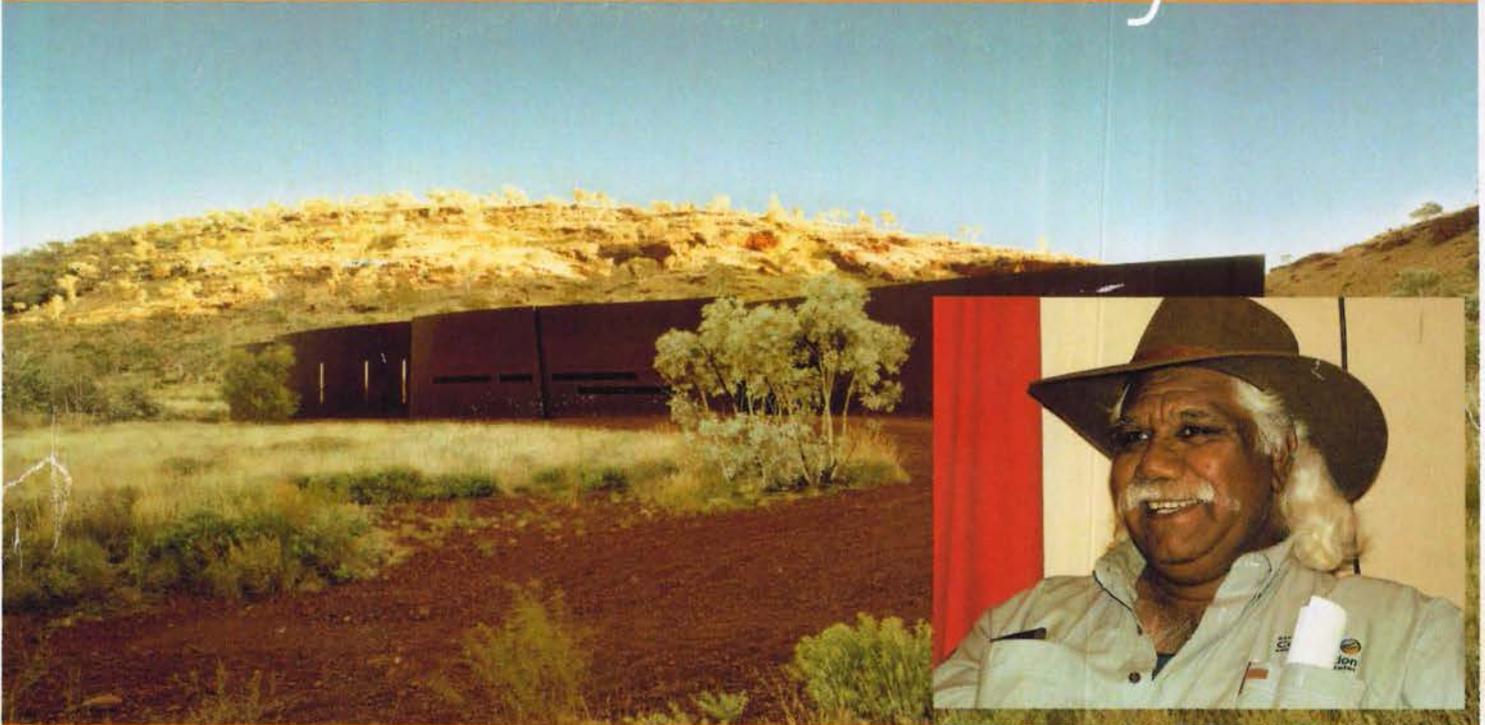


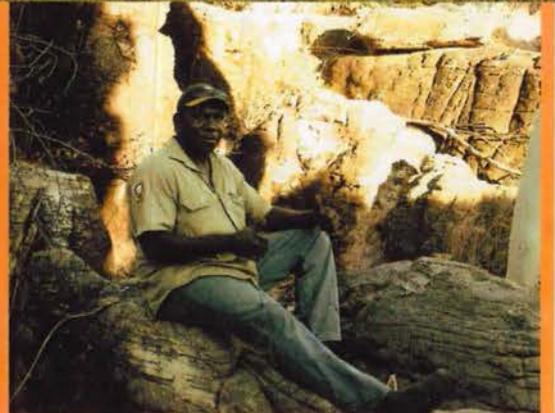
2003 Premier's Award

Leadership in Equity and Diversity



Dan-joo Dabacaan

CALM's Mentored Aboriginal
Training and Employment
Scheme



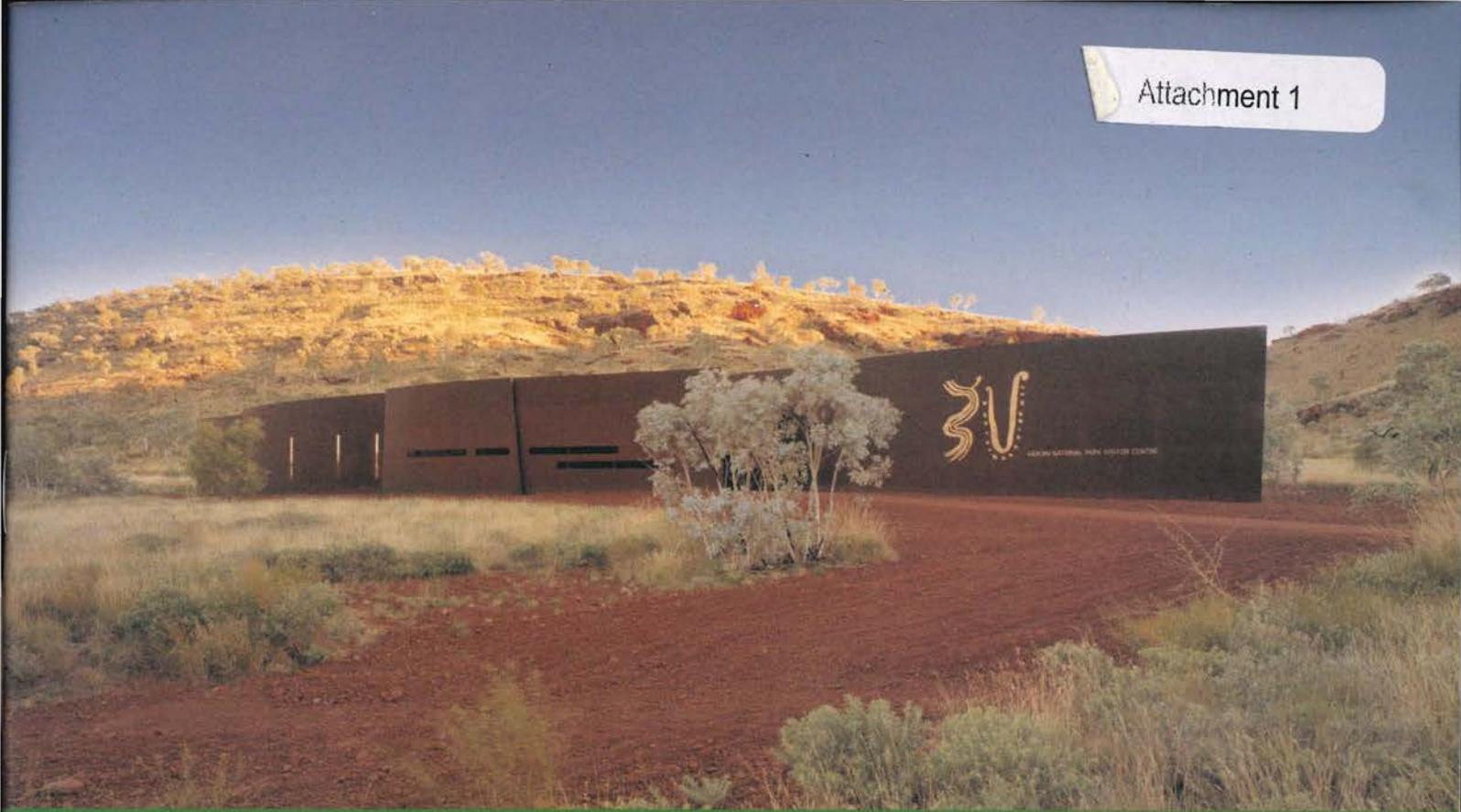
ATTACHMENTS

PREMIER'S AWARDS 2003

LEADERSHIP IN EQUITY AND DIVERSITY

**Department of Conservation and Land Management:
Dan-joo Dabacann – CALM's Mentored Aboriginal Training and
Employment Scheme**

- 1. Indigenous Ownership and Joint Management of Conservation Lands in Western Australia – Consultation Paper**
- 2. Sharing the Dreaming – for CALM's Aboriginal cultural awareness workshops**
- 3. CALM Bush Rangers' Annual Report 2002**
- 4. Conservation News May 2003 with liftout of CALM's Graduation Awards featuring Aboriginal graduates**
- 5. CALM's list of scholarships for 2004**
- 6. CALM's Learning and Development Manual**
- 7. Draft Equal Employment Opportunity and Diversity Management Plan 2003-2005**
- 8. Graduation and Awards Ceremony booklet**



Indigenous Ownership and Joint Management of Conservation Lands in Western Australia

Consultation Paper July 2003



Foreword

Cover page:
Top: Karijini Visitor Centre.

Western Australia has some of the world's most remarkable land and seascapes that have been cared for by Aboriginal people over tens of thousands of years. And over time they have applied their law and nourished their spiritual connection to the country and all the things in it.

Since European settlement the countryside has been subjected to massive change and Western Australia's population has grown and benefited from farming, mining, fishing, forestry, pastoralism and other primary industries. But these changes have come at a cost to both the environment and to the opportunity for Aboriginal Traditional Owners to care for their country.

Traditional Owners have a deep-seated need to continue to meet their responsibility to 'care for country' under their traditional law. The State Government recognises that existing laws and management arrangements are continuing to erode Aboriginal aspirations to care for traditional country, particularly that country which comprises our national parks and conservation reserves.

The Government is committed to biodiversity conservation and social justice for Aboriginal people in our State and is committed to achieving both of these in a way that strengthens the capacity of Aboriginal and non-Aboriginal people to work together for the overall benefit of our society and the environment.

This consultation paper outlines how the *Conservation and Land Management Act 1984* might be improved to enable Aboriginal ownership and joint management of our national parks and other conservation lands. The security of our conservation lands, which will continue to be managed as public lands for the benefit of the whole community, can be assured, whilst social justice can be achieved.

Comments on the proposals in this paper are welcomed and will play an important part in ensuring the best possible changes are made to the Conservation and Land Management Act 1984.



Judy Edwards

Dr Judy Edwards MLA
Minister for the Environment

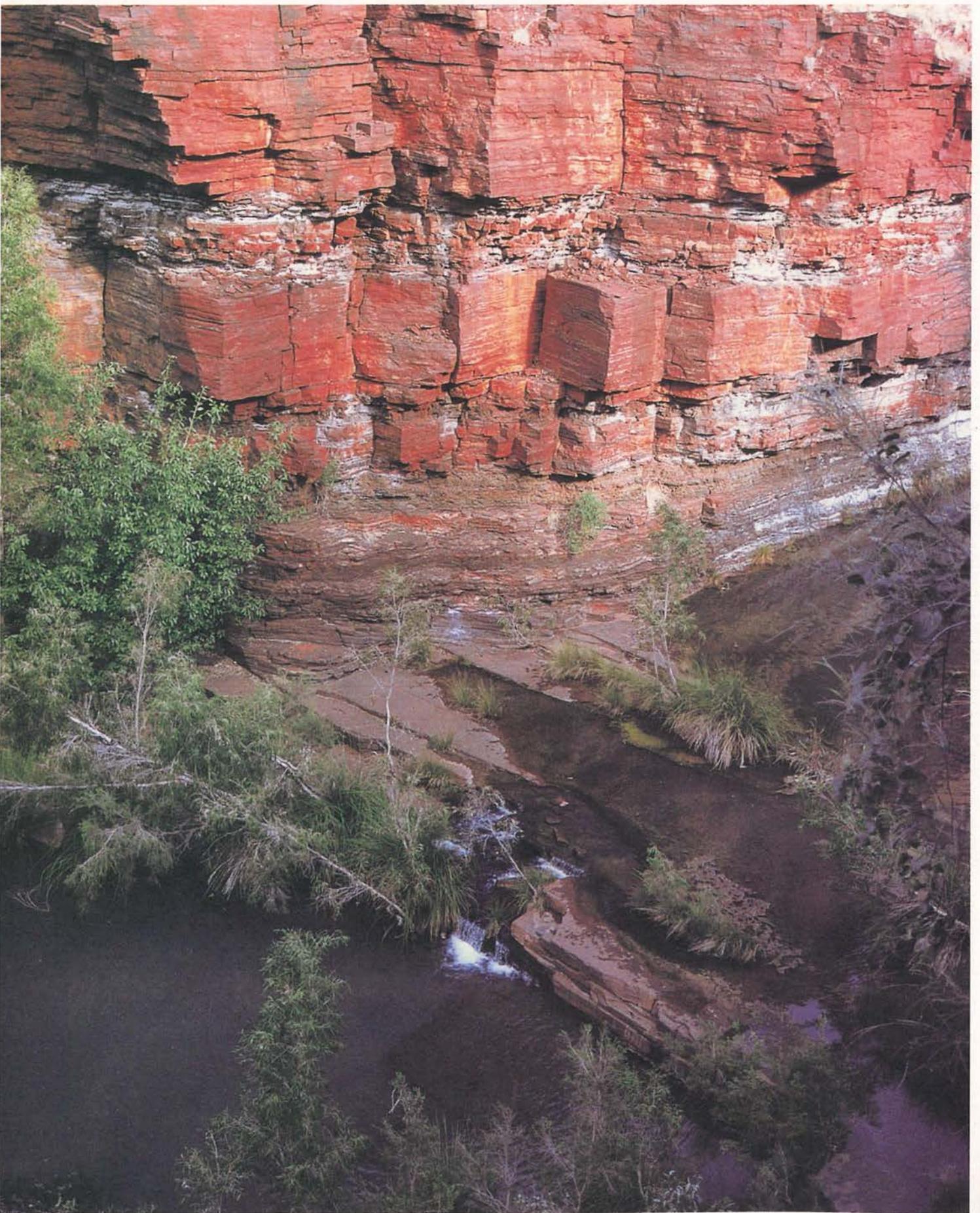


Government of
Western
Australia

Contents



| | |
|--|----|
| Minister's foreword | 2 |
| Introduction | 5 |
| Background | 7 |
| Objectives for discussion | 11 |
| Ownership and management of protected areas | 13 |
| How might existing protected areas be transferred into Aboriginal ownership? | 16 |
| How might new protected areas be created in Aboriginal Ownership? | 17 |
| Joint management of conservation lands – what is proposed? | 18 |
| Guidelines for joint management of conservation lands | 19 |
| Capacity building and Aboriginal employment in CALM | 21 |
| Current Aboriginal employment profile | 22 |
| Ten year mentored Aboriginal training and employment scheme | 23 |
| Mentored training | 24 |
| Costs estimate | 25 |
| Aboriginal employment outcome target | 26 |
| Integrating Departmental outcomes with Aboriginal reconciliation and the resolution of native title claims | 27 |



Introduction

The involvement of Aboriginal people in the management of conservation lands¹, especially national parks, in Western Australia (WA) has come to the fore a number of times in the past 15 years, and especially since native title was recognised by the High Court of Australia in 1992.

Several efforts have been made by previous Governments and the Department of Conservation and Land Management (CALM) to put in place suitable co-management² arrangements to allow both the obligations of Aboriginal Traditional Owners³ of land to be expressed and the objectives of conservation and recreation by the public to be met, but most of these have not been satisfactorily concluded.

The State Government wishes to put in place joint management⁴ mechanisms that will allow for Indigenous aspirations and for the objectives of conservation lands to be met consistent with its election commitments and with its publicly stated position of achieving a level of land justice for the Indigenous citizens of the State.

Indigenous people, as the first peoples of WA,

also have a strong desire to improve their capacity to manage their traditional lands and seek to do this in partnership with the State. However, in the absence of a consistent statewide approach to the co-management of lands, aspirations of both parties are being unnecessarily frustrated.

Until the decision of the High Court of Australia in *Western Australia Government vs Ward (Miriuwung-Gajerrong)* the State had expected that native title would coexist with the conservation lands and that joint management arrangements would be achieved progressively with the successive determination of native title claims lodged in the State.

However, the High Court found in *Western Australia vs Ward* that native title has been extinguished by the vesting of reserves under section 33 of the *Land Act 1933*. This finding is likely to have two effects, a reduced likelihood of successful native title claims over much of the conservation estate and a decreased likelihood of the gazettal of new protected areas on lands subject to native title claim and native title determination in the absence of joint management policy.



Opposite page: Dales Gorge, Karijini National Park.

Above: CALM Bush Rangers, Wongutha Christian Aboriginal Parent-directed School, near Esperance.

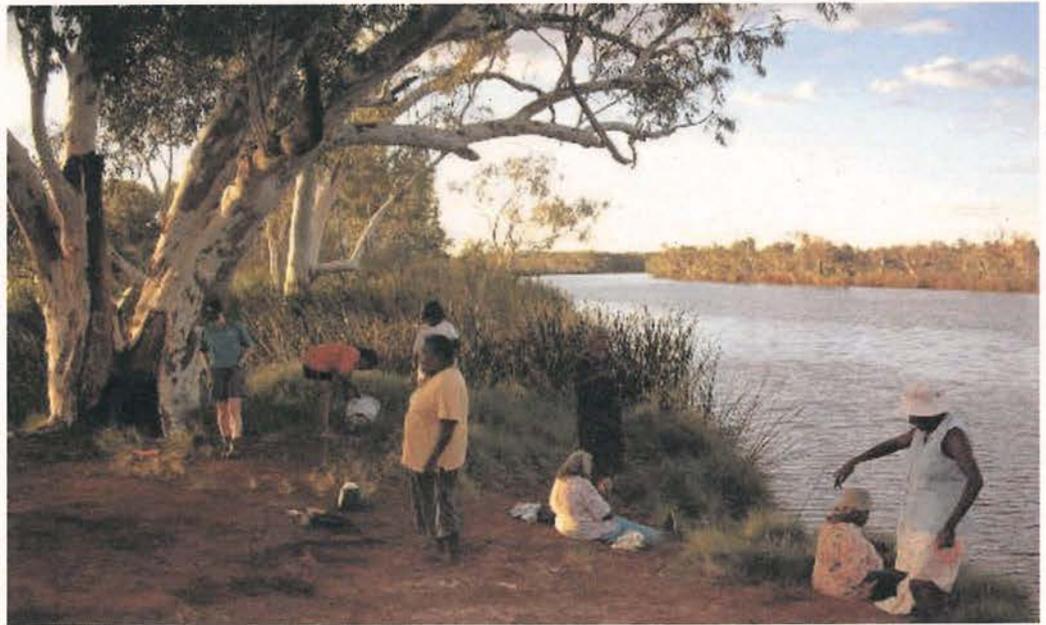
¹ Conservation lands include terrestrial and marine reserves and are those lands and waters/seas to which the *Conservation and Land Management Act, 1984* applies. They are also known as 'protected areas' which are 'areas of land and/or sea especially dedicated to the protection and maintenance of biological diversity, and of natural and associated cultural resources, and managed through legal or other effective means' (IUCN 1994).

² Co-management is an umbrella term applied to conservation lands that indicates that a legal agreement applies to the land which provide for the involvement of Aboriginal people in decision making and land management activities.

³ Traditional Owners are Aboriginal people with a customary or traditional association with the land, regardless of their common law native title.

⁴ Joint management is an arrangement for conservation lands whereby the land is owned by Aboriginal people and management planning, decision making and implementation is shared on a joint basis between Aboriginal people and the State. This often includes leaseback to the State for a finite period or some other form of agreement, the creation of a Board of Management with a majority of Traditional Owners with decision making authority, management planning responsibility and resource and income sharing arrangements.

Ngarluma and Yindjibarndi women fish at Deep Reach pool at the inaugural Millstream Park Council meeting in March 2003.



This consultation paper explores these issues and proposes some policy options that will lead to amendments to the *Conservation and Land Management Act 1984* (CALM Act) that will enable joint management provisions to apply to both conservation lands and Aboriginal held lands⁵.

The Government seeks to put in place a framework that ensures the recognition of Aboriginal aspirations and the management of conservation objectives fit together for the benefit of all Western Australians.

The State Government was elected on strong environment, Indigenous affairs and native title platforms aimed at:

- creating a world-class network of interlinking national parks, marine parks and reserves;
- providing a level of land justice to the Indigenous citizens of the State;
- implementing meaningful joint management strategies for conservation reserves in full consultation with

Indigenous people;

- including Indigenous people in management and decision making;
- providing Indigenous people with employment and training opportunities;
- amending the CALM Act to include reference to Indigenous people and joint management in the Act;
- taking positive steps to resolve native title issues by negotiations and agreement;
- improving the status, recognition, living conditions and rights of Indigenous people to establish and build partnerships between Government, at all levels, Indigenous people and the wider community.

The State Government has signed a 'Statement of Commitment to a New and Just Relationship between the Government of Western Australia and Aboriginal Western Australians' and is now extending that commitment to the resolution of long-standing issues associated with the ownership, administration, and joint management of the states conservation lands.

⁵ Aboriginal held lands refer generically to lands and waters to which a legal interest in the land is held by, or on behalf of, Aboriginal people, including freehold land, leasehold land and Aboriginal Lands Trust land.

Background

The deprivation of Indigenous people throughout the world has received increasing attention in the more developed countries, notably during the last 30 years. One aspect of difficulty for Indigenous people has been their inability to gain secure access to, and reasonable authority over, their traditional lands⁶. In Australia there have been a number of manifestations of this struggle since the late 1960s, most commonly in locations remote from cities and larger towns. Inevitably some of the lands which were of great interest to Aboriginal people had already been made national parks or other conservation lands, or were earmarked to become such.

In recent times, there has been a broad and global recognition that the gazettal of protected areas has the effect of further alienating Indigenous people from their lands, creating a level of resistance amongst Indigenous communities to the creation of new protected areas.

Concurrently, there is international recognition of the strong need for the development of a formal system of protected areas with the purpose of protecting landscapes and environments from the ecological pressures generated by modern society, while also providing opportunities for recreation and scientific endeavour. It is now time that these values, as well as those of Indigenous peoples, be considered together.



CALM Bush Rangers working for the future on conservation lands.

Some people believe that Indigenous rights and interests are in conflict with the interests of the broader community. This is not necessarily the case, and in a modern society, the needs and aspirations of Indigenous people and those of the ongoing development of the comprehensive, adequate and representative (CAR) reserve system should be viewed as complementary, not conflicting values, and values which augment each other.

In recognising this, the World Conservation Union (IUCN) provides a set of standards for the management of protected areas (see Box 1) while simultaneously recognising the need for the involvement of Indigenous people in protected area management and development. In developing best practice for the management of protected areas, the IUCN states that the values and rights of Indigenous people and the objectives of protected areas are complementary value systems and should be managed as such⁷.

⁶ Traditional lands or traditional country refers to those lands and waters regarded by Aboriginal people as those lands to which they have a customary or traditional association.

⁷ Beltran, J. (Ed.) (2000). *Indigenous and Traditional Peoples and Protected Areas: Principles, Guidelines and Case Studies*. IUCN, Gland, Switzerland and Cambridge, UK and WWF International, Gland, Switzerland.



CALM Indigenous Heritage Unit staff stand near rainbow serpent artwork at Swan View Senior High School.

The IUCN promotes a number of principles as best practice in relation to Indigenous peoples and protected areas. Amongst these are:

*'Indigenous peoples have long associations with nature and a deep understanding of it. Often they have made significant contributions to the maintenance of many of the earth's most fragile ecosystems, through their traditional sustainable resource use practices and culture-based respect for nature. Therefore, there should be no inherent conflict between the objectives of protected areas and the existence, within and around their borders, of Indigenous peoples. Moreover, they should be recognised as rightful, equal partners in the development and implementation strategies that affect their lands, territories, waters, coastal seas, and other resources, and in particular in the establishment of protected areas.'*⁸

and,

⁸ *Ibid.* p.ix

*'Agreements between conservation institutions and Indigenous people for establishment and management of protected areas should be based on full respect for the rights of Indigenous peoples to traditional sustainable use of their lands [and] based on the recognition by Indigenous peoples of their responsibility to conserve biodiversity, ecological integrity and natural resources harboured in those protected areas.'*⁹

Thus IUCN best practice guidelines emphasise not only the cultural obligations of Indigenous people to protect, inhabit and use their traditional lands, but the duty of contemporary societies to protect ecological diversity, and it is on this basis that joint management policy is developed.

In Australia, possibly the greatest attention has focussed on Kakadu and Uluru-Kata Tjuta national parks in the Northern Territory (NT), where joint management has been in place for about 20 years; but there have also been less well known examples in the NT and other States where joint management has been achieved and has been in operation for some time.

⁹ *Ibid.* p.x

Several issues prevail in WA, and the Government believes that it is essential to have these resolved through the development of joint management policy:

- First, from the conservation perspective, there are many recommendations for the creation of conservation lands that have not been implemented.

Some of these, for example most of the Environmental Protection Authority's (EPA) recommendations for conservation lands in the Kimberley Region, System 7, have been outstanding since 1980.

Although previous State Governments have accepted the EPA's recommendations, CALM efforts to create the reserves have foundered as much on the lack of clear policy for sharing of management with the Traditional Owners as on difficulties associated with issues such as exploration and mining interests. Also, there are some pastoral leases that were purchased for the purpose of conservation, but which have not yet been reserved. Delays in converting these lands into parks and reserves may lead to some degradation of conservation values from pests, fire and uncontrolled visitor activities.

- Second, as noted above, there has been a strong feeling among many Aboriginal people that their aspirations to be adequately and fairly involved in conservation land management have been frustrated. This is borne out of a failure by a succession of Governments to



Bottle Bay. Photo - CALM.

recognise that under traditional law and custom Aboriginal people inherit, exercise, and bequeath customary responsibilities to manage their traditional country. Moreover there are no specific provisions contained in the CALM Act pertaining to the protection of Aboriginal heritage or joint management of conservation lands by Traditional Owners.

- Third, native title claims have already been successful in WA, and there will be others covering existing or proposed conservation lands or parts of them.

It is essential that the Government has suitable policies in place to cope with this outcome. Although agreements for cooperative management have been



Top: *Acacia aprica*.
Photo – Sally Madden

achieved between CALM and the Traditional Owners at Karijini National Park and Purnululu National Park, the Government wishes to put in place a policy framework to enable joint management to take place across the State.

- Fourth, the resolution of some native title claims is being unnecessarily delayed

because there is no clear policy about how native title or joint management should be treated in relation to existing or proposed conservation lands.

- Fifth, the Western Australian State Sustainability Strategy¹⁰ provides a conceptual framework for the sustainable utilisation of resources. The strategy outlines the foundation principles, process principles, visions, goals and priority issues for Government that will help to guide the joint management of conservation lands and Aboriginal owned lands.
- Sixth, the 1991 report of the Royal Commission into Aboriginal Deaths in Custody¹¹, the 1994 report of the Taskforce on Aboriginal Social Justice¹², and the 2001 report of the Review of the Native Title Claim Process in Western Australia¹³ contained recommendations relating to establishing processes to resolve the issues associated with joint management of conservation lands and Aboriginal held lands.

In brief, the time has come to put in place a system that will deliver a world class conservation lands system that also delivers social justice for Aboriginal people.

¹⁰ Government of Western Australia 2002, Focus on the future: the Western Australian State Sustainability Strategy, Consultation Draft.

¹¹ Royal Commission into Aboriginal Deaths in Custody 1991, National report: overview and recommendations, AGPS, Canberra.

¹² Government of Western Australia 1994, Report of the Task Force on Aboriginal Social Justice.

¹³ Government of Western Australia 2001, Review of the Native Title Claim Process in Western Australia.

¹⁴ 'Protected areas' are 'areas of land and/or sea especially dedicated to the protection and maintenance of biological diversity, and of natural and associated cultural resources, and managed through legal or other effective means' (IUCN 1994).

Objectives for discussion

The Government would like discussion in the community on options for joint management of conservation lands against a background of the following objectives:

- Western Australia should have a comprehensive, adequate and representative (CAR) system of conservation lands that forms an integral part of Australia's system of protected areas.¹⁴
- The CAR system of conservation lands in Western Australia is obliged under national and international agreements to meet the IUCN (the World Conservation Union) 1994 definitions of protected areas (see Box 1). It is also desirable to meet IUCN best practice guidelines in relation to the involvement of Indigenous people in protected area management.
- Each protected area must be managed in a way that allows the objectives for conservation, Aboriginal heritage and recreation (as far as appropriate) to be met. This will entail conformity to the international standards to which Australia has subscribed for many years. If the area is called national park, for example, it must be capable of being managed according to IUCN Category II.
- Traditional Owners of conservation lands must be properly and adequately represented on the management body and in the management planning, thereby allowing them to exercise their customary responsibilities to manage their traditional country.
- The wider community must be able to participate in the management planning of each reserve.
- Traditional Owners who have been dispossessed of country that comprises the State's conservation lands and protected areas, should be afforded the opportunity to re-establish their links with that country and jointly manage it with CALM for the purposes for which it has been set aside.
- There should be a consistent statewide system; expressed in legislation, so that as conservation lands are nominated for joint management, all parties understand the mechanisms that will be put in place.
- The CALM Act should reflect the aspirations of Aboriginal people to participate in conservation land management, and recognise the Aboriginal heritage of the state. The CALM Act should be amended to include provisions for:
 - (a) the protection and preservation of Aboriginal heritage;
 - (b) establishing Boards of Management comprising a majority of Traditional Owners; and



The official opening of Karijini Visitor Centre.
Photo - Nigel Higgs.

(c) inalienable freehold¹⁵ title or management orders for parks and reserves to be held by Aboriginal corporate bodies representing Traditional Owners.

- Native title should not be extinguished through the creation of new conservation lands.
- Government to expedite the creation of new conservation lands by agreement with the Traditional Owners and Native Title Representative Bodies (NTRB's)¹⁶.
- Joint management should be implemented throughout the State. In some cases this will involve transitional arrangements.
- The Minister for the Environment (Minister) should approve¹⁷ decision-

making, excluding cultural heritage matters, on lands managed under the CALM Act on behalf of all Western Australians.

- Traditional Owners should be responsible for cultural heritage matters on lands managed under the CALM Act. The provisions of the *Aboriginal Heritage Act 1972* also apply to the lands managed under the CALM Act.
- There must be proper mechanisms for the resolution of disagreement between members of the management body. In practice this would mean the use of a number of steps, including the use of independent arbitrators to make recommendations, before finally calling on the Minister to determine an issue.
- An Indigenous Protected Areas program should be established to assist Aboriginal landholders to enter into conservation agreements with the Minister to enhance biodiversity conservation on Aboriginal held lands e.g. pastoral leases. This will be a component program of the initiatives outlined in the public consultation paper on the Biodiversity Conservation Act for Western Australia¹⁸.



Henry and Annie Dabb who work for Wongutha CAPS school teaching the Wongutha CAPS school Bush Rangers about bush tucker in Cape Le Grand National Park.

¹⁵ inalienable freehold title means that an Aboriginal Body Corporate can hold land in perpetuity but does not have the right to sell it. A condition would be attached to the title to have the land managed under the provisions of the CALM Act. Third party rights and interests to access areas under the provisions of other Acts e.g. State Agreements Acts, Mining Act, Rights in Water and Irrigation Act may also apply.

¹⁶ Native Title Representative Bodies (NTRB's) are appointed by the Commonwealth Minister for Aboriginal Affairs under the provisions of the *Native Title Act 1993* to facilitate native title applications, provide assistance to claimant groups and for notifying and advising applicants on management and development proposals from third parties on lands subject to native title applications.

¹⁷ The Minister directs and controls the functions of CALM in relation to the management of land to which the CALM Act applies. The Executive Director of CALM does things with the approval of the Minister. Such an arrangement should continue to apply to jointly managed conservation lands.

Ownership and management of protected areas

Alternative ownership arrangements

Terrestrial conservation lands are Crown lands that are 'reserved' under the provisions of the *Land Administration Act 1997*. The Minister for Lands issues a management order allocating the 'title' of the land to the Conservation Commission of Western Australia (CCWA) for management by CALM in accordance with the provisions of the CALM Act. Marine conservation reserves are created under the provisions of the CALM Act and vested in the Marine Parks and Reserves Authority (MPRA) for management by CALM.

The High Court of Australia found in *Western Australia vs Ward (Miriuwung-Gajerrong)*²⁰ that lands reserved for conservation purposes and vested in the CCWA under section 33 of the *Land Act 1933* extinguished native title rights and interests in the reserve.

A significant portion of Western Australian conservation lands are now regarded as lands over which native title has been extinguished. Consequently there are no opportunities under the *Native Title Act 1993* for Traditional Owners to obtain native title to those lands and secure any interests or rights, including the practice of traditional customs.



The Government therefore considers that it is imperative to amend State legislation to enable Aboriginal people to secure rights and interests in conservation lands and guarantee their future involvement in the joint management of those lands with CALM, according to the objectives outlined earlier in this paper.

CALM's Barna Mia Visitor Centre, at Dryandra Woodland near Narrogin.
Photo - Nigel Higgs

¹⁸ Government of Western Australia December 2002, A Biodiversity Conservation Act for Western Australia, Consultation Paper.

The Government 'reserves' unallocated crown land for purposes of national parks, conservation, recreation and other uses and under a 'management order' places the care and control of that land in a management body.

²⁰ High Court of Australia, 8 August 2002.

The Government also considers that a new form of an inalienable freehold title, held by an enduring Aboriginal Body Corporate, should be available.

The Government is proposing that the title to conservation lands may be held either as:

- Crown land reserves placed in the care and control of:
 - (a) the CCWA;
 - (b) the MPRA;
 - (c) an approved Aboriginal Body Corporate (ABC);

or

- Inalienable freehold title held by an ABC.

In all cases conservation lands will, however, continue to be managed in accordance with the CALM Act, which shall protect the public rights and interests in the land.

Alternative management arrangements

In Australia there are historically three broad approaches to co-management of protected areas. The Government proposes to amend the CALM Act to secure legal interests in the land for Traditional Owners and to enable protected areas to be co-managed by Traditional Owners and CALM. The three approaches to co-management will comprise:

1. Consultative management (Non-Aboriginal vested reserves)

Ownership (reserved Crown lands) is held

by the Conservation Commission of Western Australia (CCWA) or the Marine Parks and Reserves Authority (MPRA) with planning and management arrangements amended to secure the rights of Aboriginal people to practice their traditions and customs, and manage Aboriginal heritage sites in accordance with State law.

In this situation the planning and day-to-day management of conservation lands would continue to be carried out by CALM which would consult with the Traditional Owners and other interested Aboriginal persons about public works that may affect Aboriginal heritage as defined under the *Aboriginal Heritage Act 1972* (AHA) and seek appropriate approvals under the AHA for works that may affect heritage values.

Traditional Owners secure the right to practice their culture and protect heritage sites.

2. Cooperative management (Aboriginal vested reserves)

Ownership (reserved Crown lands) of conservation lands is held by an approved Aboriginal Body Corporate (ABC). The ABC represents the Traditional Owners of the area. A management order is granted on condition that the ABC and CALM jointly manage the area for purposes defined in the CALM Act e.g. national park or other conservation reserve.

This arrangement might apply where the Government assesses Aboriginal rights and interests as being substantial and meriting

transfer of title to secure enduring social and economic benefits to Traditional Owners.

In this situation the planning and day-to-day management of conservation lands is carried out by the ABC and CALM in accordance with a management plan and policies endorsed by the ABC and approved by the Minister.

Traditional Owners secure the right to practice their culture, protect heritage sites and share in the economic benefits e.g. employment, associated with the management and protection of the land.

Such arrangements may apply to some parts of ALT reserved lands that are handed back to ABC's through the placement of management orders.

3. Joint management (Aboriginal freehold lands)

Ownership (inalienable freehold) of conservation lands is held by an approved Aboriginal Body Corporate (ABC). The ABC represents the Traditional Owners of the area. An agreement, normally a 99-year lease with an option, would be reached with Government to enable the ABC and CALM to jointly manage the area for purposes defined in the CALM Act e.g. national park or other conservation reserve.

This arrangement will apply where Aboriginal people obtain exclusive possession of the land and lease it to government for conservation and public purposes.

The planning and day-to-day management of the conservation lands is carried out by the ABC and CALM in accordance with a management plan and policies endorsed by the ABC and approved by the Minister.

Public access to the lands would be in accordance with an approved management plan. Lease fees would be payable and subject to five yearly reviews.

It is envisaged that the Government and Traditional Owners will be able to agree on transitional arrangements that enable reserves to be vested in an ABC and then, at a future time, converted into an inalienable freehold title.

Snappy gums, Karijini National Park. Photo - Cliff Winfield.



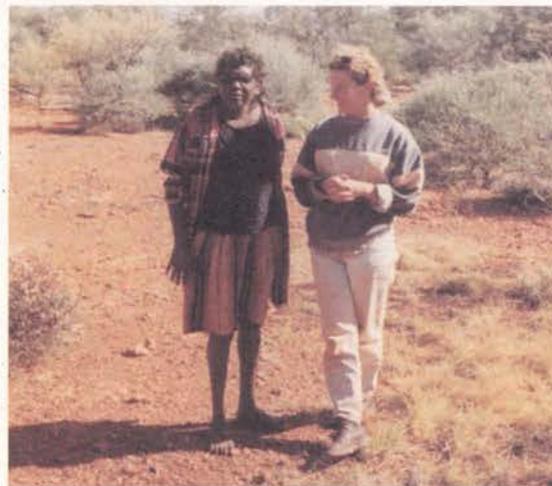
How might existing protected areas be transferred into Aboriginal ownership?

Title transfers may be achieved through legislative amendments to the *Land Administration Act 1997* and the *Conservation and Land Management Act 1984*.

- Traditional Owners would apply to the Minister for the Environment for the transfer of title to an approved ABC.
- The Minister would refer to the application to:
 - (a) the Minister responsible for Native Title;
 - (b) the Minister for Indigenous Affairs;
 - (c) the Minister for Lands;
 - (d) the Minister for State Development;
 - (e) the Minister for Local Government and Regional Development;
 - (f) the Minister for the relevant Region;
 - (g) ATSIC;
 - (h) the relevant Local Government Authority; and

(i) the general community, through advertisement for advice and comment.

- The Minister for the Environment (in Cabinet) would then consider the transfer of title to an approved ABC, and if approved, the Minister for Lands would commence the necessary administrative or legislative proceedings under an amended Land Administration Act to cancel the management order for a nominated reserve and either;
 - (i) grant an inalienable freehold title to the appropriate ABC, or
 - (ii) a management order placing the reserved land with the appropriate ABC.
- Title will be provided subject to the land being jointly managed with the Executive Director of CALM for the purpose(s) of conservation, Aboriginal heritage and/or recreation.

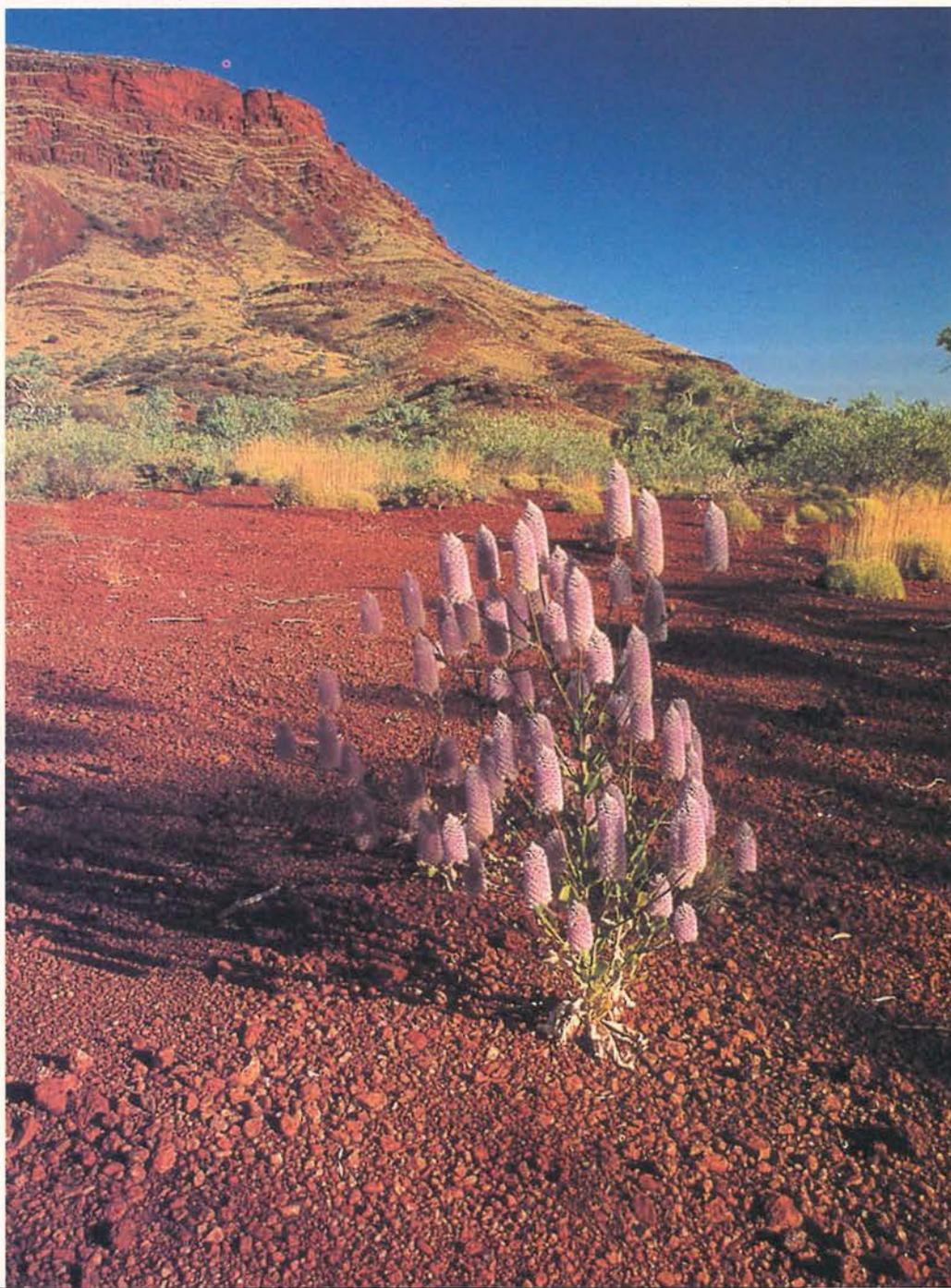


CALM's Goldfields reserves officer, Sarah Adriano (right) and Dorothy Ward from the Central West Claimant Group, in the Gibson Desert Nature Reserve.
Photo - Ian Kealley.

²¹ Public advertisement in two editions of a newspaper circulating throughout the State and the Government Gazette specifying that submissions will be received for a period of not less than 8 weeks from the date of publication of the notice.

How might new protected areas be created in Aboriginal ownership?

The Government would negotiate an agreement with Traditional Owners to establish new protected areas as either Aboriginal owned lands or Aboriginal reserved lands to be jointly managed with the Executive Director of CALM. The provisions of the CALM Act would apply to the land.



Left: Karriji National Park
Photo—Western Australian
Tourism Commission

Joint management of conservation lands—what is proposed?

Two tenets of joint management that will be progressively applied by the Government are:

1. Consultation and joint decision making

The creation of Boards of Management will be the single most significant change to management of the State's conservation lands ever undertaken by any Government.

The Boards will approve management plans, approve works programs and make decisions about management that are consistent with management regulations and plans. They will monitor the implementation of the decisions by CALM and Traditional Owners. Board decisions would be consistent with the purpose of the reserve and the CALM Act.

Boards will be provided with Executive support through CALM, which may, by agreement with the Board, contract the provision of those services to an appropriate Aboriginal person or organisation.

2. Employment and economic development

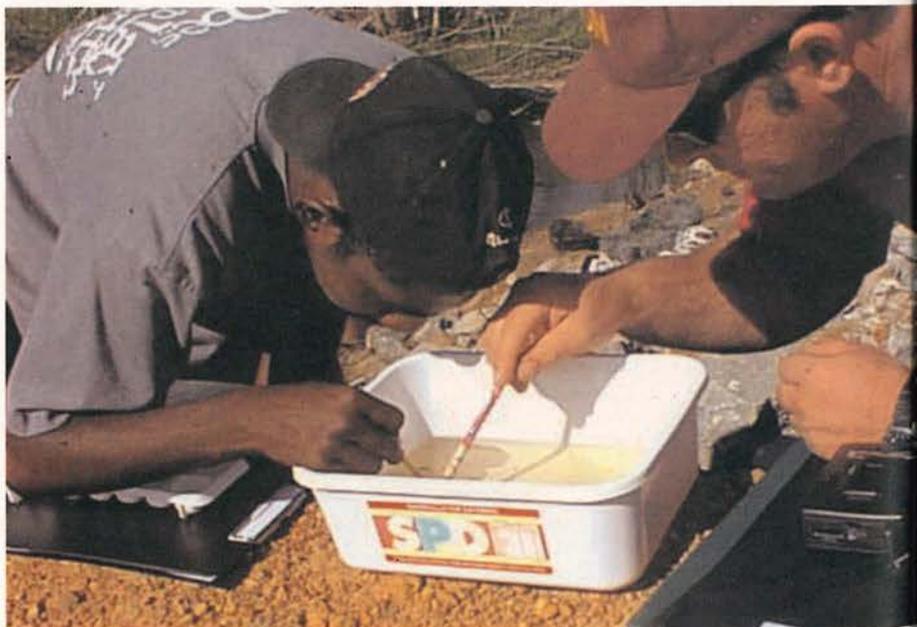
The Government will implement employment and economic development strategies with the Traditional Owners and Commonwealth agencies such as ATSIC. A mix of organisations will play a role in capacity building programs that aim to achieve long term, sustainable employment and management outcomes.

There is both a need and a desire on behalf of

the Government to build internal capacity to enable joint management and meaningful employment and training of Aboriginal people in conservation and land management. Aboriginal people are the custodians of much of our knowledge about the natural environment, many live in remote locations that are costly to service and they have the ability to bring additional resources into conservation land management, e.g. through the targeted application of community development and employment programs.

The Government is also concerned that past policies have failed to engender an Indigenous workforce profile that is fully reflective of the community the Government serves or the regional communities in which the CALM operates. Aboriginal people represent the key group that the Government is seeking to target for employment as the initial component of a new broad corporate employment diversity strategy for CALM.

Below: A young CALM Bush Ranger on study leave.



Guidelines for joint management of conservation lands

The following principles would guide the negotiations of joint management arrangements to be agreed before the transfer or granting of title to the land.

- The joint management will be subject to periodic reviews. The period between reviews will be agreed between the parties prior to the transfer of title. The reviews will most likely coincide the review of the management plan.
- Each reserve or group of reserves would be administered by a Board of Management, comprising representatives of the ABC and CALM. The Board would be chaired by a nominee of the ABC who is approved by the Minister. The ABC will also have the majority of members on the Board.
- The Board would have the functions of preparing management plans for the protected area and setting policy and management direction within the scope of the management plan.
- Decisions of the Board would be by consensus, but where agreement could not be reached, or where a decision has not been made, there would be provision for mediation and, where necessary, referral to the Minister for determination.
- The agency responsible for implementing the decisions of the Board is CALM.
- The Board through the agency of CALM should prepare a draft management plan as soon as possible after the transfer of title is executed. The draft management plan should be referred to the CCWA or the MPRA for advice before its release to the public. Where a difference of opinion exists between the Board and the CCWA/MPRA, there should be the provision for mediation and, where necessary, referral to the Minister for a decision.
- Final management plans should be produced by the Board for approval by the Minister in consultation with the CCWA or the MPRA. In submitting the final management plan the Board should also publish a summary of public submissions on the draft management plan.
- The ABC and CALM would manage the protected areas in accordance with the provisions of the CALM Act and be required to establish joint management performance indicators²² that could be regularly assessed by the CCWA/MPRA.
- Government funding for the Board would be provided through CALM's annual expenditure appropriation approved by the Parliament.
- CALM will be able to enter into contractual arrangements with Aboriginal organisations to carry out management activities on behalf of the Department and the Board of Management.
- Aboriginal employment and training outcomes should be agreed and endorsed by Government.

²² joint management performance indicators may include training and employment targets, such as the percentage of Aboriginal park staff.

IUCN Guidelines for protected area management categories

Category Ia

STRICT NATURE RESERVE: PROTECTED AREA MANAGED MAINLY FOR SCIENCE

Area of land and/or sea possessing some outstanding or representative ecosystems, geological or physiological features and/or species, available primarily for scientific research and/or environmental monitoring.

Category Ib

WILDERNESS AREA: PROTECTED AREA MANAGED MAINLY FOR WILDERNESS PROTECTION

Large area of unmodified or slightly modified land and/or sea, retaining its natural character and influence, without permanent or significant habitation, which is protected and managed so as to preserve its natural condition.

Category II

NATIONAL PARK: PROTECTED AREA MANAGED MAINLY FOR ECOSYSTEM CONSERVATION AND RECREATION

Natural area of land and/or sea, designated to (a) protect the ecological integrity of one or more ecosystems for this and future generations, (b) exclude exploitation or occupation inimical to the purposes of designation of the area and (c) provide a foundation for spiritual, scientific, educational, recreational and visitor opportunities, all of which must be environmentally and culturally compatible.

Category III

NATURAL MONUMENT: PROTECTED AREA MANAGED FOR CONSERVATION OF SPECIFIC NATURAL FEATURES

Area containing one or more specific natural or natural/cultural feature which is of outstanding value because of its inherent rarity, representative or aesthetic qualities or cultural significance.

