginal children and families across all service areas. This occurs through:

- Ensuring that policy and service delivery developments work for Aboriginal children and families.
- Ensuring Aboriginal issues are integrated in directorate operational plans.
- Supporting the leadership and performance of Aboriginal Engagement and Coordination, and AEC linkages across the Department.

### ***Metropolitan and Country Service Delivery***

Field services including districts, ChildFIRST and Crisis Care as well as Legal Practice need to be mindful that to work effectively and confidently with Aboriginal families to achieve child safety and help families to manage, additional, inclusive and innovative responses are often necessary.

Key responsibilities are to:

- Work within the service delivery and practice frameworks in ways that are effective for Aboriginal people and supportive of innovations that make the tools particularly more culturally resonant for local Aboriginal people
- Ensure effective cultural plans for Aboriginal children in care
- Support learning and development that helps all staff to work effectively with Aboriginal people, particularly through the Aboriginal Practice Networks
- Support Aboriginal staff to access pathways to qualifications commencing with the Diploma of Child Youth and Family Intervention
- Facilitate access to a buddy for all new staff
- Facilitate mentoring and coaching for staff at appropriate times
- Ensure effective performance development for Aboriginal Practice Leaders and other Aboriginal staff through supervision and Reaching Forward
- Facilitate other appropriate development opportunities for Aboriginal staff through acting opportunities and career planning
- Build employment rates of Aboriginal staff
- Have established strategies in place for Aboriginal community consultation and partnerships with key Aboriginal organisations.

### ***Accommodation and Care Services***

Encompassing Residential Care, Fostering and Adoptions, as well as the oversight of Psychology Services, Accommodation and Care Services needs to be mindful that to work effectively and confidently with Aboriginal families to achieve child safety and help families to manage, additional, inclusive and innovative responses are often necessary.

Key responsibilities are to:

- Support implementation of the Foster Care Partnership to be effective for Aboriginal people and supportive of innovations that make the tools particularly more culturally resonant for local Aboriginal people
- Support an approach to relative care whereby it is within the Signs of Safety process, to the extent possible, that suitable family placements are identified and engaged, and relative foster carer assessment commenced, and then continued in a way that also supports carers and builds their capacity
- Work within the Residential Care (Sanctuary) Framework in ways that are effective for Aboriginal children and young people
- Support learning and development that helps all staff to work effectively with Aboriginal people
- Support Aboriginal staff to access pathways to qualifications commencing with the Diploma of Child Youth and Family Intervention
- Facilitate access to a buddy for all new staff
- Facilitate mentoring and coaching for staff at appropriate times
- Ensure effective performance development for Aboriginal Practice Leaders and other Aboriginal staff through supervision and Reaching Forward
- Facilitate other appropriate development opportunities for Aboriginal staff through acting opportunities and career planning
- Build employment rates of Aboriginal staff.

## ***Policy and Learning***

The overarching responsibility of Policy and Learning is to ensure that an Aboriginal perspective is integrated into policy and learning development, including through partnering with Aboriginal Engagement and Coordination.

Policy and Learning, in partnership with Aboriginal Engagement and Coordination, is also responsible for ensuring effective linkage between the Aboriginal Learning & Development Strategy and the People Development Framework.

## ***Service Standards and Contracting***

The role of Service Standards and Contracting is to reflect Aboriginal considerations in its standards monitoring, integrity and community sector contract management functions. As such, it considers:

- Aboriginal staff and client perspectives in standards monitoring
- Engaging Aboriginal clients and agencies effectively in complaints resolution
- Aboriginal access to contracted services.

There are opportunities for partnering with Aboriginal Engagement and Coordination to consider trends and issues arising from standards monitoring reports, complaints and contracted service reports.

## ***Community and Business Services***

Human resources is the critical area of Community and Business Services to facilitate the Aboriginal Recruitment and Retention Strategy across the Department, and its promotion of flexible entry points for various staff, support for all new Aboriginal staff, support to meet performance requirements, and competing effectively in the employment market place.

Traineeships, cadetships for undergraduates and graduate recruitment all require HR support. Additionally, the Department's Workforce Planning needs to be inclusive of Aboriginal recruitment and retention strategies.

## **Are we getting it right?**

Aboriginal Engagement and Coordination will work in partnership with all areas of the Department to monitor and support implementation of the Aboriginal Services Framework. An annual review and implementation plan will drive continuing implementation.

## **Related Strategies and Resources**

- Aboriginal Learning & Development Strategy
- Aboriginal Recruitment and Retention Strategy
- Aboriginal Practice Network Guidelines
- Aboriginal Cultural Appreciation package (<http://www.cstc.moodle.com.au/login>)

<b>Revision history</b>	
Endorsed	2009
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