



POSITION DESCRIPTION

Koorie Student Support Officer

Reports to: Koorie Strategic Relationship Manager
Classification: PACCT level 4

Department: Dulka Yuppata
Location: Mildura

About SuniTAFE

SuniTAFE is an award-winning large provider of vocational education and training in north-west Victoria.

We are well positioned, with our campuses located in Mildura and Swan Hill, to orchestrate the continued delivery of excellent education and training in this region. We have experienced trainers, teachers and community providers offering qualification across a range of courses and customised skill set training covering multiple sectors relevant to the community and stakeholders.

Our Values

SuniTAFE's values and behaviours ensure quality education outcomes by setting out the kind of organisation we are, what is important to us collectively, and how we work to achieve success.



Primary objectives

- Ensure culturally safe and informed processes for First Nations students presenting at Dulka Yuppata or Telkaya
- Ensure safety of all First Nations students including at risk individuals
- Provide advocacy for First Nations students

Position summary

The position reports directly to the Koorie Strategic Relationship Manager. The incumbent is required to provide strength based wellbeing and transitional support to First Nations students. The position will create a wellbeing hub by identifying the needs of First Nations communities and providing students with effective culturally appropriate support.

Key responsibilities

Lead a strengths based, culturally and trauma informed approach to supporting the wellbeing of First Nations students at Dulka Yuppata or Telkaya

- Develop Individual Learning Plans with all First Nations learners presenting at Dulka Yuppata or Telkaya that:
 - Identifies career aspirations
 - Identifies existing and potential barriers
- Facilitate support plans with First Nations students identifies at risk via:
 - Low attendance
 - Behaviour Incident; etc.
- Facilitate student counselling
- Build and maintain healthy professional wellbeing focussed relationships with First Nations students at Dulka Yuppata or Telkaya
- Facilitate a First Nations students health and wellbeing multi agency hub that:
 - Refers learners for support as required
 - Links into curriculum delivery i.e. class presentations
- Support all First Nations students through Institute processes and procedures and provide decision making advice to ensure culturally safe and trauma informed outcomes
- Build trauma and wellbeing knowledge across all team members by sharing knowledge and professional learning resources
- Gain feedback through surveys to track wellbeing

Ensure culturally safe and informed processes for First Nations students presenting at Dulka Yuppata or Telkaya

- Support all potential First Nations students to identify a suitable learning pathway
- Support all First Nations students through enrolment process including accessing identification and proxy declarations for enrolment
- Process all Early School Leavers applications of learners who present through Dulka Yuppata or Telkaya
- Lead liaison with all support and referral agencies.

Ensure safety of all First Nations students including at risk individuals

- Monitor wellbeing and support transition via implementation of community outreach bus service
- Daily morning liaison with teaching staff and class room assistants to inform them of any wellbeing or transition issues that may affect learning
- Support students to transition into classes as required. Particularly for students who have:

- previously displayed challenging behaviour
 - currently displaying wellbeing issues
- Support new learners to transition into the classroom environment by providing one on one support until the transition is complete
- Work with class room assistants and other staff to implement a lunch time supervision plan
- Coordinate the Dulka Yuppata or Telkaya student wellbeing room
- Identify through early intervention at-risk students who may require support services including wellbeing, financial, engagement and learning support.
- Work with First Nations students and Institute staff to identify student needs and implement policies, practices and programs that encourage First Nations student engagement and learning.

Act in accordance with SuniTAFE values – Relationships, Integrity, Accountable and Improvement including:

- Provides exceptional customer service to all internal and external stakeholders of the Institute and ensures a positive first impression for Institute visitors at all times.
- Actively participates in all relevant training provided to assist in the implementation of new systems or processes across the Institute.
- Actively participate in the Institute's annual Workplan and Performance Review process.
- Participate in all team based activities and meetings within the Business Unit, and attend divisional and other meetings as required.
- Complies with OH&S and EEO legislation;
- Ensure compliance with SuniTAFE's Staff Code of Conduct, Child Safety Policy and Child Safety Procedures at all times.
- Prepared to undertake further courses of study, annual OH&S, EEO, Cultural Diversity and/or identified mandatory professional development programs or training relevant to the position as necessary.
- Reports to work as scheduled with a willingness to work flexible hours according to business needs.
- Demonstrates a willingness to adopt change and new initiatives.
- Represents the Institute professionally at all times.
- Actively promotes and encourages a service culture within the team.
- Communicates any opportunities to improve service delivery and make recommendations on steps to make agreed improvements.
- Actively encourages and promotes effective communication and strong working relationships within the team / Institute.
- The incumbent can expect to be allocated duties not specifically mentioned in this document but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
- Actively prevent fraud and corruption.

Knowledge, skills and abilities

- This is an Identified Position, applicants must identify as Aboriginal or Torres Strait Islander.
- Relevant degree and several years' of relevant work experience or suitable combination of lesser qualifications and significant related experience. Teaching experience and/or qualifications are desirable but not essential.
- Thorough knowledge of First Nations culture and society, and the ability to communicate and effectively support First Nations people.
- An understanding of the full range of potential issues encountered by First Nations students in entering a formal educational setting such as TAFE, and of the various means of assistance available to address such issues.
- Knowledge and application of case management processes.
- Current Driver's license.
- A demonstrated understanding of the work and training environment.
- A high level of communication and interpersonal skills.
- Ability to identify and assess resource needs.
- An understanding of, and commitment to, continuous improvement and equal opportunity.

Organisational relationships

Subordinates	Key Relationships	
	Internal	External
Nil	<ul style="list-style-type: none"> • Teachers • Administration Staff 	<ul style="list-style-type: none"> • Government and community support services • Relevant support networks

The successful candidate will be required to provide successful criminal record and working with children checks.

Recommended	Approved	Acknowledged
Neilia Humphries Senior Manager, HR Services	Brett Millington CEO	[name] Incumbent
Date:		