Category IV

HABITAT/SPECIES MANAGEMENT AREA: PROTECTED AREA MANAGED MAINLY FOR CONSERVATION THROUGH MANAGEMENT INTERVENTION

Area of land and/or sea subject to active intervention for management purposes so as to ensure the maintenance of habitats and/or to meet the requirements of specific species.

Category V

PROTECTED LANDSCAPE/SEASCAPE: PROTECTED AREAS MANAGED MAINLY FOR LANDSCAPE/SEASCAPE CONSERVATION AND RECREATION

Area of land, with coast and seas as appropriate, where the interaction of people and nature over time has produced an area of distinct character with significant aesthetic, cultural and/or ecological value, and often with high biological diversity. Safeguarding the integrity of this traditional interaction is vital to the protection, maintenance and evolution of such an area.

Category VI

MANAGED RESOURCE PROTECTED AREAS: PROTECTED AREA MANAGED MAINLY FOR THE SUSTAINABLE USE OF NATURAL ECOSYSTEMS

Area containing predominantly unmodified natural systems, managed to ensure long-term protection and maintenance of biological diversity, while providing at the same time a sustainable flow of natural products and services to meet community needs.

The IUCN guidelines were developed internationally to communicate information relating to protected areas, and also as a means of assessing the status of the global network of protected areas. The IUCN Guidelines for Protected Area Management Categories provide international standards for collection, handling and dissemination of data on protected areas.

IUCN – International Union for the Conservation of Nature, Gland, Switzerland.

Capacity building and Aboriginal employment in CALM

There is a legitimate expectation from Aboriginal people and the broader community that Aboriginal people be strongly represented in conservation and land management employment. The Government recognises the unique role and expertise that Aboriginal people can play as both 'Traditional Owners' with a cultural responsibility to care for country, and as managers of the conservation lands and waters for the State.

In order to achieve a just and equitable Aboriginal employment outcome on conservation lands, the Government proposes, through CALM, to initiate a multi-faceted employment and training program in conjunction with non-Government training providers and land management organisations. This initiative contributes toward the Government's recently released *Equity and Diversity Plan for the Public Sector Workforce 2001-2005*.

Below: CALM Aboriginal Trainees, from left to right are Ross Lynch, Anthony Richardson, Darren Mason and Luke Stokes.



Current Aboriginal employment profile

CALM directly employs 24 full time equivalent Indigenous persons. An equivalent number of Indigenous people have been employed through alternate arrangements with Aboriginal corporations as a result of initiatives to provide training and develop enterprises, for example the Geikie Gorge tourist boat tour. Aboriginal employees are predominantly located in regional field based positions.

The last major conservation employment program initiatives undertaken by Government with Aboriginal people were conducted in the late 1980's. Several Aboriginal employees remain in CALM employment today as a direct result of undertaking the program. However, it is recognised that without an active targeted long-term strategy it will be impossible to significantly improve the Aboriginal employment demographic of CALM.



Above: CALM Wildlife Officer Trevor Walley with students from Hope Valley Primary School, Rockingham. Photo - Rhianna Mooney.

Left: CALM's first cross cultural awareness course, run by the Department's Indigenous Heritage Unit. Photo - Ernie McLintock.

Ten year mentored Aboriginal training and employment scheme

The progressive resolution of native title claims will inevitably lead to an increased involvement of Indigenous people in conservation land management as Governments commit to native title and non-native title outcomes. CALM as a major regional employer for the Government, will be required to implement Government approved negotiated outcomes in the short and long term. However, unless CALM initiates a systematic Aboriginal employment action plan it will be unprepared, ill-equipped and vulnerable to claims of complacency and intransigence in relation to reconciliation of Aboriginal interests and aspirations to be involved in the management and protection of their traditional lands.

CALM has reviewed its funding and staffing allocations in recognition of current budgetary constraints and identified strategies that will commence the delivery of meaningful training and employment opportunities for Indigenous people in conservation land management.

CALM is implementing three key strategies for training of Indigenous people to meet minimum entry-level qualification requirements. Strategy one applies to remote locations where trainees will be co-located with skilled mentors for the duration of their training, e.g. Ngauwudu Management Area (Mitchell Plateau) in the Kimberley and Goldfields region conservation lands. Strategy two applies in urban settings where trainees will be able to undertake formal group traineeships through Aboriginal corporations, e.g. Albany, Perth. Strategy three utilises the National Indigenous Cadetship Program to support tertiary students and provide

opportunities for Aboriginal people in professional areas within CALM and to provide for future management recruitment.

Each recruit who enters under strategy one or two will undertake mentored training and employment for up to three years to enable appointment to a range of occupations, including:

- National park ranger
- Park maintenance worker
- Field officer
- Wildlife officer
- Forest officer
- Aboriginal heritage officer

Below: CALM Wildlife Officer Trevor Walley (left) with Balga TAFE students at the Naragebup Rockingham Regional Environment Centre. Photo - Rhianna Mooney.

Bottom: CALM's Aboriginal trainee graduates with the Minister for the Environment Dr Judy Edwards (third from left) and CALM's Acting Executive Director, Keiran McNamara (right). Photo - Ernie McLintock.



Mentored training

Strategy one - remote location training

Trainees will be located at various sites throughout WA and they will be co-located with specially trained and skilled mentors for the duration of their training period. Training will be delivered and monitored by CALM's professional training staff (the Department has Registered Training Organisation (RTO) Status and over 60 category 2 qualified workplace assessors), supplemented by access to external RTO's which specialise in relevant curricula (e.g. park ranger training).

CALM proposes to have an intake of six Indigenous trainees per annum over six years to provide up to 36 fully qualified Indigenous field officers in remote locations within nine years. The Government will fund the program with the assistance of the Commonwealth Department of Employment and Workplace Relations.

Strategy two - urban and near urban location training

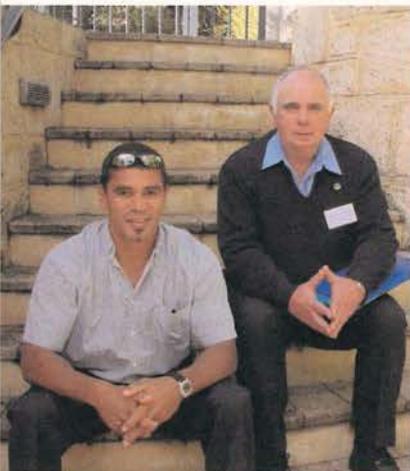
CALM will enter into agreements with registered Aboriginal training organisations and the Department of Education and Training to arrange for training services to Indigenous people seeking employment opportunities in conservation and land management, including positions such as national park rangers and other Departmental field officers. CALM recognises the benefits of partnering with Aboriginal training organisations and will commit funding support for an annual intake of up to 12 Indigenous trainees for five years

throughout the State. The program will aim to provide up to 60 fully qualified Indigenous field officers within eight years.

CALM's professional training staff will monitor and progressively review the programs to ensure that trainees are provided with adequate and effective mentoring and the opportunity to participate throughout the program in hands-on conservation and land management work. It is envisaged that the program may be expanded to provide integrated training and employment programs with other agencies such as the Department of Agriculture, Indigenous owned farm and pastoral companies, mineral resource companies and Local Government Authorities.

Strategy three - scholarships/cadetships

CALM will, in conjunction with the private sector and charitable foundations, establish a scholarship/cadetship program for tertiary training for young Aboriginal people wishing to pursue tertiary studies in a field associated with conservation and land management. It is envisaged that at least three scholarships/cadetships per annum will be offered with work experience opportunities factored into semester breaks. The scholarship/cadetship program will run for a minimum seven years producing up to fifteen tertiary trained Indigenous people for employment in the Department. Employment outcomes in other State Government agencies, local government, Indigenous organisations or private sector organisations would also be an acceptable result.



Aboriginal trainee recruit and former AFL star Dale Kickett with his CALM mentor, District Fire Co-ordinator Kevin Pollock.
Photo - Sue McKenna

Costs estimate

The training component will cost \$12 million over ten years. Up to \$2 million may be available from Commonwealth sources to subsidise the program. Additional external funds of up to \$2 million may be available from the private sector and charitable sector to augment the Government expenditure.

The deployment component will cost at least \$8 million over 10 years. These expenses include the additional costs of accommodation, travel, uniforms, vehicles, tools and equipment, consumables associated with full time, part time and seasonal employment of trainees around the State.

Aboriginal employment outcome target

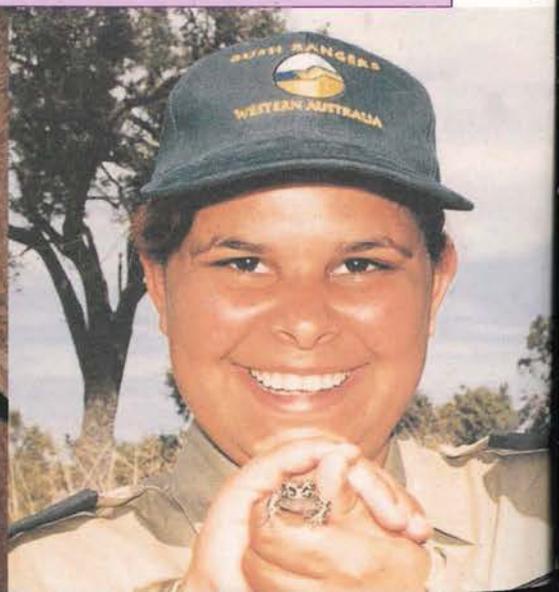
CALM is committed to a ten-year program to raise the number of directly employed Aboriginal people to a target range of 10-15% total of its full time equivalent workforce (FTE's). This commitment is made in recognition of the facts that:

- Indigenous people comprise 6.8 per cent of the population residing outside the Perth metropolitan area,
- CALM is the major land management employer in the State,
- under the *Native Title Act 1993* Indigenous people have claims to a legal interest in almost all the land managed by CALM,

- Indigenous people have cultural responsibilities to care for country, and
- the Government's election commitment was to implement joint management strategies for conservation lands with Indigenous people and to provide them with employment and training opportunities.

CALM will apply an affirmative action program to achieve a target of 50 Aboriginal employees/trainees (FTE's) by December 2004 rising to a minimum of 100 additional Aboriginal employees (FTE's) within ten years.

| Year | Target range 10%-15% FTE's |
|------|----------------------------|
| 2003 | 36-54 |
| 2004 | 45-68 |
| 2005 | 54-82 |
| 2006 | 63-95 |
| 2007 | 72-108 |
| 2008 | 81-121 |
| 2009 | 90-135 |
| 2010 | 99-150 |
| 2011 | 108-162 |
| 2012 | 117-175 |



Integrating departmental outcomes with Aboriginal reconciliation and the resolution of native title claims

The Government considers that there are five principal strategies for reconciliation with Aboriginal people on conservation lands in Western Australia. These are:

- the Mentored Aboriginal Training and Employment Scheme,
- Boards of Management to enable effective and meaningful input into decision making over conservation lands,
- protection of Aboriginal heritage as a land management function of the Department,
- the amendment of the *Conservation and Land Management Act 1984* and the *Wildlife Conservation Act 1950* to accommodate Aboriginal values and

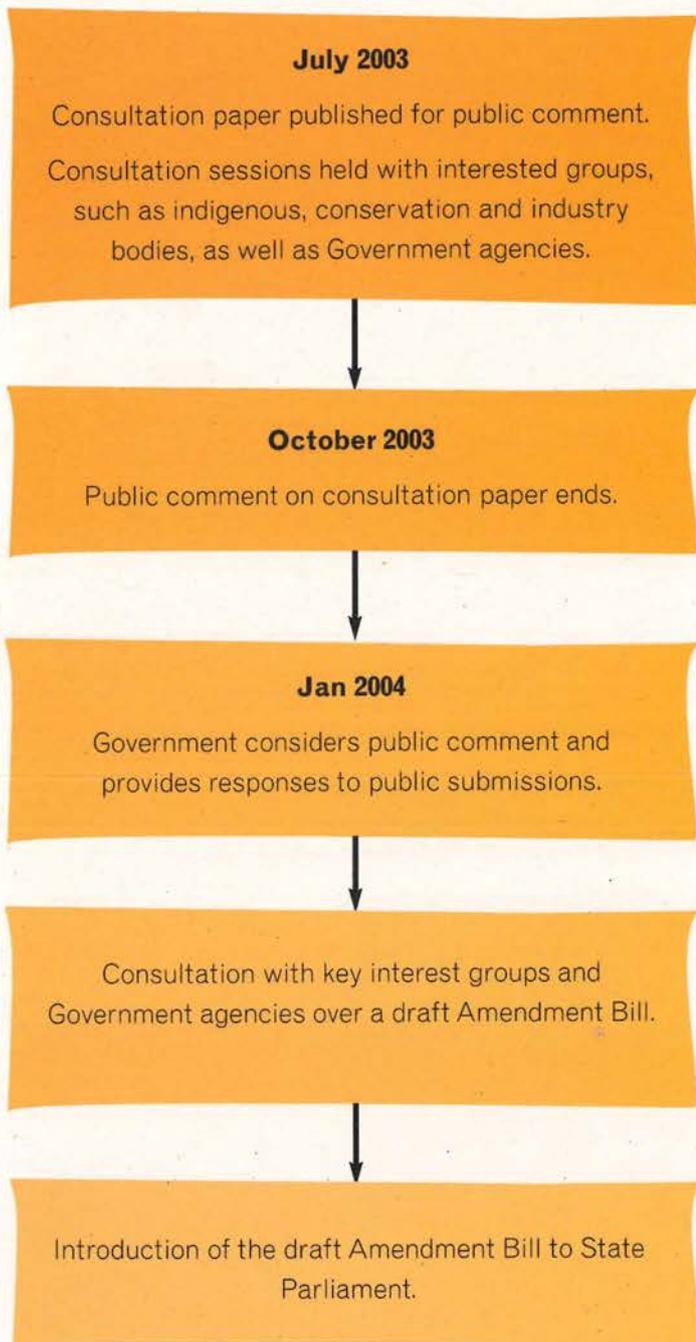
native title outcomes, and

- recognition of native title rights and interests where they are determined through negotiation or legal proceedings under the provisions of the *Native Title Act 1993*.

The successful implementation of these strategies will depend largely on the level of resourcing and the degree of support and involvement of Indigenous organisations. It is, however, unquestionably better to attempt to set achievable, measurable and justifiable Indigenous employment targets that provide a framework within which non-native title training and employment outcomes may be negotiated through Indigenous Land Use Agreements or other means.



Conspicuous Cliff Beach.
Photo—Cliff Winfield



How to comment

Please send your submission to the Executive Director of the Department of Conservation and Land Management, attention Peter Sharp.

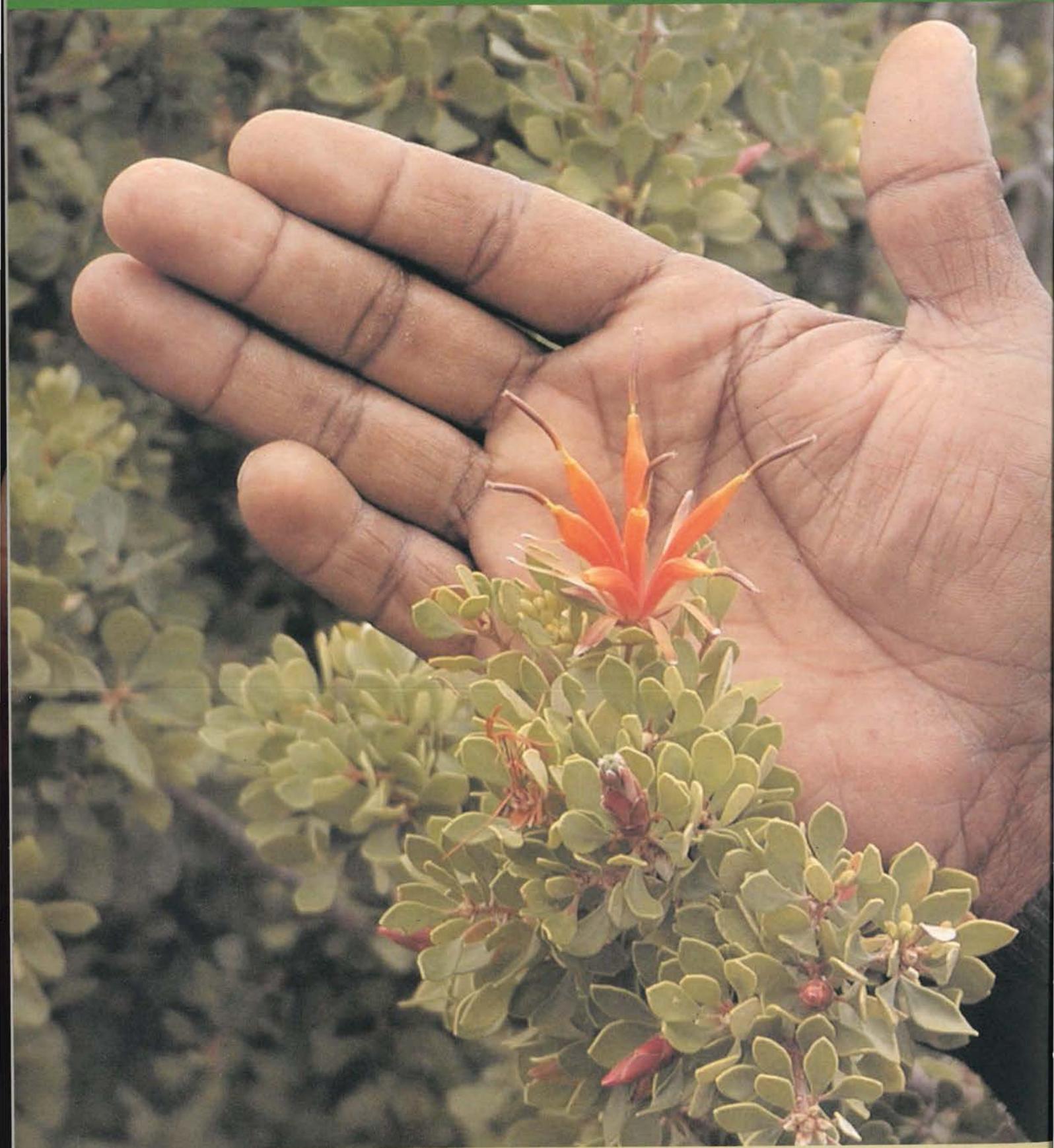
Email address:
peters@calm.wa.gov.au

Fax: 9386 1286

Mail address:

Executive Director
Department of Conservation and Land Management
Postal address: Locked Bag 104,
Bentley Delivery Centre,
Bentley, Western Australia 6983
(Attention Peter Sharp)

We would like to make submissions available on CALM's web site. Please let us know if you would prefer your submission to be kept confidential.



SHARING THE DREAMING



The Department of Conservation and Land Management Indigenous Heritage Unit

Aboriginal Cultural Awareness Workshop



DEPARTMENT OF
**Conservation
AND LAND MANAGEMENT**
Conserving the nature of WA



Sharing the Dreaming was produced by the Department of Conservation and Land Management's Indigenous Heritage Unit in conjunction with the Department's Publications Section.

Source material: Ken Hayward, Noel Nannup. Editor: Rhianna Mooney. Graphic designer: Maria Duthie. Managing editor: Sue McKenna.

SHARING THE DREAMING

The Department of Conservation and Land Management Indigenous Heritage Unit

Aboriginal Cultural Awareness Workshop



Snappy Gums, Millstream-Chichester National Park

Photo – David Bettini

Indigenous Heritage Unit

Locked Bag 104, Bentley Delivery Centre, WA 6983
Tel: (08) 9334 0564

CONTENTS

| | page |
|--------------------------|------|
| Foreword | 3 |
| History | 5 |
| Culture | 15 |
| Indigenous Heritage Unit | 33 |
| Biodiversity | 37 |
| Regional Information | 41 |



Sunrise at Toolibin Nature Reserve. When filled with water, waterbirds visit this last freshwater lake in the Wheatbelt.

FOREWORD

In Western Australia, hunting, gathering and fishing activities on Crown lands are just some of the land-use issues that concern Aboriginal people. At a conference held in August 1990 at Millstream-Chichester National Park (100 kilometres south-east of Karratha), Aboriginal delegates from communities in the Gascoyne, Murchison, Goldfields, Pilbara and Kimberley Regions presented a 14-point statement to the Department of Conservation and Land Management and the National Parks and Nature Conservation Authority (NPNCA).

Issues raised in this statement included land tenure, living areas, tourism, mining, protection of culturally significant sites and employment in relation to Aboriginal people and national parks. The conference established a working party of Aboriginal organisations and State and Federal Government Departments. The purpose of the working party was:

"to ensure that there is a continuous dialogue between Aboriginal organisations and Government on issues and needs directly affecting Aboriginal people and their involvement in the policies and management of national parks and nature conservation reserves, and related issues."

(August Conference 1990)

The Department of Conservation and Land Management has had considerable contact with Aboriginal people, especially in the north of the State. Aboriginal Ranger Training Programs have been conducted at Hamersley, Millstream-Chichester and Purnululu National Parks, Dampier Archipelago and in the Goldfields.

Aboriginal rangers have been employed at the above national parks and the Department has initiated Contract Employment Programs involving Aboriginal people in the Pilbara, Kimberley, Wheatbelt and Goldfields regions with good results. Throughout the State there is a need for consultation with Aboriginal people and with the advent of newly formed national park reserves in our south-west, liaison with Aboriginal people in the south is necessary.

The Department has written Memorandum of Understandings (MOUs) with Aboriginal people in most rural zones following the Native Title Act and Wik legislation. The MOUs help to implement Indigenous Land Use Agreements that enable the creation of conservation reserves. This creates mutual respect between parties that have a dual role in conserving and preserving nature.

In order to foster a greater understanding and more awareness between the Department of Conservation and Land Management and Aboriginal people the Department has implemented Cultural Awareness workshops for all personnel. The Department's aim is educate its staff on issues relating to Aboriginal people and develop conversation about the views, values and concerns of both parties in the areas of land management.

Respect is the key.

HISTORY

Time Line • Aboriginal Affairs • The Department of Conservation and Land Management • Government Policy • Cultural mapping

Time Line Legislative Acts

YEAR EVENT

BC

47,000 Archaeological research finds that Aboriginal activity in Devils Lair near Margaret River, dates back to 47,000 BC.

41,000 Aboriginal occupation at Riwi rock shelter in the Fitzroy Valley.

39,700 Aboriginal occupation in the West Kimberleys at Carpenters Gap, between Derby and Fitzroy Crossing.

38,000 Time dated on the archaeological record for Aboriginal spiritual links and occupation of land in the Swan Valley.

32,000 A site of Aboriginal occupation is found and dated at Mandu Mandu near Exmouth.

24,000 24,000 years is the designated record of Aboriginal links to land in the Newman region.

AD

1600 Dutch explorers investigated the coast of Western Australia.

1829 Western Australia was colonised by the British.

1830 Aboriginal Protectors were appointed.

1838 Rottnest Island Prison was created solely for the incarceration of Aboriginal men from regions throughout the State. The Kangaroo Ordinance was an attempt to balance the economic and sporting needs of the settlers with the need for food for the colony's Aboriginal people. Licences were required to shoot kangaroos but landowners and Aboriginal people were exempt. The Ordinance continued until 1878.

Early native fauna protection appears to have been by way of Game Acts and regulations.

1872 Reserves were created under the Land Regulations for the colony of Western Australia. These reserves were subject to tenure.

1874 The *Game Act* was intended to protect introduced game animals that hunted native fauna species. Protection was afforded to certain native fauna species during their breeding season. Amendments to this Act in 1876 and 1878 enlarged the list of protected native fauna species and allowed flexibility in the declaration of breeding seasons.



Woman from Pinjarra, south-west of Western Australia, dressed in kangaroo skin cloak, bonka, and wearing a head decoration of possum fur. The front of her cloak is clasped with a bone needle bird. Photographer unknown, 1829 (sic.) probably c 1860's.

YEAR **EVENT**

Time Line Legislative Acts

- 1883** A Royal Commission titled the Forrest Report established an inquiry into the treatment of prisoners.
- 1886** The Aborigines Protection Board was established under the *Aborigines Protection Act*. The Board was constituted to provide Aboriginal people with food and clothing when destitute, provide education to Aboriginal children and assist in the preservation and well-being of Aboriginal people.
- 1887** Further reserves were created, however there was still little security of tenure for these reserves.
- 1889** The *Constitution of Western Australia* was amended to include Section 70 which prescribed that one per cent of the gross revenue was to be "appropriated to the welfare of the Aboriginal natives."
- 1892** The *Game Act* allowed the Governor to proclaim, by way of regulations, closed seasons for specified native fauna 'game' species (whereby no hunting was allowed) and the creation of reserves for native game. Additionally the *Game Act* provided for the protection of particular indigenous fauna species (not necessarily game animals) with penalties for unlawful destruction of those animals. Game reserves were declared after 1900 over a range of Crown and private land.
- 1895** The *Parks and Reserves Act 1895* provided for the appointment of boards to control and manage parks and reserves under the Land Regulations of 1887. Four reserves were covered by these arrangements in 1895, which probably included the John Forrest National Park. Native flora reserves were protected by regulations under the Parks and Reserves Act.
- 1896** The Woods and Forests Department was established within the Lands Department and a Conservator of Forests was established.
- 1898** The *Land Act 1898* consolidated previous land regulations and provided for the establishment of lands for the protection of flora and fauna. The reserves could be placed under a board of control. Native flora on reserves in the Colony of Western Australia could be protected by regulations made by the vesting or controlling bodies under the *Land Act 1898*.
- 1899** The *Permanent Reserves Act 1899* provided for security of tenure, creating the Class A, B and C categories of security. The untimely death of the inaugural Conservator J. Ednie-Brown in October frustrated the development of forestry management and policies. The position of Conservator was left unfilled for 17 years.
- 1900** Amendments to the *Game Act 1892* in 1900, concentrated on the protection of kangaroos given the 'economic' importance of the species. There were further protective measures for kangaroos in amendments to the *Game Act* in 1907 and 1911.
- 1902** The Caves Board was established on 7 November under the *Parks and Reserves Act 1895* and managed cave reserves at Yanchep and the Yallingup-Margaret River area. Many of these caves were later to be part of national parks.
- 1904** A Royal Commission into the matters of Aboriginal people was headed by Dr. W. E. Roth, and inquired into the administration of the Aborigines Department, the employment of Aboriginal people, the Aboriginal police system (police protectors), the treatment of Aboriginal prisoners and the distribution of relief. The report found many human rights abuses of Aboriginal people and recommended the protection of Aboriginal people by strict controls.



Man dressed in kangaroo skin cloak, bonka, and carrying spears and boomerang, kylie. Photo - R. Potts, 1894/95.

This photo and photo on previous page courtesy of Berndt Museum of Anthropology



YEAR

EVENT

Time Line Legislative Acts

- 1905** The *Aborigines Protection Act 1905* provided the Chief Protector with the statutory power to institute measures for the relief, protection and control of Aboriginal people as recommended by the Royal Commission. The Act legalised the removal of Aboriginal children from their parents and natural families, encouraged establishment of reserves and missions, and introduced many restrictive measures.
- 1910** The Caves Board was replaced with a one-man Board of Control.
- 1912** The *Game Act* was introduced. Features of the Act included 'guardians' (a precursor to honorary officers), the taking of game for scientific purposes and the prohibition of exportation of live game. With an amendment made in 1913 to control the export of fauna skins, the *Game Act 1912* remained effective until the *Fauna Protection Act 1950* came into operation. The *Game Act* provided the transition of protection for game and sporting purposes to the protection of all 'non-harmful' native-fauna.
- The *Native Flora Protection Act* provided protection to a small number of indigenous plant species listed in a schedule to the Act. The protected species were all *Acacia*, *Anigozanthos*, *Boronia*, *Grevillea*, *Rovea*, *Rypocalymrna*, *Kennedia* and *Leschenaultia* taxa plus the Christmas Tree, *Nuytsia floribunda*. The destruction of these species on any Crown lands (but these were not defined) or any lands vested in a statutory body was an offence.
- The *Native Flora Protection Act* is now administered by the Minister for Forests. The Hon W. Kingsmill who introduced the Act to Parliament has been honoured by having native flora species named after him, the *Eucalyptus kingsmillii*.
- 1914** Control of caves was transferred on 20 November to the State Hotel's Department, which was administered from the office of the Colonial Secretary. Subsequently the State Hotel's Department became responsible for two non-cave reserves, one of which was the Serpentine Falls.
- 1916** C.E. Lane-Poole was appointed Conservator of Forests
- 1918** The Forests Department of Western Australia was established under the *Forests Act* and was responsible for controlling and managing State forests and timber reserves. There was no vesting body for these lands.
- The first State forest was 1375 hectares of tuart forest near Ludlow and was created between 1918 and 1919.
- 1919** The Department for the North West was responsible for Aboriginal people living above the 25th parallel and the Department of Aborigines and Fisheries was responsible for those living below the 25th parallel.
- The State Gardens Board was established on 8 December under the *Parks and Reserves Act 1895*. The inaugural chairman was the Secretary of the Premier's Department and the second member of the Board was the Under Secretary for Lands. Ten small park, garden and foreshore reserves around Perth, with a total area around 40 hectares were the first lands to be managed by the board. Matilda Bay at Crawley is one of the original reserves which is now managed by the Department of Conservation and Land Management.
- Reservation of land accelerated throughout the 1920s.
- 1926** The Aborigines Department was re-established and became responsible for Aboriginal matters throughout the state.
- 1930** By June 1930, 1,204,293 hectares of State forest and 576,109 hectares of timber reserves had been created, totalling an area of 1,780,402 hectares.
- In May 1930, the Pemberton National Parks Board was initiated under the *Parks and Reserves Act 1895*. Other reserves added to the Board's management portfolio included the Warren National Park, Brockman Forest (now the Brockman National Park) and the Beedelup National Park. At the request of the Pemberton Parents and Citizens Association, the hillside opposite the town (including the caravan park and swimming pool) was reserved for recreation.

YEAR**EVENT****Time Line Legislative Acts**

- 1932** The State Gardens Board took over control of the South Perth Zoo.
- 1933** The *Land Act 1933*, which was administered by the Department of Lands and Surveys, applied to all Crown land and provided for the establishment of reserves, which may be 'vested' in a designated body or trust. 'Vesting' under the *Land Act* conveys care, control and management of a C reserve, but not 'ownership' of the land except when provisions allow ownership in other legislation. Ultimate responsibility for legal and policy oversight in relation to vested reserves, remained with Department of Land Administration (DOLA).
- 1935** The *Native Flora Protection Act 1935* repealed the 1912 Act. The 1935 Act allowed the Governor to proclaim the protection of any wildflower or native plant under the Act. Many species were added to the list of the 1912 Act, including all orchids and distinctive species such as the Black Kangaroo Paw, *Verticordia grandis* and the Albany Pitcher Plant. The offence of destroying the proclaimed protected species, applied to all Crown lands, State forest or timber reserves, any public purpose reserve land vested in a statutory body or road.
- 1936** The *Native Administration Act 1936* resulted in strict controls for Aboriginal people including the penalisation for actions, which were not considered an offence for non-Aboriginal people. Aboriginal people required permits for entry into certain towns and for employment.
- 1938** The *Native Flora Protection Amendment Act 1938* gave the Governor the additional ability to declare all wildflowers or native plants to be protected on specified land, any State forest or timber reserve or road. The lands, which needed to be specified in a proclamation, were vacant Crown land or public purpose reserves.
- The State Gardens Board had no rating base nor could it borrow funds. Donations provided by Sir Charles McNess in the 1930s were crucial to the Board's operations. The Board's land acquisition from 1919 to 1939 included Yanchep, Serpentine Falls, the Porongurup's, the Darling Range National Park and the Nornalup Inlet National Park, which until 1947 was managed by the Nornalup Reserves Board.
- 1944** The *Natives (Citizenship Rights) Act 1944* gave limited rights to Aboriginal people who could prove, among other things that they have adopted a 'civilised life' and did not associate with Aboriginal people who did not have citizenship rights.
- 1950** The *Fauna Protection Act 1950* repealed the *Game Act 1912* and came into operation on 1 July 1952. The Minister for Fisheries was responsible for the Act, which was administered by the Chief Warden of Fauna in the Department of Fisheries. The Chief Inspector of Fisheries was the caretaker for the position until the Chief Warden of Fauna was appointed.
- The *1950 Fauna Protection Act* gave a blanket protection to all 'wild' vertebrate fauna in the State, whether it was indigenous or introduced (including migratory), except fauna that was proclaimed to be unprotected or only protected for a period or season. The ability to take unprotected fauna by way of an open season was provided, but required a licence. Aboriginal people, or 'natives' as they were called, were allowed to take fauna from all Crown land, except sanctuaries and any land without the consent of the occupier of that land.
- The *Fauna Protection Act 1950* did not bind the Crown and was subservient to the *Fisheries Act*, *Vermin Act* and the *Whaling Act*.
- Sanctuaries were defined as vested Crown lands reserved for the conservation of fauna under the *Land Act 1933*. These areas that were created as sanctuaries were later known as nature reserves and were established by an agreement between the Minister and the owner of the lands.
- The *Fauna Protection Act 1950* also introduced the Fauna Protection Advisory Committee, that included the Chief Warden of Fauna as chairman and the Conservator of Forests as one of the three ex-officio members. The remaining three members were appointed by the Minister and at least one of the three was to have a practical knowledge of fauna. The Committee advised the Minister on matters regarding fauna.

YEAR **EVENT****Time Line Legislative Acts**

- 1954** The *Native Welfare Act 1954* attempted to overcome the previous policy of strict controls under the Department of Native Welfare. Many of the restrictions imposed by the previous Act were repealed.
- 1956** The State Gardens Board was superseded by the National Parks Board of Western Australia on 13 April and was made responsible to the Minister for Lands under the *Parks and Reserves Act 1895*. The Board was made a body corporate and was the vesting body for national parks and 'other' reserves.
- 1960** The State Hotels' Department was abolished and the remaining caves reserves were taken over by the Lands Department and a private individual at Yallingup.
- 1963** On 16 August 1963, a proclamation under the *Native Flora Protection Act 1935*, protected all wildflowers and native plants on State forest, timber reserves, vacant Crown land, public purpose reserves and all roads, which were within the South West and Eucla Land Divisions. The Land Act reserved with the purpose of protecting flora and fauna that was outside the South West and Eucla Divisions.
- The protection of native flora was the responsibility of the Minister for Forests and the Department of Forests until 1980.
- 1967** A Commonwealth Referendum realised 90 per cent 'yes' votes for Aboriginal people to be given full citizenship. The Commonwealth was given the power to legislate in relation to Aboriginal matters.
- The *Fauna Protection Amendment Act 1967*, enabled the title of the principal Act to be changed to the *Fauna Conservation Act 1950*. The Minister responsible was cited as the Minister for Fisheries and Fauna and the Department became known as the Department of Fisheries and Fauna. The title of the Fauna Protection Advisory Committee was changed to the Western Australian Wild Life Authority. The ex-officio representation of the Authority was expanded to four officers and the Director of Fisheries and Fauna was appointed as Chairman. The Ministerial appointees were expanded to seven. The Wild Life Authority was regarded as the vesting body for sanctuaries, but the Act did not specify this role.
- The *Fauna Protection Amendment Act 1967* allowed the Wild Life Authority to classify sanctuaries as prohibited and limited access, shooting/hunting or unlimited access areas. The Authority also prepared management schemes for these sanctuaries. These were referred to as Working Plans and later known as Management Plans.
- 1968-70** Large parks were proclaimed in areas including Hamersley Range, Cape Arid and Chichester Range. At the same time Aboriginal people were added to the National Parks Board's estate.
- 1969** The power to declare certain fauna to be rare and likely to become extinct was introduced by way of the *Fauna Conservation Amendment Act 1970*, with higher penalties for offences involving rare fauna. During 1970 and 1971, the area of sanctuaries vested in the Authority rose dramatically from 867,362 hectares in June 1970 to 4,415,595 hectares in June 1971. Many of the State's large nature reserves, particularly in the Goldfields Region, were vested in the Authority in that year.
- 1970** The Aboriginal Affairs Planning Authority (AAPA) Act repealed the *Native Welfare Act* giving rise to the Aboriginal Affairs Planning Authority which retained the policy planning, coordination, Ministerial advice and land management roles of the defunct Native Welfare Department. The Authority provided administrative support to three statutory bodies: the Aboriginal Land Trust, the Aboriginal Advisory Council and the Aboriginal Affairs Coordinating Committee. The *Aboriginal Heritage Act 1972* was enacted giving the WA Museum, through the Department of Aboriginal Sites, the responsibility to protect places and objects of significance to Aboriginal people.
- 1972-73** Fitzgerald River near Bremer Bay was added to the Board's estate.
- 1974** Dr F. Smith was appointed the inaugural Director of National Parks.
- 1974-75** The Drysdale River was also added to the National Parks Board's estate.

1975

On 3 March 1975, the officers of the National Parks Board were transferred from the Department of Lands and Surveys to the Department of Conservation and the Environment. The Board also became responsible to the Minister for Conservation and the Environment from that date. The last full financial year of operation by the National Parks Board was 1975-76 and on 30 June 1976, the board had 43 national parks under its control and a total land estate of 2,281,450 hectares.

When proclaimed on 5 December 1975, the *Fauna Conservation Act Amendment Act 1975* altered the title of the principal Act to the *Wildlife Conservation Act 1950*, its present title.

The Department's title was changed to Fisheries and Wildlife and the Authority's title was tidied up to read the WA Wildlife Authority. The title of Chief Warden of Fauna was also amended to Conservator of Wildlife. The Minister was subsequently referred to as the Minister for Fisheries and Wildlife.

The 1975 amendment to the *Fauna Conservation Act* also introduced a function of the Wildlife Authority to consider matters relating to indigenous flora and research carried out to include indigenous flora as well as fauna. No protection however, was given to indigenous flora by this *Amendment Act 1975*. The definition 'nature reserve' was applied to vested reserves for conservation of indigenous flora or fauna. The earlier term 'wildlife sanctuary' was restricted to land subject to an agreement between the Minister and the owner of the land.

1976

The *National Parks Authority Act 1976* came into operation on 1 August 1976 and the National Parks Authority assumed the responsibilities of the National Parks Board from that date.

The Authority was both a vesting body and a management agency. Ex-officio members of the Authority included the Conservator of Forests, the Director of the Department of Fisheries and Wildlife, the Director of the Department of Tourism and the Surveyor General. The inaugural President was C. F. R. Jenkins.

For the first time, the *Wildlife Conservation Amendment Act 1976* included the ability to declare flora to be protected under the *Wildlife Conservation Act 1950*. The *1976 Amendment Act* repealed the *Native Flora Protection Act 1935* whereby responsibility for the protection of native flora lay with the Minister for Forests.

The *1976 Amendment Act* introduced the category of declared rare flora and made the flora provisions of the Act binding on the Crown. The *1976 Amendment Act* was further amended by the *Wildlife Conservation Amendment Act 1979* but didn't come into operation until 18 April 1980. The delay was likely to have been linked to the need for the smooth changeover from the Forests Department to the Department of Fisheries and Wildlife. To enforce flora protection, the Department of Fisheries and Wildlife took on two additional officers.

By 30 June 1976 (which was the first full financial year report by the Authority), the Authority had 48 national parks under its control and a total reserve area of 3,871,505 hectares. This total included the Authority's largest park at Rudall River (1.6 million hectares) added during 1976 and 1977. The parks and reserves which were previously managed by the Pemberton National Park Board, were placed under the management of the Authority by the Department of Lands and Surveys in March 1977. The Pemberton Board was also abolished at that time.

1979

The *Aboriginal Communities Act 1979* was proclaimed, allowing certain Aboriginal Communities to manage and control community affairs.

1980

The *Aboriginal Heritage Act 1972* was amended in 1980 following disputes over developments at Noonkanbah in the North West. The amendments tightened the definition of an Aboriginal sites of significance, removed a penalty provision and gave the responsible Minister the power to give approval to disturb an Aboriginal site.

1983

The Aboriginal Land Inquiry made recommendations to the Government "for a scheme of legislation for land measures for the benefit of Aboriginal people" in Western Australia. Mr Paul Seaman Q.C. headed the inquiry.

YEAR

EVENT

Time Line Legislative Acts

1984

The *Forests Act 1918* was repealed by the *Conservation and Land Management Act 1984*. This created the Department of Conservation and Land Management, which (in part) replaced the functions of the Forests Department. All rights, obligations and freehold property of the former Conservator of Forests' position were vested in and imposed upon the Executive Director of the Department of Conservation and Land Management.

The *Wildlife Conservation Act 1950* was amended by the *Conservation and Land Management Act 1984*. As at 30 June 1984, the Wildlife Authority had 742 nature reserves vested in it with a total area of 9,878,000 hectares.

The Report of the Aboriginal Land Inquiry was submitted to State Parliament in September.

1985

The *Conservation and Land Management Act* came into operation on 22 March 1985, with the Minister for Conservation and Land Management the responsible Minister.

State forests and timber reserves were vested in the Lands and Forest Commission a controlling body created by the *Conservation and Land Management Act*. The *National Parks Authority Act 1976* was repealed by the *Conservation and Land Management Act 1984* (section 147) and the National Parks Authority was replaced by the Department of Conservation and Land Management and the National Parks and Nature Conservation Authority on 22 March 1985. All rights and obligations of the former Authority were transferred to the Executive Director of Conservation and Land Management. The Authority's President in its final year was Professor Bert Main.

By 22 March 1985, the Authority had 50 national parks and 13 other reserves under its control as at 22 March 1985 with a total area of 4,429,469 hectares. All national parks and other reserves vested in the National Parks Authority were vested in the National Parks and Nature Conservation Authority, a controlling body that was created by the *Conservation and Land Management Act*. The *Amendment Act 1984* came into operation on 22 March 1985, exactly one year after the *Conservation and Land Management Act 1984* was proclaimed. All references to the Wildlife Authority, its trust fund and to wildlife officers were deleted from the *Wildlife Conservation Act*.

Details of the administration of the Act by the Department of Fisheries and Wildlife were deleted and reference was made to the Act now being administered by the Executive Director of the Department of Conservation and Land Management. References to the Director of Fisheries and Wildlife were replaced with references to the Executive Director of the Department of Conservation and Land Management. The definition of nature reserves was amended to be that of the *Conservation and Land Management Act 1984* and reference to wildlife sanctuaries was deleted.

On 22 March 1985, administration of the *Wildlife Conservation Act 1950* and management of nature reserves was taken over by the Department of Conservation and Land Management. Nature reserves vested in the Wildlife Authority were transferred automatically to the National Parks and Nature Conservation Authority, one of the controlling bodies created by the *Conservation and Land Management Act*.

The Aboriginal Land Bill was presented to State Parliament and defeated in the Legislative Council.

Since 1972 a separate Aboriginal Affairs portfolio was created in Western Australia. The Hon. Ernie Bridge, MLA became the first Aboriginal member of Parliament to be appointed to Cabinet when he became Minister for Aboriginal Affairs.

1985-86

By 22 March 1985, the land held by the Forests Department totalled 2,043,000 hectares.

The Department's title, the title of the two vesting bodies (National Parks and Nature Conservation Authority and Lands and Forest Commission) and the two major Acts *Conservation and Land Management Act* and *Wildlife Conservation Act* remained unchanged.

YEAR**EVENT****Time Line Legislative Acts****1987**

In October a Royal Commission into Aboriginal Deaths in Custody was established.

The Commonwealth Government launched the Aboriginal Employment Development Policy to assist Aboriginal people to achieve equity with other Australians in terms of employment and economic status. This aimed to promote Aboriginal economic independence from Government and to reduce Aboriginal dependency on welfare in accordance with their traditions, chosen way of life and cultural identity.

1990

On 14 March 1990, Hon Bob Pearce was sworn in as the Minister for the Environment, which marked the cessation of separate titles for the Minister for Environment and the Minister for Conservation and Land Management. All references to the Minister for Conservation and Land Management were then read as a reference to the Minister for the Environment, with an alteration of Statutory Designations Order printed in the Government Gazette on 28 December 1990 to formalise this arrangement.

The Aboriginal and Torres Strait Islander Commission ATSIC commenced official operation on 5 March 1990. This commission has become Australia's principal democratically elected indigenous organisation.

1991

The Royal Commission into Aboriginal Deaths in Custody tabled a final report to both State and Federal Parliaments. The Commission made 339 recommendations largely addressing the disadvantaged position of Aboriginal people in the Australian society.

The Department of Conservation and Land Management's initiative resulted in the appointment of the first Aboriginal Liaison Officer, Mr Noel Nannup, in the South West Zone at Narrogin.

The *Conservation and Land Management Amendment Act 1991* caused all unvested nature reserves that were previously the responsibility of the Department of Fisheries and Wildlife, to be vested in the National Parks and Conservation Authority (NPNCA) and managed by the Department of Conservation and Land Management.

1992

In its decision on *Mabo vs Queensland*, the High Court of Australia ruled that the Common Law of Australia recognises a form of traditional native title.

In December 1992, the State Government tabled a progress report on the implementation of the Royal Commission's recommendations that were included in their report on Aboriginal Deaths in Custody.

Also in December 1992, the Council of Australian Governments endorsed a National Commitment Improved Outcomes in the Delivery of Programs and Services for Aboriginal People and Torres Strait Islanders. The main purpose of the National Commitment was to provide a framework for coordinated inter-governmental actions to redress Aboriginal inequality and disadvantage. The commitment was to confirm the national commitment that established common objectives and acknowledged that the planning and provisions of government programs and services was a shared responsibility across all levels of government. Bilateral agreements were entered into between governments for the delivery of specific programs and services. The development of agreements in the areas of housing and health commenced in 1993.

1993

The *Native Title Act* was proclaimed in 1993.

ATSIC legislation was amended in June, which caused the reduction of the number of Regional Councils from 60 to 36 and appointed the Council chairperson on a full-time basis. Regional Council boundaries were altered at the same time and there are now nine Regional Councils operating in Western Australia.

The *Land (Titles and Traditional Usage) Act* came into force on 2 December which replaced Native Title. This Act recognised the rights of traditional usage of Crown land and provided for a system of objection, appeal and/or compensation if those traditional usage rights were extinguished or interfered with through the granting of other forms of title to land.

YEAR **EVENT****Time Line Legislative Acts**

- 1994** In November 1994, the Aboriginal Affairs Department was created in response to the recommendations of the Premiers' Task Force on Aboriginal Social Justice. It incorporated the roles of the former Aboriginal Affairs Planning Authority, the Department of Aboriginal Sites and the Office of Traditional Land Use. The Department's role in planning, coordination, target setting and monitoring outcomes in Aboriginal affairs across Government was strengthened.
- 1995** On 16 March 1995, the High Court of Australia handed down its decision on Native Title. As a result of this decision the provisions of the *WA Land (Titles and Traditional Usage) Act* and sections of the Mining and Land Acts relating to the rights of traditional usage became inoperative. Land and mining titles over most of WA are now processed through the Federal Tribunal system.
- In June, the Human Rights and Equal Opportunity Commission (HREOC) launched its Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families.
- 1996** The State presented its submission to the HREOC Inquiry on 1 March.
- 1997** Under the provisions of the *Land Administration Act 1997* the Government creates terrestrial conservation reserves and vests those lands in the Conservation Commission for management by the Department. Marine Conservation Reserves were created under the provisions of the *Conservation and Land Management Act* and vested in the Marine Parks and Reserves Authority for management by the Department.
- In May the HREOC Inquiry brought down its findings in its report 'Bringing them home: a guide to the findings and recommendations of the National Inquiry into the separation of Aboriginal and Torres Strait Islander children from their families.'
- Immediately following the release of the report, the Premier on behalf of the State and Parliament made a formal apology to Aboriginal people affected by past Government policies and practices for the removal of Aboriginal children from their families and communities.
- 1998** In January 1998, the Department began a restructuring process and identified three key roles to achieve the Government's desired outcomes. Firstly, to assist Aboriginal people to access services and facilities available to the community at large. Secondly, to facilitate the coordination of the operations of mainstream programs to ensure equitable access to their services by Aboriginal people and to play a key role in support of Aboriginal people in matters of land, heritage and culture.
- Under South West Regional Forrest Agreement, Nyoongar socio-cultural and historic perspectives were incorporated into the Department of Conservation and Land Management's policy. A Nyoongar Action Group was organised to consult with the Department.
- Australia recognised 26 May as 'Sorry Day' because it was the anniversary of parliament tabling the HREOC report and the 30th anniversary of the referendum giving citizenship to Aboriginal people.
- In July the *Native Title Amendment Act 1998* was introduced. This act implemented the Government's 10 Point Plan in response to the High Court's decision in the Wik case.
- In November the WA Government's response to the national inquiry into the separation of Aboriginal and Torres Strait Islander children from their families, 'Bringing them Home Report' was released.
- 1999** In July 1999, the Aboriginal Heritage Management System was launched by the Minister for Aboriginal Affairs. The system used the latest technology and was developed and implemented to provide information to developers while respecting the confidentiality of Aboriginal heritage and cultural sensitivities.
- In December 1999, the remote Kimberley community of Pandanus Park made History when it became the first reserve to be handed over under the State Government's Land Transfer Program.

YEAR**EVENT****Time Line Legislative Acts****2000**

The *Conservation and Land Management Amendment Act 2000* came into operation on November 15 with a primary objective of employing the concept of biodiversity in the conservation and protection of endangered species, which included knowledge of the complexities in the diversity of eco-systems.

2001

In January 2001, the Aboriginal Affairs Department (AAD) released its five-year business plan, based on the commitment to deliver better outcomes for Aboriginal people.

In February 2001, the Labor government gained power and newly elected Kimberley Labor MLA, Carol Martin became the first Aboriginal woman in the Western Australian Parliament.

In April AAD's Heritage Management System won the Government's Technology Productivity Silver Award in Canberra.

A Memorandum of Understanding between the Eastern Guruma people and Hamersley Iron was signed on future mining activities that protect Aboriginal culture in the region.

A Memorandum of Understanding (MOU) was signed by the Executive Directors of the Goldfields Land and Sea Council (GLSC) and the Department of Conservation and Land Management on 6 June 2001. The MOU was also signed and endorsed by Dr Judy Edwards MLA, Minister for the Environment and Heritage. Similar MOU's drafted with other Native Title Representative Bodies.

In August State Cabinet resolved to recognise Purnululu Aboriginal Corporation as the rightful representative body for the traditional owners of the park, pending a determination of native title. Cabinet also committed to issuing three living area leases, establishing a Park Council, undertaking training and employment initiatives, revising the park management plan and progressing the nomination of the park for World Heritage listing through the Department and Environment Australia.

In December 2001, a dedication to commemorate Aboriginal and Torres Strait Islander people who had served in Australian National Forces was conducted at Kings Park. Australia's first State war memorial for Aboriginal and Torres Strait Islander people was erected at the dedication.

2002

Commonwealth Minister for the Environment and Heritage nominated Purnululu National Park for consideration as a World Heritage Area on the basis of natural and cultural values.

An MOU was signed between the Executive Director and the South West Aboriginal Land and Sea Council.

The Labor State Government granted a 2180 hectare living lease to Aboriginal people. The living leases in Purnululu National Park symbolised a new relationship between the Department of Conservation and Land Management and Aboriginal communities.

A deed of agreement to establish a Park Council is to be signed between the Minister for the Environment and Heritage and Purnululu Aboriginal Corporation later this year.

A new Forrest Management Plan was implemented as a statutory requirement to produce public management plans, which reflected multi-cultural values in order to protect bio-diverse species.

Sources: '50 years of Forestry in Western Australia', prepared by the Forests Department as a supplement to the Department's 1968/69 annual report. 'National Parks and Nature Reserves in Western Australia,' Australian Academy of Science Committee on National Parks, circa 1904. 'The State Gardens Board—Twenty Years Progress and Policy 1919–1939'—State Gardens Board, circa 1939. Aboriginal Affairs in Western Australia 1929–2001 Department of Indigenous Affairs Annual reports and statutes: Notes prepared by Departmental representatives D. R. Hampton, Parks, Recreation, Planning & Tourism Division: Simon Hancocks, Senior Policy Officer, Corporate Headquarters, and K. Hayward, Cultural Awareness Facilitator, Indigenous Heritage Unit 2002.

CULTURE

Knowledge • Diversity • Variation • Cultural Values • Social Values • Significant Sites • Sacred Sites

Sacred Sites

Sacred sites are an integral part of Aboriginal culture. They are places that bear the marks of the creative ancestral spirits, which continue to have a presence in land formations. These ancestral spirits followed pathways and sites, and form a connection for people from various and diverse language groups into a wider community of Aboriginal people with the land.

They are geographical features (not all of them interesting or visual to the non-Aboriginal eye) which mark episodes in the stories of the ancestral spirits' journeys throughout Australia. Sacred sites are the settings of their custodian's most important knowledge and activities. They are fundamental to the sense of self. To destroy or damage a site is a distressing and dangerous act, which threatens not only living and unborn generations, but also the spiritual forces and order of the world.

Aboriginal people are descendants of these ancestral spirits, and their task is to take care of sacred sites by performing necessary rituals and singing the songs, which tell of the ancestral spirits deeds. Rituals and ceremonies celebrate and continue the order of life.

Religious by nature, sites and songs, which are sacred, are also secret, too powerful for disclosure. To reveal details of these sites may in itself be tantamount to desecration.

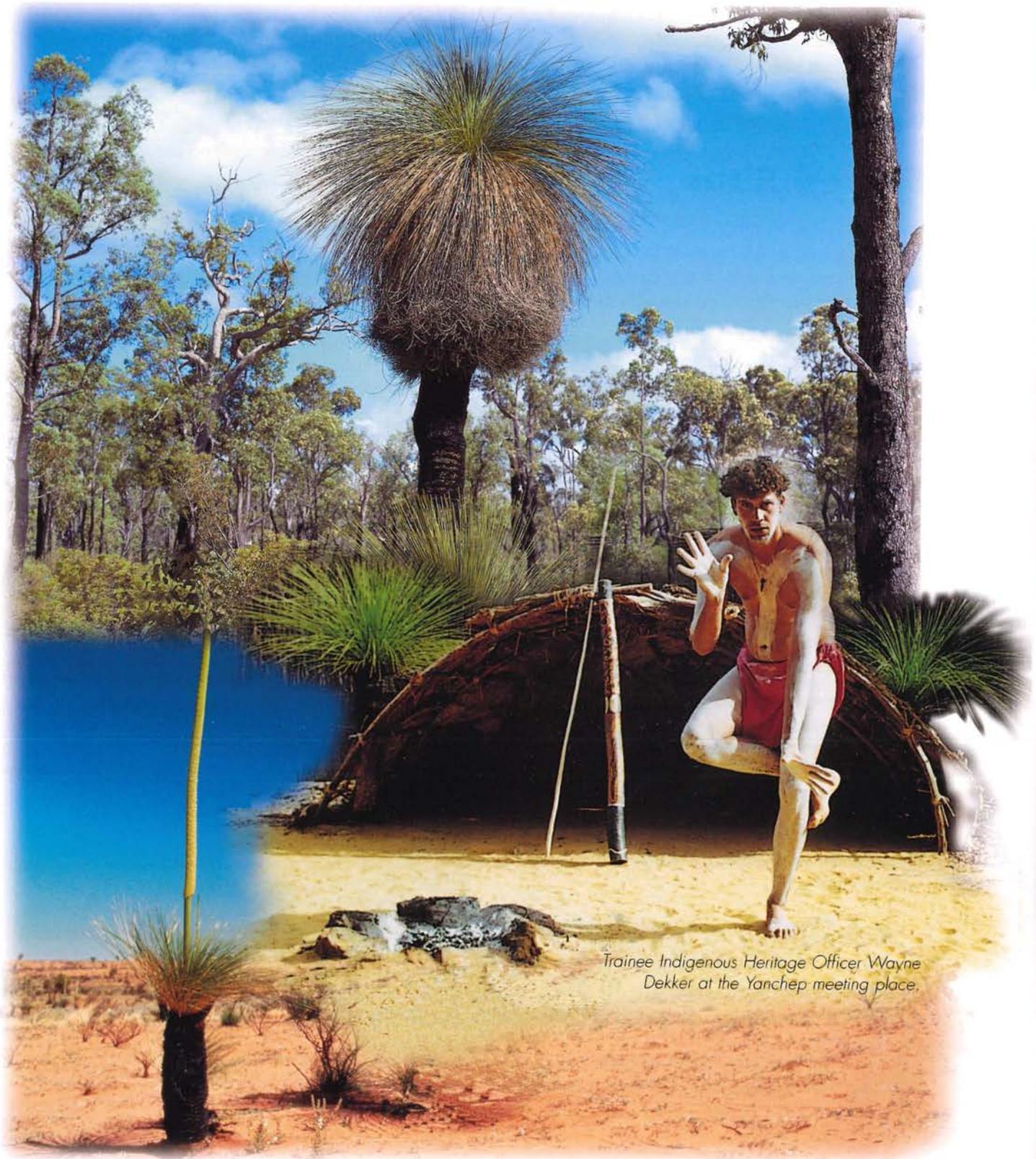
Certain sacred sites are known to be dangerous places, and Aboriginal people work to protect ignorant people from hurtful contacts with such places. The judicial system in Australia recognises 'sacred sites as bounded entities' which is a useful and definitive tool for protection. There are over 23,000 sites registered in Western Australia.

The power of the ancestral spirits may be concentrated in localities, but all land is imbued with spirituality.



Koikyenunuruff is the name given to the Stirling Ranges by the Nyoongar people in the Great Southern Region of Western Australia.

KNOWLEDGE • DIVERSITY • VARIATION • CULTURAL VALUES • SOCIAL VALUES •
SIGNIFICANT SITES • SACRED SITES

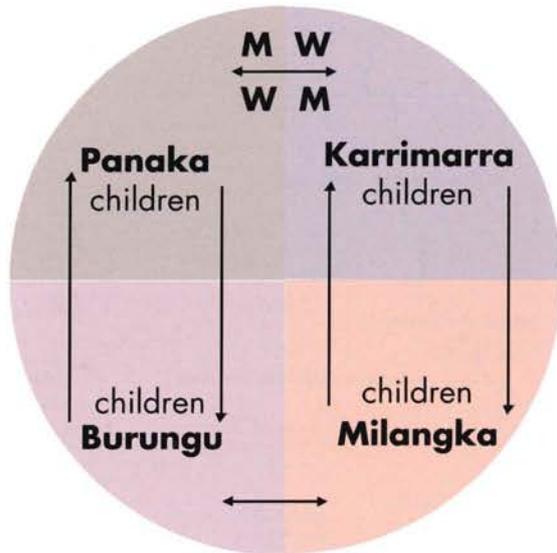


Trainee Indigenous Heritage Officer Wayne Dekker at the Yanchep meeting place.

KINSHIP • DGE • DIVERSITY • VARIATION • CULTURAL VALUES • SOCIAL VALUES • SIGNIFICANT SITES • SACRED SITES

Kinships exist in every Aboriginal community throughout Western Australia. Social structures and organisations also exist within the Aboriginal communities, including social and cultural obligations, traditional laws and cultural values that are binding in all communities. Skin groups regulate this social organisation that involves many family groups.

Western Desert skin groups of Nyiyaparli people whose country is around the Newman region.



| | | | |
|-------------------|----------------|-------------------|------------------------------------|
| <i>Panaka</i> | <i>marries</i> | <i>Karrimarra</i> | <i>children will be Milangka</i> |
| <i>Karrimarra</i> | <i>marries</i> | <i>Panaka</i> | <i>children will be Burungu</i> |
| <i>Burungu</i> | <i>marries</i> | <i>Milangka</i> | <i>children will be Karrimarra</i> |
| <i>Milangka</i> | <i>marries</i> | <i>Burungu</i> | <i>children will be Panaka</i> |

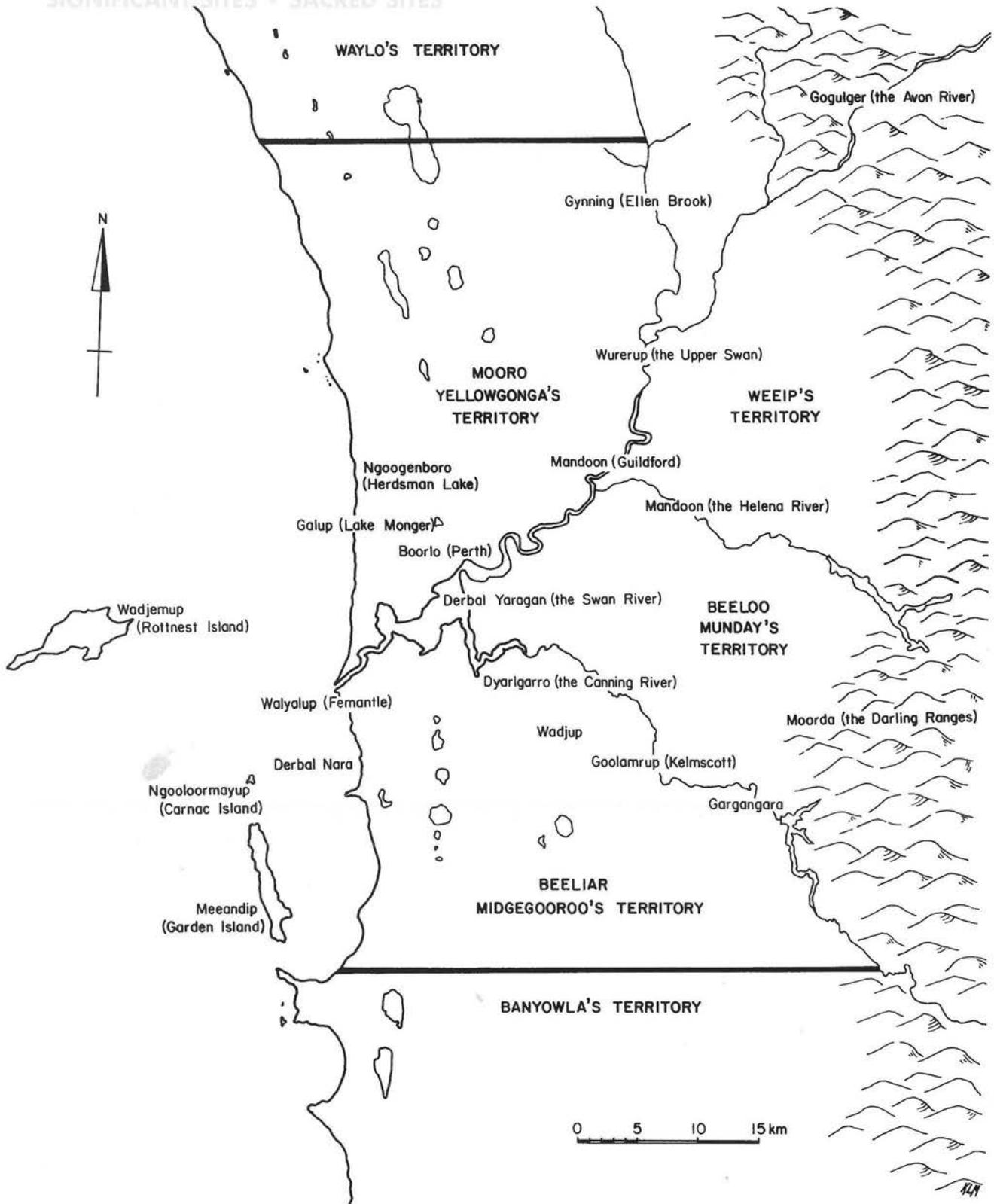
By law and culture as a member of this group you can only marry across.

DIVERSITY AND VARIATION

Multiculturalism has brought diversity and variation to the Australian society. There are many cultural differences between Aboriginal people and other cultural groups in Australia. Aboriginal people live in dual domains and as Australians, are Indigenous people with a unique cultural heritage. Our knowledge of land and country provides a traditional spiritual connection to all living things.

Aboriginal families who live in urban and rural areas have developed a culture of their own through family, kin, extended families, the community and organisational structures. These structures provide psychological and physical support and security. Aboriginal people also live in rural and remote situations giving rise to a mixture of contemporary situations.

Most Aboriginal people who live in remote regions have their skin group affiliation by virtue of birth. Every person in a 'skin group' knows where they fit and with whom they are connected.

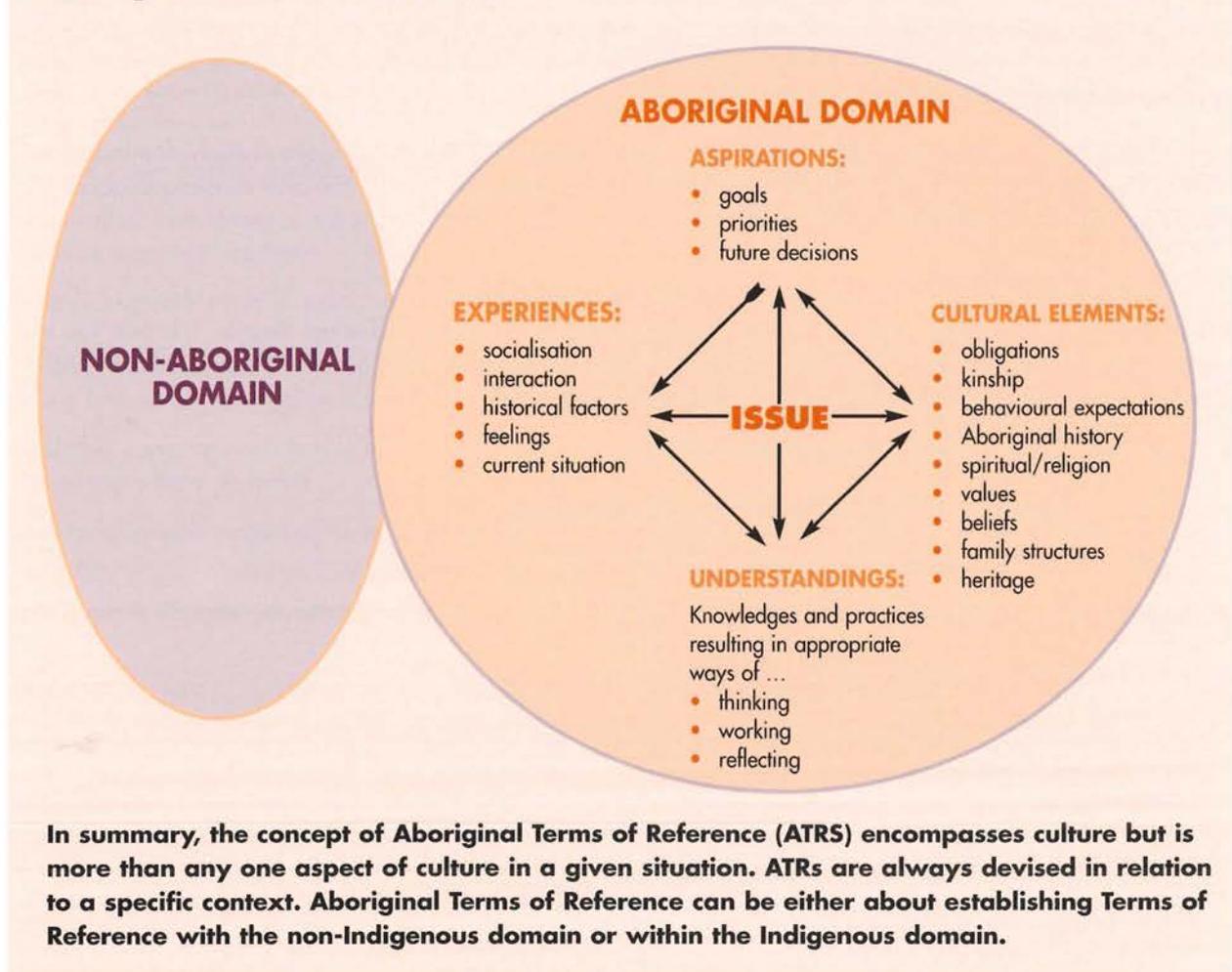


Nyungar place, names and territories as told by Rober Lyon by Yagah 1832 (Green, N. 1984)

ABORIGINAL TERMS OF REFERENCE • CULTURAL VALUES • SOCIAL VALUES • SIGNIFICANT SITES • SACRED SITES

Aboriginal Terms of Reference is a set of principles, core values and a process that determines an Aboriginal 'world view' on an issue in a particular context. Aboriginal Terms of Reference are defined in the following terms.

Aboriginal Terms of Reference Conceptual Framework



They encompass the cultural knowledge, understanding and experiences that are associated with a commitment to Aboriginal ways of thinking, working, and reflecting, incorporating specific and implicit cultural values, beliefs and priorities from which Aboriginal standards are derived, validated and practised.

These standards will and can vary according to the diverse range of cultural values, beliefs and priorities from within local settings of specific context.

Cultural elements, experiences, understandings and aspirations can be brought together to provide common ground between significant stakeholders that enable them to work cooperatively and introduce positive programs for community development.

Indigenous life relates to the symbiotic relationship of people and their world emphasising the connection of the individual to one's cultural setting. In contrast, western models of education are based on the dynamics of continued change and progression.

Our world views are interactive and in tune with external senses of perception while the western world view is predominantly transitional with a ruling of unending desires causing a detachment from nature.

(Centre for Aboriginal Studies, Curtin University, 1997)

COMPLEXITY OF ABORIGINALITY • CULTURAL VALUES • SOCIAL VALUES • SIGNIFICANT SITES • SACRED SITES

Many Aboriginal people experience conflicting internal values and difficulties with cultural identity, particularly when they experience the overlapping of pro-Aboriginal expectations and an imposition of values by a dominant non-Aboriginal society. Even though many Aboriginal people accept the positive aspects of their Aboriginality, internally, they often feel uncomfortable, disillusioned and even lost.

The identity crisis experienced by many Aboriginal people is a product of past issues and attitudes towards Aboriginal people that have been disrespectful and degrading. At the time of European settlement, views towards Aboriginal people were mostly negative. Miscommunication between the settlers and Aboriginal people became a barrier between different cultures. Later, this caused a breakdown in respect, understanding and knowledge of one another's purpose.

Many Aboriginal people were subject to the imposition of views and beliefs that were strongly dominated by 'white' thinking. Many Aboriginal people who live in a white dominant society are also challenged about what Aboriginality should be.

THE COCONUT COMPLEX

Being Aboriginal is not how dark you are or about whether you live in a traditional lifestyle. It is that you feel and identify being Aboriginal. The following are examples of statements and questions that non-Aboriginals often present to Aboriginal people living in urban situations:

- *But how much Aboriginal blood do you have?*
- *You half-breeds stir all the trouble, the real Abos are happy*
- *You don't speak or dress like one*
- *You must be in it for all the handouts*
- *But you're like us (whites), not like them (traditional)*

The worst insult an Aboriginal can be called is a coconut—white on the inside, black on the outer. This questioning of identity has had a terrible effect on Aboriginal people and these values are often painful and complex.

Understanding this identity crisis and embracing their Aboriginality will lead Aboriginal people on the way to self-awareness and security in their dual culture. To achieve these objectives, the RAP model is being employed—Resistance, Active and Passive (RAP).

The most important function of the RAP model is to change the thoughts of Aboriginal people to think proudly of themselves and their culture and celebrate their 60,000-year heritage. Aboriginal people should also be encouraged to remain in touch with their culture by tracing family roots, becoming involved in social activities and interacting with Aboriginal communities.

Compiled by Chontarle Pitulej 2000. Dudgeon P., & Oxenham D., (1988). The Complexity of Aboriginal Diversity: Identity and Kindredness, Perth: Centre for Aboriginal Studies, Curtin University of Technology.

GENERAL CULTURAL COMPARISONS

ABORIGINAL SOCIETY

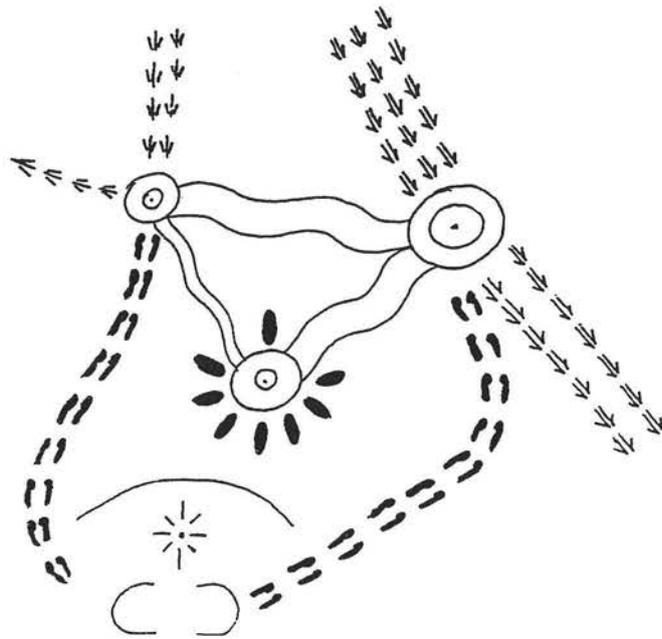
WADJULLA SOCIETY

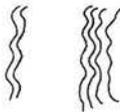
| | |
|---|--|
| History is timeless | History is quantified and specified |
| Engage in holistic thinking | Engage in empirical thinking |
| Time is circular without boundaries —is past continuous | Time is linear and quantified with reference points —is future oriented |
| Spiritual views are not questioned | Spiritual views are debated and questioned |
| Being rather than doing is important fit into circumstances that are there | Try to change circumstances that are there |
| Immediate gratification is important | Deferred gratification is important |
| Aboriginal society acceptable as it is | Society needs to change |
| Group orientated—everything is for all group members | Individual orientated—acquisitions are for you |
| Kinship is important in a family unit, a person can go from home to home | Kinship is of far less importance |
| Aboriginal people expect children to be parents like them | Non-Aboriginal children not expected to be like like their parents |
| Spontaneous lifestyle—do what you want | Structured lifestyle—must be planned and be stable if you want to succeed |
| Uncritical of children or society because of respect | Critical—everyone is judged |
| Personal lifestyle—hard to understand an 'impersonal' person | Impersonal lifestyle—people would rather be alone |
| Basically listeners—do not speak unless it is important | Basically verbalisers—think speak out loud, must speak |
| Illiterate—use symbolic language | Literate—use books, and very verbal |
| Little eye contact—is impolite | Lots of eye contact—is impolite not to do so |
| Indirect in questioning—talk around the point | Direct questions—very much to the point |
| Non-legislative—laws are morals are used to support the group, not to isolate anyone | Legislative—laws are written and offenders are isolated |
| Accepting of others following separation for wrong doing | Not accepting of others following separation for wrong doing |
| A non-market economy money not important | Market oriented important and complex |
| Age is respected | Youth is respected |
| Giving is important | Saving is important |

(Source: Hughes and Andrews 1988)

Symbols found in Aboriginal Art • CULTURAL VALUES • SOCIAL VALUES •
SIGNIFICANT SITES • SACRED SITES

-  a person
-  campfire
-  human track
-  camp
-  waterhole
-  two people
-  river
-  deceased person
-  kangaroo track
-  emu track
-  rain
-  star
-  clouds, boomerangs, windbreaks
-  sitting down place
-  waterhole
-  running water
-  waterhole
-  emu
-  kangaroo
-  possum



-  foot print
-  human
-  man
-  two men sitting
-  fire, smoke, water or blood
-  important site
-  traveling sign, with concentric circles representing a rest place
-  this grouping usually means four women sitting
-  Concentric circles represents camp site, stone well, rock hole, fire or fruit
-  a spiralling line symbolizes water a rainbow, a snake, lighting, a string, cliff, honey storage of the native bee

TRADITIONAL MEDICINE • VARIATION • CULTURAL VALUES • SOCIAL VALUES • SIGNIFICANT SITES • SACRED SITES

In the past, our people had an environmental perspective that was based on the premise that everything in the world was linked and was imperative for life and living. We had to know about plants, animals, sea creatures, herbs and how they affected our life. Natural medicines were used as primary preventative health care, unlike the contemporary medical model of responding to illnesses. All food was eaten to keep us healthy and we used herbs (stimulants), clay and insects (mineral replacement) at times. There was also a spiritual force, which could cause sickness and health.

We managed to harvest in all temperatures from the tropics, to the desert and in the cold south coast. Decisions regarding harvest and the events of the seasons were dependent on nature and signs - such as the phases of the moon.

Many of our berries have a high Vitamin C content, although our fruits are not palatable to (European) today's taste because they have a very low glucose content. This caused many Aboriginal people to be intolerant of high levels of glucose and has led to a high incidence of diabetes in Aboriginal society today.

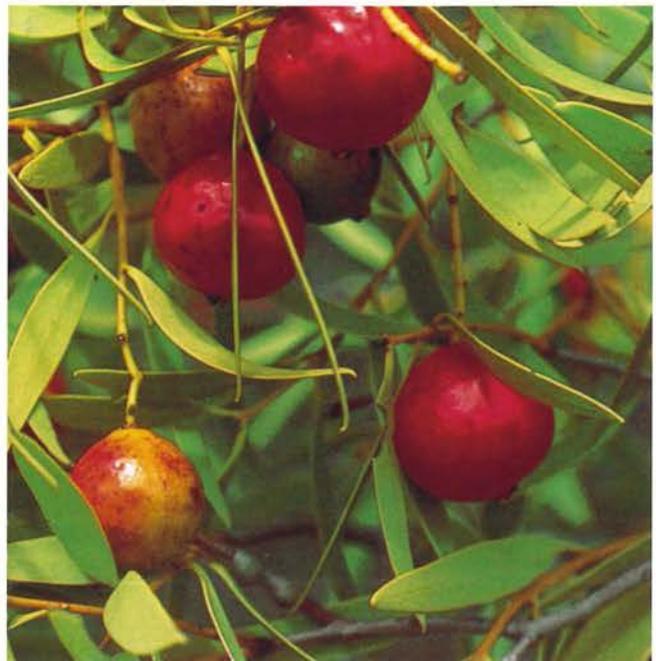
*Example of food lilly-pilly, macadamia QLD
Quandong WA (Nyoongar name Wolgol at
Jerramungup).*

Early settlers did not take advantage of the traditional knowledge that Indigenous people had to offer. The destruction of our culture in the south west has caused the loss of a lot of the finer knowledge. In many areas of WA, coldness and dryness of the body is considered a sign of good health, and so treatments that achieve these conditions even including antibiotics are administered.

The plants used for medicinal purposes were insignificant in appearance, and frequently used for the same purpose in places hundreds of miles apart. Before Europeans came to our land, boiling was not possible inland as there were no large shells, therefore infusions were used and herbs were ground up and put in a warm bath made from wood.

The most important chemicals in Aboriginal medicine are the aromatic oils and tannins. The more potent alkaloids and other toxins, although still important are less widely used. Aromatic oils give eucalypts, tea trees, native mints and other herbs their strong aromas.

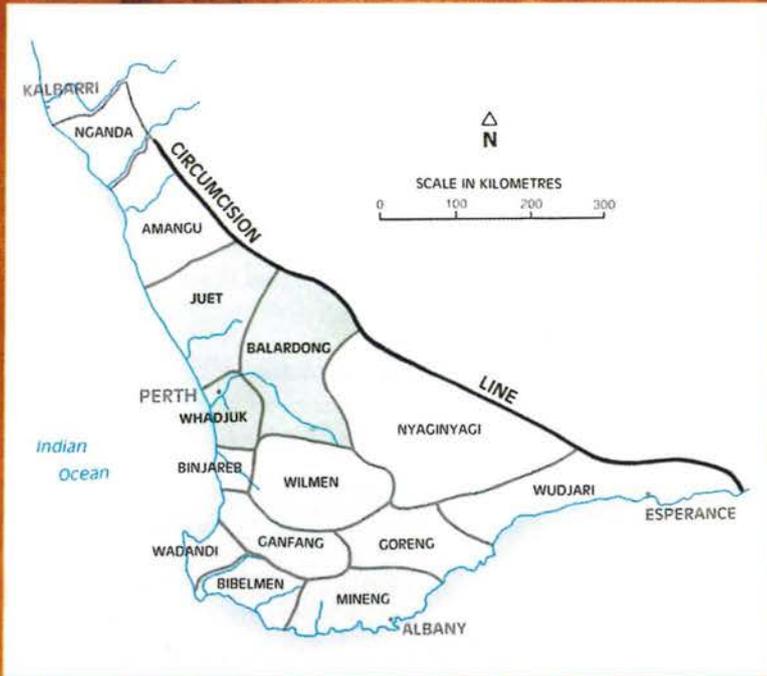
Known as essential or volatile oils these aromatic oils evaporate readily, to produce an inhalant vapour. They are related to the mineral oils of industry.



Dr. Joan Winch 2001

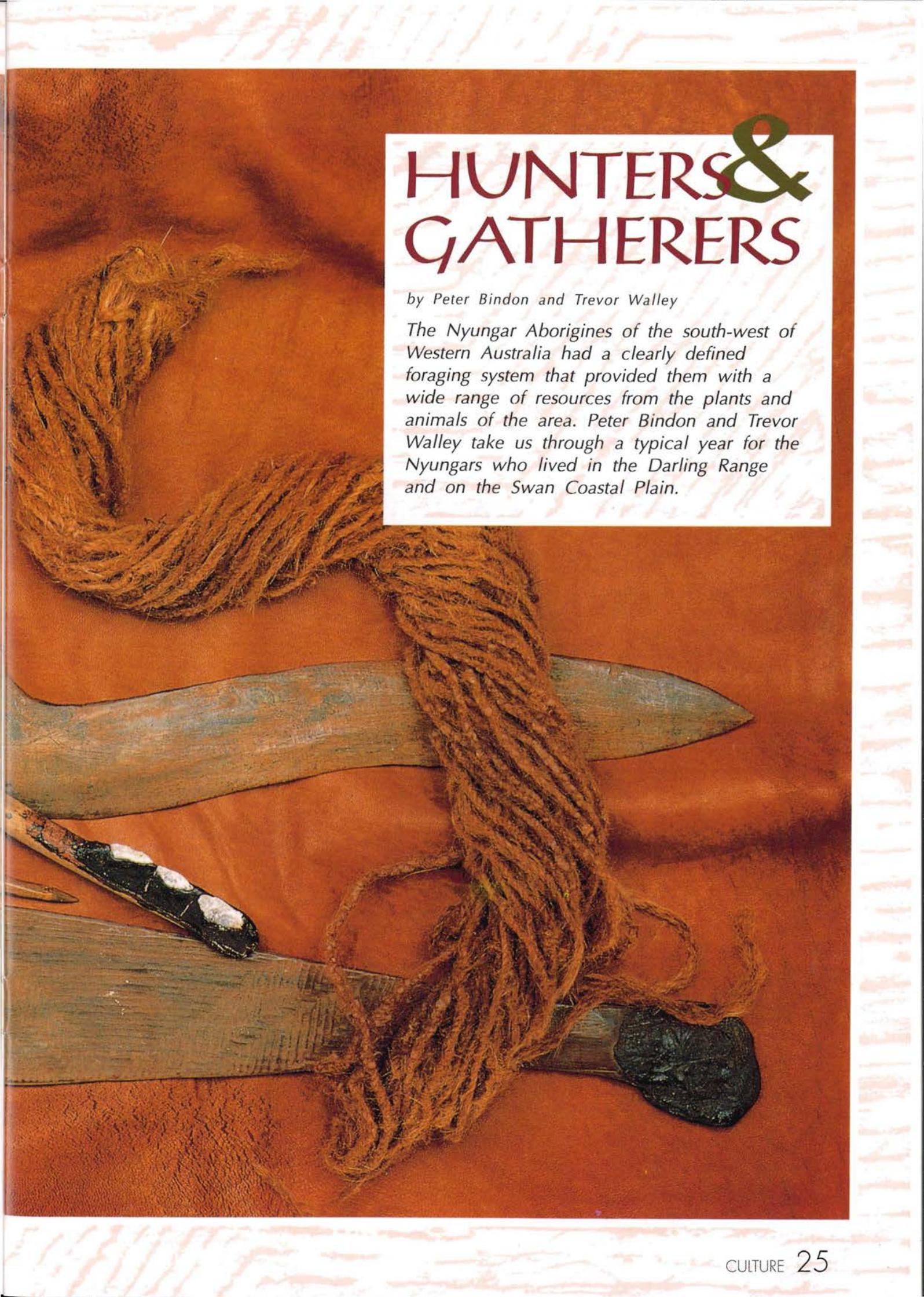
References

- Low, T. (1990) Bush Medicine, A pharmacopea of natural medicine. Angus and Robertson Book, Harper Collins Pub. Aust.*
Reid & Betts (1979) Records of Western Australian Plants Used by Aboriginals as Medical Agents. Dept of Pharmacy WAIT.



DEPARTMENT OF CONSERVATION AND LAND MANAGEMENT

©1998. Reprint from *LANDSCOPE* magazine (Spring 1992), published by the Department of Conservation and Land Management.
 Executive Editor: Ron Kawallak. Managing Editor: Ray Bailey. Editor and Story Editor: David Gough. Designer: Sue Marais.
 4362-0798-2M



HUNTERS & GATHERERS

by Peter Bindon and Trevor Walley

The Nyungar Aborigines of the south-west of Western Australia had a clearly defined foraging system that provided them with a wide range of resources from the plants and animals of the area. Peter Bindon and Trevor Walley take us through a typical year for the Nyungars who lived in the Darling Range and on the Swan Coastal Plain.

Nyungar is the collective name given to Aboriginal people whose country lies in the south-west corner of Western Australia, west of a line running from Geraldton to the east of Merredin down to Esperance on the southern coast. Socially and linguistically, Nyungars were divided into about 14 different groups each of which inhabited a particular tract of country. Each local group had access to a selection of different ecological habitats in accordance with a long tradition of territorial occupation.

Groups guarded their lands and resources jealously and permission had to be granted before neighbours could cross freely into the territory of an adjoining group. However, in times of plenty when there might be an abundance of fish, a whale stranding, or an exceptionally large harvest of plant food, invitations to neighbouring groups were carried by messengers with sticks bearing incised mnemonics which announced a festive gathering. Regular meetings like this were held in the Peel Inlet near Mandurah to exploit shoaling fish. The bulrush (*Typha domingensis*) rhizome harvest, in the area now known as Yanchep National Park, also provided an opportunity for large neighbouring groups to meet together.

According to Norman Tindale, who published an Australia-wide survey of Aboriginal tribal names and territories in 1974, there were three tribes living in

the area we now know as Perth. The Swan River divided the territories of the Juet in the north from the Whadjuk, who lived on the southern bank. Inland from both these tribes lay the lands of the Balardong whose territory covered the Darling Range and extended to the York region. These tribal groups were subdivided into hordes or family groups which were the main unit for hunting and foraging. The land owned by family groups was loosely referred to as its *ka-la* (hearth).

The land of the Juet immediately north of the Swan River was known as Mooro, the territory of Yellagonga, who moved his foraging area away from the river bank to Monger's Lake after the formation of the white settlement. The Whadjuk lands just south of the Swan River and between the Canning and the coast was called Beeliar; this was the

Previous page:

The range of weapons used on a typical hunting trip.

Photo - Doug Elford/WA Museum

Inset: (map)

Nyungar territories in the South West, based on Tindale (1940).

The unusual shaped boomerang of the Nyungar people.

Photo - Doug Elford/WA Museum

Emu and witchetty grub are typical of the Nyungars' diet.

Photos - Lochman Transparencies



territory of Midgegooroo, the father of Yagan. The territory flanked by both the Swan and Canning Rivers was known as Beelo, where Munday's group hunted and foraged. Although there were small differences in the languages and customs of the tribal groups they could all communicate and each group used its territory and resources in a similar manner.

A YEAR IN THE LIFE

The Nyungar year was divided into six seasons, described by the prevailing weather conditions. Birak was the hot and dry time of December and January, with hot easterly winds during the day and cooler south-westerly sea breezes in the afternoon. Bunuru covered the late summer and early autumn months of February and March, with hot easterly and north winds. Djera was the name for the period covering April and May. The weather at this time was cooler, with winds generally from the south-west. Makuru was early winter, spanning June and July. This was the time of when the weather was cold and wet, with squally westerly gales. Djilba covered the late winter and early spring months of August and September when the weather began to get warmer. Finally, Kambarang was the season of decreasing rain, covering the months of October and November.

Apart from the weather, Nyungars used a variety of other indicators which told them the best times to hunt particular animals. For example, when the sheoak (*Allocasuarina fraserana*) was turning a yellow-brown colour, kangaroos become fat, and Nyungars never ate animals until they were fat. When swan feathers began appearing on the lakes and waterways, it became obvious that swans were beginning to moult and would be easier to catch.

Nyungar people were quite aware of the products they could expect to harvest from various parts of their territories during each season. Their diet varied according to the weather within the six seasons, and foraging groups travelled to the most appropriate place within their territory to find food. Superimposed on the movements made in response to the climatic cycle were those in anticipation of pending ceremonies. These large group meetings, arranged during previous gatherings, were

scheduled to occur in specific locations. Despite its regularity, the foraging system remained flexible enough to take advantage of occurrences outside the expected, like thunderstorms, strandings or natural wildfires, which might suddenly provide abundant resources.

Fishing and hunting coincided in Bunuru (February and March). Large sections of the country were abandoned for lack of water. Near the sea coast and in estuaries, fish constituted a large proportion of the diet of this season, and large assemblies gathered.

Although fishhooks were not used and most fish were speared, other ingenious methods were used to catch fish. Stone fish-traps and wooden weirs were constructed to take advantage of the shoals of fish which frequented shallow or tidal areas. When shallow pools were found to contain fish, piles of spiky brush were pushed ahead of a line of wading hunters who surrounded the fish and forced them into shallow water where they were easily speared or dispatched with clubs. Another technique was to build a *mungur* (wicker fence) across the stream. The *mungur* was constructed with a central race, which was made shallow with bushes until there was as little as 20 cm of water for the fish to swim through. Adjacent to the race was a platform on which people stood and scooped the fish from the water by hand, throwing them to people waiting on the bank.

Towards the end of Bunuru, in March, the fruits of the western zamia (*Macrozamia riedlei*) were collected. To remove toxins, these had to be buried for some time, then soaked in water and finally roasted before being eaten. Also at this time the horizontal rhizomes of the bulrush (*Typha domingensis*) were pounded to remove the fibrous parts, moulded damper-like into a flattened shape and then roasted to produce tasty cakes. A sand-plain bulb, much used for food, was the blood-red and fiery tasting *Haemodorum spicatum*, which was roasted and pounded together with bland foods to make a spicy meal.

Makuru (June and July) was the time to dig granite pink tubers (*Tribonanthes* spp.). Swans began moulting in June and, being unable to fly, made easy prey. Together the women and children would drive the swimming birds across the



Fruits of the zamia (*Macrozamia riedlei*) had to be processed to remove toxins before they could be eaten.

Photo - Jiri Lochman

Swans were easily caught during their moulting season, when they were unable to fly.

Photo - Jiri Lochman

open water of the lake or river to the men, who waited, concealed, for the birds to come within reach.

Isaac Scott Nind observed in 1831 that during winter when people were travelling they scarcely went anywhere without a smouldering branch of bull banksia (*Banksia grandis*) held beneath their *booka* (kangaroo skin cloaks). Fire was generated using the slender flower stems from balgas (grass trees) (*Xanthorrhoea preissii*). Fire was perhaps their most useful and precious resource, used in tool and artefact production, in food preparation and cooking, for hunting and driving game, for warmth, and for signalling; the hearth provided

comfort and company. Balga was the home of the luscious edible witchetty grub, up to a hundred of which could be found in a good tree. Skilled eyes could tell at a glance whether any particular plant held an abundance of grubs.

During Makuru and Djilba, the winter period, the people dispersed to their inland hunting areas once water supplies in the dry portions of their territory were considered reliable. The tubers of native potato (*Platysaccirrosa*) were dug from beneath the wandoo at this time; kangaroos, emus and quenda (*Isodon obesulus*) were hunted, and possums were driven from their tree hollows with smoke.



Stones used to grind fruits and seeds.
Photo - Doug Elford/WA Museum

Possums were driven from their tree hollows with smoke.
Photo - Jiri Lochman

The flowering of the WA Christmas tree (*Nuytsia floribunda*) was a clear indicator to move to the cooler coastal areas.
Photo - Jiri Lochman

The sign to return to the coast as the warmer weather approached at the end of Djilba and on into Kambarang, (October and November) was the flowering of the Western Australian Christmas tree (*Nuytsia floribunda*). After taking slabs of bark from the trees to make shields, families returned later to collect and eat the raw, sweet gum that oozed from the 'wounded' trees, now spectacularly in flower. In the coastal heathlands many different berries and fruits were collected, particularly those of the native cranberry (*Astroloma* spp.), wild pear (*Persoonia* spp.) and native peach (*Santalum acuminatum*). Also sought at this time were supplies of gum

from various wattle trees, and *Dioscorea hastifolia*, a yam which was dug up by women using a long *wanna* (digging stick). The shoots and tips of the yams were thrown back into the holes from which they had been dug to preserve the species. The season also brought a natural increase in game, some of which were trapped by being herded into trampled brush where they became tangled and were easy prey to armed hunters surrounding the scrubby habitats.

Also in Kambarang, the last red beak orchids (*Burnettia nigricans*) and native potatoes (*Platysace cirrosa*) were dug before the dispersed groups moved back

towards the coast. This time, when small family parties linked to form larger bands, was also known as *man-ga* (nesting season). As the season advanced the people prowled the forests in pursuit of waterfowl, birds' eggs, and fledgling squabs, parrots, cockatoos, hawks and pigeons, which were all plucked from their nests. Hunting also focused on the swamps and wetlands, where freshwater crayfish and edible frogs were caught by hand in the shallows, and freshwater tortoises were easily caught in the dwindling pools. These delicacies, along with the starchy tubers of arrow grass (*Triglochin procera*), were roasted together in the ashes of camp fires.

Birak was the hot time of December and January, which saw the lighting of controlled local fires in the scrublands. Such fires forced kangaroos and western brush wallabies out into the open so they could be speared more easily. Burning continued until Bunuru (autumn) to reduce undergrowth and bring on the lush growth of grasses and young plants in Djilba (late winter, early spring), which in turn attracted animals later in the cycle. Women and children also fired the bush for animals up to the size of bandicoots. As the fires swept through selected patches of bush, many reptile species, such as race-horse goanna, shingle-back lizard, and small marsupials fleeing the flames were dispatched with clubs and sticks. As soon as the ground fire passed, the group searched the ashes for burnt lizards and snakes, which were collected in great numbers. Birak was also the time of large gatherings to participate in drinking the nectar from the banksia flower spike steeped in water. The resulting honey-sweet beverage was known as *mungitch*.

The onset of Bunuru brought the Nyungar people to the start of another year.

PLANT RESOURCES

Aborigines looked at plants in a fundamentally different way from European explorers and colonists, and this presented problems for botanists trying to identify local plant species. The same plant species may have had several names, often linked with the use to which the plant could be put. If an individual example of a particular tree species had strong straight stems it might be called

a 'spear tree', because its stems were ideal for making spears. However, another example of the same species growing nearby might have had curved branches, so its name would be more appropriate to another possible use: for example, in the construction of a hut.

Looking at plants in this way enabled the Nyungars to make the best use of the resources around them. Each plant had its own use and some had several. One

plant had so many uses it was almost held as sacred.

The *balga* (grass tree) probably provided the most resources of all the plants used by the Nyungar people. Its flowering stems provided an edible gum, honey, and frame poles for huts. When the stems were dry they were used for making fire-lighting drills. The leaves of the plant were used as a thatch for huts and for bedding. As well as being a popular

habitat for wicketty grubs, the trunks provided an extremely strong resin used for cementing tools. Dead trunks made excellent firewood and would readily catch light.

The red gum from the marri tree also had several uses. The tannin in the gum gave it antiseptic properties. It was powdered and sprinkled into open wounds, or mixed with water in a low concentration as a mouthwash or in a higher concentration as a disinfectant. When mixed with clay and water it could be used as a medicinal drink for dysentery. Large quantities of the gum, when powdered, could have been used to tan leather. If powdered resin is put into a fresh kangaroo skin and rolled around for a few days, repeating the process several times, the tannin in the gum eventually tans the skin, making it strong and durable for use as a cloak, or as a bag for carrying food or tools. It is not certain whether this technique was practised by the local Aborigines, but it was certainly used by early settlers, who were also quick to take advantage of the medicinal



The stone blades of this axe are glued with Bigo, an extremely strong resin from the stem of the grass tree.
Photo - Doug Elford/WA Museum.

The red gum from the marri tree has a variety of medicinal properties.
Photo - G. Saueracker/Lochman Transparencies

Kangaroos provided food and clothing for the Nyungar people.
Photo - Jiri Lochman

| Aboriginal name | Common name | Other names | Scientific name |
|----------------------|------------------------------------|--|---|
| | | arrow grass | <i>Triglochin procerum</i> |
| Baio | marri fruit of western zamia | | <i>Eucalyptus calophylla</i> <i>Macrozamia riedlei</i> |
| Balga, balka | grass tree | | <i>Xanthorrhoea preissii</i> |
| Bardi | wicketty grub | | |
| Bigo | | strong resin from the grass tree stem | |
| Bohn, Mardje, Martje | | blood roots | <i>Haemodorum spicatum</i> |
| Boolgalla | bull banksia | | <i>Banksia grandis</i> |
| Cadgeegurrup | | native cranberry | <i>Astroloma</i> spp. |
| Cadgeegurrup | | wild pear | <i>Persoonia</i> spp. |
| Carta, kaadar | | racehorse goanna | |
| Conrick, mnkar | | red gum from marri | |
| Djubak | red beak orchid | potato orchid | <i>Burnettia nigricans</i> |
| Doonar | | edible frogs | |
| Gurhran | western brush wallaby | black-gloved wallaby | <i>Macropus irma</i> |
| Guroyl, marlee | | swans | |
| Jilgy | gilgies | freshwater crayfish | <i>Cherax</i> spp. |
| Jitta | granite pink | | <i>Tribonanthes</i> spp. |
| Kondil | sheoak | | <i>Allocasuarina fraserana</i> |
| Kunart | | wattle tree gum | |
| Mia | | hut | |
| Mimanga, mamang | | whales | |
| Modyar | WA Christmas tree | | <i>Nuytsia floribunda</i> |
| Ngon-yang | | banksia flower nectar | |
| Warrain | warrine | spear-leaved dioscorea | <i>Dioscorea hastiflora</i> |
| Wonil | sweet quandong | native peach | <i>Santalum acuminatum</i> |
| Yanjet | bulrush | | <i>Typha domingensis</i> |
| Yargun, buyi | oblong tortoise | long-necked tortoise | |
| Yonger | | kangaroo | |
| Yoork, Youck | | native potato | <i>Platysace cirrosa</i> |
| Youren | bob-tail skink | shingle-backed lizard | <i>Tiliqua rugosa</i> |

properties of the gum.

The Nyungar people had a very ordered way of life. Their hunting and gathering patterns were guided by the six weather-based seasons, and their resource-based sense of observation enabled them to make the best use of the available plant and animal resources. Though they could never be called farmers in the accepted sense, some of the Nyungar land management practices helped to ensure that sufficient resources would be available to them the following year. While selective burning of bush areas enabled them to catch large numbers of mammals and reptiles for food, it also provided new vegetation to attract similar animals back in subsequent years. Essentially, they took from the land only what they needed to survive. Many of the plants and animals that were taken had more than one use for the Nyungars - kangaroos provided both food and clothing. Little, it seems, was wasted.

In conclusion, Josephine Flood states, in her book *Archaeology of the Dreamtime*, that:

'Hunter-gatherers have been described as the original affluent society, and an examination of archaeological and ethnographic evidence lends support to this view. Whether gathering Bogong moths or hunting seals, leaching poison out of cycads or re-planting yams, Aboriginal people evolved a series of successful, varied economies. These broadly based economic systems allowed them to exploit and to survive in a wide range of environments where European agriculture proved to be an abysmal failure. Extensive use was made of fire as a hunting tool, modifying the Australian vegetation so profoundly that contemporary flora has been called an aboriginal artefact.

'The achievements of early Australians are constantly under-estimated by those Europeans who judge a society solely by its material possessions. The real richness of Aboriginal culture is thus only now beginning to be appreciated, as anthropologists reveal their incredibly complex social and religious systems and archaeologists uncover the distant past of this heritage.'



The balga (*Xanthorrhoea preissi*) provided so many resources it was considered to be almost sacred.

Photo – Brian Downs/Lochman Transparencies

Peter Bindon was formerly a curator at the WA Museum, Francis Street, Perth.

Trevor Walley is a member of the Nyungar Community and a wildlife officer with the Department of Conservation and Land Management. He can be contacted on (08) 9334 0543.

DISCOVERING THE DREAMS

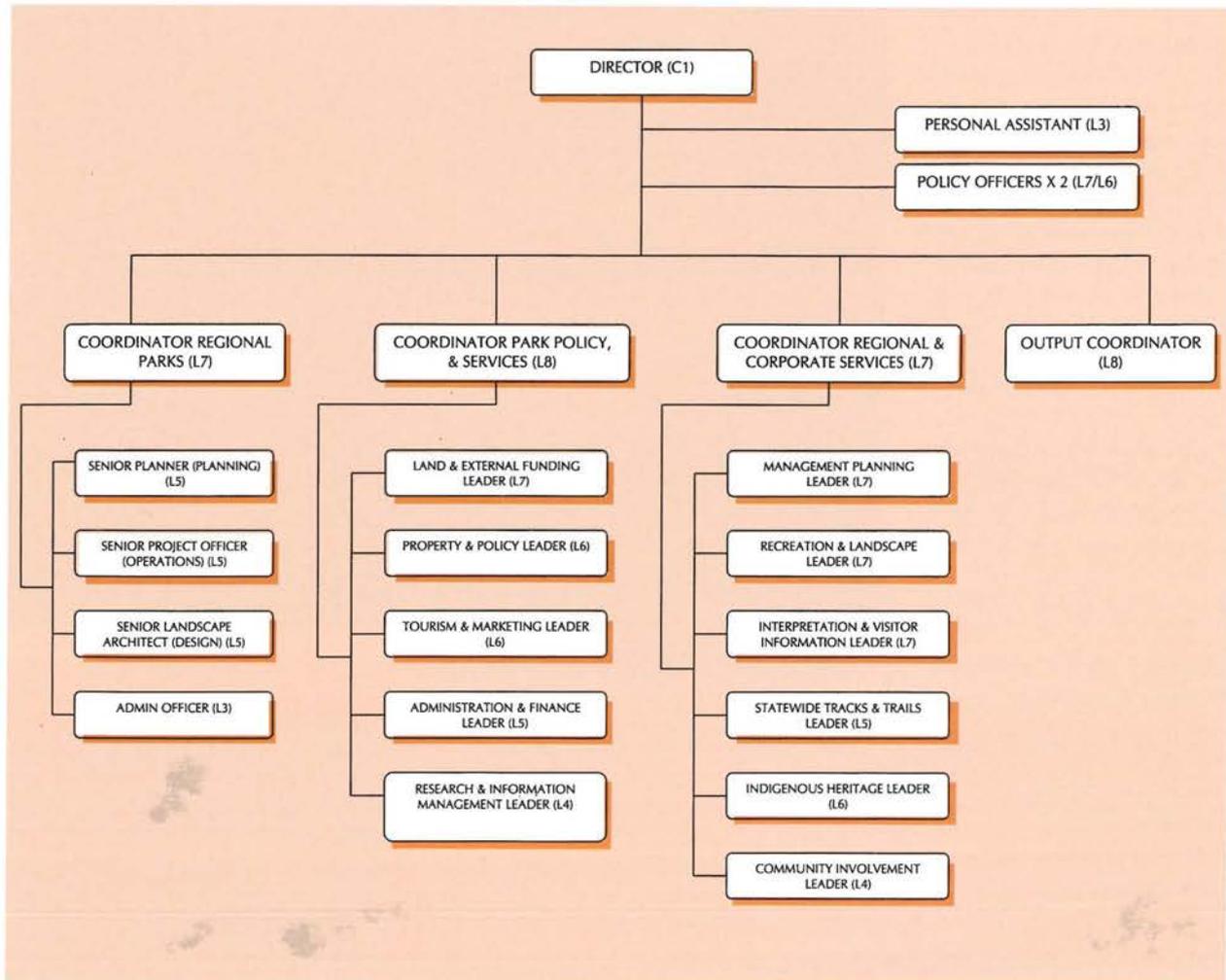
The area that is now the Walyunga National Park was an important *kalleep* (favourite camping or meeting place) for the *gurr* (extended family) of a local Nyungar named Coondebung. The area is rich in Aboriginal legend, being significant to two creator beings - the *Waugul* (rainbow serpent) and the *Tjitti Tjitti* (willy wagtail). There are two Heritage Trails within the park. The Walyunga Heritage Trail runs along the Avon River upstream from Walyunga Pool and is guided by information boards along the trail. Coondebung's Kalleepgurr Heritage Trail is particularly important to the Nyungar people and can only be explored by groups accompanied by a guide from the Nyungar Community.

The Yaberoo Budjara Heritage Trail is a 28 kilometre walk from Lake Joondalup, in the Yellagonga Regional Park near Wanneroo, through Neerabup National Park to Yanchep National Park. The trail is based on the Yellagonga tribe's pathway linking the linear lakes of the coastal plain. It highlights features of natural, Aboriginal and historical significance.

The Yanjidi Trail, in Yanchep National Park, is a two-kilometre trail that runs through the heart of the Loch McNess wetland. This, and other trails, have been used for guided tours interpreted by Trevor Walley and other CALM Aboriginal staff. These guided tours have been a very popular part of seasonal activity programs in The Hills Forest and national parks.

Information on activity programs and Aboriginal Heritage Trails can be obtained from the Department of Conservation and Land Management (CALM), the WA Heritage Committee, or from the ranger's office in the appropriate park.

Indigenous Heritage Unit



Koodah Cornwall developed a successful project on reconciliation with Swan View Senior High School. A wonderful outcome resulted in students learning more about the meaning of cultural integrity. Parents and friends welcome this symbolic gesture of the school's commitment to reconciliation and mutual respect.

Pictured with the rainbow serpent artwork are MARRISA MAHER and KOODAH from the Department of Conservation and Land Management, Swan View teacher JUDY WISEMAN and ROB THORNE, also from the department.

EDUCATION • CULTURAL TOURISM • RECONCILIATION • CULTURAL AWARENESS ...
EXPERIENCING ABORIGINAL HERITAGE AND CULTURE

INDIGENOUS HERITAGE UNIT

**Education • Cultural tourism • Reconciliation • Cultural awareness
... Experiencing Aboriginal heritage and culture**

The Schools Program

INTRODUCTION

The Indigenous Heritage Unit provides people with an opportunity to experience Aboriginal heritage, with Aboriginal people, in the natural environment. The unit is committed to the development of awareness, understanding and support for our Aboriginal heritage in Western Australia. Staff from the Department of Conservation and Land Management's Indigenous Heritage Unit are available to provide educational talks and guide experiences and activities in the classroom, local bush and Yanchep and other national parks. The Indigenous Heritage Unit operates on business principles and salaries are provided only for core staff. The unit must earn the operation costs including employment contracts.

INDIGENOUS HERITAGE STAFF

| | |
|-------------------|---|
| Noel Nannup | Manager of Indigenous Heritage Unit and has been employed in the Department of Conservation and Land Management for more than 20 years. |
| Koodah Cornwall | Indigenous Heritage Officer Responsibilities include training and development of cultural tourism and education with school and tertiary students. |
| Denise Griffith | Project Officer Administrative duties. |
| Marissa Maher | Currently completing a Certificate IV of Land Management. Compiles and documents women's cultural knowledge through her work with the community. Marissa is also involved in cultural presentations to many different audiences. |
| Alex Rogers | To be appointed. |
| Chontarle Pitulej | Currently completing a Certificate IV of Land Management and building positive relationships with Aboriginal communities through Indigenous interpretation. Chontarle is also involved in cultural presentations to many different audiences. |

PROGRAMS AVAILABLE | TOURISM • RECONCILIATION • CULTURAL AWARENESS ...
 EXPERIENCING ABORIGINAL HERITAGE AND CULTURE

The Indigenous Heritage Unit offers a range of educational activities that range in length and content and can be tailored to different ages.

- Day Care/Pre-school—at the School Indoor/Outdoor programs

Nyoongar Images - Face painting; dreaming stories; song and dance (chitti chitti); kangaroo skin prop bag viewing (e.g. firemaking kit, bush knife etc...); totem ownership (Aboriginal people had an animal for their totem so children will obtain an insight into this and be given a stuffed animal); Nyoongar words (parts of the body, animals etc...) and tracks in the sand (animal prints).

- Lower Primary (Years 1–4)—at the School Indoor/Outdoor program



Nyoongar Images—dreaming stories, story telling art, Nyoongar word game, song and dance (chitti chitti), kangaroo skin prop bag viewing (as above), face painting bushstring making (demonstration only). Badge making.

Pictured left: Marissa Maher with students from East Victoria Park Primary School participating in cultural activities.

- Upper Primary (Years 5–7)—at the school Indoor/Outdoor program



Nyoongar Images—dreaming stories, totem bingo (Aboriginal totem game), mural or Rainbow Serpent (painting, cutting and pasting activity), story telling art, sponge prints, yandying (grinding to make flour), face painting, kangaroo skin prop bag viewing (e.g. firemaking kit, bush knife-bush jewellery (limited program), bush string making, bush glue making, role playing of and hunter gatherers (boys and girls).

Pictured left: Terry Koodah Cornwall teaching Nyoongar Dance to West Swan Culunga Aboriginal Community School.

- Secondary (Years 8–12)—at the School Indoor/Outdoor Programs



Nyoongar Images—totem bingo (Aboriginal totem game), bush string making, bush glue making, yandying (grinding to make flour), making woman's bush jewellery (limited program), dreaming stories, kangaroo skin prop bag viewing (e.g. firemaking kit, bush knife etc...) gidj and kylee (spear and boomerang throwing), story telling.

Pictured left: Noel Nannup 'sharing a dreaming story' to students from John Forrest Senior High School.

EDUCATION • CULTURAL TOURISM • RECONCILIATION • CULTURAL AWARENESS ...
EXPERIENCING ABORIGINAL HERITAGE AND CULTURE
IN THE LOCAL BUSH

Bush tucker walks to learn about bush plants and animals used in Nyoongar culture ie. string making (if available) shelter, food and medicine. Discussions about local names and dreaming stories in your area. Role playing hunters and gatherers (boys and girls). For more information telephone (08) 9334 0564.

WETLAND

Bush tucker walks to learn about bush and animals that are used in Nyoongar culture and string making, tool uses, shelter, food and medicine. Role playing hunters and gatherers (boys and girls). For more information telephone (08) 9334 0564.

COASTAL

Learn the stories of the sea (Wardang people) and traditional roles of men and women play be the ocean. Activities that can be performed are Rainbow Serpent (waugal) (placing scales on serpent); tracks in the sand (both involve dreaming stories relating to the land); song and dance; (chitti chitti); and food (mereny) role game. For more information telephone (08) 9334 0564.

WALYUNGA NATIONAL PARK

Tools and tales

Explore this major archaeological site on the banks of the Upper Swan River where Nyoongar groups gathered to make stone tools, share stories and ceremonies and live off the local bush-tucker. For more information telephone (08) 9334 0564.

YANCHEP NATIONAL PARK

Discover a range of hands-on cultural activities such as mia building, didgeridoo and dance. For costs and bookings please telephone (08) 9561 1004.

THE HILLS FOREST, MUNDARING

Aboriginal Culture Excursions (ACE Program)

Activities include a bush walk to explore traditional use of plants and animals, Aboriginal dreaming stories, language and artefact making. These activities are all based maximum student participation. To find out about Primary and Secondary school excursions please ring the Hills Forest on telephone (08) 9295-6149.

YANCHEP NATIONAL PARK

Balga Mia Village was opened in October 1998 and is Yanchep National Park's most recent tourist addition. Balga Mia Village was initiated by the Department of Conservation and Land Management's Indigenous Heritage Unit and is part of the Aboriginal heritage initiative at Yanchep National Park.

Increased interest from overseas, interstate and even local visitors in learning about Aboriginal people, their culture, their relationship with their land and their native flora and fauna, led to the development of hands on cultural education tours at the Balga Mia Village.

Aboriginal Heritage Officers ran an experimental tour for local tour operators to test the project's viability. About 40 tour operators took advantage of the tour and have since been recommending them to their clients. Some of the activities include string making, construction of temporary dwellings (known as mias), making glue and tools and learning about their use.

Kevin Hill became the first Aboriginal Heritage Officer at Yanchep National Park and with the support and backing of the Indigenous Heritage Unit within the Department of Conservation and Land Management, initiated a tourism venture into Aboriginal Cultural tourism. From a slow and steady start, two trainees (**Jason Barrow** and **Brenton Clinch**) were employed to deliver the cultural product and learn about other functions within the national park. Soon new cultural products were developed and tailored to the Western Australia's school market.

This program is extremely popular, with thousands of school children coming to Yanchep to participate in and learn about Aboriginal Culture as presented by Aboriginal people in a fantastic setting. The influx of school children and tourism operators has led to the employment of two more trainees, **Wayne Dekker** and **Robert Narrier**.

Wayne and Robert represent a new face of the Department of Conservation and Land Management trainees. Both have signed three-year traineeships with a guarantee of further employment within the Department at the successful completion of their training. During their time at the Department they will be trained in all facets of the park's operations, nature conservation works and Aboriginal Cultural tourism. At the end of their training, they will be highly sought after and very capable individuals in a number of different sites across the State.

The six seasons (Yanjet Trail)

Six stops were made along the Yanjet trail, which reflects the Nyoongar peoples' six seasons (Makaru, Djilba, Gamberang, Birak, Bunuru and Djeran) and the importance of following the seasons as they change, adapting diet to whatever food was the most plentiful in each season.

Yanjet trail

Visitors to the trail are taken for a 'walkabout' along the Yanjet Trail and shown how the on site Mia-mias were constructed.

ABORIGINAL STAFF AT YANCHEP NATIONAL PARK

Aboriginal cultural activities are available every day of the year for the general public, including seven different school activities. Many other activities can be booked through various tour operators across Australia.

Jason Barrow

Education Coordinator

Jason oversees all the park's activities, guides staff within the national park and implements the new traineeships.

Kevin Hill

Aboriginal Heritage Officer

Kevin is the Heritage Officer in the park and is responsible for the correct cultural interpretation and understanding within the park, as well as delivering tours and activities to many people.

Brenton Clinch

Cultural Officer

Brenton has come and gone a couple of times since his traineeship finished in 2000, but he is back and adds extra strength and depth to our guiding team and cultural knowledge within the park.

Wayne Dekker

Aboriginal Trainee

Wayne started as a casual guide within the park and has just signed a three-year traineeship with a commitment of ongoing employment at its completion. Wayne compliments Robert and Brenton and brings great enthusiasm and skill. Collectively, the three guys deliver fantastic didgeridoo and dance performances.

Robert Narrier

Aboriginal Trainee

Robert also started as a casual guide within the park and has just signed a three-year traineeship.

The commitment and professionalism shown by all staff is second to none and envied by many. It is hoped that the successful Yanchep program will be a blueprint for others to follow in the years to come, to the benefit of Aboriginal Australians and the wider Australian community.

BIODIVERSITY

Protecting traditional knowledge and biological resources • The principle of prior informed consent • Conservation and Land Management policy

Protecting traditional knowledge and biological resources

RESPONSES BY NATIONAL GOVERNMENTS TO THE CONVENTION ON BIOLOGICAL DIVERSITY CBD

Countries such as the Philippines, Costa Rica, Thailand and the Andean Pact countries (Bolivia, Colombia, Ecuador, Peru and Venezuela) employ Article 15.5 of the Convention on Biological Diversity, regarding prior informed consent (PIC) in their environmental and biological activities. This article stipulates that the prior informed consent of relevant communities must be gained before their traditional biological resources and knowledge can be accessed. Similarly, the Organisation of African Unity has officially authorised its 53 Member States to adopt draft legislation on community rights and access to biological diversity that was prepared by its Scientific, Technology and Research Commission.

These legislative precedents and models could be used to negotiate suitable access regimes with both Federal, State and Territory governments in Australia to ensure adequate protection for our traditional biological resources and associated knowledge.

AUSTRALIA'S RATIFICATION OF THE CBD

On 18 June 1993, Australia ratified the Convention on Biological Diversity (CBD), thereby binding the Commonwealth, States and Territories to the obligations specified in the articles of the Convention. Following this, the Commonwealth Government developed key measures for implementing the nation's obligations under the CBD which are contained in the National Strategy for the Conservation of Australia's Biological Diversity, signed by all States and Territories. The National Strategy is a cornerstone of the National Strategy for Ecologically Sustainable Development. This strategy, together with other national policies and strategies for our coasts, forests, fisheries, range-lands, wetlands, forms a comprehensive plan for the conservation and sustainable use of biological resources as required by Article six of the CBD.

The respective Commonwealth and State roles and responsibilities for, among other things, implementing the strategy are outlined in the agreement on the environment concluded by the Council of Australian Governments (COAG) in November 1997. The Commonwealth financial support comes primarily through the Natural Heritage Trust.

Federal and State Government departments and institutions such as the CSIRO and the Australian Institute of Marine Science and Universities have legislative requirements to enact the National Strategy for the Conservation of Australia's Biological Diversity and the COAG Agreement on the Environment. The Cooperative Research Centres (CRCs) along with agencies such as the Great Barrier Reef Marine Park Authority are also bound by responsibilities to reflect these policies.

RELEVANT NATIONAL POLICY INSTRUMENTS

The National Strategy for Ecologically Sustainable Development (NSESD) is the foundation for national policy and reporting requirements on matters broadly connected with the sustainable use of the Australia's natural resources. Chapter 22 of the strategy concerns Aboriginal and Torres Strait Islander peoples and contains two objectives. The first objective is to ensure effective mechanisms are put in place to represent Aboriginal and Torres Strait Islander peoples' land, heritage, economic and cultural development concerns in resource allocation processes. The second objective is to strengthen the active participation of Aboriginal and Torres

PROTECTING TRADITIONAL KNOWLEDGE AND BIOLOGICAL RESOURCES • THE PRINCIPLE OF PRIOR INFORMED CONSENT • CONSERVATION AND LAND

Strait Islander peoples in the formulation of policies and programs related to Ecologically Sustainable Developments (ESD).

In accordance with the NSESD, Federal, State and Territory governments are required to establish effective mechanisms to represent Aboriginal and Torres Strait Islander peoples. The interests of Aboriginal and Torres Strait Islander peoples should be represented with regards to land, heritage, economic and cultural development concerns in the resource allocation process and to strengthen their active participation in the formulation of the Ecologically Sustainable Developments that are related to policies and programs. A number of policies and strategies for the conservation and sustainable use of our biodiversity and for the management of our forests, fisheries, wetlands, rangelands, coastal areas, farmlands, and tourism have been put into place and all, in varying degrees, address Indigenous interests. While these initiatives are not necessarily reflected in the draft of legislation governing each of these areas in each State and Territory, there is room for Aboriginal stakeholders to work to ensure that at least some of their needs are met.

Some laws do have specific provisions which, for example, provide for Indigenous input as members of advisory committees. These provisions enable traditional hunting, fishing and gathering to take place within their range of permitted activities, or allow for Indigenous people to have a management role with regards to protected areas, threatened species and habitat management.

THE NATIONAL STRATEGY FOR THE CONSERVATION OF AUSTRALIA'S BIOLOGICAL DIVERSITY

The National Strategy for the Conservation of Australia's Biological Diversity (NSCABD) refers to Aboriginal and Torres Strait Islander peoples a number of times. The principles that have been adopted as a basis for the strategy's objectives and actions are:

- The close, traditional association of Australia's Indigenous peoples with components of biological diversity should be recognised, as should the desirability of equitably sharing the benefits that may arise from the innovative use of traditional knowledge of biological diversity.
- Objective 1.8 of the strategy, aims to "recognise and ensure the continuity of the contribution of the ethnobiological knowledge of Australia's Indigenous peoples to the conservation of Australia's biological diversity."
- One of the actions designed to implement this objective concerns access to information through the provision of resources for the conservation of traditional biological knowledge through cooperative ethnobiological programs; and
- The provision of access to accurate information about biological diversity for Aboriginal and Torres Strait Islander peoples, and involve them in research programs relevant to the biological diversity and management of lands and waters in which they have an interest.

THE PRINCIPLE OF PRIOR INFORMED CONSENT (PIC)

The term prior informed consent (PIC) has direct relevance to Indigenous peoples, as it deals specifically with the protection of traditional knowledge, innovations and practices. The principles of PIC are specifically referred to in Article 15.5 of the Convention of Biological Diversity (CBD) and have been used by a number of countries to provide key mechanisms for the protection of both the natural resource rights of Indigenous peoples within their jurisdictions and their traditional knowledge. Article 15.5 states that "access to genetic resources shall be subject to prior informed consent of the Contracting Party providing such resources, unless otherwise determined by that Party."

In principle, the Convention of Biological Diversity (CBD) refers only to the prior informed consent (PIC) of the country providing genetic resources, but nothing prevents its extension to all stakeholders involved in an access procedure and particularly to Indigenous communities. In the face of inadequate intellectual property rights protection for traditional knowledge under current, international intellectual property regimes, PIC becomes the key mechanism, under the CBD by which to enforce its protection.

The principle of PIC, is one that should underwrite all transactions dealing with access to Indigenous traditional knowledge and natural resources. As such, protection of PIC should be enshrined in federal and state legislation dealing with the conservation and sustainable use of biological resources. It should also form the basis of institutional codes of ethics and of any contractual arrangements between those seeking access to our biological resources and associated traditional knowledge and the Indigenous stakeholders.

Prior informed consent (PIC) is a key term which is broadly understood to mean the consent to an activity that is given after receiving full disclosure regarding:

1. nature of the activity (eg. academic research, bio-prospecting, land development);
2. reasons for the activity (eg. site identification, preparation of an environmental and or a cultural impact assessment for a proposed development, whether it is for commercial or non-commercial purposes);
3. personnel likely to be involved (including research institutes, sponsors, commercial interests, and partners in the research and development process);
4. specific procedures involved in the activity (eg, desk-top research, sample collecting, field trials);
5. kinds of materials, if any, involved in the activity (eg, secret or sacred objects, biological specimens, Aboriginal ancestral remains);
6. potential risks involved (eg. partial destruction of an Aboriginal site); and
7. the full implications that can realistically be foreseen (eg, commercial, environmental or cultural).

At the State and Territory level, a minimum set of requirements and legislation governing access to and use of biological resources should clearly state the kind of information and procedures required for prior informed consent to enable the government to know:

- the identity of the applicant proposing to undertake an activity;
- the nature of the activity (eg, preparation of a cultural impact assessment regarding a development proposal, anthropological, archaeological, historical, or medical research; bioprospecting, etc.);
- the credentials of the applicant with regard to undertaking such research;
- if materials or resources are to be collected and the kind and amount of materials or resources they intend to collect;
- the proposed usages of the resources (traditional knowledge, Aboriginal cultural materials) are to be explained;
- the potential products to be developed, and if biological resources of traditional significance (eg, food, medicinal, totemic species) are to be used;
- where the proposed activity will take place, including names of Aboriginal communities or Traditional Owner groups likely to be involved;
- the individuals, institutions or companies to be involved;
- whether the PIC of the local Aboriginal community (or communities), affected by the proposed activity, has been given; and
- that the information provided in the application be legally correct, complete and trustworthy.

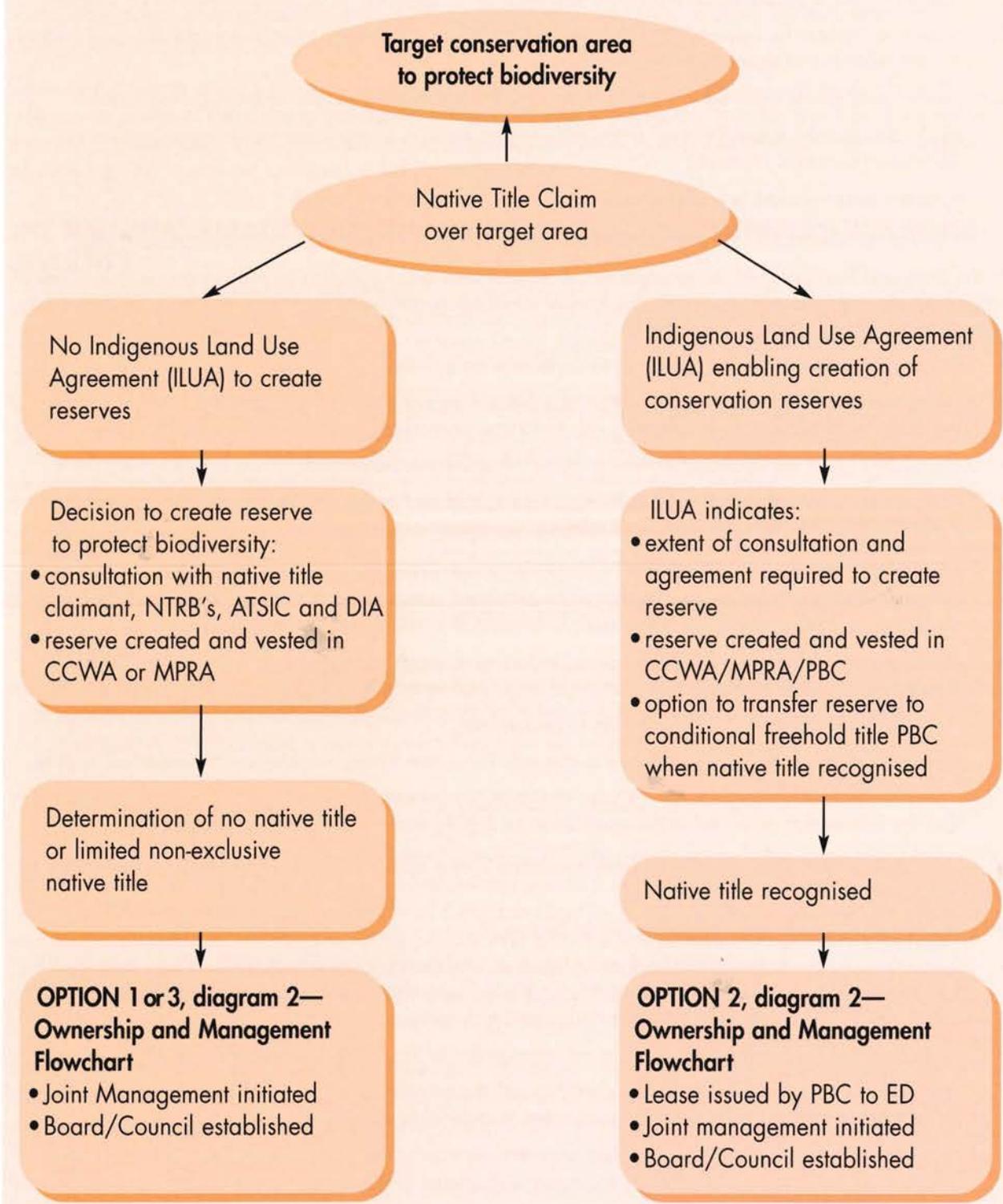
At a local level of PIC, if the genetic resources requested by the applicant are on land owned or inhabited by Indigenous communities, legislation should:

- require that their consent for access has to be sought;
- being consistent with the right of self-determination, enable Indigenous stakeholders to set their own conditions with regard to the giving of PIC (such conditions should also include the right to refuse access to territories, biological resources, knowledge and technologies);
- require that they be actively involved in the negotiations of the access and benefit-sharing arrangements;
- ensure that they have a fair and equitable share of the benefits from the use of genetic resources situated in their areas, and for the use of any associated traditional knowledge;
- require that their traditional laws and customs are respected; and
- ensure Indigenous communities are adequately represented in any negotiations.

It is crucial that the mandatory requirement of the consent of such communities be embedded in the relevant, national laws and institutional codes of practice. Not all research applications will involve indigenous community interests, however, there needs to be an indigenous or local community referral body such as a land council, which can advocate the interests of the indigenous community and determine whether the principles of PIC are fully met by proponents of any activity.

(Henrietta Fourmile-Marrie & Glen Kelly 2000)

Process for creating new conservation reserves in Western Australia



ABORIGINAL LIAISON • DISTRICT PLANNING • SITE SELECTION

REGIONAL INFORMATION

Aboriginal liaison • District planning • Site selection

Department of Conservation and Land Management

PARKS AND VISITORS SERVICES DIVISION

In support of the Director's 'informed purchaser' role, the Division gives advice and monitors the Department's recreation developments to ensure that high standards are achieved and maintained. The Division is responsible for:

- recreation and landscape management planning, design and technical assistance to the Department's staff at all levels;
- writing Management Plans as part of the working group for broadscale Recreation and Landscape planning issues; and
- negotiations with outside interest groups and leaseholders when the issues relate to landscape use and impact caused by their activities.

This often means involvement with indigenous people to resolve issues such as determining suitable living sites in Purnululu.

Contacts

DEPARTMENT OF CONSERVATION AND LAND MANAGEMENT

PARKS AND VISITOR SERVICES DIVISION

Jim Sharp, Director

PARKS POLICY AND SERVICES

Colin Ingram, Co-ordinator

LAND ADMINISTRATION UNIT

David Hampton

REGIONAL AND CORPORATE SERVICES

Gae Mackay, Co-ordinator

- **RECREATION AND LANDSCAPE UNIT**
Tracy Churchill
- **INTERPRETATION AND VISITOR INFORMATION UNIT**
Gil Field
- **MANAGEMENT PLANNING UNIT**
Daryl Moncrieff
- **INDIGENOUS HERITAGE UNIT**
Noel Nannup

RECREATION AND LANDSCAPE UNIT

The Recreation and Landscape Unit provides a professional service within the Department of Conservation and Land Management on recreation planning and design, landscape management and design of structures. The Unit gives advice on and monitors all recreation developments in the department to ensure that proper processes and high standards are achieved and maintained. It provides advice and assistance to all Departmental staff but principally in the Parks and Visitor Services Output.

The main responsibilities are:

- recreation planning and design,
- visual landscape management,
- project management,
- policy and standards, and
- staff training and support.

Most contact with Departmental officers is in the form of advice and plan preparation. Assistance is tailored to suit individual Departmental work area requirements after discussions about the project or issue.

Unit staff will:

- visit sites and discuss recreation, tourism and landscape management needs on a local site or broad scale basis;
- provide advice for action plans for Districts and Regions on site planning needs and priorities;
- prepare initial sketch plans, concept plans, master plans, site development plans and detailed design;
- prepare guidelines for recreation and landscape management for area management plans;
- assess visual landscape values and impacts on those values from developments;
- assist Departmental officers with contract documentation and specifications;
- provide advice on site during implementation of the project; and
- provide advice on suitable materials, products and designs for projects.

A more detailed list of services follows.

RECREATION PLANNING AND DESIGN

- Assessment of recreation values of conservation areas.
- Recreation and access planning for Management Plans and other departmental planning processes.
- Recreation Master Plan for National Parks, reserves or large recreation areas.
- Concept planning for recreation and tourism facilities and on site activities.
- Site planning and design for recreation sites such as camping areas, picnic sites, walktrails, roads, lookouts and parking areas.



ABORIGINAL LIAISON • DISTRICT DISTRICT PLANNING • SITE SELECTION

- Design and documentation of small structures such as lookouts, boardwalks, steps, toilets, shelters, camp kitchens.



VISUAL LANDSCAPE MANAGEMENT (VLM)

- Assessment of visual landscape values and preparation of landscape studies that identify and recommend ways of protecting the landscape values of lands managed by the Department.
- Advice on the impact of operations and other developments on the landscape values of Department-managed lands.
- Provision of VLM guidelines and standards.
- Keepers of the Department's VLM System.

PROJECT MANAGEMENT

- Assessment of needs and priorities for recreational development in consultation with PVS leaders.
- Works programs for implementation of recreation development projects.
- Advice in project planning and implementation.
- Briefs to provide scope of works for projects, that is helping to define the project and how it's done.
- Contract documentation in the form of drawings and specifications.



POLICY & STANDARDS

- Concerned with relevant Acts and requirements such as the Disability Act in relation to recreation and architectural design.
- Research and development for recreation and landscape planning and design.
- Monitors quality of recreation development and maintenance work
- Liaison with other specialist and operations areas in the department as well as external agencies and associations.

STAFF TRAINING & SUPPORT

- Staff training on the principles of recreation planning, site design, visual landscape management, plan implementation and site management.
- Central coordination role for staff by supporting and sharing new ideas, initiatives, strategies and products that have a statewide benefit.
- Maintains expert knowledge and awareness of recreation and landscape planning, design techniques, recreation trends and impacts, project management.

HOW TO CONTACT US

Tracy Churchill is the leader of the Recreation and Landscape Unit. Her phone number is 08 9334 0374 or email tracyc@calm.wa.gov.au

ABORIGINAL ORGANISATIONS AND COMMUNITIES

THE SOUTH WEST ABORIGINAL LAND & SEA COUNCIL ABORIGINAL CORPORATION (SWAL&SCAC). TEL: (08) 9222 6200

Memorandum of Understanding (MOU) between the Department of Conservation and Land Management and The South West Aboriginal Land & Sea Council Aboriginal Corporation (SWAL&SCAC).

The South West Aboriginal Land & Sea Council Aboriginal Corporation (SWAL&SCAC) is the representative of Native Title holders and other Aboriginal people in the South West region of Western Australia that carries out a number of functions prescribed under the Commonwealth Native Title Act 1993 (NTA). These include responsibility for:

- facilitation of native title applications for determination and the provision of assistance to claimant groups;
- certification of native title applications and Indigenous Land Use Agreements (ILUAs);
- notifying native title applicants about proposals from third parties that might affect lands subject to native title applications; and
- making agreements.

In the event an eligible body other than the SWAL&SCAC is recognised by the Commonwealth Minister as the representative body for the South West area of Western Australia under section 203AD of the NTA, then that eligible body will automatically become a party to this MOU in place of the SWAL&SCAC.

The Department of Conservation and Land Management is a State Government department constituted under the Conservation and Land Management Act 1984. It is responsible for the administration of a number of Acts of the Western Australian Parliament. These Acts therefore give the Department responsibility for conservation of flora and fauna (biodiversity), and the management of lands and waters placed in the care and control of the Conservation Commission of Western Australia and the Marine Parks and Reserves Authority.

Recognising the respective responsibilities and functions of the organisations, this Memorandum of Understanding (MOU) signifies an intention by the Department and the SWAL&SCAC (together referred to as the "parties") to work cooperatively to develop principles and guidelines that address their common concerns, as set out in this MOU.

This MOU sets out both principles and guidelines under which access and cooperative management agreements between the Department and Aboriginal people may be established in the South West of Western Australia.

The purpose of this MOU is to identify areas of potential agreement or cooperation and to inform the preparation of a comprehensive agreement that addresses the issues and concerns of each party, and the relationship between the parties to this MOU.

It is not intended to create legal rights or obligations on either party or in any way impact upon or transgress any Native Title rights or other rights that may exist in relation to the South West region.

ABORIGINAL AND TORRES STRAIT ISLANDER COMMISSION

The Aboriginal and Torres Strait Islander Commission (ATSIC) is Australia's principal democratically elected Indigenous organisation.

A Commonwealth statutory authority, it was set up in 1990 under the Aboriginal and Torres Strait Islander Commission Act 1989 to include Indigenous people in the processes of government affecting our lives.

- ATSIC's vision is of Aboriginal and Torres Strait Islander people and communities freely exercising our legal, economic, social, cultural and political rights.
- ATSIC works at both the regional level through its elected Regional Councils and the national level through the now fully elected Board.
- ATSIC advises governments—Commonwealth, State/Territory and local—on Indigenous issues.
- ATSIC advocates Aboriginal and Torres Strait Islander issues at the regional, national and international level.
- ATSIC monitors the performance of other government agencies in providing services to their Indigenous citizens.
- ATSIC is also the main Commonwealth agency responsible for administering Aboriginal and Torres Strait Islander programs, in partnership with other agencies.

Through ATSIC, Aboriginal people and Torres Strait Islanders living on mainland Australia are able to determine their own needs and priorities and make decisions about social and economic programs set up to deal with the effects of Indigenous dispossession and marginalisation.

PRESERVING AND PROTECTING INDIGENOUS HERITAGE

Programs such as the Preservation and Protection of Indigenous Heritage and the Environment (PPIH) Program (administered by ATSIC's National Heritage and Environment Program Centre) work to ensure effective protection of heritage, and Indigenous involvement in protection and conservation programs for Aboriginal and Torres Strait Islander cultural property.

The National Heritage and Environment Program Centre of ATSIC is a supplementary funding agency. It operates in an environment whereby several Commonwealth, State and Territory Government agencies have responsibilities for funding heritage and environment preservation activities.

The states and territories carry the major responsibility for heritage and environment protection in Australia and each state government has unique programs that can be accessed for heritage and environment issues. As a supplementary funding agency, ATSIC's National Heritage and Environment Program Centre cannot provide funds where responsibilities lie with State and Territory Governments.

For further information, please contact your local ATSIC office or log onto our website at: http://www.atsic.gov.au/issues/Indigenous_Rights/heritage/Default.asp.

YOUR LOCAL ATSIC OFFICES:

1. PERTH NOONGAR REGIONAL COUNCIL

Ph: (08) 9220 3211
 Fax: (08) 9220 3280
 Perth Regional Office
 Lv 16, 256 Adelaide Terrace
 PERTH WA 6000

2. WESTERN DESERT REGIONAL COUNCIL

C/O Kalgoorlie Regional Office
 Ph: (08) 9021 1655
 Fax: (08) 9021 8128
 14A Throssell Street
 KALGOORLIE 6430

3. NOONGAR COUNTRY REGIONAL COUNCIL (SOUTH WEST)

C/O Perth Regional Office
 Ph: (08) 9220 3211
 Fax: (08) 9220 3280
 Lv 16, 256 Adelaide Terrace
 PERTH WA 6000

4. KULLARRI REGIONAL COUNCIL (BROOME)

Ph: (08) 9192 1708
 Fax: (08) 9193 5958
 Broome Regional Office
 25 Dampier Terrace
 BROOME WA 6725

5. MALARABAH REGIONAL COUNCIL (DERBY)

Ph: (08) 9193 3133
 Fax: (08) 9193 1103
 Derby Regional Office
 329 Clarendon Street
 DERBY WA 6728

6. YAMATJI REGIONAL COUNCIL (GERALDTON)

Ph: (08) 9964 3640
 Fax: (08) 9963 3166
 Geraldton Regional Office
 17 Lester Avenue
 GERALDTON WA 6530

7. WONGATHA REGIONAL COUNCIL (KALGOORLIE)

Ph: (08) 9021 1655
 Fax: (08) 9021 8128
 Kalgoorlie Regional Office
 14A Throssell Street
 KALGOORLIE WA 6430

8. NGARDA-NGARLI-YARNDU REGIONAL COUNCIL (SOUTH HEDLAND)

Ph: (08) 9158 5444
 Fax: (08) 9140 1321
 South Hedland Regional Office
 Cnr Brand and Tonkin Street
 SOUTH HEDLAND WA 6722

9. WUNAN REGIONAL COUNCIL (KUNUNURRA)

Ph: (08) 9168 1655
 Fax: (08) 9169 1036
 Kununurra Regional Office
 2250 Coolibah Drive
 KUNUNURRA WA 6743

ATSIC: A DEMOCRATIC PROCESS

Every three years Aboriginal and Torres Strait Islander people elect local representatives to a network of 35 Regional Councils around Australia. Western Australia has nine regions – contact details provided below.

Regional Councillors play an important role. They:

- represent and advocate for their communities,
- draw up regional plans,
- make funding decisions on ATSIC programs in their region, and
- lobby other governments/agencies in the region to meet their responsibilities to Aboriginal and Torres Strait Islander people.

Regional Councils are grouped into 16 zones in Australia. All the councillors in each zone elect a Commissioner to sit on the ATSIC Board. Another Commissioner is elected from the Torres Strait.

OTHER ORGANISATIONS

NATIONAL NATIVE TITLE TRIBUNAL. TEL: (08) 9268 7272

The National Native Title Tribunal (Tribunal) is best described as an independent mediation service, mediating applications when requested by the Federal Court or at the invitation of people who want to develop land use agreements. It was created by the Commonwealth Native Title Act (1993).

The main objectives of the Commonwealth Native Title Act, are to:

- provide for the recognition and protection of native title,
- establish ways in which future dealings may proceed and set standards for those dealings,
- set up a National Native Title Tribunal, and
- establish a mechanism for the determining claims to native title.

The Tribunal is not a Court and doesn't decide whether native title does or doesn't exist. Our role is to bring together people so they can decide for themselves.

In practical terms, the Tribunal manages the mediation of native title claims, often in the remotest parts of Australia. It works with Indigenous people, pastoralists, miners, local authorities and other groups to work through the detailed issues involved in each native title claim.

The Tribunal meet at times and places most convenient to the parties—often in community halls, local clubs, under gums trees or in dry river beds on the country under question—and uses the most up to date technology to draw up agreements then and according to the wishes of those involved.

The Tribunal is a Commonwealth organisation with its principal registry in Perth.

My position is State Manager of External Liaison is located in the WA Registry of the National Native Title Tribunal. I am answerable to the State Manager, Mr Andrew Jagers.

In brief, the role of State Manager of External Liaison is to ensure that all of our external liaison activities are recorded in a strategy document that can be accessed by all our staff.

I also undertake community education lectures to some external stakeholders and other sections of the community. Such sessions are designed to provide the recipient with a level of knowledge on:

- what is native title?
- the structure and role of the Tribunal in assisting people to achieve a native title determination or an agreement, and
- the role of the Federal Court and other information that would be important to assist people to greater understand the overall process.

From time to time I draw upon case management staff and our Tribunal Members to have in input into assisting people to better understand what some people term a very difficult process.

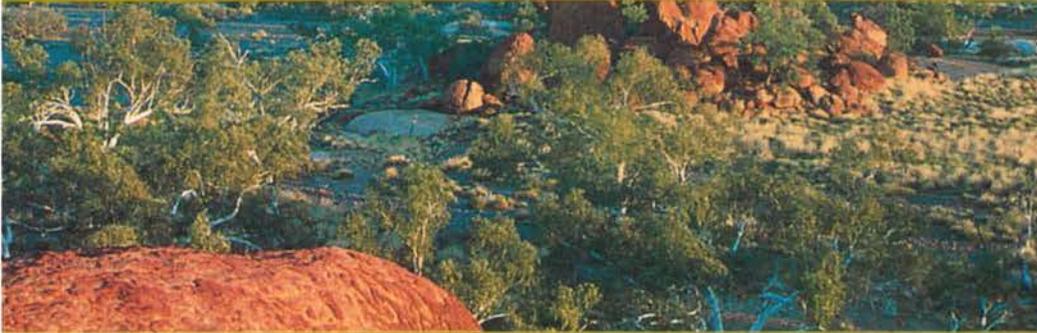
Members are appointed to lead mediation of native title applications and to liaise and follow up orders from the Federal Court. Members are assisted by case managers of the Tribunal.

During my employment with the Tribunal I always endeavour to assess and style my presentation to suit the expectations of my audience.

(Source: Edward Brown, State Manager of External Liaison)

Fact Sheet Fact Sheet Fact Sheet **FACT SHEET** Fact Sheet

Department of Indigenous Affairs



The Department of Indigenous Affairs gratefully acknowledges the invaluable assistance provided by the Department of Land Administration and the Crown Solicitor's Office of the Department of Justice in the production of these Fact Sheets.

Working towards improving the living standards of Indigenous people.

Providing whole of Government coordination of Indigenous affairs at all levels throughout the State.

Assisting Indigenous people to protect and promote their heritage and culture.

Transferring Indigenous land to the direct control of Indigenous people.

www.dia.wa.gov.au

JANUARY 2002

**DEPARTMENT OF
INDIGENOUS AFFAIRS**

Website: www.dia.wa.gov.au

HEAD OFFICE

1st Floor, Governor Stirling Tower
197 St Georges Terrace
Perth WA 6000
PO Box 7770
Cloisters Square
Perth 6850
Tel: 9235 8000
Fax: 9235 8088

**NORTH METROPOLITAN/
WHEATBELT REGIONAL OFFICE**

Ground Floor, South Node
DOLA Building
Old Great Northern Highway
Midland WA 6056
Tel: 9274 4288
Fax: 9274 1865

**SOUTH METROPOLITAN/
SOUTH WEST REGIONAL OFFICE**

Suite 2
78 Marine Terrace
Fremantle WA 6160
Tel: 9335 5174
Fax: 9335 9746

KIMBERLEY REGIONAL OFFICE

Unit 26, Paspaley Plaza Centre
25-37 Carnarvon Street
Broome WA 6725
Tel: 9192 2865
Fax: 9192 2850

**MURCHISON/
GASCOYNE REGIONAL OFFICE**

1st Floor,
21 Chapman Parade
Geraldton WA 6530
Tel: 9964 5470
Fax: 9964 5473

PILBARA REGIONAL OFFICE

Unit 2
18 Tonkin Street
South Hedland WA 6722
Tel: 9140 2577
Fax: 9140 2588

GREAT SOUTHERN REGIONAL OFFICE

129 Aberdeen Street
Albany WA 6330
Tel: 9842 3000
Fax: 9842 3517

GOLDFIELDS REGIONAL OFFICE

Unit 8
Brookman Mews
Cnr Brookman and Cassidy Sts
Kalgoorlie WA 6430
Tel: 9021 5666
Fax: 9021 5271

Western Australian MAP PACK



Department of
Indigenous Affairs



DISCLAIMER

The information contained in this publication, including particulars of community locations on maps, is based on information available to the Department of Indigenous Affairs Western Australia at the time of printing. While every endeavour has been made to ensure that the information is as accurate as possible, no warranty is given about its accuracy, nor that it is free from error or omission. The information may become out of date over time.

The State of Western Australia and its servants expressly disclaim liability for any act or omission done in reliance on this publication and for the consequences of any such act or omission.

If anyone is or becomes aware of any inaccuracies in this publication, please contact the Co-ordinator, Information Systems, Department of Indigenous Affairs, so that we can update our records.

Co-ordinator, Information Systems
C/o Department of Indigenous Affairs
PO Box 7770
Cloisters Square Perth WA 6850
Telephone (08) 9235 8039
Email: cis@dia.wa.gov.au



Department of
Indigenous Affairs

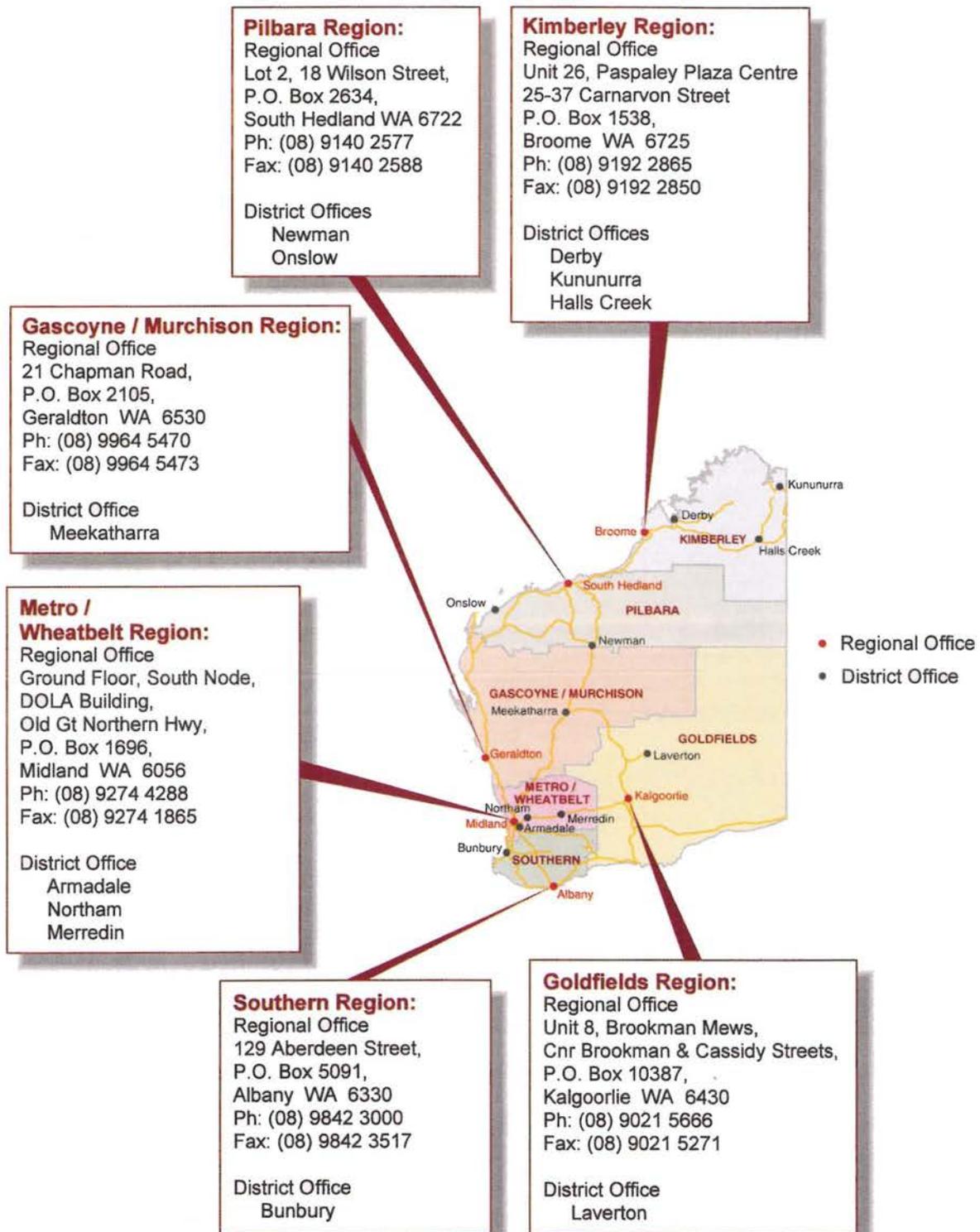


Department of Indigenous Affairs of Western Australia

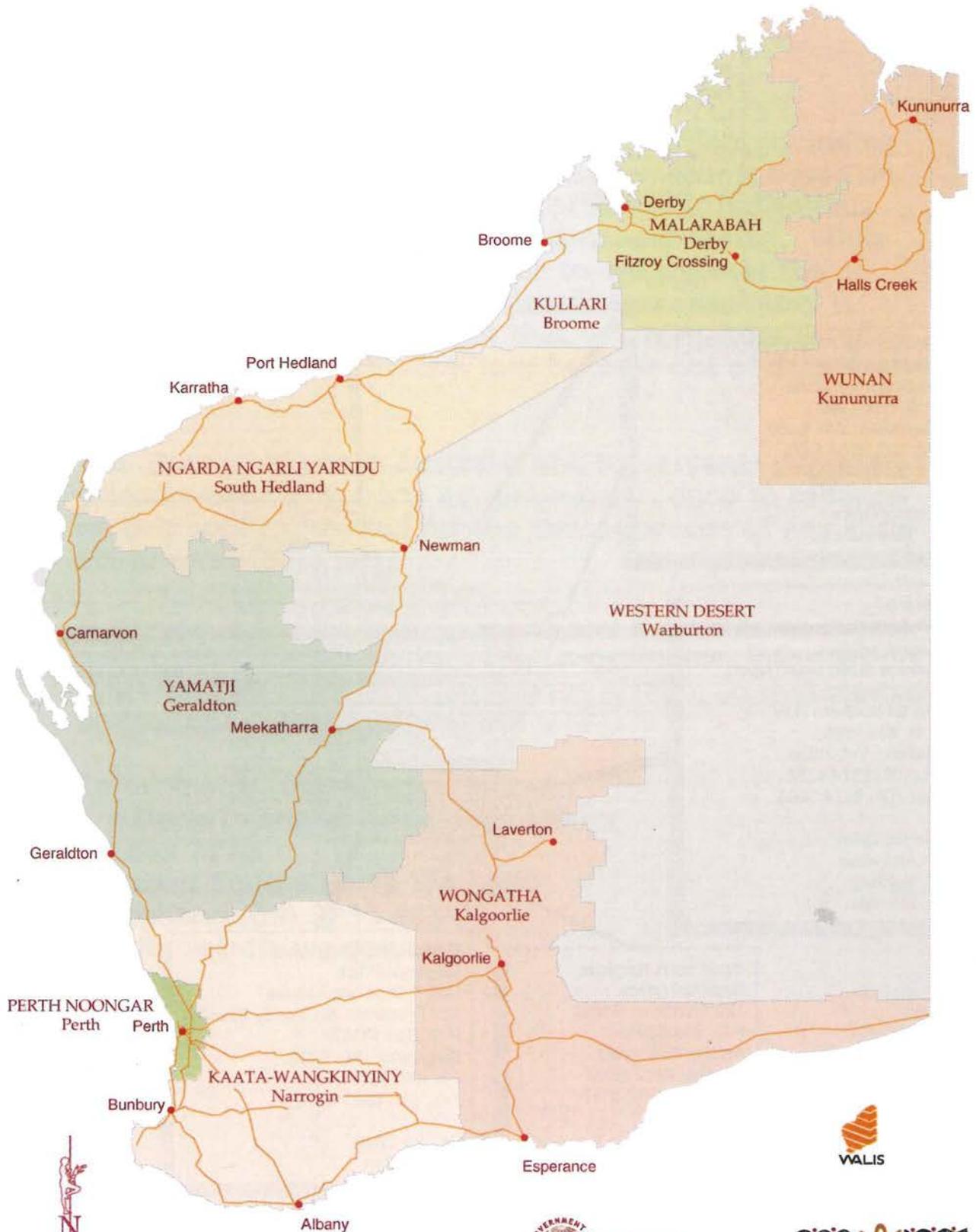
HEAD OFFICE:

197 St Georges Terrace, Perth, WA
P.O. Box 7770, Cloisters Square, Perth, WA, 6850
Phone (08) 9235 8000 Fax (08) 9235 8088

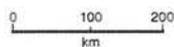
As at 18 February 2002



WESTERN AUSTRALIA ATSIC REGIONS



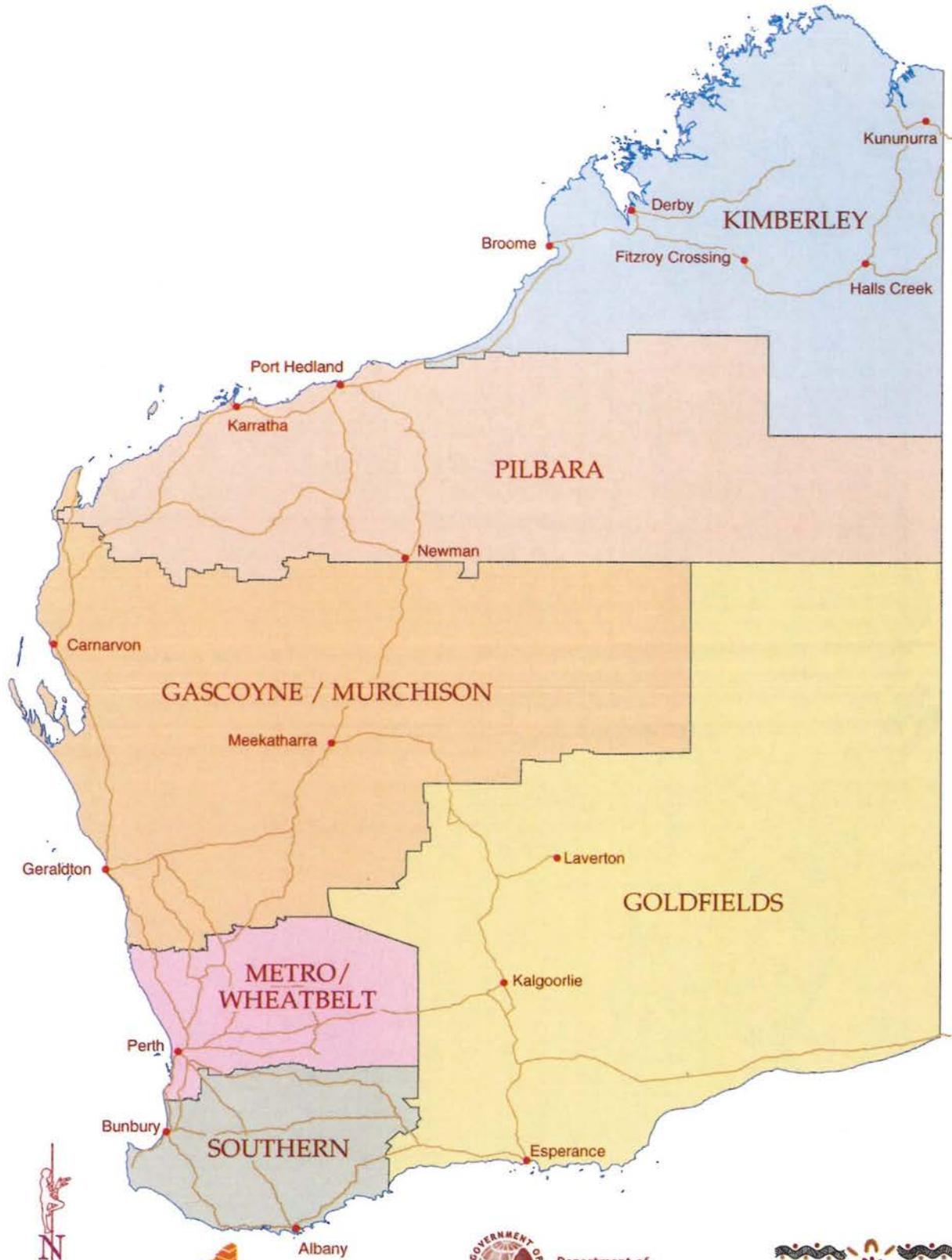
Last update: February 2002
Data Source - ATSIC Boundaries-AUSLIC



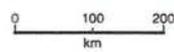
Department of
Indigenous Affairs



WESTERN AUSTRALIA DIA REGIONS



Last update: February 2002

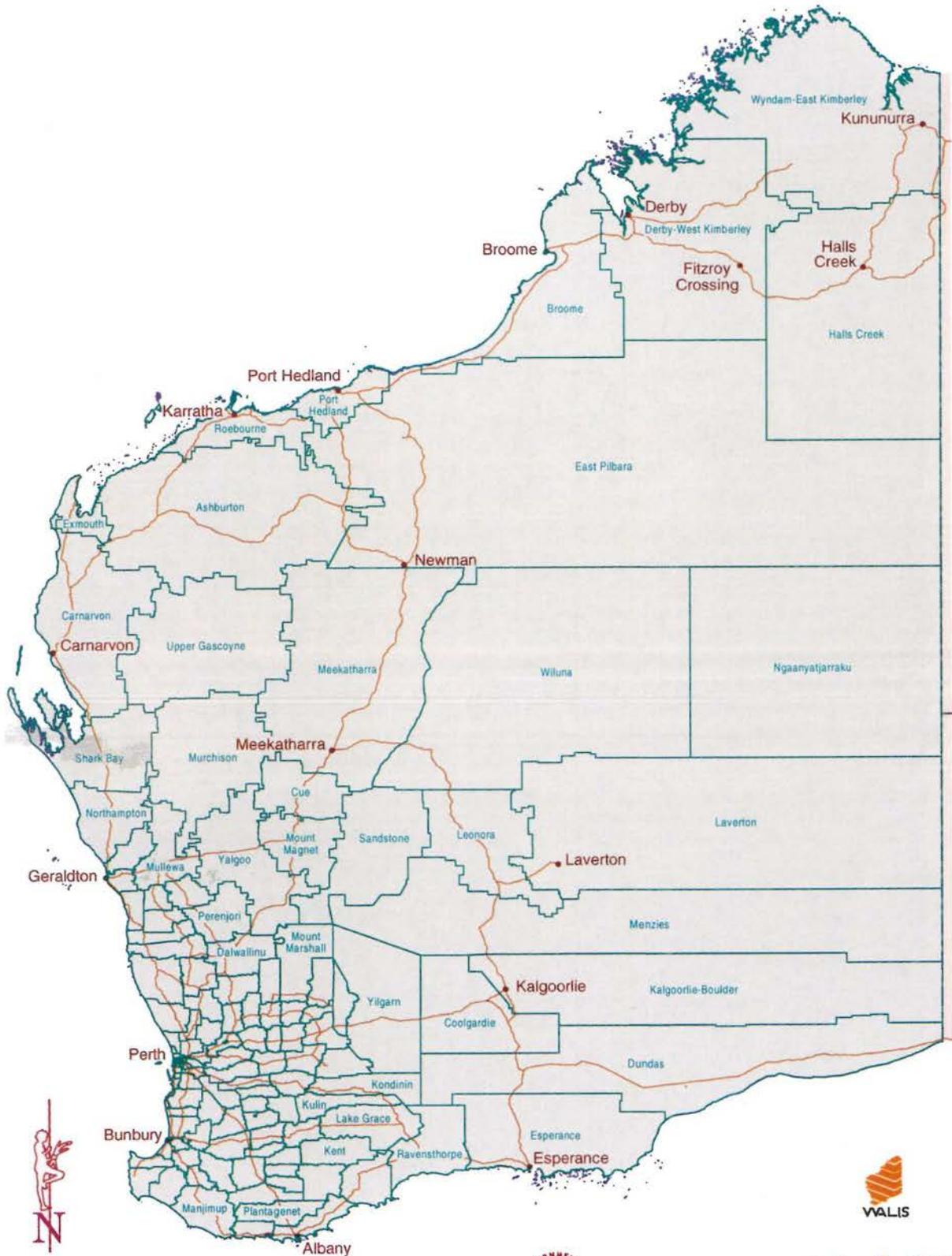


Department of
Indigenous Affairs



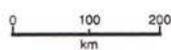
WESTERN AUSTRALIA

LOCAL GOVERNMENT AUTHORITIES



Last Update : February 2002

Data Source - LGA Boundaries - Dept of Agriculture



Department of
Indigenous Affairs

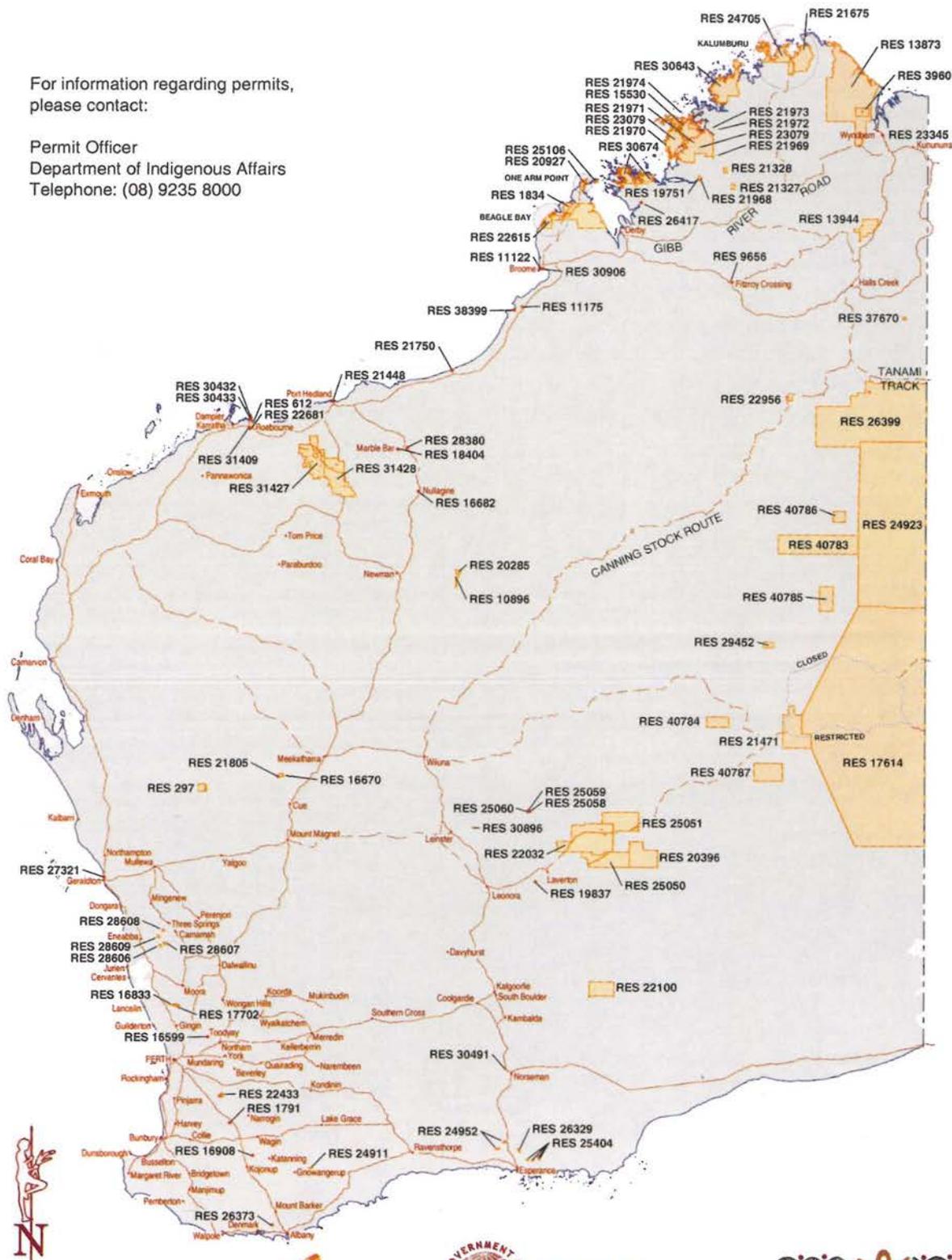


WESTERN AUSTRALIA

ABORIGINAL RESERVES UNDER Pt III - RESERVED LANDS AAPA ACT 1973 (PERMIT REQUIRED)

For information regarding permits,
please contact:

Permit Officer
Department of Indigenous Affairs
Telephone: (08) 9235 8000



Last Update : February 2002



Department of
Indigenous Affairs



WESTERN AUSTRALIA ABORIGINAL COMMUNITIES

Map 1 of 2

LEGEND

- Menzies Community Name
- Leonora Town
- Major Road

For communities in this area,
please refer to Map 2 in this set of 2,
Kimberley Region - Aboriginal Communities



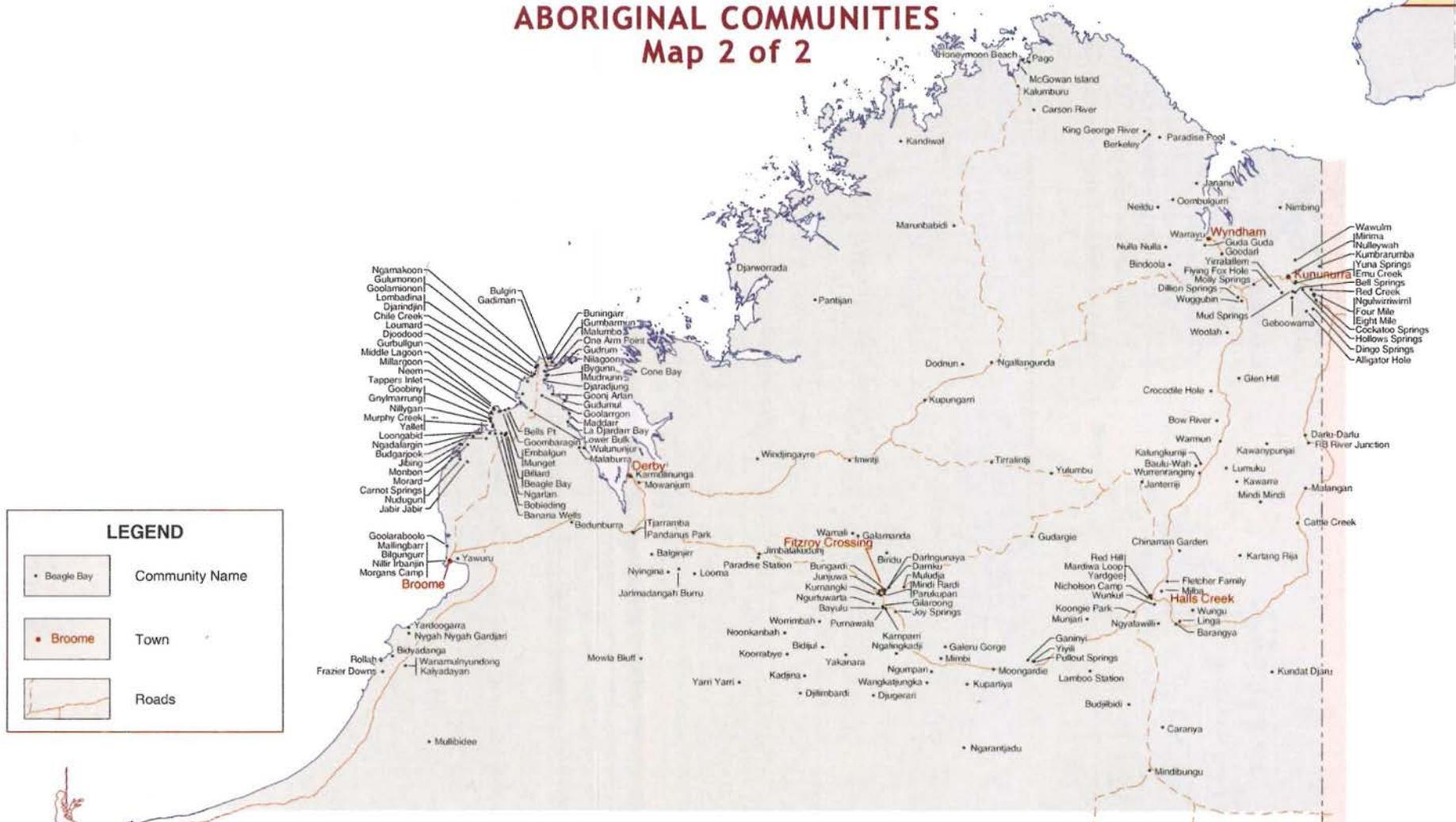
Last Update : February 2002



Department of
Indigenous Affairs



KIMBERLEY REGION ABORIGINAL COMMUNITIES Map 2 of 2



LEGEND

- Boagle Bay Community Name
- Broome Town
- Roads



Last Update : February 2002



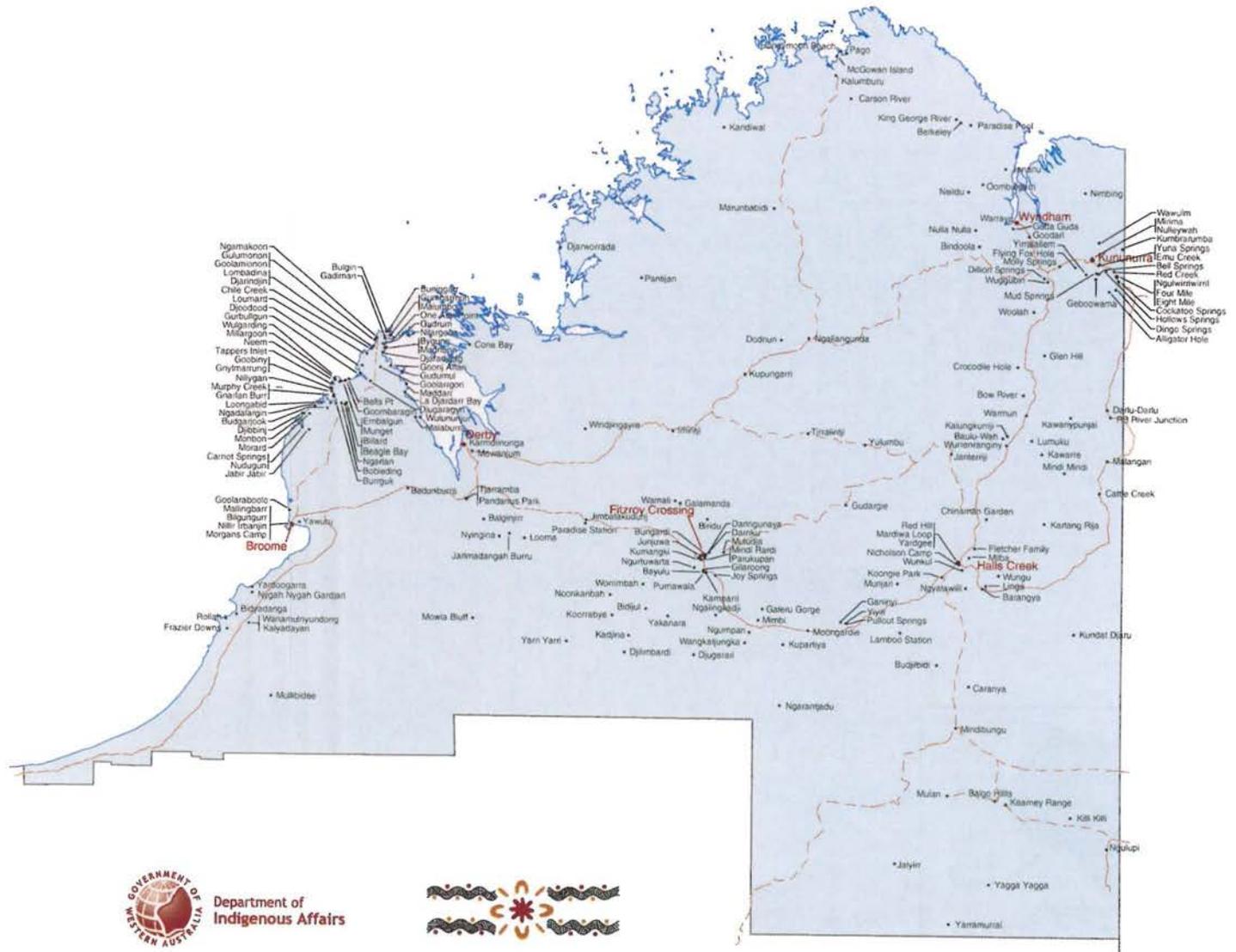
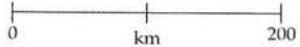
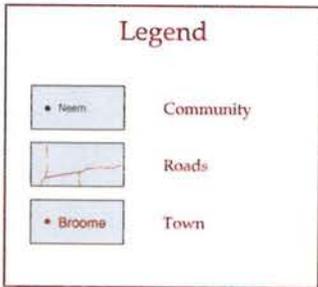
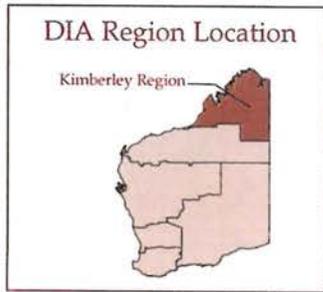
For communities in the remainder of the state,
please refer to Map1 in this set of 2,
Western Australia - Aboriginal Communities



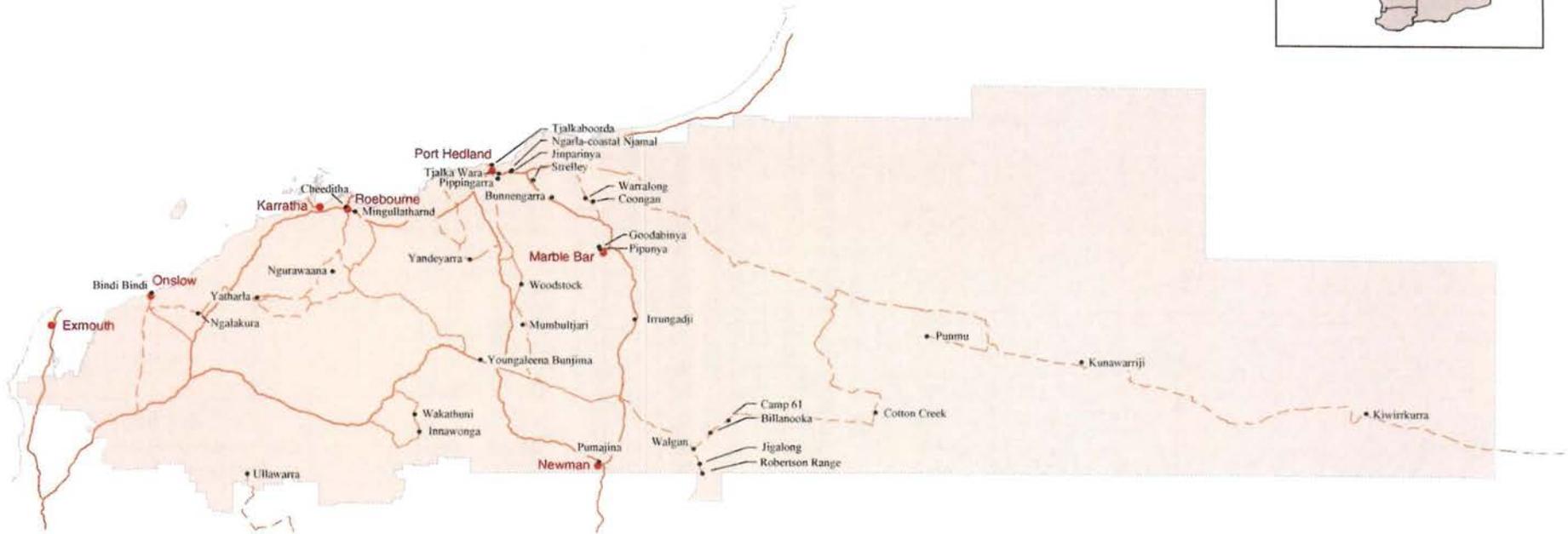
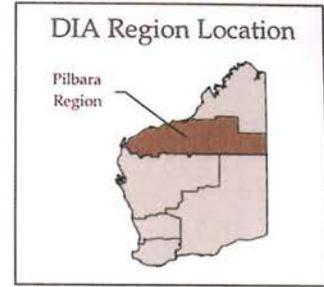
Department of
Indigenous Affairs



KIMBERLEY REGION

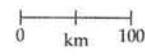


PILBARA REGION



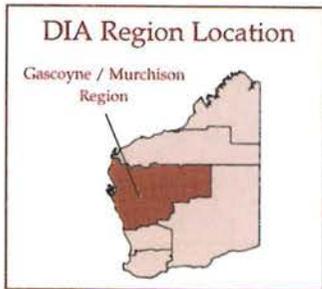
Legend

-  Community Name
-  Road Network
-  Town



Last Update : February 2002

GASCOYNE / MURCHISON REGION



Legend

-  Mungullah Community Name
-  Road Network
-  Kalbarri Town

Last Update : February 2002



Department of Indigenous Affairs



GOLDFIELDS REGION



Legend

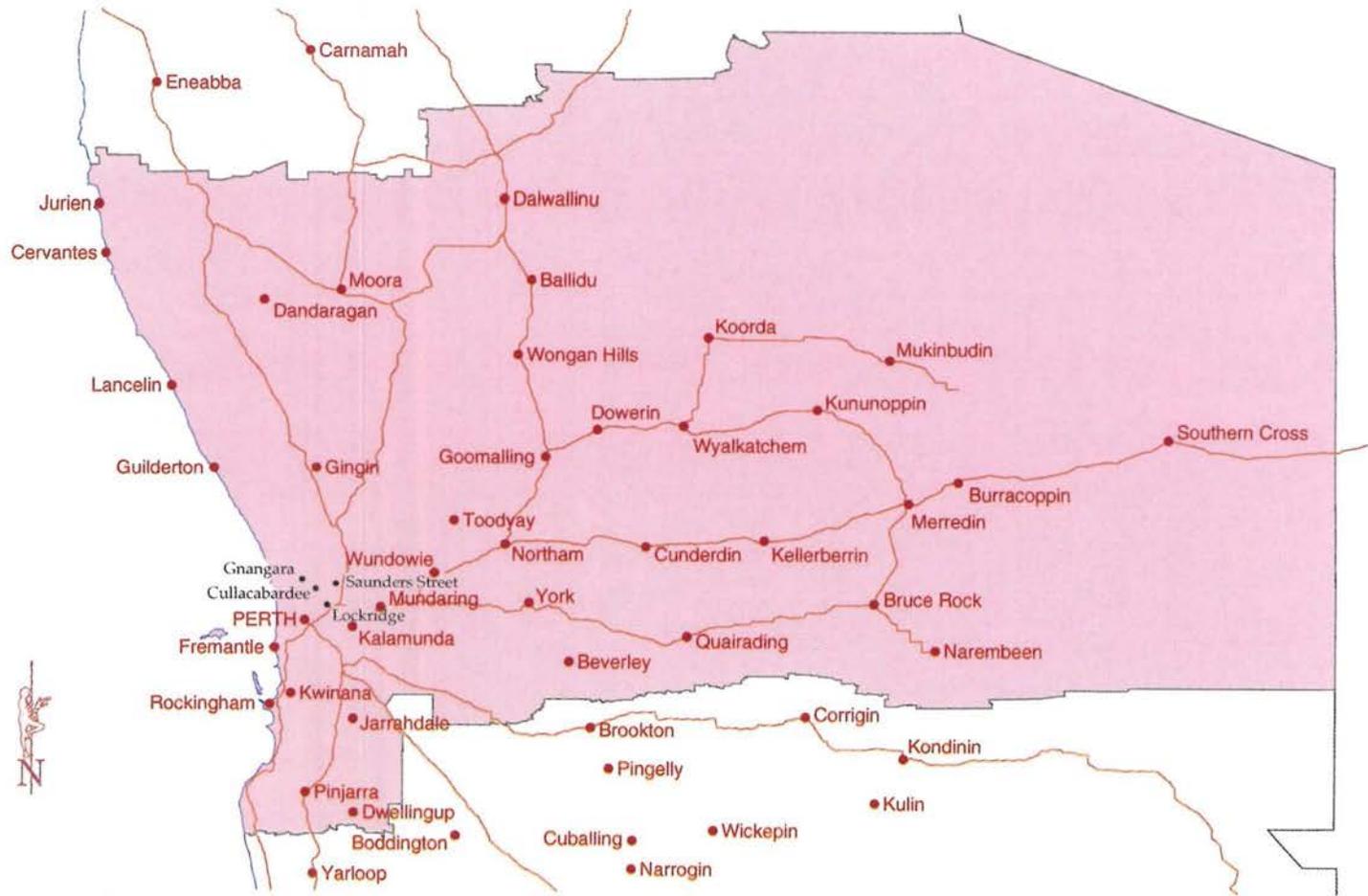
- Coonana Community Name
- Road Network
- Leonora Town



Last Update : February 2002

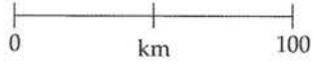


METRO / WHEATBELT REGION



Legend

- Lockridge Community Name
- Major Road
- Pinjarra Town



Department of Indigenous Affairs



SOUTHERN REGION



Last Update : February 2002







Don Pullett

CALM BUSH RANGERS



ANNUAL REPORT 2002



Front cover: Pictured (left to right) are CALM Bush Rangers from Wongutha Christian Parent-Directed School at Perup Nature Reserve, Bush Rangers from Newton Moore Senior high school working on a Western Shield baiting and monitoring program; a woylie, one of the endangered animals brought back from the brink of extinction by the Western Shield baiting program; a Wongutha Bush Ranger at Perup Nature Reserve, and Bush Rangers from Chisholm Catholic College harvesting the salvina weed from Perth wetlands. Photos by Bronwyn Humphreys, Soo Buckle and Mark Robinson.

CALM BUSH RANGERS WESTERN AUSTRALIA

A PATHWAY FOR YOUTH ACTION IN BIODIVERSITY CONSERVATION ANNUAL REPORT 2002

| | |
|---|-------|
| Summary | 2 |
| Background | 3 |
| Conservation community service – our collective role | 6 |
| Due Credit | 13 |
| Communicating | 14 |
| Aspects of teamwork and leadership | 16 |
| Recognition by the Western Australian community of the work the CALM Bush Rangers achieve | 17 |
| Our role as a host organisation | 17 |
| Professional development | 18 |
| Conclusion | 18 |
| Appendix: | 19-26 |
| Department of Conservation and Land Management staff contribution | 19-22 |
| CALM Bush Rangers Unit statistics 2002 | 23 |
| Unit Instructors' contribution | 23 |

1 SUMMARY

Each week across Western Australia more than 1,000 CALM Bush Rangers – secondary school students aged 13 to 17 – take part in community conservation projects.

In 2002, they spent more than 200,000 volunteer hours on the study of nature conservation and on these projects, assisted by 114 volunteer adult instructors and 90 Department of Conservation and Land Management staff.

Activities between Bush Ranger units throughout the State consolidated a strong conservation network of young people. Because many young people and adults have been associated with their Bush Ranger units from when the units were formed, the Bush Rangers program has a distinctive place in schools and communities.

One of the year's milestones was the successful trial of the nationally accredited 'Certificate II Conservation and Land Management' at Rossmoyne Senior High School's Bush Ranger unit. Twelve cadets had the Certificate placed on their Western Australian Certificate of Education in Year 12. This will be expanded in 2003 to the Wongutha and Coolgardie CAPS schools.

Pathways for employment in natural resource management, for all participants, including indigenous youth, are an implicit part of the CALM Bush Ranger program. This year, they were highlighted by visits to Units by Departmental staff who were positive role models, one of the most notable being by former AFL player, Dale Kickett.

CALM Bush Rangers were recognised and acknowledged for their service to the community by:

- winning awards and being finalists in the Western Australian Youth Awards, receiving testimonials, receiving commendation letters from community conservation groups, and
- having their work showcased in Commonwealth Government publications.

Departmental staff rewarded CALM Bush Rangers' commitment with a range of exceptional experiences including:

- working with bilbies at the Shark Bay World Heritage area,
- trapping animals as part of the Department's Western Shield program in the southern forests, Mid-West and Wheatbelt, and
- taking part in controlled burning operations.



Wongutha CAPS CALM Bush Rangers Unit

2 BACKGROUND

This is the fourth year the CALM Bush Rangers program has operated as part of the Government's Cadets WA program. The program fosters competence in life skills such as teamwork and leadership and, within the CALM Bush Rangers network, a conservation community service objective.

A table showing the extensive community service each Unit has achieved, and the community partnerships they have formed, is on pages 7 to 12.

The number of Departmental staff contributing to the program doubled from 2001. Staff organised reward experiences, participation on management committees, inclusion on nature conservation projects and links to national park management.

CALM Bush Rangers Units

Number and distribution of the three sectors in education

| Year | Govt. SIDE | Govt. SHS | Govt. DHS | Catholic Schools | Independent School | Total |
|------|------------|-----------|-----------|------------------|--------------------|-------|
| 1998 | - | 2 | - | - | - | 2 |
| 1999 | - | 7 | 1 | 2 | 1 | 11 |
| 2000 | 1 | 10 | 5 | 3 | 3 | 21 |
| 2001 | 1 | 12 | 7 | 5 | 5 | 29 |
| 2002 | - | 15 | 6 | 4 | 5 | 28 |

Two thirds of the Units are from government schools. Half the Units are from rural and remote schools, and half from the Perth metropolitan area.

The number of schools wanting to take part in the CALM Bush Ranger program is high, and demand outstrips placements available under the Cadets WA program.

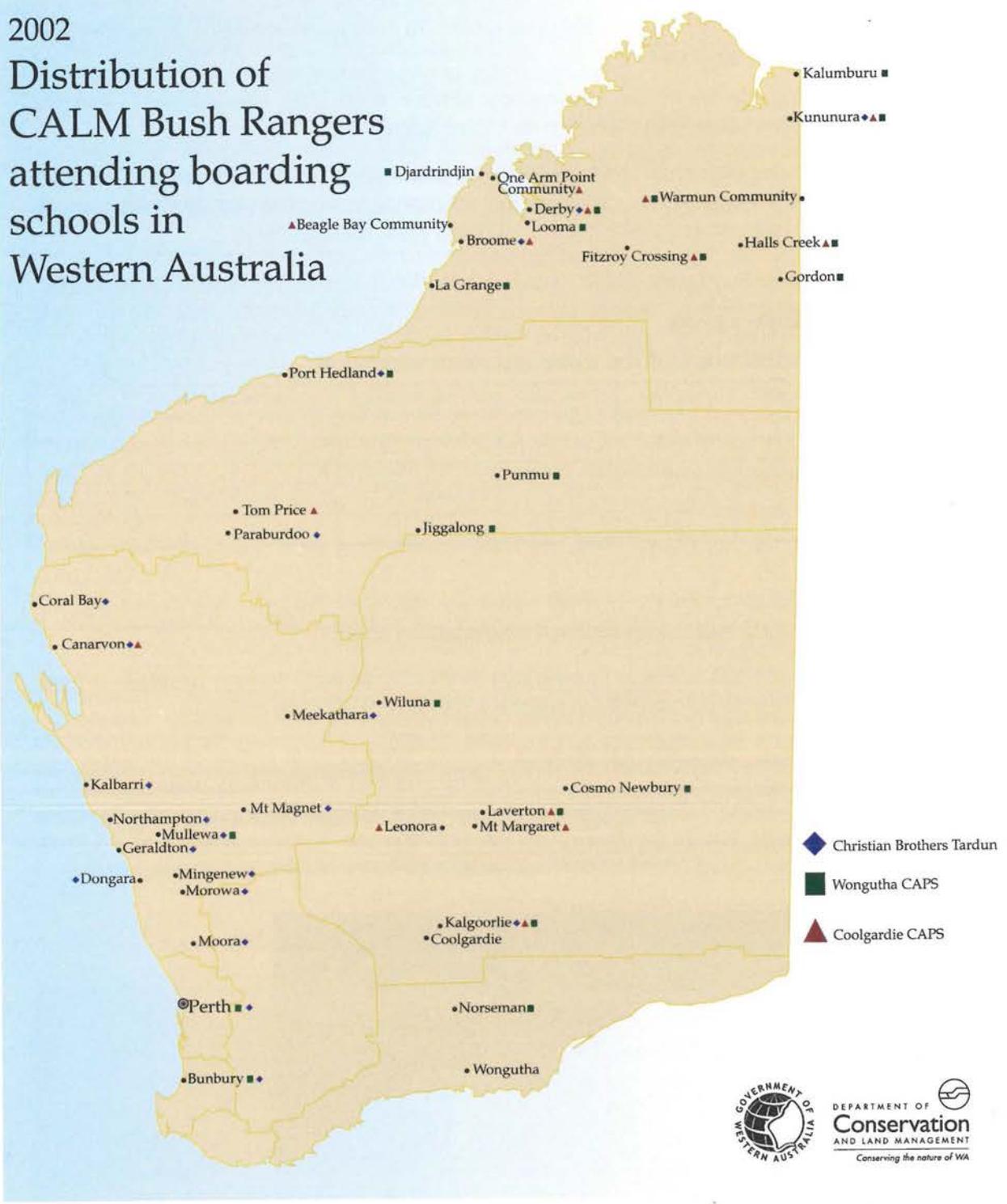
CALM Bush Ranger Units are now located in every geographical region of the State. The Pilbara and Kimberley regions are represented by one Unit at Newman. Boarding schools such as Wongutha CAPS (Esperance), Coolgardie CAPS (Kalgoorlie) and Christian Brothers Agricultural College, Tardun (Mid West) are also represented. Maps on pages 4 and 5 show the location of participants in Western Australia.



Chisholm Catholic College CALM Bush Rangers Unit

2002

Distribution of CALM Bush Rangers attending boarding schools in Western Australia



2002

Location of CALM Bush Ranger Units in Western Australia



3

CONSERVATION AND COMMUNITY SERVICE – OUR COLLECTIVE ROLE

CALM Bush Ranger conservation community service projects reflect – in partnership with the community – the Department of Conservation and Land Management's work to conserve the nature of Western Australia.

Biodiversity conservation projects carried out by CALM Bush Rangers include:

- tackling salinity issues, including tree planting and water conductivity monitoring in the Wheatbelt,
- taking part in the Department's Western Shield project by monitoring native animals in the South-West forests, Wheatbelt, Stirling Ranges and Kalbarri National Park,
- completing a nationally accredited fire course including taking part in controlled burning operations, and
- working with community groups to control dieback.

Units also contributed to managing wetlands of national and international importance including Thompson Lake in Perth and Rowles Lagoon in the Goldfields. This work is expanding each year.

CALM Bush Rangers are also assisting in the rehabilitation of native animals in conjunction with the Department's volunteer carers including the Malaga Fauna Rehabilitation Centre, Armadale Reptile and Wildlife Centre, Native Arc at Bibra Lake and the Albany Wildlife Welfare Association.

Visitor surveys were conducted in five areas managed by our Department.

CALM Bush Rangers joined celebrations for World Environment Day, Arbor Day and Threatened Species Day, conducting interpretation experiences at local primary schools, often with Departmental wildlife officers. They took part in major field days and shows with more than 70 CALM Bush Rangers from 10 Units assisting with the Land Experience at the Perth Royal Show.



Roleystone District High School CALM Bush Rangers Unit

The partnerships Units have developed with their local community conservation groups and agencies are extensive. Details of each Unit's conservation community service and their community partnerships are given below.

***Department = Department of Conservation and Land Management**

| CALM Bush Ranger Unit | Conservation community service projects | Community involvement |
|--|---|---|
| Albany Senior High School | <ul style="list-style-type: none"> • Assistance in creating Departmental display for Albany Show • Brushing with national park rangers in Two Peoples Bay • Trapping native animals at Stirling Range National Park • Mapping a new walk trail Mt Hassell with GPS • Wetland monitoring • Caring for orphaned joey • Spotlighting for possums • Owl watching • Weed busters week display assistance at Albany Show • Great Marsupial Night Stalk Mt Clarence and Mt Adelaide with local primary schools and community • Marine Community Monitoring program • 'Shame us' sculpture • Tree planting at Middleton Beach • Tree planting at Lake Seppings • Erosion control at Gull Rock Reserve • Weeding and planting at Black Swan Reserve • Weeding and litter control at 'Land for Wildlife' site • Albany Senior High School • Kangaroo trail marking Stirling Range retreat • Rehabilitation at Mistaken Island Reserve • Fence brushing and erosion control | <p>School</p> <p>Department Albany</p> <p>Department Stirling Ranges</p> <p>Department Two Peoples Bay</p> <p>Coastwest Coast care</p> <p>Agriculture Dept</p> <p>Land For Wildlife</p> <p>City of Albany</p> <p>Waters and Rivers Commission</p> <p>South Coast Progress Association</p> <p>Bush carers' group</p> <p>Friends of Mt Clarence</p> <p>Friends of Mt Adelaide</p> <p>Friends of Lake Sepping</p> <p>Progress Association of Lower King and Lower Kalgan</p> <p>Wildflower Society</p> <p>Friends of Mt Melville</p> |
| Chisholm Catholic College | <ul style="list-style-type: none"> • Revegetation with native plants • Weeding and litter clean up on the Chisholm stormwater drain • Building and erecting nesting boxes • Removal of aquatic Salvinia from the Swan River • Western Shield Program Hills Forest • Native animal husbandry work at Fauna Rehabilitation Centre Malaga • Smoking native seeds at Mullewa • Mallee fowl nesting monitoring • Land Experience at the Royal Agricultural Society Show | <p>Bayswater Integrated Catchment Management (BICM)</p> <p>Fauna Rehabilitation Centre Malaga</p> <p>Eric Singleton Bird Sanctuary</p> <p>City of Bayswater</p> <p>Friends of Baigup</p> <p>Bushcare officer Mullewa</p> <p>Royal Agricultural Society</p> |
| Coolgardie Christian Aboriginal Parent-Directed School (CAPS) | <ul style="list-style-type: none"> • Goongarie Reserve open day • Plant native garden • Goongarie mallee fowl walk trail maintenance, sign erection • Link to Kalgoorlie Urban Landcare • Munglinup trail maintenance • Rowles lagoon activities | <p>School</p> <p>Department Kalgoorlie</p> <p>Herald Mining</p> <p>Munglinup Landcare group</p> |
| City Beach International School | <ul style="list-style-type: none"> • Cambridge coast care rehabilitation • Worm farm recycling • Shade house construction • Native garden at school • Peer teaching about recycling | <p>School</p> <p>Department</p> <p>Bold Park</p> <p>Cambridge Coast care</p> |
| Dun Craig Senior High School | <ul style="list-style-type: none"> • Malaga Fauna Rehabilitation centre native animal maintenance • Clean up Australia • School bushland management – weeding and planting • Monitoring native animals at Perup Nature Reserve • Perth Royal Agricultural Society Show Land Experience assistance | <p>School</p> <p>Department</p> <p>Malaga Fauna rehabilitation Centre</p> <p>Keep Australia Beautiful</p> <p>Royal Agricultural Society</p> |

| CALM Bush Ranger Unit | Conservation community service projects | Community involvement |
|------------------------------|--|---|
| Ellenbrook Christian College | <ul style="list-style-type: none"> Feral cat control in urban areas (RSPCA project) Fauna Rehabilitation Centre native animal husbandry ANZAC Day service with Ellenbrook community Great marsupial night stalk Creating a web site Competing in the State Schools Orienteering Championships | <p>School, RSPCA Department RSL, Ellenbrook Development Malaga Fauna Rehabilitation Centre</p> <p>Sate Schools Orienteering Association</p> |
| Emmanuel Catholic College | <ul style="list-style-type: none"> Animal husbandry and clean up at Native Arch Animal Rehabilitation, Bibra Lake Maintaining turtle tunnels, constructing and maintaining shaded areas for turtles and ducks, repairing fences Weed eradication, fauna and flora monitoring at Thompson Lake Ramsar site Termite harvesting for the numbat breeding program at Perth Zoo Working on native animal husbandry, building enclosures and construction of walkways at Fauna Rehabilitation Centre, Malaga Work experience at Yanchep National Park Frog monitoring at Lake Yangebup Great marsupial night stalk at Thompson lake Creating a threatened species booklet for primary students Water monitoring at lake Yangebup Tree planting on Little Rush lake Revegetation of lake Yangebup Creating a local herbarium ANZAC Day parade City of Cockburn Western Shield presentation and display Communicating conservation biodiversity to local primary school students for threatened species day Park Visitor surveys at five national parks Shade House maintenance Growing Zoo food | <p>Native Arch animal rehabilitation</p> <p>Perth Zoo</p> <p>Malaga Fauna Rehabilitation Centre City of Cockburn</p> <p>WA Museum frogwatch Water Corporation RSL Success Fire Department Chubb Training Services</p> |
| Esperance Senior High School | <ul style="list-style-type: none"> CALM Community tree planting on local farms for salinity 3000 Completion of the underwater dive trail around Woody Island Erosion prevention at Cape Le Grand National Park Establishing fire breaks on Woody Island Great marsupial Night Stalk Yellow fish storm water stencilling School recycling Collecting pine cones for the elderly (community service) Christmas gift recycling (community service) | <p>School Department Esperance Weed Action Group Community based underwater monitoring Local Environment Action Forum Pink Lake Fire Brigade Esperance Fire and Rescue State Emergency Service Esperance Goldfields Surf Club Gail Yorkshire, Local Aboriginal Elder Curtin University Dept Agriculture</p> |
| Goldfields Baptist College | <ul style="list-style-type: none"> Weeding and installation of bollards and tables at Rowles Lagoon Ramsar wetland Weed removal at Boulder cemetery Karlkurla Park- park interp guides with local school groups Photographic essay of the Unit conservation projects Unit Web site construction and maintenance | <p>School Department Kalgoorlie Boulder Landcare group Karlkurla Park</p> |

| CALM Bush Ranger Unit | Conservation community service projects | Community involvement |
|--|--|--|
| Gosnells Senior High School | <ul style="list-style-type: none"> • Plant propagation and planting at Mary Carrol Park • Salinity action tree planting for Beverley Landcare group • Monitoring native animals at Perup Nature reserve (Western Shield) • Clean-up, maintaining fire breaks, clearing tracks, • Cleaning reptile enclosures, trapping feral cats at Harry Waring Reserve • Yellow fish project – clean drains • Ring Pull project – community service for war victims in Thailand • Naragebup/Rotary • Freeway extension revegetation planting • Paper recycling at school • Owlwatch – survey at Northam • Seed propagation 13 local species Armidale reptile centre | <p>School Department Friends of Mary Carol Reserve</p> <p>Harry Wearing reserve Beverley landcare/ Kokendin Catchment group</p> <p>City of Gosnells Rockingham Rotary Naragebup Environmental Centre Rockingham Gosnells Rotary</p> <p>Leeuwin training ship Royal Show society Planet Ark national Tree Day</p> |
| John Forrest Senior High School | <ul style="list-style-type: none"> • Clean up Australia day • Earthworm farms production • Local revegetation • Collecting food fodder for Peth Zoo • Seed propagation • Water monitoring | <p>School Department BICM</p> |
| John Septimus Roe Anglican Community School | <ul style="list-style-type: none"> • Malaga Fauna Rehabilitation native animal husbandry, enclosure construction, Open Day assistance • Marine Community monitoring Marmion Marine Park • Royal Show Land Experience assistance • Ninth statewide solar car challenge • Eradication of non native plant species at Rottneest Island | <p>School Department Malaga Fauna Rehabilitation Centre Royal Agricultural Show Society Rottneest Island Authority</p> |
| Katanning Senior High School | <ul style="list-style-type: none"> • Police reserve tree planting on national tree day • Harmony Day multicultural festival fundraising to buy nesting box equipment • Bird box construction for Police Pools Reserve • Clean up Australia Day • John's Well Reserve pit trap repair • Lake Magenta Western Shield monitoring including chuditch and mallee fowl • Orchid survey • Stirling Ranges National Park flora and fauna surveys • Leeuwin Ocean Adventure | <p>School Department Katanning Police Noongar Elder Dept Agriculture Katanning Council Landcare Katanning</p> <p>Leeuwin Katanning wildlife carer</p> |
| Kalbarri District High School | <ul style="list-style-type: none"> • Trapping and monitoring in Junga Dam area (Western Shield) • Trapping and monitoring in Kalbarri National Park (Western Shield) • Revegetation at Hawks Head • Creating a local species fauna book • BMX Bike track construction • ANZAC Day Colour Party Kalbarri • Fauna Rehabilitation Centre Malaga – native animal husbandry | <p>Department Kalbarri Botanical Society of Kalbarri PCYC Kalbarri Kalbarri RSL Fauna Rehabilitation Malaga</p> |

| CALM Bush Ranger Unit | Conservation community service projects | Community involvement |
|--|--|--|
| Manjimup Senior High School | <ul style="list-style-type: none"> • Tree planting and weeding at Dean Mill Heritage Trail • Building park benches for King Jarrah reserve • Community service graduation at school • Building park benches for school (community service) • Cave restoration at Margaret River • Painted board walks in national park, Hamelin Bay • Constructed stairs and safety barriers at King Jarrah Reserve • Ecology centre maintenance at Perup Nature Reserve | School Department Dean Mill Heritage trail committee Red Cross |
| Mt Lawley Senior High School | <ul style="list-style-type: none"> • Planting reeds at Fauna Rehabilitation Centre Malaga • Native garden work at Mt Lawley SHS • Sand dune brushing, seed collection and litter reduction at Rottnest Island • Owlwatch Northam | School Department Fauna Rehabilitation centre Malaga Rottnest Is Authority |
| Mullewa District High School | <ul style="list-style-type: none"> • Creek rehabilitation • Groundwater monitoring | School Department St Johns Ambulance Bush care |
| Norseman District High School | <ul style="list-style-type: none"> • Rehabilitation of gardens at Norseman • Rehabilitation of pathways Yanchep National Park | School Department Yanchep Department Esperance |
| Northam Senior High School | <ul style="list-style-type: none"> • Clean up Australia Day • Water monitoring – Avon River • Saltwatch testing for salinity action • Tree planting – Avon River • Tree planting Multi-Versity site Katrine • Owlwatch Katrine • Work experience – Yanchep National Park • Youth Door Knock Appeal • Dowerin Field Day • Northam Show with native animal carers • Shark Bay – Project Eden - animal husbandry with bilbies • Inter Unit owl watch Northam • Monitoring woylies, chuditch, possums at Perup Nature Reserve (Western Shield) • Rossmoyne leadership camp • Regional camp including Fauna Rehabilitation Centre Malaga • Leadership camp Manna Flats • Dwellingup fire course • Recruit camp Maana Flat | School community Department Friends of the Avon River Native Fuana Rehabilitation Grass Valley Tao Community Katrine Water and Rivers Comission |
| Newton Moore Senior High School | <ul style="list-style-type: none"> • Marine aquarium fish species education program, including constructing a filtering system and stocking • Bring back the butterfly program – local species initiative • Litter reduction campaign • Water quality monitoring Bellemore Park pond • Photographic essay of 'The Dragons Lump' reef • Adopt a beach – Hastie St Beach • Rottnest Island clean up | School Department Rottnest Is Authority |

| CALM Bush Ranger Unit | Conservation community service projects | Community involvement |
|---------------------------------|--|---|
| Newman Senior High School | <ul style="list-style-type: none"> • Team building and leadership projects and activities for the new Unit including camps at Karajini National Park and the Dampier Archipelago • Flora and fauna surveys at Karajini National Park | School |
| Rossmoyne Senior High School | <ul style="list-style-type: none"> • Rehabilitation work in Bull Creek Reserve • Rehabilitation of the Canning River including growing local plant species and planting them on the foreshore • Eradication of blackberry and other weeds on the Canning River • Bibra Lake Wildlife Carers (Native Arc) fundraising • Clean up Australia Day in Bull Creek area • Arbor Day Bull Creek planting • Threatened Species Day visit to local primary schools with Departmental wildlife officers • Zoo food collection of the Sydney wattle weed for the giraffes • Recycling within the school • Shade house maintenance and propagation • Royal Agricultural Society Show 'Land Experience' assistance • Environment Centre projects including worm farms, composting • Owlwatch at Northam • Harry Marsupial Reserve maintenance • Environmental notice board at Rossmoyne SHS – display • Work Experience Yanchep national park • Penguin Island Community service 'sand bagging' • Calgarup Cave community service – human chain bringing two tonnes of equipment into cave • Western Shield trapping with Science Division Perup Nature Reserve • Bird Atlas work North Lake • Web site development www.rossmoynes.wa.edu.au – special programs • Posters and power-points for displays • Owl CD ROM production | <p>School</p> <p>Department Dryandra Department Penguin Island Department Wildlife Section Department Woodvale Department Yanchep National Park Department Walyunga National Park Department Calgardup Caves Department Science Division Manjimup Department Fire Services Department Herbarium Leeuwin Ocean Adventure St Johns Ambulance Kanyana Wildlife Rehabilitation Centre Royal Agricultural Society Harry Waring reserve officer Native Arc Melville Council Perth Zoo CRREPA Greening WA RSL AUSYOUTH Margret Hubery retirement village</p> |
| Roleystone District High School | <ul style="list-style-type: none"> • Mullewa inter-unit event • Royal Agricultural Society Show assistance • Control burn Dwellingup • Trapping native animals and vegetation surveys at Perup Nature Reserve (Western Shield) • Regional camp including helping at the Fauna Rehabilitation Centre Malaga • National Tree Day at Roleystone • Owlwatch inter Unit event at Northam • Adopt a Dibbler project Perth Zoo • Leeuwin Ocean Adventure • Roleystone Fair CALM Bush Rangers display • Clean up Australia Day at Roleystone • Armadale Reptile and Wildlife Centre volunteering • Cohuna wildlife rehabilitation volunteering • Red Cross Door Knock Appeal • Raptor activities with WA Conservation of Raptors group • Weeding Ellis Reserve | <p>School</p> <p>Department Red cross Leeuwin Ocean Adventure Fauna Rehabilitation Centre Malaga</p> <p>City of Armidale Roleystone Dieback Busters Cohuna wildlife park Araluen park Friends of Canning Mills reserve Armadale reptile park Perth Zoo KAB</p> |

| CALM Bush Ranger Unit | Conservation community service projects | Community involvement |
|---|--|--|
| Roleystone District School (cont) | <ul style="list-style-type: none"> • Weeding with Friends of Canning Mills reserve • Dieback activity with Roleystone Dieback Busters • Araluen planting • Father Brian Bali appeal • Japanese cultural exchange • School leadership events – eg. weeding Watsonia, Melissa's • Market Day fund raising for cancer | |
| Tardun Christian Brothers Agricultural school | <ul style="list-style-type: none"> • Native animal husbandry at Kembla Wildlife, Mullewa • Mallee fowl nest survey • Revegetation tree planting for salinity control Mullewa district (thousands of trees) • Biodiversity survey (both flora and fauna) for the Mullewa district catchment group including trapping and bird mist netting • Seed germination trails by smoking method • Frog survey and pond construction • Salinity survey of upper Irwin River • Farm conservation projects such as weeding • Clean up and maintenance of the CBAS Bush Rangers cadet headquarters and surrounds • Leeuwin | <p>School Department Kembla Wildlife carers Mullewa Bushcare Curtin University, Dr Stephen Davies, scientific consultant for the Mullewa catchment</p> <p>Leeuwin sailing ship</p> |
| Ursula Frayne Catholic College | <ul style="list-style-type: none"> • Malaga Fauna Rehabilitation Centre animal husbandry • Monitoring at Perup Nature Reserve (Western Shield) • Clean up Australia Day • Royal Agricultural Society Show assistance • Rotary talk • Leeuwin Ocean Adventure | <p>Malaga Fauna Rehabilitation Rotary Vic park Royal Show Society</p> |
| Warnbro Community School | <ul style="list-style-type: none"> • Edison Mission tree planting • Assisting with the Rockingham Environment Centre Open Day | <p>School Department School Rockingham Environment Centre</p> |
| Waroona District High School | <ul style="list-style-type: none"> • Trotter Rd Reserve revegetation with Landcare • Trapping at Perup Nature Reserve (Western Shield) • Ribbons of Blue at Drakes Brook, CALM Margaret River • Royal Agricultural Society Show Land Experience assistance • Torchbearers Legacy Appeal • Leeuwin Ocean Adventure Cert II leadership | <p>School Department Manjimup Peel Landcare group Ribbons of Blue, Water and Rivers Commission Shire of Waroona Alcoa Hamel Nursery Marrinup nursery</p> |
| Wongutha Christian Aboriginal Parent-Directed School (CAPS) | <ul style="list-style-type: none"> • Wongutha Arboretum creation • Seed collection and preparation from Wongutha • Weeding by hand, spray and fire techniques at the arboretum • Wetlands restoration on Wongutha • Clean up Esperance • Clean up Bromus dam • Wongutha CBR song on CDROM • Wongutha CBR banners | <p>School Department – Kensington Department Esperance and local national parks Bob Cooper's survival course</p> |

4 DUE CREDIT

CALM Bush Rangers is a nationally accredited program giving students the option of obtaining a nationally accredited 'Certificate II Conservation and Land Management' and a 'Certificate II of Leadership'. The program has been mapped to the WA 'Curriculum Framework' across Overarching Outcomes, Science, English, Society and Environment, and Technology and Enterprise. This work is continuing.

The Certificate II Conservation and Land Management was successfully trialed by the Rossmoyne Senior High School CALM Bush Ranger Unit in 2002. The initial 12 CALM Bush Rangers were the first cadets in the Cadets WA program to gain the qualification on their 'West Australian Certificate of Education' at the end of Year 12. Each of these Bush Rangers has been in the program for four years and contributed more than 500 volunteer hours to the study of nature conservation and to conservation projects. The option of the Certificate is being broadened in 2003 to include the Wongutha and Coolgardie Christian Aboriginal Parent-Directed School (CAPS) Units.

Key partnerships are recognised in the process of this trial, especially with the Education Department of Western Australia and The Primary Industry Training Council.

The program is seen nationally as ground breaking in the youth development accreditation sphere. The Australian National Training Authority (ANTA) and the Federal Government organisation AUSYOUTH have documented the progress of CALM Bush Rangers in their publications.



Rossmoyne Senior High School CALM Bush Rangers Unit

5 COMMUNICATING

Units communicate to their communities by publishing newsletters, organising displays at field or show days, and by setting up internet and intranet sites.

Such communication showcases the CALM Bush Rangers' community partnerships, teamwork and leadership.

The public's response to this communication is a positive experience for the Units and enhances perceptions of the Department, with improved communication increasing the awareness and understanding of biodiversity issues for Rangers and the community.

A communication highlight of 2002 was the dedication shown by more than 70 CALM Bush Rangers from 10 Units who worked at the RAS Perth Royal Show for 10 days, showcasing their knowledge of biodiversity conservation at the Landcare Pavilion.



Wongutha CAPS CALM Bush Rangers Unit



| Unit | Newspaper /magazine articles | Radio/TV | Internet/ Intranet | newsletters | School Annual magazine | Art work | Displays | Photo history | Power Point |
|---|------------------------------|----------|--------------------|-------------|------------------------|----------|----------|---------------|-------------|
| Albany Senior High School | • | | | • | | • | • | • | |
| Chisholm Catholic College | • | | | • | • | | • | • | |
| Coolgardie Aboriginal Parent Directed School CAPS | • | | | • | | • | • | • | |
| City Beach International School | | | • | • | • | • | | • | |
| Dun Craig Senior High School | | | | • | • | • | • | • | • |
| Ellenbrook Christian College | | | | • | | | | • | • |
| Emmanuel Catholic College | | | • | • | | | | • | |
| Esperance Senior High School | • | | | • | • | | | • | |
| Goldfields Baptist College | • | | | • | | | | • | |
| Gosnells Senior High School | • | | | • | | • | • | • | • |
| John Forrest Senior High School | • | | | • | | | • | • | • |
| John Septimus Roe Anglican Community School | | | | • | | • | • | • | |
| Kalbarri District High School | • | • | | • | | • | • | | |
| Katanning Senior High School | • | • | | • | | | | | |
| John Septimus Roe Anglican Community School | | | | • | • | | • | • | |
| Manjimup Senior High School | | | | • | | | | • | |
| Mt Lawley Senior High School | | | • | • | | | | • | |
| Mullewa District High School | | | | • | | | | • | |
| Norseman District High School | | | | • | | | | • | |
| Northam Senior High School | • | | • | • | | | • | • | |
| Newton Moore Senior High School | | | | • | | | | • | |
| Roleystone District High School | • | | | • | • | | • | • | |
| Rossmoyne Senior High School | • | | • | • | | • | | • | |
| Tardun Christian Brothers Agricultural School | • | | | • | | • | • | • | |
| Ursula Frayne Catholic College | • | | • | • | | • | • | • | |
| Warnbro Community High School | • | | | • | | | • | • | |
| Waroona District High School | • | | | • | | | | • | |
| Wongutha Christian Aboriginal Parent Directed School (CAPS) | • | | | • | | | • | • | |

6

ASPECTS OF TEAMWORK AND LEADERSHIP

CALM Bush Rangers work in teams to achieve their conservation community service projects, not only as a team within their Units but in inter-unit and regional teams.

During a weekend, eight Units (about 200 CALM Bush Rangers) in the Swan District contributed to native animal husbandry and maintenance at the Fauna Rehabilitation Centre in Malaga.

More than 70 contributed their volunteer assistance at the Royal Agricultural Society Perth Royal Show's Landcare Pavilion while six Units contributed to owl monitoring in Northam.

CALM Bush Rangers have described the benefits from leadership development within the program as contributing significantly to intrinsic confidence in themselves. Outwardly, the results include confidence to manage a team, to speak in public, to apply for part time work, to reach to higher training than they thought originally was possible, overall enjoyment and a positive outlook.

Units have specific leadership camps. Each year the Units select Rangers for the six day 'Certificate II of Leadership' sailing on the Leeuwin with 40 Rangers from across Western Australia.



Newton Moore Senior High School
CALM Bush Rangers Unit



Rosmoyn Senior High School CALM Bush Rangers Unit

7

RECOGNITION OF CALM BUSH RANGERS BY THE WESTERN AUSTRALIAN COMMUNITY

Formal and informal recognition of the community service undertaken by the CALM Bush Rangers in 2002 included:

- being a finalist in the WA Youth Awards,
- winning the under-15 State Schools Orienteering Championships pairs,
- winning the cadets section of the WA Rogaining event,
- the awarding of a Duke of Edinburgh Program State Gold Award (by Prince Edward, Earl of Wessex) to a Unit leader,
- winning an Australia Day award,
- being a finalist in the model solar car challenge,
- receiving acknowledgment letters from community groups and agencies such as Landcare, catchment groups, 'friends of' groups, show and fair organisers, councils and the Water and Rivers Commission, and
- receiving recognition from the school community for CALM Bush Rangers' conservation community service, including graduation night awards.

8

OUR ROLE AS A HOST ORGANISATION

The Department of Conservation and Land Management is a host organisation within the Cadets WA program offering the CALM Bush Rangers program across Western Australia. The Department offers the program to secondary school students by:

- co-ordinating the activities across the State,
- hosting a nationally accredited program,
- successfully trialling a Certificate II in Conservation and Land Management,
- trialling a Certificate II in Leadership,
- providing a system of 'reward experiences' for CALM Bush Rangers including involvement in Western Shield's native animal trapping programs, fire programs, marine conservation projects, programs at Shark Bay World Heritage Area and voyages on the Leeuwin sailing ship,
- encouraging more than 90 Departmental staff to assist Unit management committees and provide hands-on experience and opportunities for CALM Bush Rangers to assist in community service associated with flora, fauna and parks management (staff are acknowledged in the appendix),
- providing work experience opportunities at locations such as Yanchep National Park,
- providing adult participants professional development and guidance, including an annual inservice for instructors from across Western Australia,
- reporting to stakeholders annually with Unit and program reports, and
- acknowledging its participants – both adults and young people – with internal and external awards and experiential rewards.

9

PROFESSIONAL DEVELOPMENT

Professional development was provided to Units, the Department's districts and branches, and local communities on an as-needs basis. An annual in-service for 60 adult instructors was held in Perth. The outcomes achieved included:

- consolidating the network of instructors across Western Australia,
- the exchange of information about conservation and community service projects,
- gaining information about the function and potential links with the Department, in particular the Marine Branch,
- gaining knowledge and advice on risk management issues, and
- gaining knowledge and skills for team building.

10

CONCLUSION

The CALM Bush Rangers program thanks all participants and partners: the school community, Departmental staff, local community groups and other government agencies at local, State and Federal levels. Our shared goals in conservation, youth development and education have ensured a highly successful program to benefit Western Australia's young people and the environment.

Bronwyn Humphreys
Senior Project Officer CALM Bush Rangers

for further information on CALM Bush Rangers please contact:

CALM Bush Ranger Coordinator
Department of Conservation and Land Management
Strategic Development and Corporate Affairs Division
Locked bag 104
Bentley Delivery Centre, WA 6983
Tel: (08) 9334 0333
Fax: (08) 9334 0498
TTY: (08) 9334 0546
<http://www.naturebase.net>



Wongutha CAPS CALM Bush Rangers Unit

APPENDIX ONE – CALM STAFF INVOLVED WITH THE CALM BUSH RANGERS PROGRAM

| | |
|---|--|
| CORPORATE SERVICES DIVISION PEOPLE SERVICES BRANCH RISK MANAGEMENT SECTION Alicia Taylor Corporate Health Officer | |
| ORGANISATIONAL LEARNING & DEVELOPMENT Alan Byrne Coordinator Organisational Learning & Development Beth McKernan Assistant Training Officer Rose Haggett Clerical Officer | |
| NATURE CONSERVATION DIVISION MARINE CONSERVATION BRANCH MARINE MANAGEMENT SUPPORT SECTION Tim Grubba Marine Ecologist | |
| NATURE PROTECTION BRANCH NATURE CONSERVATION COMPLIANCE SECTION KENSINGTON NATURE PROTECTION OPERATIONS Peter Lambert Supervising Wildlife Officer Matt Warnock Regional Wildlife Officer (Herpetofauna) Matt Dowling Regional Wildlife Officer Pauline Southgate Wildlife Officer | |
| PARKS AND VISITOR SERVICES DIVISION PARK POLICY & SERVICES LAND & EXTERNAL FUNDING UNIT Robert Powell A\Land-Acquisitions Officer | |
| VISITOR AND REGIONAL SERVICES STATEWIDE TRACKS & TRAILS UNIT Therese Jones Assistant Trails Coordinator | |
| INDIGENOUS HERITAGE UNIT Noel Nannup Indigenous Heritage Coordinator Trevor Walley Wildlife Officer (delivers Aboriginal Culture) | |
| REGIONAL SERVICES DIVISION FIRE MANAGEMENT SERVICES KENSINGTON Ross Mead Senior Fire Training Officer | |
| FIRE MANAGEMENT SERVICES BUNBURY David Rawet Principal Fire Training Officer Alex Moylett Fire Training Officer | |
| REGIONAL SERVICES DIVISION GOLDFIELDS REGION Ian Kealley Regional Manager Sarah Adriano Reserves Officer Darren Graham Wildlife Officer Barry Hooper Regional Leader, Parks & Visitors Services Bev Gardiner Project Officer | |

| | |
|---------------------------------------|--|
| MIDWEST REGION | |
| GERALDTON DISTRICT | |
| Allana Chant | Operations Officer |
| KALBARRI NATIONAL PARK | |
| Mike Paxman | Ranger-in-Charge |
| Lindsay Baker | NP Ranger |
| Greg Tapley | Park Maintenance |
| SHARK BAY DISTRICT | |
| Carl Beck | Parks & Visitor Services Leader |
| Marika Maxwell | Officer |
| Nicole Noakes | Peron Captive Breeding Centre |
| Robert Thorne | Indigenous Trainee |
| MONKEY MIA RESERVE | |
| Sherylee Randall | MMR Officer |
| Christie Mahony | MMR Officer |
| Brad Rushforth | MMR Officer |
| SHARK BAY DISTRICT | |
| Daniel Cock | Indigenous Trainee |
| Carolyn Garavanta | Officer |
| Blair Hardman | Gate Keeper |
| Ross Nack | Officer |
| SOUTH COAST REGION | |
| ALBANY WORK CENTRE | |
| Martin Lloyd | A/Regional Leader Parks & Visitor Services |
| Barb Green | Regional Coastal Facilitator |
| Sylvia Leighton | Land for Wildlife Officer |
| STIRLING RANGE NATIONAL PARK | |
| Geoff Harnett | Ranger-in-Charge (Moingup Springs) |
| Karlene Bain | Ranger (Bluff Knoll) |
| TORNDIRRUP NATIONAL PARK | |
| Luke Coney | Ranger-in-Charge |
| TWO PEOPLES BAY NATURE RESERVE | |
| Neil Scott | Ranger-in-Charge |
| Dave Wilson | Nature Reserve Assistant |
| ESPERANCE DISTRICT | |
| Tilo Massenbauer | Recovery Catchment Officer |
| Mike Fitzgerald | Nature Conservation Coordinator |
| CAPE ARID NATIONAL PARK | |
| Allan Rose | Ranger-in-Charge |
| CAPE LE GRAND NATIONAL PARK | |
| Geoff Passmore | Ranger-in-Charge |

| | |
|--|---|
| SOUTH WEST REGION | |
| BUNBURY | |
| Peter Henderson | Program Leader Parks & Visitor Services |
| BLACKWOOD DISTRICT | |
| LEEUEWIN NATURALISTE NATIONAL PARK-BORANUP | |
| Glenn Willmott | Ranger-in-Charge |
| LEEUEWIN NATURALISTE NATIONAL PARK-CALGARDUP CAVE | |
| Ann Wood | Cave Manager |
| SWAN COASTAL DISTRICT | |
| Rod Martyn | Senior Nature Conservation Officer |
| BLACKWOOD DISTRICT | |
| LEEUEWIN NATURALISTE NATIONAL PARK-CALGARDUP CAVE | |
| Tracey Robins | Casual Cave Guide |
| BLACKWOOD DISTRICT | |
| LEEUEWIN NATURALISTE NATIONAL PARK | |
| Terry Marwick | A/National Park Ranger |
| BLACKWOOD DISTRICT | |
| MARGARET RIVER WORK CENTRE | |
| Graham Winfield | Park Maintenance Worker |
| SWAN REGION | |
| SWAN COASTAL DISTRICT | |
| YANCEP NATIONAL PARK | |
| John Wheeler | Ranger-in-Charge |
| Gerald Drummond | Ranger Grounds & Facilities |
| Paul Tholen | Ranger Nature Conservation |
| Jason Barrow | Education Coordinator |
| Nicole Lincoln | Volunteer/Ratis Coordiantor |
| WANNEROO | |
| Glyn Hughes | Overseer |
| FREMANTLE WORK CENTRE | |
| PENGUIN ISLAND | |
| Murray Banks | Ranger |
| PERTH HILLS DISTRICT | |
| NEW PARKS | |
| Dale Kickett | Trainee Park Ranger |
| AVON VALLEY NATIONAL PARK | |
| Jim Maher | Ranger-in-Charge |
| WALYUNGA NATIONAL PARK | |
| Kevin Hill | Ranger |
| LANE POOLE RESERVE | |
| Ingrid Hunt | Ranger |

| | |
|---|---|
| WARREN REGION | |
| MANJIMUP REGION | |
| Ian Wheeler | Recovery Catchment Officer |
| DONNELLEY DISTRICT | |
| MANJIMUP WORK CENTRE | |
| Tim Foley | Parks & Visitor Services Officer |
| Julia Northin | National Park Ranger |
| FRANKLAND DISTRICT | |
| WALPOLE-NORNALUP NATIONAL PARK | |
| Kath White | A\Ranger-in-Charge |
| WHEATBELT REGION | |
| NARROGIN DISTRICT | |
| Kate MacGregor | Reserves Officer |
| Julie Wyland | Toolibin Recovery Catchment Officer |
| NARROGIN PLANT NURSERY | |
| Sam MacWilliams | Technical Assistant |
| Merv Beacham | Overseer |
| KATANNING DISTRICT | |
| Des Plumb | District Wildlife Officer |
| Science DIVISION | |
| HERBARIUM | |
| Paul van Heurck | Technical Officer |
| Chang Sha Fang | Collections Manager |
| MANJIMUP RESEARCH | |
| Graeme Liddelow | Senior Technical Officer |
| Bruce Ward | Senior Technical Officer |
| STRATEGIC DEVELOPMENT & CORPORATE AFFAIRS DIVISION | |
| CYGNET HALL | |
| Ron Kawalilak | Director, Strategic Development & Corporate Affairs |
| eMEDIA SECTION | |
| David Gough | Internet and Multimedia Coordinator |
| GRAPHIC DESIGN UNIT | |
| Gooitzen van der Meer | Senior Graphic Designer |
| KENSINGTON | |
| KENSINGTON INFORMATION UNIT | |
| Cheryl Tonts | Project Officer, Community Based Programs |
| EcoEDUCATION SECTION | |
| Liz Moore | Senior Project Officer, EcoEDUCATION |
| Bronwyn Humphreys | Senior Project Officer, CALM Bush Rangers |

APPENDIX 2 INSTRUCTORS CALM BUSH RANGERS 2002

| Unit | Instructors |
|---|---|
| Albany Senior High School | Val Davies, Steve Davies |
| Chisholm Catholic College | Soo Buckle, Lawrence Venus, Debbie Besh, Terry Healy |
| Coolgardie Aboriginal Parent Directed School CAPS | Billy Vincent, Darren Moody, Richard Bourne, Rob Walley |
| City Beach International School | Jenny Yateman, Mark Savage, ShelleySerebrin |
| Duncraig Senior High School | Jason Schroeder, Trish Gilbert, Nick Devellerez |
| Ellenbrook Christian College | Steve Fletcher, Penny Backhouse, Darryl Redman |
| Emmanuel Catholic College | Corrine Moody, Ronnie Cooper |
| Esperance Senior High School | Andrew Maccan, Julianne Timmers, Stewart Barker, Betty Lewis, Rodney Blennerhasset |
| Goldfields Baptist College | Greg Coombs, Michel Coombs |
| Gosnells Senior High School | Lyn Wilkinson, Doug Ridley, Unice Robinson |
| John Forrest Senior High School | Tanya Cowie, Gerry Fontaine, Maureen Ferguson, , Steve Bauer, Colleen Michel |
| John Septimus Roe Anglican Community School | Carlleen Edwards, George Gorgis, Stephen Edwards, Ben Marson, Peter Bowers |
| Katanning Senior High School | Phil Hogan, Jacky Wheatley, Des Plumb, Natalie Crook |
| Kalbarri District High School | Craig Addison, Sophie Pisano |
| Manjimup Senior High School | Graeme Gibson, Darlene Hayward |
| Mt Lawley Senior High School | Andrew Paul, Ann White, Kerry Lowe, Mia Murphy, Elaine Lennox, Steve Raphael, Terry Doyle |
| Mullewa District High School | Stephanie Scott, Revis Comeagain |
| Norseman District High School | Trent Jackaman, Jason Hill |
| Northam Senior High School | Wendy Nelson, David Taylor, Greg Stokes, Nikki Elton, Margret Hemsley, Dianna Warner |
| Newton Moore Senior High School | Kevin Lloyd, David Phillips, Shane Mc Kenna , Alla Lloyd |
| Newman Senior High School | Dave Thompson, Bree Spencer, David Barker, Angie Nybo |
| Rossmoyne Senior High School | Ann Clemens, Tony Wright, Nellie Petrovich, Sandra Swain, Mark Robinson |
| Roleystone District High School | Paul Hisman, Glenda Huisman, Debbie Goad |
| Tardun Christian Brothers Agricultural School | Chris Callus, Mile Barr, Ray Brockwell, Jess Quarrington, Peter Mc Leod Ursula |
| Frayne Catholic College | Ann Coppens, Grey Mackay, Matthew Walsh, Luke Mc Lachlan |
| Warnbro Community College | Kent Chambers, Kevin Watson, Kerryn Gardner, David Karcheski, Teresa Parish, Steven Keeling |
| Waroona District High School | Tom Scotland, Nicole Brown |
| Wongutha Christian Aboriginal Parent Directed School CAPS | Gary Paul, Wayne Rogan, Harry Graham, Murray Smith, Herbert Howell, Ian Bower, Terry Buckley, Ross Simpson, Julie Rogan, Wayne Harris, Annie Dabb, Helen Edwards, Violet Turvey, Pauline Graham |

CALM BUSH RANGERS STATISTICS

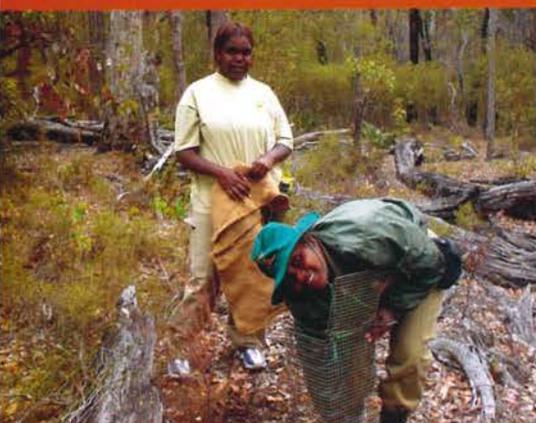
| CALM Bush Ranger Unit | Number of cadets | Rank | Volunteer hours |
|---|-------------------------|---|------------------------|
| Albany Senior High School | 14 | 4 Ranger Recruits 5 Rangers 4 Ranger 1st Class 1 Ranger Section Leader | 1,756 |
| Chisholm Catholic College | 30 | 26 Rangers 4 Ranger 1st Class | 11,696 |
| Coolgardie Christian Aboriginal parent directed School (CAPS) | 35 | 30 Ranger Recruits 5 Senior Rangers | 9,144 |
| City Beach International School | 28 | 10 Ranger Recruits 18 Rangers | 1,200 |
| Duncraig Senior High School | 48 | 20 Rangers 8 1st Class Rangers 10 Senior Rangers 7 Rangers Section Leaders 2 Ranger Deputy Leader 1 Ranger Unit Leader | 11,104 |
| Ellenbrook Christian College | 28 | 22 Rangers 6 1st Class Rangers | 5,732 |
| Emmanuel Catholic College | 69 | 22 Rangers 29 Ranger 1st Class 14 Senior Rangers 4 Section Leaders | 16,270 |
| Esperance Senior High School | 60 | 15 Rangers 20 1st Class Rangers 14 Senior Rangers 8 Section Leaders 2 Deputy Unit Leaders 1 Unit Leader | 8,114 |
| Goldfields Baptist College | 18 | 18 Rangers | 2,400 |
| Gosnells Senior High School | 32 | 13 Rangers 12 1st Class Rangers 6 Senior Rangers/ Section Leaders 1 Unit Leader | 6,882 |
| John Forrest Senior High School | 94 | 22 Rangers 32 Senior Rangers 30 Section Leaders 10 unknown rank | 3,000 |

| CALM Bush Ranger Unit | Number of cadets | Rank | Volunteer hours |
|---|-------------------------|--|------------------------|
| John Septimus Roe Anglican Community School | 46 | 21 Rangers 10 1st Class Rangers 4 Senior Rangers 7 Section Leaders 3 Deputy Unit leaders 1 Unit Leader | 6,000 |
| Katanning Senior High School | 15 | 15 Rangers | 1,000 |
| Kalbarri District High | 17 | 17 Rangers | 4,088 |
| Manjimup Senior High School | 16 | 12 Rangers 2 Ranger 1st class 2 Senior Rangers | 4,566 |
| Mt Lawley Senior High School | 25 | 14 Rangers 7 Deputy Section Leaders 4 Section Leaders | 6,402 |
| Mullewa District High School | 14 | 14 Ranger Recruits | 200 |
| Norseman District High School | 8 | 7 Ranger 1st Class 1 Senior Ranger | 1,260 |
| Northam Senior High School | 48 | 25 Rangers 1st Class Ranger 3 Senior Rangers 3 Section Leaders 1 Ranger Unit Leader | 11,562 |
| Newton Moore Senior High School | 39 | 20 Rangers 1st Class Ranger 4 Senior Rangers 2 Ranger Section Leaders 1 Ranger Unit Leader | 13,392 |
| Newman Senior High School | 42 | 42 Rangers | 3,930 |
| Rossmoyne Senior High School | 41 | 7 Ranger Recruits 10 Rangers 9 Ranger 1st Class 7 Senior Rangers 4 Deputy Rangers Section Leaders 4 Ranger Section Leaders 1 Ranger Unit Leader | 13,340 |
| Roleystone District High School | 28 | 12 Rangers 1st Class Ranger 14 Senior Rangers 1 Section Leader | 1,0983 |
| Tardun Christian Brothers Agricultural school | 39 | 12 Ranger Recruits 12 1st Class Rangers 10 Senior Rangers 4 Section leaders 1 Ranger Unit Leader | 12,272 |

| CALM Bush Ranger Unit | Number of cadets | Rank | Volunteer hours |
|---|-------------------------|--|------------------------|
| Ursula Frayne Catholic College | 17 | 12 Ranger Recruits 2 Ranger 1st Class 2 Senior Rangers 1 Deputy Ranger Unit Leader | 3,000 |
| Warnbro Community School | 40 | 15 Ranger Recruits 20 1st Class Rangers 5 Section Leaders | 7,708 |
| Waroona District High School | 17 | 17 Rangers | 3,791 |
| Wongutha CAPS | 52 | 3 Ranger Recruits 11 Rangers 4 Senior Rangers 4 Ranger Section Leaders 1 Deputy Ranger Unit Leader 1 Ranger Unit leader | 14,649 |
| <p>Ranger Recruits 137 Rangers 419 1st Class Rangers 174 Senior Rangers 132 Ranger Section Leaders 76 Deputy Ranger Unit Leader 20 Ranger Unit Leader 9 Total: 967 Total hours: 200,000</p> | | | |



Photos by Bronwyn Humphreys, Soo Buckle and Mark Robinson.



Conservation News



Print post approved PP665002/00001

MAY 2003

\$121 million for Department next year

The State's marine environment, management in the rangelands and continuing improvements to national park facilities and management are among the highlights of the Department's appropriation in the 2003-04 State Budget brought down in early May.

Acting Executive Director Keiran McNamara said the State Budget had allocated the Department \$121 million. The Department's capital

works program would total almost \$12 million.

"Key allocations include \$8 million for works and management associated with creating 30 new national parks and two new conservation parks in the south-west," Keiran said.

"This includes \$2.5 million for new capital works, \$4.5 million for management, and \$1 million towards a proposed Walpole

By Nigel Higgs

Wilderness Area Discovery Centre.

"The Department also was provided with an additional \$430,000 for marine park management. Of this, \$180,000 has been earmarked for the proposed Jurien Bay Marine Park and

\$250,000 for improved management of Ningaloo Marine Park and the adjacent coastal strip.

"The Budget also has allocated a further \$2.36 million over the following three years for the management of these parks."

Keiran said that as a result of the functional review of Government agencies – the Costello Review – the Department would take on selected management responsibilities

across most of the State's unallocated Crown land, an area totalling around 89 million hectares.

"This will provide an opportunity for the Department to implement management programs that will assist in protecting the environment of many areas of the rangelands and arid zone," he said. Full details of the State Budget are available at www.ourstatebudget.wa.gov.au

Tourism boost for South-West

By Nigel Higgs

Two Departmental initiatives are bolstering tourism in the South-West.

The new 86 kilometre Karri Forest Explorer drive and a newspaper guide to the southern native forests were launched by Environment and Heritage Minister Judy Edwards.

The Karri Forest Explorer was designed and built by the Department to showcase forests around Pemberton.

The \$1.6 million project will contribute to the development and management of a vibrant and sustainable recreation and tourism industry.

The concept of the drive is to create a number of 'days of things to do' for visitors to the area, and increase the number of camping, bushwalking and picnicking facilities.

Major works around the drive had focused on areas such as Big Brook Dam, Beedelup Falls, Warren National Park, the Gloucester Tree and the former Giblett forest block (part of the proposed 18,000ha Greater Beedelup National Park).

The Karri Forest Explorer has a local FM radio network that tourists can tune into. Tourists also receive a copy of the new Guide to the Southern Forests, a 12-page, colour newspaper that focuses on the karri and jarrah forests.

Department commitment to Indigenous people

By Rhianna Mooney

Indigenous people are joining the Department to work towards achieving joint management of conservation areas throughout the State.

The Department's commitment to joint management and realising employment opportunities for Indigenous people has led to the development of a 10-year program which will see between 10 and 15 per cent of its full-time staff being Indigenous people.

Acting Executive Director Keiran McNamara said the Department aimed to realise training and employment opportunities for Indigenous people, especially young Indigenous people who would one day inherit the traditional custodianship of the land.

"Joint management is particularly important statewide and is being actively pursued in places such as Purnululu, Mitchell Plateau, Millstream-Chichester and the proposed national parks in the South West," he said.

Keiran said the Department already had four Aboriginal trainees based at Kalgoorlie, two each at Denham and Yanchep National Park and two in the Department's Aboriginal Heritage Unit at Kensington, one in Esperance and one in the Perth Hills District between Mundaring and Dwellingup.

"Other Aboriginal cadets have been appointed to the Department's People Services Branch, Financial Services Branch, Science Division and the Marine Conservation Branch," he said.

"An Aboriginal Employment and Development Officer and an Aboriginal Training Officer have also been appointed to co-ordinate the training programs.

"The Department has also taken on other Aboriginal people in the Manjimup and Blackwood Districts."

Keiran said this year the Department would also take on a further six trainees – two each in the Mitchell River National Park, Karijini National Park and at Busselton.

"The Department is a registered training organisation so the trainees will gain on-the-job experience," he said.

In conjunction with the Federal Department of Employment and Workplace Relations, the Department has committed \$1.2 million over five years to an Aboriginal trainee program," he said.

"Additional funding has come through the National Indigenous Cadetship Program."



Ranger-in-charge of Shoalwater Islands, Terry Goodlich. Photo courtesy of Community Newspapers.

Shoalwater ranger wins study award

National Park Ranger Terry Goodlich has won a Murdoch University award for the best performance in sustainable tourism studies.

Terry, a ranger for 17 years, manages the Shoalwater Islands Marine Park, including Penguin Island, dealing with tens of thousands of visitors each year.

He began mature age studies for a Bachelor of Tourism degree in 1999 after receiving a Departmental scholarship.

"I was ecstatic when I received this award because it recognised my commitment to sustainable tourism, which is an important part of what I'm trying to achieve

in the marine park," Terry said.

Terry added that Alan Byrne, the Department's coordinator of organisational learning and development, had been a guiding light.

"I'm thankful that the Department's commitment to a mature age student has resulted in me receiving an award for something that the Department is managing," he said.

Terry's responsibilities have been in terrestrial and marine park management, with expertise in management, planning, marketing, interpretation, education, staff co-ordination and community involvement.

We're well connected!

Winning the Western Australian Information Technology and Telecommunications Award in the infrastructure section confirmed what many of us already know – the Department is well connected.

The Department won the award for the way we deploy the email system and the way departmental employees are connected across vast distances.

Manager of the Department's Information Services Section Peng Soong said the Department beat rival organisations such as the Ministry of Justice, Bankwest and technological firms.

"The Department won the Information and Technology Telecommunications award in the infrastructure section, one of 12 sections," she said.

"The Infrastructure award recognised physical solutions, including hardware, software and networks, and strategic business solutions implemented to improve an organisation's operations."

There were 100 submissions for the 12 awards and four category finalists in the infrastructure section.

"It just proves, we really are the best connected people in WA!" said Peng.

Working Together

The Department's greatest asset is its people.

This edition of Conservation News celebrates the 2003 Graduation and Awards Ceremony. One of the greatest pleasures of being Executive Director is this annual ceremony where we recognise the achievements of younger recruits to the Department, as well as the successes of various scholarship and award winners, and our indigenous trainees.

Our Minister, Dr Judy Edwards, also finds this annual event an inspiring occasion.

I have also had the opportunity recently to visit the Wheatbelt Region to look at issues in the field as well as attend a safety awards presentation. Together with several head office staff, I have also visited a number of pastoral properties purchased for addition to the conservation reserve system in the Goldfields and Midwest regions. The knowledge, professionalism and dedication of regional staff, and their commitment to developing and maintaining good relationships with reserve neighbours and local communities was most impressive.

In fact it is a regular occurrence on my part to receive highly complimentary remarks about the quality and dedication of our staff throughout the State, from the Premier, the Minister and many others.

On the one hand, the work we do is very rewarding and fulfilling, and that in itself inspires a high level of commitment. At the same time, however, it is also very challenging, and the resources available for the task never seem to be quite enough.

The Department and its Corporate Executive will maintain a high level of commitment to a range of recruitment, training, scholarship and other programs that support staff in delivering conservation outcomes on behalf of the Western Australian community.

Keiran McNamara, Acting Executive Director



Slovenian ranger visits WA



Marjeta Albinini from Slovenia (centre) with Mark Roddy, Acting Ranger in Charge, Torndirrup National Park (left) and Kath White, Acting Ranger in Charge, Walpole-Nornalup National Park (right).

By Rhianna Mooney

Last month's lunchtime seminar goers were treated to a Slavic look at conservation and land management.

Marjeta Albinini, a ranger from Slovenia, visited Australia for the International Ranger's Conference at Wilson's Promontory in Victoria and exchanged information with departmental staff when she visited WA.

Marjeta said that while the environment and terrain of WA and Slovenia differed, the respective conservation agencies strove to

achieve the same goal of sustainable environmental management.

"Compared with Slovenia, WA has bumps not mountains," she said.

"Slovenia's largest mountain is called Triglav. It's almost 3,000 metres high," she said.

"There is an old fairy tale based on the treasures of the mountain. The rangers are considered the guardians of this treasure."

Sixty per cent of Slovenia is covered in forest.

Slovenia has only one national park, named Triglav National Park after one of its peaks.

Marjeta said that Triglav National Park was selected as one of six European national parks to host a junior ranger program.

"Sixteen people between 12 and 17 took part in the 10-day program," she said.

"The main objective of the program was to involve young people who live near the National Park in the park's activities and inform them about the purpose and values of the park.

"The program was also a good way to involve parents, mentors and teachers in the park and in the junior ranger's work in the park."

Marjeta said it was seen as a long-term investment to increase public awareness of the park.

Department and FPC staff win award

Present and former Departmental and Forest Products Commission staff were included in the 15,550 people Australia wide, whose work was acknowledged by the Prime Minister's Centenary Award.

Created in 2001, the Centenary Award recognises Australians who made significant contributions to Australian society or government in the last century through science, research or the arts.

Karijini National Park's Ranger in Charge Maitland Parker still doesn't know who nominated him, but assumes it was to acknowledge his work with the Department during the last 16 years.

"I joined the Department in 1985 as one of the first Aboriginal trainees. Since then, there has been an amalgamation of traditional and scientific conservation methods in Karijini National Park," he said.

"Joint management has worked really well and it's a great compliment when visitors to the park comment that they've enjoyed the facilities and the surrounding environment.

"It's also very satisfying when you are nominated for an award like this, knowing that someone has really valued your work."

The Forest Products Commission's Manager for Technical Services, Plantation Operations, Ray Fremlin said he was still surprised to have received an award.

"I can think of a dozen people who have been my mentors over the years and are much better qualified for this than me. It's certainly an honour," he said.

Ray was awarded for his service to plantation development and supporting private owners for almost 40 years in the industry and his involvement in research and operations.

His work can be attributed to developing many forestry techniques used today, Australia wide.

"I have enjoyed a fantastic career and continue to be a strong advocate for forest plantations," he said.

Other recipients were former Executive Director Wally Cox, former Director of Nature Conservation Barry Wilson and former Central Forest Regional Manager Don Spriggins.

Coastal awards honour Science Division

By Rhianna Mooney

Departmental projects which conserve and rehabilitate the State's coastal flora and fauna were recognised by the WA Coastal Awards, coordinated by the Coastwest program and the Western Australian Planning Commission last month.

In 2002, the Western Australian Herbarium developed the Surveying Western Australia's Land Edge (SWALE) program, which won a special statewide Outstanding Coastal Project award.

The program was designed to provide information about the flora in four coastal areas – Port Kennedy, Geraldton, Bunbury and Esperance.

Project Officer Cate Tauss said the SWALE project provided training for community volunteers in ecological survey and monitoring. It established a baseline for monitoring coastal vegetation in eight coastal areas chosen for their

high conservation value.

Voucher specimens collected during the project were databased at the WA Herbarium. The data is included on the Herbarium's website, Florabase.

The Department was also involved in a collaborative program in Roebuck Bay in June 2002.

Funded by Coastwest with input from the Royal Netherlands Institute for Sea Research, Washington State University, Broome Bird Observatory, WA Museum, LANDSCOPE Expeditions, Broome Pearls and Wallis Drilling, and managed by ENVIRONS Kimberley, the project won the Outstanding Coastal Group Effort award and the Outstanding Coastal Project award for the Kimberley/Pilbara region.

A one-day information forum run by ENVIRONS Kimberley prepared the local community for involvement in a three-week survey. Roebuck Bay is one of the most important coastal mudflats in Australia.

The project examined the relationship between the migratory shorebirds and their food supply.



Pictured at the award ceremony was the Minister for Planning and Infrastructure, Alannah MacTiernan (left), Rinn Pedersen from ENVIRONS Kimberley (centre) and the Department's Woodvale Research Centre Manager, Grant Pearson (right).

Conservation News May 2003

Published by Department of Conservation and Land Management Strategic Development and Corporate Affairs, Cygnet Hall, (cnr) Mounts Bay Road & Hackett Drive, CRAWLEY, Western Australia 6009

Managing Editor: Sue McKenna

Journalists: Tracy Peacock, Nigel Higgs

Contributing Editor: Rhianna Mooney

Design and Production:

Gooitzen van der Meer

Telephone: (08) 9389 8644

Facsimile: (08) 9389 8296

Printing: Scott Print

Graduation and Awards Ceremony 2003

Graduate recruits 2003: our new skilled workers



Above: Minister for Environment and Heritage Dr Judy Edwards attended the ceremony that honoured the graduates and scholarships recipients.



Above right: Graduate recruits 2003: our new skilled workers.

Young people are taking an increasing interest in a career in natural resource management, resulting in a heavy demand for Government training programs.

Environment and Heritage Minister Judy Edwards attended a ceremony to present awards to 17

conservation and land management graduates who successfully completed the Department's 12-week graduate recruit program.

Dr Edwards said 263 graduates had applied for a maximum of 20 places in the program.

"There was a similar demand for places last year," the Minister said.

"It is a trend that augurs well for the future care of our natural environment.

"Those completing the course go on to careers in specialist positions, usually with the department but also with the Forest Products Commission. They provide a

valuable addition to the Government's pool of staff skilled in natural resource management."

Of those who successfully completed this year's graduate recruit program, 14 have been employed by the Department and three by the Commission. Eleven are female and of the 17, six are from regional Western Australia.

Those now working in regional areas are Allison Driscoll (Collie), Kate Macgregor (Narrogin), Kate Roy Chowdhury (Merredin), Tim Firth and Troy Sawyer (Manjimup), and Craig Lang (Katanning). Employed in the Perth

metropolitan area are Melissa Hoskins (Woodvale), Sam Hurd and Edward Greenway (Mundaring), Hayley Valentine, Nicole Willers (Kensington), Sandra Hohloch and Kaylene Carter (Fremantle), Fiona Boulton (Mundaring), Richard Reid (Wanneroo), Carrie Doncon and Julie Patten (Guildford).

"Each of the program's short courses has national accreditation and recognition," Dr Edwards said.

"The program teaches conservation and land management practices including skill development in fire, disease and fauna management, four-wheel driving, planning and designing recreational areas, working with the community and much more."

Dr Edwards said the Department was committed to increasing the number of Aboriginal people it employed to 10 to 15 per cent over the next 10 years.

After only 12 months, seven Aboriginal cadets sponsored by the Department were studying at a tertiary level, and 16 trainees were undertaking a formal traineeship with support from workplace mentors and departmental staff.

The Minister said since the commencement of the graduate recruit program in 1995, more than half of all the graduates appointed had been women.

Dr Edwards presented June Craig Scholarships, named in honour of

the work of June Craig, WA's first female Minister with a conservation-related portfolio and second-ever female Cabinet Minister, to six staff. They were:

- Kath White, national park ranger in Albany;
- Leonie Monks, research scientist with the Flora Conservation Group;
- Chontarle Pitulej, indigenous heritage officer for the Indigenous Heritage Unit in Kensington;
- Stella King, grievance contact officer, Crawley;
- Brenda Smith, administration assistant for People Services Branch, Kensington and co-ordinator of the Public Services Training Package; and
- Tiffany Aberin, senior graphic designer for the Strategic Development and Corporate Affairs Division, Crawley.

Other scholarship winners were:

- **Keynes Memorial Award:** Allison Driscoll, parks and visitor services officer, Collie;
- **Aboriginal Trainee of the Year Award:** Chontarle Pitulej, Kensington;
- **Executive Director's Scholarship:** Sean Lawson, Harvey;
- **Dr George Malajczuk Science Scholarship:** Nicole Noakes, Shark Bay and Kylie Ryan, Swan Coastal District;
- **Seamus Mulholland Leadership Scholarship:** Gae Mackay and Cliff Gillam, Kensington.

Graduations celebrate Department's achievements, says Executive Director



Trainee graduate Dale Kickett (left) accepts his Certificate II in Land Management from the Minister for Environment and Heritage Dr Judy Edwards and Acting Executive Director Keiran McNamara.

Nine years into the successful Graduate Recruit Program, friends, family and colleagues gathered at the new Fremantle Maritime Museum last month to celebrate the achievements of Department staff.

The ceremony acknowledged the work of graduates, trainees and award and scholarship recipients and

the various departmental projects they have been involved in.

Acting Executive Director Keiran McNamara said the Graduate Recruit Program was an important aspect of the Department.

"The Graduate Recruit Program provides the Department with leaders for the future and a steady flow of competently trained young

men and women to meet departmental operations requirements," he said.

"Organisational Learning and Development Coordinator Alan Byrne and his team should be congratulated for the work they do."

The Department has 163 Graduate Recruits who have been appointed to a range of positions within our parks, reserves, forests and biodiversity conservation programs. Seventeen graduated at the ceremony last month.

Keiran also said the Department was proud of its graduates and said that parents and friends of the graduates also have every right to feel proud of their achievements.

"While we acknowledge the completion of formal training programs, by no way is this the end of the learning and development journey for these graduates and trainees, in fact it is just the beginning," he said.

"It is important for an organisation such as ours to foster and generate a culture of continuous learning.

"I strongly encourage our graduates, trainees and other staff to pursue further learning and development opportunities either at a tertiary or departmental level."

Seamus Mulholland award

Seamus Mulholland's life philosophy was to turn a bad situation into something positive.

While presenting this year's leadership scholarship in memory of a great leader, Seamus Mulholland, his sister Dr Kathleen Mulholland said the Department's scholarship was definitely a positive to come out of her brother's death.

The Seamus Mulholland Leadership Scholarship 2003 will this year enable Visitor and Regional Services Coordinator Gae Mackay and People Services Branch Manager Cliff Gillam to pursue further tertiary education.

Gae will use the scholarship to undertake a Masters in Management at Charles Sturt University to further develop her management skills.

"This opportunity will enable me to develop my own leadership skills and management style," she said.

Cliff is committed to the idea of lifelong learning and will use the scholarship to continue his postgraduate studies at Monash University through distance education and on-line learning in public policy and management.

"I hope the knowledge gained through this course will help me understand the challenges of policy making and management in the public sector and enable me to assist the Department in becoming simply the best biodiversity conservation agency in Australia," he said.



Dr Kathleen Mulholland (centre) presented the Seamus Mulholland award to People Services Branch Manager Cliff Gillam and Visitor and Regional Services Coordinator Gae Mackay.

Executive Director's Award: Sean Lawson

Acting Executive Director Keiran McNamara acknowledged the challenges that many people juggling full-time employment and study faced.

"Postgraduate qualifications are becoming increasingly important in the workforce these days," Keiran said during the presentation of the Executive Director's Scholarship.

"The Executive Director's scholarship aims to provide the recipient with financial support and study time to ease the heavy burden of combining work and study."

The recipient of this year's scholarship, Sean Lawson, joined the Department in 1998 and is currently employed at the Forest Products

Commission's Timber Technology Centre in Harvey.

Sean is undertaking a Certificate IV in Conservation and Land Management through the South West Regional College of TAFE in Bunbury.

Sean said that he could not have pursued his studies without the support of his family, colleagues and the team at Dwellingup.

"There was a time when I thought being a labourer was as far as I'd go but now I am studying and hope to pursue a career as a National Park Ranger with the Department," he said.



Sean Lawson (right) and Acting Executive Director Keiran McNamara pictured after the Executive Director's Scholarship presentation.

Keynes Memorial Award

The Keynes Memorial Award is the premier award and was presented to Allison Driscoll this year for her high level of achievement throughout the Graduate Recruit Training Program.

Allison received the award that recognised her high level of achievement throughout the course, both in practical and in theoretical work.

The award was a bequest from Miss N.J. Keynes, sister-in-law of Dick Perry, who was interested in land management practices.

Allison said receiving the award was a great honour and she had always considered herself lucky to be accepted into the program.

"There are a lot of young people who strive to join this program," she said.

"It is a further honour to be awarded the Keynes Award when I know that there are at least 16 other recruits who are all equally deserving of this award.

"The Graduate Recruit Program is a fantastic program that has made the beginning of my career a very enjoyable and memorable one."



Minister for Environment and Heritage Dr Judy Edwards (left) presented the Keynes Memorial Award to Wellington District's Parks and Visitor Services Operations Officer and Graduate Recruit Allison Driscoll.

Sciences Scholarship in memory of Dr George Malajczuk



Kylie Ryan (pictured above) and Nicole Noakes received Sciences Scholarships in memory of Dr George Malajczuk. Nicole Noakes could not attend the ceremony due to study commitments at Charles Sturt University in NSW.

During his distinguished career with the Department, Dr George Malajczuk demonstrated scientific excellence that continues to underpin many of the Department's initiatives.

His Doctorate in applied mathematical programming techniques from Yale set the standard for many land management activities throughout the state.

The Sciences Scholarship in his memory aims to provide continuing education opportunities in a range of scientific fields.

This year's winners of the scholarship were Technical Officer in charge of the Peron Captive Breeding Centre Nicole Noakes, and Conservation Officer (Marine) for the Department's Swan Coastal District, Kylie Ryan.

Nicole is undertaking a Post-Graduate Certificate in Captive Vertebrate Management at Charles Sturt University in NSW that will assist her in managing the captive breeding of endangered species at the Peron Captive Breeding Centre. The Science Scholarship will support her in her studies.

Kylie began working with the Department in 1999 and graduated from the Field Officer Cadet Training Program in 2002. She will use the scholarship to undertake a Master of Science in Natural Resources at The University of Western Australia.

Executive Director's Merit Award

The Executive Director's Merit Award was awarded this year to graduate recruit Kate Macgregor (pictured with Acting Executive Director Keiran McNamara below) to recognise her achievement as the best all-round performer in theoretical and practical areas of the Graduate Recruit Program.

Kate is employed as the Visitor Services Officer in Narrogin and is responsible for coordinating the education program for the district, interpretation and managing the Barna Mia project.

Kate said the Graduate Recruit Program played a fundamental role in enabling her to undertake her job and she felt privileged to have been part of it.

"I think the graduate program is one of the Department's best assets when it comes to developing its people," she said.

"Not only does it provide sound mentoring and some fairly hard-core training, but it also installs a sense of loyalty and belonging in a group of very passionate and inspired people."



Aboriginal traineeship and cadetship program

Eight Aboriginal trainee graduates from all around the state received graduation certificates at the ceremony for courses in conservation and tourism.

The ceremony marked the graduate's completion of Certificates II in Conservation and Land Management, Certificates III in tourism and Certificates IV in Land Management.

The Department's Aboriginal trainee and cadetship program is critical to achieve its objective of increasing the number of Aboriginal employees to 10 to 15 per cent over the next 10 years.

There are 16 Aboriginal trainees progressing through the traineeship in various work centres throughout the state. This number will increase to 35 in January 2004.



The Minister for the Environment and Heritage, Dr Judy Edwards (front) is backed by (front row, left to right) Organisational Learning and Development Coordinator Alan Byrne, Assistant Training Officer Beth McKernan, Aboriginal Employment and Development Officer Tania Donovan, Aboriginal Trainee Ken Ninyette, Acting Executive Director Keiran McNamara (back row, left to right) Aboriginal trainees and graduates Robert Narrier (Swan Coastal District), Sean Lawson (Timber Technology, Harvey), Dale Kickett (Perth Hills District), Wayne Dekker (Swan Coastal District), Marissa Maher (Indigenous Heritage Unit Kensington), Robert Thorne (Shark Bay District), Chontarle Pitulej (Indigenous Heritage Unit, Kensington) and Daniel Cock (Shark Bay District).

Women's role honoured with June Craig



The recipients of the June Craig Award were (right to left) Tiffany Aberin, Leonie Monks, Kath White, Chontarle Pitulej and Brenda Smith. Stella King was absent from the photo.

Six women received scholarships at this year's ceremony to honour the work of June Craig – Western Australia's first female Minister with a conservation-related portfolio.

The scholarship is designed to encourage, support and facilitate women, to enhance and develop their careers and increase their contribution to the Department.

When awarding the scholarships, Environment and Heritage Minister Dr Judy Edwards said that June Craig's contribution to the community and conserving the environment was a way of life.

"June strongly supports an education system that encourages women to express themselves, use technology as a positive learning mechanism and provide them with the confidence to achieve their highest aspirations," the Minister said.

"Furthermore, the scholarship program is an opportunity to develop, reward and retain knowledgeable and competent women in the Department."



Chontarle Pitulej

Chontarle is employed as an Indigenous Heritage Officer in the Indigenous Heritage Unit and has been with the Department for five years.

The scholarship enabled Chontarle to visit The Wet Tropics in Northern Queensland in March and Kakadu National Park in the Northern Territory in August this year.

She said her trip to Northern Queensland was extremely valuable and gave her the opportunity to see how other

government organisations worked with Indigenous communities and dealt with joint management issues in relation to the development of cultural interpretation.



Kath White

Kath recently transferred to Two Peoples Bay where she is a Ranger. Before that, she spent three years working as the Ranger in Charge in the Frankland District.

She looks forward to a new set of challenges that face National Park Rangers in the Albany region.

Kath used her scholarship to attend the Fourth International Rangers Congress at Wilson's Promontory in Victoria, where she learned about the experiences, difficulties and successes of other National Park Rangers.



Leonie Monks

Leonie has been with the Department for six years and is employed as a research scientist with the Flora conservation Group based at the WA Herbarium where she is working on a program of threatened flora translocations.

Leonie plans to use her scholarship to travel within the USA to visit several translocation specialists and bring back ideas to increase the success rate of Western Australian flora translocations.

Chontarle wins Aboriginal trainee award

Chontarle Pitulej's high level of academic achievement in her Certificate III in Tourism and Certificate IV in Land Management was rewarded with the Aboriginal Trainee of the Year award.

She has worked in the Department for five years and is currently employed as an Indigenous Heritage Officer at the Indigenous Heritage Unit at Kensington and is involved in community liaison, education and indigenous interpretation.

Chontarle said that receiving the award was a great honour and she could not have achieved it without the support of her colleagues.

"I have received so much support from the people in the Indigenous Heritage Unit and other Aboriginal people in the Department and I wouldn't have received this award without the assistance of their enthusiasm, guidance and support," she said.

"I have worked really hard over the past few years to achieve my goals and I'm only half way through them. There is still a lot to do but I think my personal growth through the training process has been enormous.

"It is great the Department is not only recognising our personal achievements but also the work we are doing for the Department, our commitment to the community and the relationships that have been formed through the work and training."



Stella King

Stella has worked with the Department since 1985 and her primary role is to liaise with the office of the Minister for the Environment and Heritage Dr Judy Edwards. When awarding Stella the scholarship, Dr Edwards personally acknowledged Stella's work.

Stella is one of 12 grievance officers in the Department and plans to use her scholarship to undertake a number of short courses to enhance her skills in this area. Her aim is to expand her current role into that of a grievance resolution officer, in line with the People Services Branch's goal to increase the number of grievance resolution officers in the Department.



Brenda Smith

Brenda is the Administration Assistant for the People Services Branch and has been with the Department for six and a half years.

Brenda used the scholarship to travel to Brisbane where she liaised with various government agencies about the implementation of the nationally endorsed Public Services Training Package. This package was recently implemented at the Dwellingup Training Centre and adapted to the Department's specific requirements for administration staff.



Tiffany Aberin

Tiffany is a Senior Graphic Designer in the Strategic Development and Corporate Affairs Division and has worked in the Department for six and a half years.

Tiffany used the scholarship to travel to Melbourne where she attended the AGIDEAS Design Conference where she viewed contemporary design work and learned from 27 nationally and internationally-acclaimed industry professionals.

When presenting the scholarship, Dr Edwards personally congratulated Tiffany on her design of the recently published book *Beneath the Busselton Jetty*. Tiffany described the conference as a career enriching experience.



Graduation and Awards Ceremony 2003

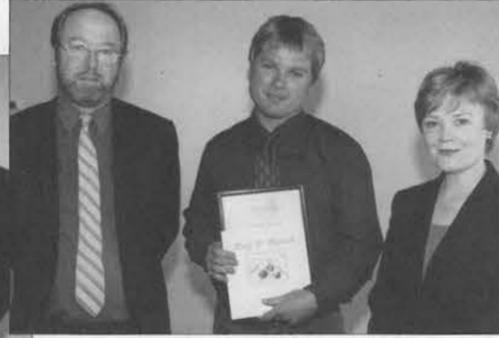
Graduates 2003



Keiran McNamara, Allison Driscoll and Dr Judy Edwards.



Dr Judy Edwards, Craig Lang and FPC Division Manager (Plantations) Gavin Butcher.



Keiran McNamara, Richard Read and Dr Judy Edwards.



Carrie Doncon, Dr Judy Edwards and Gavin Butcher.



Dr Judy Edwards, Hayley Valentine and Keiran McNamara.



Keiran McNamara, Sam Hurd and Dr Judy Edwards.



Dr Judy Edwards, Edward Greenway and Keiran McNamara.



Dr Judy Edwards, Julie Patten and Gavin Butcher.



Keiran McNamara, Kate Roy Chowdhury and Dr Judy Edwards.



Dr Judy Edwards, Sandra Hohloch and Keiran McNamara.



Keiran McNamara, Kaylene Carter and Dr Judy Edwards.



Keiran McNamara, Kate Macgregor and Dr Judy Edwards.



Troy Sawyer, Dr Judy Edwards, and Gavin Butcher.



Keiran McNamara, Melissa Hoskins and Dr Judy Edwards.



Keiran McNamara, Tim Firth and Dr Judy Edwards.



Fiona Boulton.

Right on track

"On Track" is a regular feature story – sponsored by the corporate executive group – looking at new ways of working within the Department and stories that demonstrate our core values and reinforce our principles and strategic directions.

Forest Management Branch has been focused on improving the way we do business for the new forest management plan currently being developed.

In particular, there have been a number of inventory data updates and enhancements to the computer modelling systems used to calculate the sustained timber yield. This work is the result of more than five years work by the Branch, representing several million dollars worth of new data collection, computer systems development and analysis.

It has included a new inventory of the two-tiered karri forest, a reclassification of the forest estate to improve representation of geographic, silvicultural and site variations, and the development of computer models to simulate tree growth and dieback spread and to estimate yields arising from a range of silvicultural objectives.

The independent panel established in 2000 to review the Department's sustained yield calculations in the context of ecologically sustainable forest management has commended the Branch on the work undertaken for the new management plan.

The Panel, chaired by Professor Ian Ferguson from Melbourne University, recently returned to Western Australia to complete their review and report to the Conservation Commission of Western Australia. This included reviewing the Department's progress on recommendations to improve inventory and scheduling procedures made by the Panel in their April 2001 report.

"Panel members told me much more had been achieved than they expected was possible, including what they described as extraordinary progress in collating data and analysing the rate of dieback spread," said Caris Bailey, Acting Director of Sustainable Forest Management Division.

"This achievement has been delivered by everyone in the Branch in what has been a tremendous team effort.

"All these new ways of working just wouldn't have been possible without those who shouldered the ongoing works programs, conducted the field checks, organised the logistical support and who have willingly provided backup and flexibility when asked to contribute at short notice.

"It is this dedication from staff that has enabled us to satisfy the many requests for data and reports that underpin the overall forest management planning process that has been our main priority in the past few years.

"Much of the work presented to the Ferguson Panel will be of interest to other forest managers as an integrated forest management planning system."

The Panel's final report is expected to be published together with the proposed forest management plan, and the Environmental Protection Authority's bulletin on its assessment of the plan, by August.

Underwater cleanup

By Tracy Peacock

Anchors, rope, camping chairs, a flood light, a helium bottle, fishing knives, hooks, sinkers, lures and fishing line. Sound a bit like a list for a fishing expedition? In fact, it's not.

It's just part of the haul by a team of 14 divers cleaning up the sea bed at Steep Point, in the Shark Bay Marine Park, earlier this month.

The two-day clean-up, undertaken by the Batavia Coast Dive Club with support from the Department, is an extension of a similar exercise undertaken on Dirk Hartog Island.

The Department's Shark Bay District Parks and Visitor Services Program Leader Carl Beck said the clean-up project would help protect fauna such as the dugong.

"Community groups such as the Batavia Coast Dive Club play an important role in managing and maintaining the marine and terrestrial parks in the Shark Bay World Heritage Area," he said.

"Their efforts not only help with the physical maintenance of the area, but also in educating other visitors of the area's importance and what they can do to protect it."

Other items found during the clean-up included PVC rod holders, star pickets, cans, bottles and metal pipe.



Authors Sue Morrison (left), Ann Storrie (second from left) and Peter Morrison (second from right) with the Minister for the Environment and Heritage Judy Edwards (centre) and former Busselton Jetty Manager Ross Bromell (right).

New book highlights local marine life

Busselton's historic jetty and the marine life beneath it are subjects of a new book published by the Department of Conservation and Land Management.

The book, *Beneath the Busselton Jetty*, was launched by the Minister for the Environment and Heritage Dr Judy Edwards who said that while focusing on the marine life beneath the jetty, it would have a broad appeal.

"The jetty's underwater observatory is expected to be completed next spring and attract many visitors to Busselton, which is already made popular for divers by the stunning marine life," the Minister said.

Beneath the Busselton Jetty will help raise awareness of the bay's diverse marine life, which the community and Government share responsibility for conserving for future generations."

The book, co-authored by Perth marine scientists Peter and Sue Morrison and freelance writer/photographer Anne Storrie, contains a wealth of information about the jetty's history, influence on local wind and tide and value as a recreational drawcard.

The book also has an educational role because the Government is establishing a marine conservation reserve in the waters between Geographe Bay and Hardy Inlet.

Sue Morrison and Anne Storrie have collaborated on two other books for the Department *The Marine Life of Ningaloo Marine Park and Coral Bay*, and *Wonders of Western Waters*.

The book retails for \$21.95 and is available from most bookshops and dive shops, departmental offices and the Department's website.

Aboriginal garden on show

According to Perth's Flower and Garden Show, 'ecotopia' is a perfectly balanced environment for all living things. This year's Flower and Garden Show exhibited an Ecotopia display that included a traditional Aboriginal 'garden' put on by the Department's Indigenous Heritage Unit.

Pictured below is the Department's Indigenous Heritage Officer, Terry (Koodah) Cornwall (centre) with (left to right) Tilly Cornwall (7), Stephanie Cornwall (9), visitor Jordon Vukojevich (12) from Mosman Park and Jade Khan (11).

Koodah said the display was an excellent way to help the community understand and appreciate Aboriginal culture. "People seemed to really enjoy the display. We had face and body painting, traditional dancing, didgeridoo playing, Nyoongar tool making and rock painting," he said.

"We also gave visitors information about the native Western Australian environment and the way they can build that into their gardens at home."



Conservation briefs

New light on forest mushrooms

A new light has been shone on the brilliantly coloured but often overlooked fungi that live in the shade of Western Australia's tall forests.

The Department's newly released Bush Book – *Fungi of the South-West Forests* – aims to help create awareness of these 'forest recyclers'. They play a vital role in the ecosystem by breaking down forest litter and debris, providing nutrients for plants.

Fungi of the South-West Forests is the twenty eighth Bush Book published by the Department. It was written and photographed by Richard Robinson who is based at CALM's Manjimup Research Centre.

Bandicoots get health checks

Western barred bandicoots on Dorre Island, off Carnarvon, were sent for checkups after some captive animals showed disease symptoms.

Department staff captured 28 western barred bandicoots in baited small cage traps.

The bandicoots were measured, weighed and identified, and examined for disease. They were anaesthetised so swabs and blood samples could be taken to test for two diseases – a chlamydial infection that caused severe eye infections and infertility, and a wart syndrome that in severe cases caused blindness and an inability to walk due to severe lesions on the animal's feet.

The western barred bandicoot is one of five species of threatened mammals on Bernier and Dorre Islands.

Turtle facility in North West Cape

A new \$188,250 turtle interpretation centre designed in the shape of a turtle will play a key role in raising visitor awareness and support for turtles at Jurabi Coastal Park near the tip of North West Cape.

The Department's design specialists designed the centre in conjunction with officers from the Exmouth office, Exmouth Visitor Centre and the Shire of Exmouth. The traditional owners – through the Gnulli Working Group – provided support in finding the appropriate location.

The centre is expected to attract visitors to the area during the turtle-nesting season, between November and January, when green, loggerhead and hawksbill turtles excavate their nests in the sand and lay their eggs.

Environment and Heritage Minister Dr Judy Edwards welcomed the strong support from the local community and tourist operators for the centre.

Norm and Gina new Lorna Glen hosts

By Sarah Adriano

Visitors to the Lorna Glen Station in the Goldfields Region will be welcomed by new campground hosts this year.

Department volunteers and campground hosts Norm and Gina Gregory have accepted an offer to stay on the station during 2003.

Lorna Glen is an extinguished pastoral lease of almost 236,000 hectares, approximately 150 kilometres north-east of Wiluna. It was taken up in the 1930s, and at various times has run sheep and cattle. An unsuccessful era of irrigation was developed in the 1940s, '50s and '60s but the result is an underground aquifer that supplies plenty of good quality drinking water, a comfortable homestead and bunkhouse that provides ample space for visitors.

While still employed as mental health nurses, Norm and Gina began volunteering with the Department in 1994 as Earth Carers. Initially, their role was on a casual basis, manning displays at Perth shopping centres.

Then they began volunteering at The Hills Forest Discovery Centre in the Hills Forest, closer to their home in Mt Helena. They found



Norm and Gina Gregory at Lorna Glen. Photo: Sarah Adriano.

this extremely rewarding and both say they learned and gained much more than they contributed.

After retiring in 1997 and undertaking a short 'trial' period at Millstream Chichester National Park, Norm and Gina became involved in the Department's Campground Host Program. Since then, they have been in

many national parks and forest areas all over the State, rented out their home and spent their time enjoying themselves as station and campground hosts.

The Goldfields Region would like to thank Norm and Gina for their valued work at Lorna Glen Station and look forward to their continued work in 2003.



Peter Humphreys (left) was honoured as the *Policeman of the Year*, Joy Wade (centre) as *Rotarian of the Year* and the Department's Daniel Cock (right) received the *Trainee of the Year* award at the Australia Day ceremony. Photo courtesy of the Northern Guardian.

National park trainee is recognised by Rotary Club

Shark Bay's Indigenous trainee Daniel Cock has received the Carnarvon Rotary Club's Trainee of the Year Award for his work with the Department.

Presented at an Australia Day ceremony, Daniel was recognised for his outstanding progress on Certificate II in Conservation and Land Management and the practical fieldwork component of his traineeship.

Shark Bay's Parks and Visitor Services Coordinator, Carl Beck nominated Daniel for the award. The nomination was supported by the Coordinator of the Yadgalah Aboriginal Corporation, Darren Capewell.

"It was of considerable credit to Daniel that, when all the National Park Rangers in the District were away for four weeks, he stepped in and took on key responsibilities involved in the daily management of the Francois Peron National Park," Carl said.

"He managed the park with limited guidance or supervision and demonstrated good leadership ability when supervising volunteer and school groups."

Daniel's ambition to become a National Park Ranger will be helped by the experience from the traineeship.

Daniel said he was grateful to the Department's Shark Bay District team and the Yadgalah Aboriginal Corporation for their support of himself and fellow-trainee Robert Thorne.

"Without the support of District Manager Dave Rose, Carl Beck, Darren Capewell and Acting Aboriginal Employment and Development Training Officer Beth McKernan, the traineeship would not be possible," Daniel said.

Staff at the Shark Bay District wish Daniel and Robert all the best for the remainder of their traineeships.

Pooh! No flies on dinkum dunnies...

Inmates from Greenough Regional Prison are building creature comforts – otherwise known as "Dinkum Dunnies" – for use in national parks.

The innovative bush toilets use a dry-composting technology, and were put together by minimum-security prisoners.

The prisoners took the parts to Stockyard Gully reserve near Jurien and reassembled the loos on a fixed foundation. They then installed the finishing touches to the dry-flushing system.

So far, two toilets have been installed at the new day use sites and two shelters are now being prepared for Stockyard Gully.

The Department's Moora District Parks and Visitor Services Coordinator Peter Fishwick said the new loos were ideal for remote sites.

"The toilets use solar heat, captured by a black composting tank and venting pipe, to circulate hot air, which quickly dries and composts waste without smelling or attracting flies," he said.

"These projects are a great example of the mutually beneficial relationship that the Department has forged with the Department of Justice.

"Greenough Regional Prison has already built

picnic tables for the Department in Shark Bay, while Roebourne Regional Prison has established a work camp in the Millstream-Chichester National Park."

Prison Superintendent Greg Johnson said Prison Officer Shaun Tormey, a qualified builder and a TAFE instructor for the accreditation of the prisoners Rural Skills certificates, supervised the prisoners.

"These projects provide useful and meaningful work activities for the prisoners and benefits to the WA community."



(L-R) Greenough Regional Prison Officer Shaun Tormey and TAFE Construction Lecturer Matt Silvester help prisoners disassemble a Dinkum Dunny for transport to Stockyard Gully.

Staff changes . . . Staff changes . . . Staff changes . . . Staff changes . . .

Contract

Tristan Farmer, Ranger, Regional Services, South Coast Region, Cape Le Grand National Park, Esperance; Craig Carpenter, Information Management Officer (FMS), Regional Services, Fire Management Services Branch, Kensington; Trevor Smales, Cartographic Officer, GIS Information Branch.

Permanent appointments

Natasha Samulraj, Officer, Financial Services Branch; Jarrod White, Mapping and Survey Officer, Forest Management Branch, Bunbury Regional Headquarters; Paul Winton, Regional Parks Commercial Planning Officer,

Regional Parks, Fremantle; Dave Chadwick, Ranger, Regional Services, West Kimberley District; Ben Fitzpatrick, Nature Conservation Officer, Regional Services, Pilbara Region, Exmouth.

Promotions

Ray Ellery, Payroll Coordinator, Corporate Services, People Services Branch, Kensington; Teresa Gepp, Regional Leader Estate Planning, Regional Services, Swan Region, Kensington; Cheryl Tonts, Project Officer, Strategic Development and Corporate Affairs; Alicia Taylor, Corporate Health Officer, Corporate Services, People Services Branch, Kensington.

Reclassification

Janine Morris, Administration/Centre Manager, Science Division, Kensington; Ian Drumbrell, Senior Research Scientist, Science Division, Forest and Tree Crops, Busselton; Jeanette Gilmour, Senior Policy Advisor, Corporate Executive, Crawley.

Temporary transfer

Greg Freebury, Operations Officer (Nature Conservation), Regional Services, Walpole to Regional Services, Albany.

Resignation

Syke Keillor, Programs Officer, Parks and Visitor Services Division; Helen-Anne Anderson,

Officer, Regional Services, Albany; Sheryle Smith, Cleaner, Perth Observatory; Jeremy Spencer, Forest Ranger, Busselton District Office, Regional Services.

Contract ceased

Linda Reinhold, Technical Officer, Exmouth District Office.

Temporary deployment

Karlene Bain, Nature Conservation Coordinator, Regional Services Division, Frankland District, Walpole; Allison Driscoll, Ranger Grade 2, Regional Services, Wellington District, Collie; Phil Smeeton, Parks and Visitor Services Coordinator, Perth Coastal District, Swan Region.



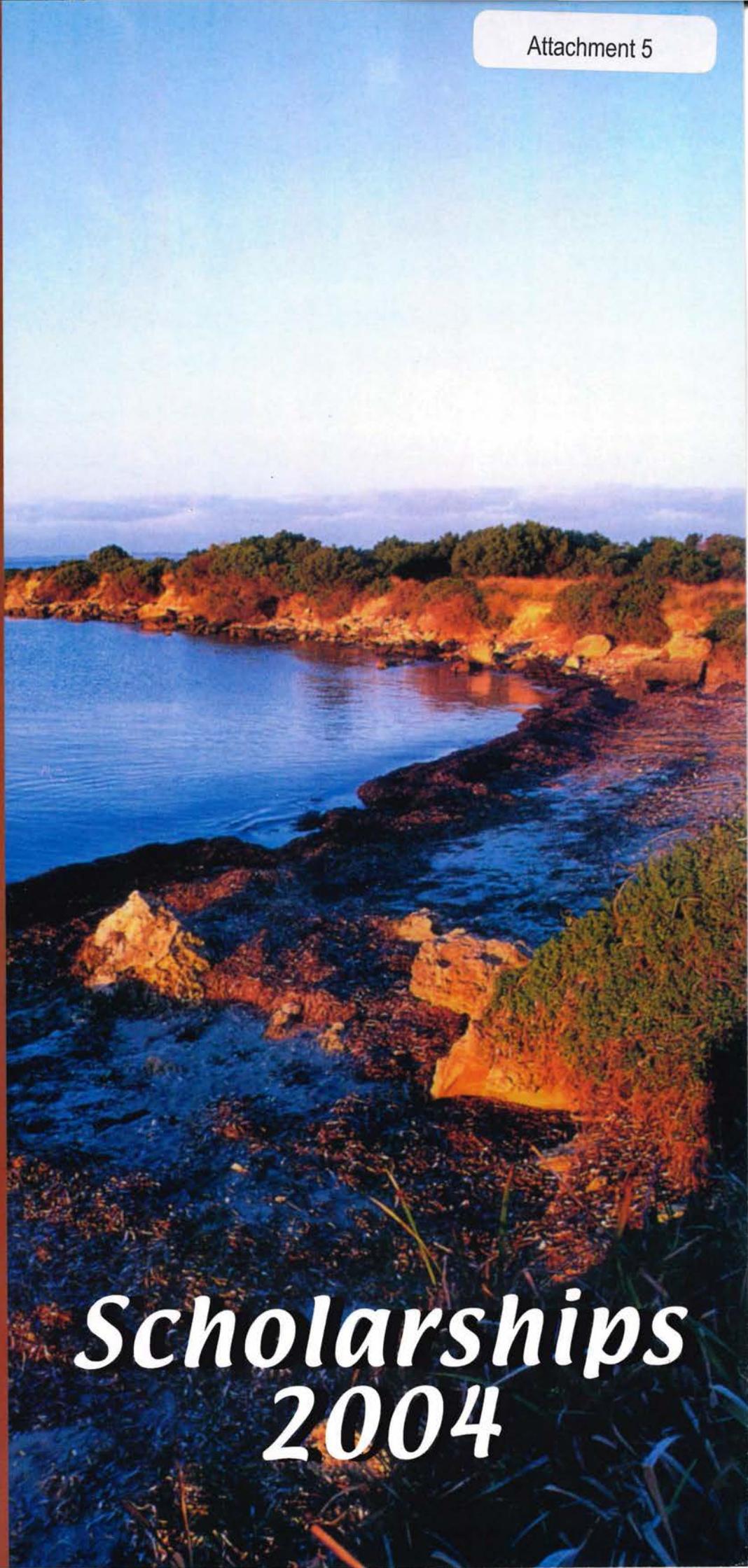
DEPARTMENT OF
CONSERVATION
AND LAND MANAGEMENT

Conserving the nature of WA

**CONTINUOUS
LEARNING
OPPORTUNITIES
FOR ALL
CALM People**

**CALMpeople
SERVICES
BRANCH**

Scholarships 2004



Continuous Learning Opportunities for all Departmental People

(Including Exchange and Placement Programs)

2004 Scholarships

Managers are requested that all Departmental people have the opportunity to view this document.

People SERVICES BRANCH

Departmental Scholarship Programme 2004

The Department of Conservation and Land Management supports continuous learning for all our people. A number of scholarships and study assistance programmes are in place to assist all Departmental people to attain recognised qualifications through formal study.

Qualifications in the workforce are increasing in importance as jobs become more complex and subject to greater change. Combining work and study has become popular and an important method of developing careers. In fact, there are now as many part-time as full-time students in many of our education institutions.

The Department recognises the significant commitment, which is needed to successfully study part-time. The Department's scholarship programme is designed to provide support, incentive and recognition for those who make the commitment.

Benefits to the Department.

Study is an important aspect of all Departmental personnel development, which helps lay the foundations for a motivated, professional and highly skilled workforce. The Department recognises this and has made a commitment to invest significantly in the education and development of all Departmental people.

Benefits to all Departmental people.

There are three main types of direct benefits available to all Departmental people;

- Study leave
- Financial assistance
- Recognition and reward

In addition to these there are also indirect benefits which relate to career prospects. In the past, having a relevant qualification has not always been taken into account when assessing people for promotion or higher duties.

Of course, merit and performance will remain the main criteria for promotion and advancement, but we have now incorporated a preference for relevant qualifications into the desirable selection criteria for most positions above level 1.

This means that, where performance is equal, preference will be given to the person who has a relevant qualification or is studying towards one.

There are a number of positions in specialist's areas, which have formal qualifications as a minimum requirement.

Please address all applications to:

Alan Byrne
Scholarship Application
CALM Training Centre
Dwellingup

All scholarship applications must be received by **1/10/03**.

To be eligible you must be a permanent employee of the Department of Conservation and Land Management, Forest Products Commission or the Western Australia Conservation Commission or have been employed for 3 consecutive years on contract.

All scholarships will be approved by the Executive Director.

The scholarships that are offered to all Departmental people are as follows;

Executive Director's Scholarship for Study Assistance

The Executive Director's Scholarship for Study Assistance (formerly, the Executive Director's Scholarship) is made available to all wages employees to financially assist them in their post secondary education studies to be considered for Field Officer positions throughout the state.

Background

Since the closure of the Field Cadet Training Scholarship in December 1991, wages employees have had limited opportunities to enter field officer positions. Prior to the closure, the Executive Director would offer one position per year to wages employee to enter the second-year cadetship course, at the Dwellingup Training Centre. Applicants were interviewed and assessed for suitability to complete both the second year of the two-year cadet Scholarship and approximately four units of the first-year TAFE course, via external studies. In 1996, the scholarship was reintroduced and since then nine wages employees have successfully completed or are currently studying the Certificate IV in Land Management, offered by TAFE.

In its new form, the Executive Director's Scholarship for Study Assistance is designed to encourage wages employees to take on post-secondary studies, by providing the successful applicant with both financial support and study time to ease the heavy burden of combining work and study.

Successful applicants who make the decision to withdraw from their course of study may be required to make a pro-rata refund of the monies allocated by the Department.

Process

The scholarship is again offered for 2003 to allow wages employees to enter a range of field officer positions. The process for awarding of the scholarship is as follows:

- The Executive Director's Study Assistance Scholarship will be advertised annually in September/October, inviting interested permanent wages employees to apply in writing. **Applications close on 1st October 2002.**
- Applicants will be interviewed and assessed via the Australian Council for Educational Research (ACER) aptitude tests to ascertain each applicant's suitability to study at either the certificate or tertiary level.
- The successful applicant is provided with quarterly installments of \$250 over the four-year TAFE course of study, or \$333 over the six-year tertiary course of study. That is a total of \$8000 for the tertiary Scholarship and \$4000 for the TAFE course. These installments should adequately cover campus fees, books, stationery, stamps and incidental costs associated with

external study and contribute towards the cost of Higher Education Contribution Scheme (HECS).

- The successful applicant will receive the support of the District/Branch manager in approving five hours per week for study leave during college semesters. Office space and access to a Departmental computer will be provided if available.

For further information on the Executive Director's Study Assistance Scholarship, interested wages employees should contact the Training Centre, Dwellingup on (08) 95381200 or fax (08) 95381244 or alanby@calm.wa.gov.au

EXECUTIVE DIRECTOR'S SCHOLARSHIP STUDY ASSISTANCE

APPLICATION FORM

Please support your application with documented evidence of enrolment and course fees.

PERSONAL DETAILS:

| |
|----------------------|
| NAME: |
| SURNAME: |
| DATE OF BIRTH: |
| YOUR POSITION TITLE: |
| YOUR LEVEL: |
| YOUR LOCATION |

ACADEMIC DETAILS:

| |
|--|
| HIGHEST LEVEL OF SCHOOLING (eg. Year 10): |
| COMPLETED COURSES (eg. Cert. In Horticulture): |
| CURRENT COURSE: |
| EXPECTED COMPLETION: |

EMPLOYMENT REFERENCES:

| | |
|-----------------------|--------------|
| 1. SURNAME | OTHER NAMES: |
| CONTACT TELEPHONE NO: | |
| 2. SURNAME: | OTHER NAMES: |
| CONTACT TELEPHONE NO: | |

Please attach your Resume and further particulars as to suitability for the scholarship. Completion of this application alone will not be sufficient for an interview.

I declare all statements to be true in all respects.

.....
 Signature of Applicant

Date

Leadership Scholarship

In Memory of Statement

The scholarship is in memory of the late Seamus Mulholland who passed away in January 1997 at the relatively young age of 32. Seamus was a brilliant economist and was heading the important plantations strategy aimed at industry development as well as helping to fight the state's salinity problems. Seamus successfully completed joint Bachelor of Science and Bachelor of Economics degrees beginning at the University of Western Australia and finishing at the Australian National University. He returned to UWA to complete his Masters of Science in Natural Resource Management.

Seamus was a well-respected leader who demonstrated a delicate balance of courage, wisdom and integrity. It is this leadership quality that is to be fostered and nurtured with the scholarship.

The Leadership Scholarship is designed to provide continuing education opportunities in a range of **management/leadership** disciplines and is available to all Departmental people.

The Scholarship is designed to provide continuing education opportunities in the leadership or management study discipline for both undergraduate and postgraduate studies. The scholarship has a monetary value of up to \$20 000.

Successful applicants who make the decision to withdraw from their course of study may be required to make a pro-rata refund of the monies allocated by the Department.

All Departmental personnel interested in applying should follow the steps below;

1. Complete the Leadership Scholarship Application form.
2. Attach a schedule with a breakdown of all costs associated with the course of study. A short summary justifying your expenditure is also required.
3. Attach a minimum of one page outlining your proposed area of study.
4. Have your manager endorse your application.
5. Have your application forwarded to your Director for his support.
6. The application is then forwarded to Co-ordinator Organisation Learning and Development, C/- CALM Training Centre, Dwellingup no later than **1st October 2003**.
7. Applications are then collated and assessed by the Training Centre and then forwarded to the Executive Director for approval.

All applicants will be notified in writing by 1st December 2003.

Past Recipients.

1998 Stev Slavin

1999 Peter Dans

2000 Kellie Agar

2001 Nigel Sercombe

2002 Andrew Hill

2003 Gae Mackay & Cliff Gillam

APPLICATION FOR LEADERSHIP SCHOLARSHIP

IN MEMORY OF SEAMUS MULHOLLAND

Please support your application with documented evidence of enrolment and course fees. A schedule outlining how the scholarship funds will be spent must also be attached.

Please return this form to:-
 Co-ordinator Organisational Learning and Development
 Scholarship Application
 C/- CALM Training Centre
 Dwellingup.

| |
|--|
| PERSONAL DETAILS |
| MR/MS/MISS/MRS |
| NAME |
| SURNAME |
| LOCATION |
| CONTACT NUMBER |
| E-MAIL |
| YOUR PRESENT POSITION |
| DUTIES (give a brief outline of your current duties) |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| BACKGROUND INFORMATION |
| HIGHEST ACADEMIC LEVEL ACHIEVED |
| CURRENT/PROPOSED AREA OF STUDY |
| INSTITUTION WHERE STUDYING |
| UNITS COMPLETED TO DATE (Please attach a copy of your academic statement) |
| LIST PROPOSED SCHOLARSHIP UNITS BELOW |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Acceptance of Terms and Conditions.

I understand and agree to the terms and conditions detailed below. Upon acceptance of the application I will become liable for the scholarship and will be bound by the terms and conditions.

Terms and Conditions.

In the event that I am unsuccessful in completing a semester's Scholarship or in the event that I leave the Department's employment before completion of that semester's study, repayment of financial support given for that semesters study is to be made as follows,

- ♦ By deduction from my pay on a fortnightly basis with full payment to be made within two months or
- ♦ Should I leave the Department's employment, the amount outstanding is to be deducted from my final pay.

SIGNATURE

DATE

Nominator's Support.

This section is to be completed only by the applicant's Manager/Supervisor, who is familiar with the applicant and can provide a detailed appraisal.

The following information will ensure that the applicant obtains maximum benefit from the Scholarship.

NAME

SURNAME

POSITION

PLEASE COMMENT ON THE APPLICANT'S ABILITY TO STUDY AT THIS LEVEL

SIGNATURE

DATE

Sciences Scholarship

In Memory of Statement

The scholarship is in memory of the late Dr George Malajczuk who passed away in January 1997 at the age of 52. George had a distinguished career with the Department. On completing his undergraduate degree with the University of Western Australia he began his career at the Harvey Office. He completed his Masters and Doctorate at Yale University. His Doctorate in applied mathematical programming techniques set the standard for many land management planning activities throughout the State.

Later, he was appointed regional leader (planning) for the Swan Region before being appointed principal economist and subsequently Director of Economics.

George was the scientific excellence underpinning a number of the Department's initiatives. It is this scientific excellence that is to be fostered and nurtured with the scholarship award.

The Sciences Scholarship is available to all Departmental people every year who have as a minimum a tertiary qualification, such as a degree or diploma. People with a higher degree such as Honours or a Masters are strongly encouraged to apply. The Scholarship is designed to provide continuing education opportunities in a range of science disciplines and has a monetary value of up to \$20 000.

Successful applicants who make the decision to withdraw from their course of study may be required to make a pro-rata refund of the monies allocated by the Department.

All Departmental personnel interested in applying should follow the steps below;

1. Complete the Sciences Scholarship Application form.
2. Attach a schedule with a breakdown of all costs associated with the course of study. A short summary justifying your expenditure is also required.
3. Attach a minimum of one page outlining your proposed area of study.
4. Have your manager endorse your application.
5. Have your application forwarded to your Director for his support.
6. The application is then forwarded to Co-ordinator Organisation Learning and Development, C/- CALM Training Centre, Dwellingup no later than **1st October 2003**.

Applications are then collated and assessed by the Training Centre and then forwarded to the Executive Director for approval. All applicants will be notified by 1st December 2003.

Past Recipients.

1998 Kevin Crane

1999 Nick D'Adamo

2000 Mike Meinema

2000 Peng Soong

2001 John Lloyd

2002 Stephen White

2003 Nicole Noakes & Kylie Ryan

Acceptance of Terms and Conditions.

I understand and agree to the terms and conditions detailed below. Upon acceptance of the application I will become liable for the scholarship and will be bound by the terms and conditions.

Terms and Conditions.

In the event that I am unsuccessful in completing a semester's Scholarship or in the event that I leave the Department's employment before completion of that semester's study, repayment of financial support given for that semester's study is to be made as follows,

- ♦ By deduction from my pay on a fortnightly basis with full payment to be made within two months or
- ♦ Should I leave the Department's employment, the amount outstanding is to be deducted from my final pay.

SIGNATURE

DATE

Executive Director's Career Development Scholarship

All Departmental people are encouraged to study and complete formal qualifications relevant to their position within the Department. To assist Departmental people to enter post secondary education qualifications, Corporate Executive has allocated funds totaling up to \$20,000 to be made available annually for undergraduate and postgraduate study assistance. A further amount up to \$10,000 is available for Career Development opportunities, including but not limited to tertiary studies, for people from a range of Diverse groups within the Department. Applicants must clearly indicate within the application intent of the application, ie study or diversity. Administration of the funds and the scholarship scheme is the responsibility of People Services Branch.

Departmental people are requested to apply using the Application for the Executive Director's Career Development Programme form. The applicant must indicate the units they propose to study for that given year. All applicants must provide a signature from a nominator (someone who is familiar with the applicant and can provide a detailed appraisal) supporting their application and **must support your application with documented evidence of enrolment and course fees.**

Departmental people wishing to embark on undergraduate studies are encouraged to pursue courses that offer the study material in external study mode. However, Career Development and time off to attend lectures may be granted to Departmental people subject to the course of study not being available in external study mode or after work hours.

Study leave provisions are detailed in awards as appropriate.

The relevance of the course of study to a future career within the Department and the merit of the application will be the main criteria used by a panel which will be assessing and making recommendations on the application. The selection panel will also ensure that the number of people attending the courses of study at any one time shall not unduly interfere with the work of the district, region, branch or business unit. Scholarship funds will only be made available to those people studying an award course i.e. Certificate IV, Undergraduate course. No funds will be made available for short courses (i.e. Australian Institute of Management AIM) or similar courses. The Department may pay in advance financial support, to a **maximum** of \$1,000 per semester as assistance, to each applicant on an approved study Scholarship.

Sufficient documentary evidence of fees associated with the course of study **must** accompany the Executive Director's Career Development Form. Upon completion of each semester's Scholarship the employee is to provide adequate proof of completion, i.e. a Statement of Academic Record.

Successful applicants who make the decision to withdraw from the course of study may be required to make a pro-rata refund of the monies allocated by the Department.

The Executive Director's Career Development Scholarship also caters for the range "Diverse Groups", within the Department. The Australian population includes

indigenous people, people from racially and ethnically diverse backgrounds, including non-English-speaking backgrounds, and people with disabilities. Overall the Department's workforce, particularly at senior levels and the wages workforce have much less diversity than the Australian population. Diversity is important if the Department is to reflect the full range of positive values held by society and serve all our customers well.

The Department is statistically not alone as this problem exists across government. State Government policy on increasing diversity in the public sector workforce obliges the Department to put in place strategies which will support cultural change such as increased diversity.

A proportion of the available funds within the Executive Director's Career Development Scholarship will be committed to support development opportunities for people from a range of diverse groups. This is consistent with Government policy requiring the Department to have strategies in place to meet objectives set by the Government's Equity and Diversity Plan 2001 – 2005. This is achieved by providing Career Development opportunities for our people from diversity groups, including (but not limited to) Indigenous Australians, people with disabilities, people from culturally diverse backgrounds, and youth (people aged under twenty-five years). The allocated funding could be used to encourage and support people to enhance and develop their careers and increase their contribution to the Department's mission. Furthermore, it would provide an opportunity to develop, reward and retain knowledgeable and capable people from diversity groups in the Department.

In offering this Career Development opportunity, the Department recognises that historical practices have contributed to a lack of diversity in the workplace and this opportunity provides a means by which such inequities can be appropriately addressed.

Successful applicants who make the decision to withdraw from their course of study or development opportunity may be required to make a pro-rata refund of the monies allocated by the Department.

All Departmental personnel interested in applying should follow the steps below;

Managers must ensure that **all** Departmental people have the opportunity to view this document. Applications must be forwarded the Co-ordinator Organisational Learning and Development, at the Training Centre, Dwellingup **no later than 1700hrs on 1st October 2003**. All enquiries should be directed to the Training Centre, Dwellingup on 08 95381200 or Fax 08 95381244 or e-mail alanby@calm.wa.gov.au

Departmental people interested in applying should follow the steps below;

1. Complete the Executive Director's Career Development Scholarship Application form.
2. Attach a schedule with a breakdown of all costs associated with the course of study. A short summary justifying your expenditure is also required.
3. Attach a summary justifying the area of study you have chosen.
4. Indicate **clearly** that you are applying for the "Diversity Funds" within the Career Development Scholarship
5. Have your manager endorse your application.

6. Have your application forwarded to your nominator for his/her support.
 7. The application is then forwarded to Co-ordinator Organisation Learning and Development, C/- CALM Training Centre, Dwellingup no later than **1st October 2003**.
 8. All applicants will be notified by 1st December 2003
- Applications are then collated and assessed by the Training Centre and then forwarded to the Executive Director for approval.

C. E. Lane Poole Memorial Trust Award

This Award has been named after Charles Edward Lane Poole, who was appointed Inspector-General of the Woods and Forests Department in Western Australia in 1916, and who was responsible for establishing the legal framework for the State's forestry operations.

The legal framework was the 1918 Forests Act.

Before the Act was introduced there was no legislation to control the amount of timber cut, the place and manner of cutting, or to regenerate the forest after cutting.

When he arrived in Western Australia in 1916, Lane Poole saw the consequences of 70 years of uncontrolled felling in the State's hardwood forests and realised that without regulation the forests would be devastated within a short time.

He formulated forest management regulations that would reduce the amount of timber cut to a level the forest could sustain.

Part of his plans included dedicating all the remaining forest as State forest by an Act of Parliament, and the appointment of Forest Officers who had the legal powers to enforce the management regulations.

Against opposition from sawmilling and commercial interests, Lane Poole was successful in getting the necessary legislation through Parliament to lay the foundations for forest management.

Without his efforts and those of his successors it is likely that there would be little of the State's forest left today.

THE WESFI CONNECTION

The Lane Poole Memorial Trust was established to commemorate the work of Charles Edward Lane Poole and, in particular, the connection between the former Conservator of Forests and the late Thomas Cullity.

The Trust was initiated by WESFI Chairman, Denis Cullity, and developed by a Board of Trustees representing the former Forests Department and WESFI.

The current Chairman of the Board is the Acting Executive Director of the Department of Conservation and Land Management, Keiran McNamara.

The WESFI connection resulted from a belief held by Lane Poole that forestry needed to be inter-disciplinary to cater for the needs of society.

In 1917 he argued with the Commonwealth Government that research into forest products be developed in Western Australia.

As a result of his efforts, investigations into pulp and paper manufacture from eucalypts began at the Perth Technical School, where a small laboratory paper machine was built.

This work by Isaac Boas was fundamental to the birth of the pulp and paper industry in Australia.

Mr Boas went on to become the first Chief of the Division of Forest Products with the CSIRO. A timber-seasoning kiln was also installed at the School of Engineering at the University of Western Australia, in conjunction with the Forests Department and with the full support of Professor Tomlinson, the first Head of the School of Engineering.

Professor Tomlinson persuaded a final year engineering student, Thomas Cullity, to run the kiln and to use his investigations as a basis for his degree thesis in civil engineering. When Thomas Cullity graduated in 1918, Lane Poole offered him the newly created position of Utilisation Officer in the Forests Department which he held for one year before leaving to start up Millar new commercial kilns at Yarloop.

Thomas Cullity maintained an interest in forestry and timber for the rest of his life and founded Cullity Timbers in 1928 and Westralian Plywoods in 1943. From these companies WESFI was formed.

It is of interest to note that his life-long friend, Stanley Clarke, succeeded Mr Cullity as Utilisation Officer at the Forests Department. Stanley Clarke later became the second Chief of the Division of Forests Products, and in whose honour the Institute of Wood Science has established the Stanley A. Clarke Medal.

Since its introduction in 1983, the following employees from the Department of Conservation and Land Management and the former Forests Department, have received the C E Lane Poole Award.

PAST WINNERS

| | |
|-------------|--|
| 1983 | Paul Marsh, Ray Fremlin |
| 1984 | Graeme Hutchinson |
| 1986 | Gerard van Didden, Tony Brandis |
| 1987 | Peter Keppel |
| 1989 | Greg Voigt |
| 1990 | Andre Ryansewycz |
| 1991 | Greg Mair |
| 1992 | Mervyn Smith, Derek Winters |
| 1993 | Alan Hordacre |
| 1994 | Michael Cully |
| 1995 | Tim Birmingham |
| 1996 | Bob Hingston |
| 1998 | Murray Carter |

2000 Michelle Widmer

2001 John Carter

2002 Ian Dumbrell

THE AWARD

The award provides financial assistance to officers of the Department to participate in courses of study that are relevant to their employment.

The Award, which covers the cost of travel, tuition and accommodation, enables the recipient to study anywhere in Australia and New Zealand for up to six weeks.

The recipient will be required to submit to the Dwellingup Training Centre a 1500-word report on the study within three months of return and will be encouraged to give a presentation where appropriate.

ELIGIBILITY

All Departmental personnel employed under the Public Service Act, and engaged in forestry management activities, are eligible to apply for the award.

Successful applicants who make the decision to withdraw from their course of study may be required to make a pro-rata refund of the monies allocated by the Department.

APPLICATIONS

Applicants must indicate to the Trustees in writing the purpose and destination of their study. A draft itinerary showing the places intended to visit, what is expected to be seen there and the estimated cost should accompany the application. The Department will assist, if necessary, in finalising the itinerary with host organisations for a successful applicant.

The application must be accompanied by a recommendation from the applicant's officer-in-charge.

All scholarship applications must be received by **1st October 2003**.

All applicants will be notified in writing by 1st December 2003

ADDRESS your application to:

Alan Byrne

Scholarship Application

CALM Training Centre

Dwellingup

Nominator's Support.

This section is to be completed only by the applicant's Manager/Supervisor, who is familiar with the applicant and can provide a detailed appraisal.

The following information will ensure that the applicant obtains maximum benefit from the Scholarship.

NAME

SURNAME

POSITION

PLEASE COMMENT ON THE APPLICANT'S ABILITY TO STUDY AT THIS LEVEL

SIGNATURE

DATE

Scholarship for all Departmental Women

In Honour of Statement

This scholarship honours the work of June Craig, Western Australia's first female Minister with a conservation related portfolio and second ever female Cabinet Minister. This scholarship is designed to encourage, support and facilitate *all* women in the Department to enhance and develop their careers and increase their contribution to the Department's mission. Furthermore, it is an opportunity to develop, reward and retain knowledgeable and competent women in the Department.

It was June's life in the rural town of Dardanup, as a mother, farmer and employer of new migrants that brought to her attention the disturbing lack of community support, both materially and emotionally, for migrants and rural women. In 1972 June established the Citizens' Advice Bureau and Good Neighbour Council in Bunbury. In 1974, she became the Liberal member for the former seat of Wellington and went on to become Minister for Lands and Forests in 1977-78. She went on to become Minister for Local Government and Urban Development and Town Planning until 1983. Her strong community involvement continues to this day and has included becoming Australia's first woman National President of Save the Children Fund and Chairman of Presbyterian Ladies College. June strongly supports an education system that can encourage women to express themselves, use technology as a positive learning mechanism and provide them with the confidence to achieve their highest aspirations. In 1994 June was awarded an AM (Member in the Order of Australia) to honour her contribution to community and charities.

June Craig is a notable example of a Western Australian woman for whom contributing to the community and conserving the environment has been a way of life, a means of self-expression, and a career. This scholarship has been developed to encourage, support and facilitate all women within the Department to enhance and develop their careers and increase their contribution to the Department's mission. Furthermore, it is an opportunity to develop, reward and retain knowledgeable and competent women in the Department.

History of the Scholarship

In 1999 Western Australia celebrated one hundred years of women's suffrage. At the same time, equally to be celebrated was the achievement of women in the environment - the story of conservation ethics in this state belongs as much to women as to men. As the fight went on to bring true representation to the Western Australian people, women continue to live and care for the environment as they always have done.

In July 1999 the trust was established and formally announced by the Minister for the Environment.

Objectives of the Scholarship

The Scholarship aims to provide financial assistance towards travel or study assistance opportunities for women in the Department of Conservation and Land Management.

The scholarship has a monetary value of up to \$20,000 per year and can be awarded to an individual or a number of Departmental women who wish to further their study assistance opportunities. Applications shall be accepted for the following areas;

- ♦ Continuous learning via undergraduate or post graduate studies
- ♦ Study or sabbatical leave
- ♦ Attending professional development Scholarships such as the Leadership Development Scholarship conducted at Monash University in Mt Eliza, Victoria
- ♦ Research funding
- ♦ Participating in seminars or workshops
- ♦ Participating in exchange scholarships at the national and international level

All women within the Department are encouraged to apply for the Award regardless of their academic background or current position within the Department. To encourage women within the Department to develop their careers corporate funds totalling up to \$20 000 will be made available annually for the scholarship.

Women within the Department will be requested to apply in October, for the following calendar year, using the scholarship Application Form. The applicant must clearly indicate the purpose and intent of the Award and provide documentation supporting their application. **The scholarship will not be offered to previous recipients in consecutive years.**

Sufficient documentary evidence of fees associated with the proposal must accompany the application form. Successful applicants who make a conscience decision to withdraw from their course of study maybe required to make a pro-rata refund on the monies allocated by the Department.

Recipients will be required to submit to their Director and the Dwellingup Training Centre a 1500-word report on the outcomes of the award within three months of return and will be encouraged to give a presentation where appropriate.

Departmental women interested in applying should follow the steps below;

1. Complete the Scholarship Application form.
2. Attach a schedule with a breakdown of all costs associated with the proposal. A short summary justifying your expenditure is also required.
3. Prepare a minimum of one page outlining your proposal.
4. Have your application forwarded to your nominator for his/her support.
5. The application is then forwarded to Co-ordinator Organisation Learning and Development, C/- CALM Training Centre, Dwellingup no later than **1st October 2003**.

Applications are then collated and assessed by the Training Centre and then forwarded to the Executive Director for approval. Applicants both success and unsuccessful will be informed by mid December 2003.

PAST RECIPIENTS

2000

JUNE ELLIS CAROL DYMOND DR JAY GOMBOSO
DONNA GREENELIZABETH MOORE

2001

CHRISTINE GILBERT JENNIE CARY DR JAY GOMBOSO
ANNE COCHRANE ANN-MARIE O,CALLAGHAN

2002

TAMMIE REID INGRID HUNT CHERYL COWELL
LAURA BECK. DR MARGARET BYRNE

2003

BRENDA SMITH TIFFANY ABERINE KATH WHITE
STELLA KING CHONTARLE PITULEJ LENIE MONKS

NOMINATOR'S SUPPORT

This section is to be completed only by the applicant's Nominator, who is familiar with the applicant and can provide a detailed appraisal.

The following information will ensure that the applicant obtains maximum benefit from the Scholarship.

NAME

SURNAME

POSITION

PLEASE COMMENT ON HOW YOU CONSIDER THIS SCHOLARSHIP WILL ASSIST THE APPLICANT TO ENHANCE THEIR CAREER DEVELOPMENT

SIGNATURE

DATE

Exchange and Placement Program.

The Department has recently developed policy guidelines on Exchange and Placement Programmes. These programmes are available to all departmental people and aim to provide an opportunity for people to expand their professional and personal experience through working in other relevant agencies (local, interstate or overseas).

People Services Branch will be administrating both programmes and will assist in identifying placement and exchange opportunities. Advertising of the programme will coincide with the advertising of the Scholarship and Awards programmes.

Full details of the programmes are available from the policy guidelines. The policies are available through the People Services Manual on the People Services Homepage of the CALMweb. Click on the links below for direct access.

http://calmweb.calm.wa.gov.au/drb/csd/hrb/epople/1_4_16/exchange-policy.pdf

Connections for CALMWeb Mirror Sites:

https://www.naturebase.net/calmweb.calm.wa.gov.au/drb/csd/hrb/1_4_16/exchange-policy.pdf

http://calmweb.calm.wa.gov.au/drb/csd/hrb/people/1_4_16/placement-programme.pdf

Connections for CALMWeb Mirror Sites:

https://www.naturebase.net/calmweb.calm.wa.gov.au/drb/csd/hrb/people/1_4_16/placement-programme.pdf

Alternatively the People Services Manual can be accessed at:

<http://calmweb.calm.wa.gov.au/drb/csd/hrb/people/index.html>

Connections for CALMWEB Mirror Sites:

<https://www.naturebase.net/calmweb.calm.wa.gov.au/drb/csd/hrb/people/index/html>

For further information regarding both programmes please contact the Co-ordinator Organisation Learning and Development, Alan Byrne on 9538 1200 or via email alanby@calm.wa.gov.au



The CALM Training Centre, Dwellingup

Organisational Learning and Development Manual 2003



for our staff to develop and grow...

Development

A gradual unfolding, to bring out all that is contained

To cause to grow

To change the form of, but not the value

To bring forth a latent condition

To grow from within

Grow

To manifest vigorous life

To put forth foliage, to flourish

To spring up, to arise

To increase in some specified quality

To advance, to stretch forward



Conserving the nature of WA

Contents

| | |
|--|------------|
| Part A – Introduction | 2 |
| Part B – Procedures | 5 |
| □ Nomination | 6 |
| □ Travel and Accommodation Costs | 7 |
| □ Nomination Form | 8 |
| Part C – Short Courses | 9 |
| □ Courses in Field Operations | 10 |
| □ Courses in Health and Safety | 26 |
| □ Courses in Nature Conservation | 32 |
| □ Courses in Marine Qualifications | 40 |
| □ Courses in Sustainable Forest Management | 43 |
| □ Plantations Group Courses | 50 |
| □ Courses in Fire Management | 52 |
| □ Courses in Corporate Training | 76 |
| Part D – Courses in Management and Leadership | 90 |
| □ Effective Manager Course | 91 |
| □ Leadership and Organisational Development | 92 |
| Part E – Accessing the Australian Training Register | 93 |
| Part F – Undergraduate and Postgraduate Courses | 96 |
| Part G - Scholarships | 99 |
| Part H – Self-directed Education and Training (Video Training Programs) | 118 |
| □ Videos & Workbooks | 119 |
| □ On-line Learning | 119 |
| Part I - Feedback Sheet | 121 |
| Part J - Index | 123 |

Introduction

Part A

Introduction

The Organisation Learning Manual is intended to serve as a reference to assist all personnel seeking to improve their performance and develop their careers. The courses outlined in this manual should not be considered as exhaustive. There are many additional courses available to personnel wanting training and development. The Training Centre at Dwellingup now has an electronic register, called the Australian Training Register (ATR), which lists over 32,000 public access training programs, courses, conferences and seminars. On the job training, job rotation, transfers, and acting positions are all also additional ways of achieving training and development. The need to successfully train and develop personnel is recognised within the Department and is aimed at achieving the most efficient use of people while maximising the economic and administrative efficiency of the Department.

All personnel should consult regularly with their supervisors in establishing a development plan and seek out training courses, which allow development to occur. The performance appraisal system forms an important, integral part of the process of establishing a developmental plan and should be used to ensure training needs are met.

Should any member of this Department require further assistance with establishing a development plan, attending training courses, or clarification of the material in this manual, they should contact the training staff at the Department's Training Centre, Dwellingup.

It will be necessary to update information about courses throughout the year; as this becomes available. Information sheets will be provided for attachment to the manual.

To maintain an accurate training register it is imperative that all training completed by all Departmental people is recorded & entered into CONCEPT. When completing courses external to the Department it is the responsibility of the individual to forward their details & course information for entry into CONCEPT to Peter Hill, Learning Programs Consultant C/o Training Centre, Dwellingup. Contact Peter for details of required course information.

Not all courses are currently accredited as meeting the required standards. Those courses which are accredited and registered with the Training Accreditation Council of WA, have an asterisk (*) alongside the title. Double asterisks (**) indicate international accreditation.

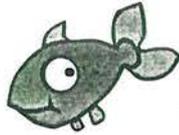
Introduction



TRAINING NOTICE BOARD

A Training Notice Board is now online on the CALMWeb. It is available for staff to add any internal or external training courses, workshops, seminars &/or conferences that are work related & of interest to other staff. Staff can then access the Training Notice Board to view the most current courses available. The notice board is now up & running & can be found at

<http://calmweb.calm.wa.gov.au/drb/csd/hrb/cgi-bin/courses.cgi>



Well worth a look!!!

Procedures

Part B

Procedures

All personnel are encouraged to seek out training courses consistent with the goals set within the context of the IDAPES appraisal. When agreement has been reached with the supervisor as to a proposed training course for the year, the following procedures should be followed:

1. Training budgets are to be prepared in accordance with budget preparation guidelines. It is necessary to distinguish between training for development & training to overcome a performance gap.
 - 1.1. ***It will be the responsibility of District, Branch & Section managers to prepare and monitor their own training budgets with respect to fees & travelling & accommodation expenses associated with 'performance gap' training, travelling & accommodation expenses associated with 'development' training.***
 - 1.2. People Services Branch has responsibility for budgeting for the payment of fees associated with 'development' training.
 - 1.3. When preparing budget flexfields the activity code 682 must be used for all training expenditure.
2. Nomination to attend a training course should only be made after careful consideration of the training need and the development plan.
 - 2.1. There must be a clearly identified need for training.
 - 2.2. The purpose of the training must be clearly identified, ie. to solve a performance gap or for development, as this impacts on the budget allocation.
 - 2.3. As some training courses are offered more than once during the year, the specific dates for attendance must be included in the nomination.
 - 2.4. Supervisors must ensure that leave program, the number of training courses attended by the nominee, the work priorities and program, cost to the Department, benefit to the person/Department are all duly considered prior to nominating any personnel.

Procedures

- 2.5. All nominations should be forwarded to the Co-ordinator Organisational Learning & Development, Mr Alan Byrne through the Regional/Branch Managers who will review the nomination relative to Regional/Branch priorities.
- 2.6. When a number of nominations are made for the same course, they should be given a priority by the Regional/Branch manager before forwarding to the Coordinator Organisational Learning & Development.
- 2.7. Nominations must reach the Coordinator Organisational Learning & Development six weeks prior to commencement of the course.
3. The Co-ordinator Organisational Learning & Development, will then forward nomination details to the relevant training course coordinating officer, or the external agency involved.
4. Following approval to attend a course, the supervisor responsible & the person attending will be notified of the success of the application along with any further information about attendance.
5. It is the responsibility of the supervisor to authorise and arrange travel. The course facilitator will usually make accommodation arrangements notifying participants accordingly. Costs incurred in travel and accommodation will be paid from District, Section or Branch budgets as appropriate.
6. There is a requirement for all course participants to complete the course evaluation form - included in this manual, at the completion of the course.
The aims of this process are as follows:
 - (a) to ensure satisfactory course standards are maintained.
 - (b) to ensure course material is relevant.
 - (c) to monitor attendance at courses.

It is the **responsibility of all course participants** to complete & forward this information to the Coordinator Organisational Learning & Development.

It will often be possible for the **Course Facilitator** to ensure that the course evaluation forms are completed in the final segment of a course.

Officers conducting courses will have access to this information for their own evaluation of course effectiveness & modification as necessary.



CLM 90

DEPARTMENT OF CONSERVATION AND LAND MANAGEMENT
NOMINATION TO ATTEND PERSONAL DEVELOPMENT ACTIVITY

APPLICANT'S NAME: _____
Christian Names Surname

POSITION: _____

LOCATION: _____

NAME OF COURSE: _____

CONTACT NUMBER _____

E-MAIL ADDRESS _____

COURSE CONDUCTED BY: _____

DATE: _____ VENUE: _____ FEE: _____

REASON FOR ATTENDANCE: _____

PERFORMANCE GAP: _____

DEVELOPMENT: _____

OTHER: _____

SIGNATURE: _____ DATE: _____
Applicant

ENDORSED: DIST/SECT. MGR _____ DATE: _____

REG/BRANCH MGR _____ DATE: _____

COURSE FEES A/C NO: _____

ACCOMMODATION A/C NO: _____

TRAVELLING A/C NO _____

Forward to:
Coordinator Organisational Learning and Development Alan Byrne, Dwellingup (E-mail:
alanby@calm.wa.gov.au or FAX:08 95381244)

Application

Approved

Not Approved

SIGNATURE: CALMPeople Services _____ DATE: _____

Short Courses

Part C

Courses in Field Operations

(*) Accredited Nationally

(**) NFROT or Accredited International

Chainsaw Maintenance and Handling * *10003*

Description

This unit describes the work involved in trimming, pruning, ripping and crosscutting with a chainsaw.

Restricted to the falling of standing material (culling) no more than 10cm diameter and/or 2 metres in height.

NOTE: The falling of standing material greater than 10cms and 2 metres requires a Tree-Felling qualification.

Expected Outcomes

- Identify cutting requirements
- Prepare and maintain equipment
- Assess items to be cut (logs)
- Plan cutting
- Cut item (logs)

Format

2 days

Methodology

Theory session takes 2-3 hours in a classroom situation, followed by demonstration, controlled learning and assessments in the field.

All gear, equipment and PPE is supplied.

Key Subject Areas

- Occupational Health, Safety regulation and codes
- Chainsaw components
- Saw sharpening
- General maintenance
- Approved techniques, cutting, ripping and boring

Who Should Attend

Anyone intending to use a chainsaw needs to have these qualifications.

Facilitator

Chainsaw and Falling Services – (CAFS)
Bill Towie – Forest Products Commission

Email: billt@fpc.wa.gov.au

Phone: 9535 9477

Fax: 9535 9433

Mobile: 0427 447 510

Dates

No dates have been scheduled. Courses will be conducted on request (minimum of 2 people required).

Cost

\$245 / person

Driver Training (light vehicles 4x4) * *10587*

This program is designed to provide participants with the knowledge and skills to understand the capabilities of both themselves and the vehicle to negotiate rough terrain.

Expected Outcomes

- Demonstrate knowledge of the Traffic Act and legislation relating to driving and road safety.
- Demonstrate the use and operation of the 4WD components & capabilities.
- Operate vehicle recovery equipment safely and efficiently.
- Operate 4WD vehicle using safe and efficient driving techniques.
- Cab drill and POWER Checks.
- 4WD Techniques. Drivers approach, stallout procedure, steep ascents, steep descents, sand driving, mud driving, river crossings, 4WD general principles.

Format

A 4½ day live-in course presented at the Department of Conservation and Land Management Training Centre, Dwellingup, or at other agreed location.

Methodology

The program is based on presentation of theory and interactive discussion before theory is put into practice in the field. The course emphasis is on field work and participants receive tuition and practical driving experience in a wide range of four wheel driving conditions, from steep ascents and descents, river crossings, mud and sand driving to the safe and efficient use of recovery equipment.

Key Subject Areas

- 4WD components and capabilities. Power flow, transmission, transfer case, free wheeling hubs, transmission windup, tyre pressures, driver approach to 4wding.
- Vehicle recovery equipment. Knowledge and safe use of high lift jacks, airbags, winches and snatch straps. Recovery of a vehicle from a bogged position.

Who Should Attend

All Departmental people who are required to use a 4WD for off road driving.

Facilitator

Peter Hill
Learning Programs Consultant
Department of Conservation and Land Management Training Centre
Dwellingup, 6213
Ph 9538 1200
Fax 9538 1244
Email peterhi@calm.wa.gov.au

Dates

No dates have been scheduled for this course. To nominate, complete a CLM90 form and forward to Coordinator Organisational Learning and Development, Department of Conservation and Land Management Training Centre, Dwellingup, 6213 or fax to (08) 95381244. Nominees will be wait listed and a course run when minimum numbers are met for the course.

Cost

The cost of the course, meals, and accommodation will be met jointly by the central training budget and the participant's workcentre.

Work centres will be responsible for supplying participants with a manual four-wheel drive vehicle (dual cab or station wagon).

**Driver Training
(heavy duty 4x4) * 10581**

This course is designed to provide students with the knowledge and skills to understand the capabilities of both themselves & the vehicle to negotiate rough terrain.

Expected Outcomes

- Demonstrate knowledge of the Traffic Act & Legislation relating to driving & road safety.
- Demonstrate the use & operation of the 4WD components and capabilities.
- Operate vehicle recovery equipment safely and efficiently.
- Operate 4WD heavy vehicle using safe & efficient driving techniques.

Format

A 4½ day live-in course presented at the Department's Training Centre, Dwellingup, or at other agreed location.

Methodology

The course is based on presentation of theory & interactive discussion before the theory is put into practice in the field. The course emphasis is on the field work & participants receive tuition & practical driving experience in a wide range of four wheel driving conditions, from steep ascents & descents, river crossings, mud & sand driving to the safe & efficient use of recovery equipment.

Key subject areas

4WD components & capabilities. Power flow, transmission, transfer case, free wheeling hubs, transmission windup, tyre pressures, driver approach to 4 wheel driving.

Vehicle recovery equipment. Knowledge and safe use of high lift jacks, airbags, winches & snatch straps. Recovery of a vehicle from a bogged position.

Cab drill & POWER checks.

4WD techniques. Drivers approach, stallout procedure, steep ascents, steep descents, sand driving, mud driving, river crossings, 4WD general principles.

Who should attend

All Departmental people who are required to use 4WD heavy vehicles for off road driving.

Facilitator

External training providers are used for this course. Enquiries should be directed to;

Peter Hill

Learning Programs Consultant
Department of Conservation and
Land Management Training Centre
Dwellingup, 6213

Ph. 9538 1200

Fax 9538 1244

E-mail: peterh@calm.wa.gov.au

Dates

No dates have been scheduled for this course. To nominate, complete a CLM90 form and forward to Coordinator Organisational Learning & Development, Department of Conservation and Land Management Training Centre, Dwellingup, 6213 or fax to (08) 9538 1244.

Nominees will be wait listed & a course run when minimum numbers are met for the course.

Cost

The cost of the course, meals, & accommodation will be met jointly by the central training budget & the participant's work centre.

Work centres will be responsible for supplying the participants with a manual four-wheel drive heavy vehicle.

Law Enforcement Training *

10005

The purpose of this course is to introduce participants to the basic principles of the law and provide them with an understanding of how the legal system works.

The primary focus is on the importance of having a sound knowledge of the legislation and the skills required to be an effective enforcement officer. The course progresses in a sequential manner through various modules commencing with knowledge of the law and the legal system, through to gathering evidence, conducting investigations, interviewing witnesses and suspects, writing breach reports and attending court to present evidence.

Expected Outcomes

As a result of this course, participants should:

- understand the principle enforcement sections of the *Department of Conservation and Land Management Act*, and the *Wildlife Conservation Act*, and be familiar with the provisions of the *National Parks Regulations*, the *Forest*

Management Regulations and the Wildlife

Conservation Regulations;

- understand the difference between common law and statute law, be familiar with Section 7 of the *Criminal Code* relating "Parties to an Offence" and Sections 22, 23 & 24 of the *Code* relating to "Criminal Responsibility", understand the relevance Section 23 of *Firearms Act* and Sections 58A and 97 of *the Police Act*, be familiar with the Court Hierarchy in WA, and know the difference between criminal and civil law;
- know and understand the principles of legally admissible evidence, the process for initiating a prosecution with particular reference to determining what evidence to place before the court, what constitutes sufficient evidence, what constitutes direct evidence, what constitutes circumstantial evidence, what constitutes similar fact evidence, oral evidence, documentary evidence, and real evidence, know the definition of facts and what constitutes facts in issue, know what is meant by facts relevant to the issue, what opinion evidence is, what character evidence is, what hearsay evidence is and know the difference between admissions and confessions;
- understand the rules relating to the recording of evidence, including the importance of taking notes at the time, the basic rules for making notes,

- the importance of preserving notes taken, the recommended procedure for taking statements and records of interview, and the procedure for refreshing memory from notes;
- understand the value of photographic evidence and techniques for taking photographs of evidence, what to show and how to achieve the best results;
 - when conducting investigations, understand the importance of conducting preliminary investigations to verify information received, what checks should be made, the need for security during investigations, and what checks can be made to establish a suspect's name and address;
 - know the correct methods of conducting an investigation, including the importance of the initial approach, the need to conduct a thorough examination of the scene of the offence, the procedure for obtaining statements from witnesses, classifications of witnesses, the process of interviewing suspects, and how to compile a breach report;
 - be familiar with the process in getting an offender to court, and have a good understanding of the functions of the court, including the functions of the magistrate, requirements for proving a case, the implications of a plea of guilty, a plea of not guilty, or no plea, standards of dress and grooming while in Court, conduct and deportment in Court, the giving evidence from the witness box, including taking the oath, the correct manner of speech, the need to try and memorise details, and how to answer questions, the importance of maintaining a calm attitude toward the defence lawyer and a detached attitude towards the defendant, the importance of accepting of the decision of the court;
 - understand the process involved in the issuing of infringement notices, including the importance of taking adequate notes when issuing infringement notices and be familiar with the Court fines enforcement system under the *Fines, Penalties and Infringement Notices Enforcement Act 1994*;
 - be familiar with the requirements of those provisions of the **Young Offenders Act 1994** that effect their dealings with young offenders;
 - be able to demonstrate their ability to effectively apprehend an offender by participating in a role play activity, simulating a typical situation they would be likely to encounter in the field;
 - be able to prepare a comprehensive breach report in the prescribed format, which clearly identifies the alleged offences, describing them accurately and referring to the correct sections of the legislation alleged to have been breached.

Format

Five-day course.

Methodology

The program is based on presentation, using comprehensive legislation compilations issued to each participant, overheads, handouts, slides and videos. Actual case histories are referred to and participants encouraged to question, relate the concepts to their own experience and share ideas for good practice. A visit to Central Law Courts to observe a court in action provides a real life learning experience, whilst role-plays provide participants with an opportunity to experience what it is like to apprehend an offender in the field.

Key Subject Areas

Knowledge of legislation, in particular, the *Department of Conservation and Land Management Act* and *Wildlife Conservation Act*; Principles of legally admissible evidence; Conducting investigations and interviewing witnesses and suspects; Preparing breach reports; and Getting an offender to court and understanding the functions of the court.

Who Should Attend

All field staff who have or are likely to have responsibility for any law enforcement functions.

Facilitator

Supervising Wildlife Officer Kevin Morrison
Wildlife Protection Branch
SOHQ Como

Dates

Generally, two courses are conducted each year, one in February/March for trainee field officers at the Dwellingup Training Centre and one in October at either the Como training centre or some other nominated regional centre for other Departmental field staff. Courses generally cater for a maximum of ten (10) persons with nominations being prioritised on the basis of the degree of importance of enforcement in the officer's usual role and the order in which nominations were received.

Cost

There are no direct course fees, though in the case of courses conducted at Como or other regional centres, each participant's cost centre is responsible for any travel, accommodation or meal expenses incurred. In some cases, such as Dwellingup where the course is conducted on a live-in basis, meals and accommodation are provided but travel arrangements and costs remain the responsibility of the participant's cost centre.

Field Surveying * 10032

This program provides students with the knowledge and skills to effectively use Departmental maps and aerial photographs, to use basic surveying equipment, to assess the visual impact of a proposed road alignment and to calculate and survey simple road curves.

Expected Outcomes

Participants shall demonstrate;

- their ability to use 1: 50,000 maps with and without contours, & aerial photographs with stereoscopes

- their ability to employ the Australian Map Grid System; describe positions on the ground accurately by co-ordinates; and to calculate gradients from a map
- their ability to calculate given areas on any Departmental map by the use of a planimeter; dot grid; measurement and mathematical calculation
- knowledge and use of Suunto compass; Suunto clinometer; Hip chain; and Dumpy level
- knowledge of road planning in accordance with Departmental policy and procedures
- the ability to select, in the field, a road alignment conforming to Departmental specification; select a final line allowing for factors affecting gradients; and note availability of gravel in both dieback and dieback-free areas
- their ability to design a simple curve; calculate deflection angle; calculate tangent; calculate secant; calculate offsets; and understand radius rationale.

Format

A three-day course.

Methodology

The program is based on presentation of theory, interactive discussion and where possible hands on experience in the field. The course focuses on experiential learning with the opportunity to use maps and map reading equipment, survey equipment and to plot a simple curve in the field. The third day of the course focuses on a project where the students are given a proposed road alignment.

This allows the application of the skills they have learnt to plot the road alignment, research its impact on the environment, use the survey equipment to walk the road alignment in the field and prepare a report to justify the alignment.

Key Subject Areas

Map Reading: Departmental maps, scales, Australian Map Grid (AMG) System, Forest Department System, distance measurement, area calculations, contours, aerial photos and bearings.

Survey Equipment

Compass, Clinometer, Hip Chain and Dumpy Level.

Visual Impact Assessment

Plotting a Simple Curve: Designing a simple curve, deflection angle, tangent, secant, offsets and radius rationale.

Who Should Attend

Any staff member who is required to use Departmental maps, survey equipment, and or design road alignments.

Facilitator

Peter Hill

Learning Programs Consultant
Department of Conservation and
Land Management Training Centre
Dwellingup, 6213

Ph 9538 1200

Fax 9538 1244

Email peterhi@calm.wa.gov.au

Dates

No dates have been scheduled for this course. To nominate, complete a CLM90 form and forward to Coordinator Organisational Learning and Development, Department of Conservation and Land Management Training Centre,

Dwellingup, 6213 or fax to (08) 95381244.

Nominees will be wait listed and a course run when minimum numbers are met for the course.

Cost

The cost of the course, meals, and accommodation will be met jointly by the central training budget and the participant's work centre.

Recreation Planning and Management* 10039

Outdoor recreation planners and managers who work in natural areas have a dual responsibility. On the one hand, they are required to provide a range of recreational opportunities and experiences for a diverse range of users. At the same time, they must also seek to ensure the protection and proper management of those natural areas and processes that attract visitors in the first place. How to successfully achieve these apparently conflicting objectives of preservation and maintenance of natural values and processes while facilitating the public's use and enjoyment of these values is a dilemma which has and continues to confront recreational planners and natural area managers.

The Department of Conservation and Land Management is one of the major providers of outdoor recreation and nature-based tourism opportunities in Western Australia. This course will explore the theory and practice of recreation planning and management using local examples to demonstrate appropriate processes and techniques.

The course incorporates a planning exercise in which participants will be assigned to work in small syndicate teams to prepare a recreation site development plan and visitor communications strategy for a reserve located in the Perth Metropolitan Region. This exercise will enable participants to test and apply the various principles, processes and guidelines presented during the course. The course also provides a forum for the interchange of ideas and experience between participants interested in recreation planning and management in natural areas and practitioners skilled in this field.

Expected Outcomes

As a result of this course, participants should be able to:

- explain the concepts of leisure, nature-based recreation & tourism;
- outline the Department's role, responsibilities, policies and approach to planning and managing for nature-based recreation and tourism;
- discuss the rationale of providing recreation and tourism facilities and services in natural areas so as to achieve appropriate levels of visitor use and development without compromising environmental values and processes;
- explain the essential principles and procedures used in assessing, planning, managing and monitoring natural areas for nature-based recreation and tourism;

- describe the essential features of contemporary planning frameworks including the Recreation Opportunity Spectrum and the Limits of Acceptable Change;
- apply recreation site inventory and assessment methods;
- demonstrate how recreation master and site development plans are prepared;
- present various guidelines, standards and techniques relevant to the design, construction and management of recreation and tourism facilities in natural areas;
- describe the principles and procedures of communicating with visitors to natural areas;
- describe the Department's obligations and approach to planning for the needs of people with disabilities

Format

This is a live-in course conducted over five and a half days.

Methodology

The course is based on interactive presentations from a number of Departmental staff with expertise in various facets of recreation resource planning and design, visitor management and related fields. A range of teaching methods is employed including illustrated lectures with slides and videos, case studies and a field trip. The course is woven around a syndicate exercise in which participants are given the opportunity to work on a real life recreation planning and design

project. On the last day of the course, the syndicate groups present their findings and recommendations.

Key Subject Areas

Concept of leisure and associated benefits; Departmental role, responsibilities, policies and strategies in providing nature-based recreation and tourism opportunities; recreation resource planning; site planning, plan preparation and implementation; visitor management through information and interpretation; visitor safety and risk management; planning for people with disabilities.

Who Should Attend

Any staff member who currently works in or is planning to pursue a career in the Parks and Visitor Services Output and who seeks to understand about the various principles and processes associated with planning and managing for recreation and tourism in natural areas.

Facilitator

Wayne Schmidt (phone 9334 0575; fax 9334 0253; e-mail: waynes@calm.wa.gov.au)

Dates

Course dates are yet to be determined, but it is anticipated the course will be run during the winter months (June, July or August). To express an interest, e-mail Wayne Schmidt detailing your name, business/work unit, location, manager's name and that your expression has your manager's support.

Cost

The cost of accommodation and meals will be met out of the Department's central training budget.

Participants will be responsible for the cost of travel to and from the training venue.

Designing Interpretive Activities & Ecotours Workshop* 10552

This course empowers you to design your own interpretive activity with professional guidance. You will learn scripting and presentation skills and gain experience in planning and evaluating interpretive activities programs and ecotours that enrich the experience of visitors to natural and cultural areas.

Expected Outcomes

As a result of this workshop participants should;

- describe the principles of interpretive communication
- develop and plan an interpretive activity
- present an interpretive activity
- explain the importance of evaluating interpretive activities
- describe the process of planning and promoting a program of interpretive activities / ecotour

Format

A four and a half day workshop

Methodology

The workshop involves presentations, case studies, discussions, demonstration activities and role plays. Participants' experiences are shared and questions encouraged.

A variety of learning models are used and discussed along with an Interpretive Activity Planner. Ideas outlined in the Planner are shared with the other participants.

Key Subject Areas

Interpretation within ecotourism and heritage management; communication strategies and techniques; the ways people learn; planning an interpretive activity; using props; scripting your presentation; presenting an interpretive activity; promoting an interpretive activity, activity program or ecotour; evaluating activities, programs and ecotours.

Who should attend

All staff involved with personal communication with the public, especially those involved with guided activities in the field.

Facilitator

Gil Field, Senior Interpretation Officer, Visitor Interpretation Services, Kensington.

Dates

April. Dates to be decided.

Venue

University of Notre Dame Australia, Fremantle.

Elsewhere in Western Australia if guarantee of ten participants.

Cost

\$350 per participant, includes 3 books - the Workshop Workbook, Best Recipes for Interpreting Our Heritage and Developing Ecotours.

Firearms Safety * 10037

The aim of this course is to enable personnel to use firearms safely & effectively & to be able to make any firearm safe.

Training is given on a variety of firearms including pistols, low-powered & high-powered rifles.

Contact

Leon Price
Collie

Venue

As required

Date

As required

**Introductory Course for
Volunteer Management * 10538**

This course is a development resource for the Departmental staff operationally involved with volunteers.

Expected Outcomes

To provide volunteer supervisors & other Departmental staff the knowledge & information to identify, manage and administer volunteer programs & projects within the Region or District.

Format

Three-day workshop, held in the Training Centre at Kensington

Methodology

This course is based on presentations, discussion & a syndicate exercise conducted through a series of internal & external presenters with responsibilities in volunteer management.

Key subject areas

Volunteer policies and principles (corporate level). Principles of volunteer utilisation, supervision and management, Administration/reward system.

Who should attend

Staff intending to use or currently involved with supervising volunteers.

Facilitator

Ms Margaret Buckland

Date

November 2003

Cost

N/C

Bulldozer Operators * 10651

To provide course participants with the skills & knowledge to enable them to operate a track dozer competently, safely & efficiently in a forest environment. Theory 3 days, practical yet to be advised.

Contact

Department of Conservation and Land Management Walpole

Venue

As required

Date

As required

Cave Guiding Course * 10126

This course is designed to provide participants with the skills & knowledge required to be able to provide visitors with quality, informative & enjoyable cave tours whilst minimising the impacts on the caves themselves.

Contact

Yanchep National Park
(Jason Barrow)

Venue

Yanchep National Park

Date

As required

**Department of Conservation and
Land Management Outback
Safety & Bushcraft
Course * E9883**

This course is designed to equip participants with the attitudes and skills to protect themselves from the harmful aspects of the natural environment and the environment from the harmful aspects of people. This is a "hands on" course that combines theory with practice to enable participants to apply the principles and techniques relating to safety and survival in the bush.

Expected Outcomes

As a result of this course, participants will learn about:

- Planning a safe trip;
- Minimal impact camping methods;
- Map reading and navigation;
- Stellar and solar navigation;
- Water procurement and management;
- Alternative fire lighting techniques;
- Edible vegetation;
- Avoiding poisoning by toxic vegetation;
- Survival techniques;
- Aboriginal bush living skills;
- Useful and harmful sea coast creatures plus many more subjects.

Format

The course is offered in 2 different formats. The first involves 4 evening theory sessions (one per week spread over a month) followed by a practical two-day field camp in which participants are able

to apply the principles and techniques they have been exposed to.

The second format incorporates all of the theory sessions into a single day's tuition followed by the weekend camp.

Methodology

The course is based around interactive presentations drawing heavily on the experience of the course co-ordinator Bob Cooper and his staff of qualified bushcraft instructors.

A range of teaching tools including videos, planning scenarios and group exercises undertaken in both the classroom and during the field camp are used to convey the various principles and techniques.

Key Subject Areas

Contemporary survival techniques including water procurement and management and edible plants; map reading and navigation including solar and stellar navigation; basic bushcraft skills including minimal impact camping; trip planning and selection of equipment.

Who Should Attend

All Departmental staff who are commonly involved in fieldwork and/or who plans and carries out tasks involving travel in remote areas.

Facilitator

Bob Cooper, who is the Director of Bob Cooper Outdoor Education. Bob and his staff have been delivering courses to Department staff on outback survival and bushcraft since 1988 and he is considered one of the leading survival instructors in Australia.

Bob conducts a range of courses for government agencies and private companies and also co-instructs with the Texas Parks & Wildlife Rangers on desert survival.

Dates

No dates have been scheduled for this course, but the course is normally offered at least 4 times each year. To express an interest or nominate to do the course, contact Bob Cooper (phone: 9377 1767; fax: 9377 1217).

Cost

\$365 per participant. This fee covers all theory and practical instruction sessions, associated handout material and meals for the weekend camp.

Also included is a comprehensive survival kit packed with quality items and which is designed tested and made in WA for our Australian outback conditions.

Leading Teams: A Professional Development Program for Overseers and Supervisors

Introduction

This five-day residential program is facilitated by Murdoch University and is designed to help overseers and supervisors lead teams more effectively and efficiently. The course focuses on the role of a team leader, and the ways in which the talents and skills of all team members can be utilised to their potential. This is intended as an introductory course, providing a broad framework for participants to consider. The goal of the program is to provide participants with a number of tools and ideas that can be used in their work teams.

Expected Outcomes

After successfully completing this program, participants will be able to:

- Describe the key characteristics of effective teams and their associated benefits.
- Identify appropriate teamwork strategies, which could be employed by team members.
- Apply basic models of leadership to working with a team.
- Harness team diversity to achieve team goals.
- Implement effective team problem solving and decision making models.
- Utilise strategies to enhance the performance of individual team members and the team as a whole.
- Apply strategies for resolving team conflict.
- Develop stronger team cultures through the establishment of positive team values.

Format

A five-day residential program.

Methodology

Sessions are interactive, action oriented, involve discussion, small group & pair work, case studies, role play, simulation and the use of media. As part of the program, participants work in small groups on a Team Leadership Project. Projects will focus on a leadership issue, problem, initiative or system requiring investigation. Each team will present a summary of the project and key findings/recommendations on the final day of the program.

Key Subject Areas

- Teams and teamwork
- Leading a team

- Team problem solving and decision making
- Working with diversity
- Developing teams and team members
- Communicating and managing team conflict
- Building a team culture

The Project

The project aims to provide participants with an opportunity to explore aspects of the program in more detail.

The teams will explore the same topic, with the goal of identifying better strategies, which may be used in team situations. The project aims to provide participants with further insights into team issues through their consideration of the task and their work as team members.

Who Should Attend

This course is designed for overseers and supervisors from all regions and districts as well as those who have achieved a high level of technical competence and would like to undertake team leadership and management roles in the Department.

Facilitator

Murdoch University

Dates

TBA

Cost

TBA

Verbal Judo

Description

To provide participants with skills and knowledge of Tactical Communication to enhance their safety and professionalism and

enable them to adopt a formatted system when meeting resistance / dealing with difficult people under pressure by using specific learned patterns of behaviour. The principles and tactics taught can enable participants to redirect hostile people, diffuse potentially dangerous situations, and perform professionally under all conditions.

Verbal Judo provides a system that allows Departments and Managers to clearly define how their staff are trained professionally to meet and greet people, and how their staff respond when they meet resistance.

Expected Outcomes

Officers trained in Verbal Judo will know the following:

- The Goal of Law Enforcement Work
- How to use their Presence and Words as force options to obtain the goal
- How to specifically and professionally handle verbal abuse and cultural differences
- How to resist using language to express personal feelings.
- How to employ the art of "Representation" to become Contact Professionals by maintaining self-control and staying in contact with the needs of the Department and their audience - the public
- How to effectively deliver words that are on target when under pressure or meeting severe verbal resistance.
- This includes two distinct tactical approaches for dealing with difficult people: the tactical eight steps, and the five step "hard style"

- The arts of "Translation," and "Mediation"
- How to use the four appeals of persuasion and the twenty-four principles of field work
- The five conditions where words demonstratively fail and officers must move beyond words to appropriate action

Format

A two-day Course

Methodology

The program teaches the art of delivery and is based on presentation, demonstration, enactment, case study, and activity. Participants are required to take written notes and also demonstrate their understanding of the main tactics by completing a written examination and role playing activities.

Key Subject Areas

Redefining the Profession of law enforcement and its central goal. The mindset required to skilfully read people, and the art of handling verbal abuse. The difference between words vs meanings. The power of delivery style. The 'Five Step' pattern of behaviour - how to deal with verbal resistance professionally under any condition. The 'Tactical Eight Steps' - when approaching / contacting people. S.A.F.E.R. -The five times when words fail.

Who Should Attend

All staff who deal with the public can benefit from the training, however field staff and line supervisors are the main focus. Verbal Judo was created and tested by front line officers to increase their safety and professionalism, and reduce

complaint and liability issues, as well as stress.

Facilitator

Will King - Australasian Director – Verbal Judo Australia (sole provider throughout Australasia)

Dates

No dates have been scheduled for this course. Staff should express an interest through their supervisors and managers who should attempt to coordinate staff attendance to obtain the maximum cost benefit.

Courses may be organised by emailing Will King at will@verbaljudo.com.au detailing your name, business/work unit, and location. Will can also be contacted by phone on 08 9294 4881. For further information you may wish to visit the website www.verbaljudo.com.au

Cost

Verbal Judo tactical communication course fees are charged at a daily rate.

Costs for a 2 day course are \$5,500, (\$500 GST included), plus expenses if applicable. (Expenses include necessary travel-meals / accommodation costs). Participant numbers for the two-day course are restricted to 25 due to time constraints for examinations and role playing exercises.

Contract Applicators' Course

Description

This course provides the participants with the necessary knowledge and experience in the use of chemicals in agriculture.

Methodology

The course will begin with registration and a barbecue prior to commencement of the lectures the following day. There is a substantial practical component to the course, and assessment includes three 'closed-book' theory tests and an interview-style examination.

Format

This course is a 4½ day live-in program at the Muresk Institute of Agriculture, NORTHAM.

Key Subject Areas

- Understanding the label
- Insect pests and plant diseases
- Fungicides, insecticides, and herbicides
- Legislation and WA Health Department Requirements
- Spraying techniques and practical demonstrations
- Legal aspects of contract spraying
- Personal protection
- Storage and disposal of pesticides

Who should attend

This course is designed for all Departmental personnel working with or around chemicals used in agriculture. In particular, it focuses on forestry spray contractors.

Facilitator

For further enquires or further information, contact Terry O'Beirne, ChemCert WA, ph/fax: 9341 5325

Dates

The course will be run from Sunday 6th March, to Thursday 9th of March 2003.

Cost

The course costs \$1350 (inc. GST) including comprehensive manual, adult learning techniques, individual tuition if required, four night's accommodation, and all meals provided during the course.

Courses in Health & Safety

(*) Accredited Nationally

(**) NFROT or Accredited International

CALMSafe * **IO608**

This program is designed to provide participants with the knowledge and skills required to enable them to build and apply sound practices in occupational safety and health, to actively participate in the Departmental Occupational Safety and Health programs and to assume responsibility for the safety and health of both their workmates and themselves.

This program covers a range of topics, including:

- Occupational safety and health provisions and structures in the workplace
- Procedures for dealing with occupational safety and health issues
- Physical hazards encountered in the workplace and manual handling techniques

Format

CALMSafe is a two-day training program

The program is based on lecture style presentation, group discussion, case studies, syndicate exercises and activities. Program participants are encouraged to actively participate through the processes of questioning and by relating and sharing their own experiences.

The CALMSafe program addresses a range of key subjects, including:

- Policy and procedures
- Legislation, particularly duty of care
- Workers compensation and injury management
- Staff Counselling
- Hazard identification, safe work procedures and incident analysis and investigation, and
- Manual handling

The CALMSafe program is suited for all Department of Conservation and Land Management and Forest Products Commission employees, especially those new to the organisation, those with some supervisory responsibility and those wishing to ensure currency of knowledge, practices and responsibilities.

Facilitator

Contact Richard McAlinden (Risk Management Section) on 9334 0396 or on e-mail at; richardmc@calm.wa.gov.au

Dates

To be advised – the program is available at a Regional level if required.

Cost

To be advised

Health & Fitness * 10104

The one-day course contains personal fitness, effective exercise programs, effect of alcohol, smoking & environmental stress & identifying a healthy lifestyle.

Contact
Alicia Taylor
Kensington

Venue
Districts/Regions

Date
As required

- Develop a workplace occupational health and safety program.
- Develop occupational health and safety procedures for the workplace.

Format
This course is likely to run for a total of 3 days

Methodology
The delivery of this module will incorporate a range of instructional strategies, using on the job examples as appropriate & include a range of activities.

First Aid Training * 10010

A basic first aid course for all personnel. Minimum number of 8.

Contact
Alicia Taylor
Kensington

Venue
As required

Date
As required

Key subject areas
The following subject areas will be addressed:

- The planning process
- Human resource planning
- Legislation
- Equal employment opportunity
- Occupational safety and health courses including risk assessment & control
- Rehabilitation
- Grievance & appeal process

Who should attend
This course is designed for managers & those with overall responsibility for occupational safety and health within the work area

Occupational Safety and Health Management 10658

The purpose of this course is to provide the participant with the knowledge and skills to co-ordinate occupational safety and health matters, and to develop occupational safety and health programs.

Expected Outcomes

- Evaluate the organisation's compliance with occupational health and safety legislation.

Facilitator
Richard McAlinden – Consultant Occupational Safety and Health. Richard can be contacted on mobile telephone 0428 334 396 or e-mail richardmc@calm.wa.gov.au

Date
No dates have been scheduled for this course. Expressions of interest to the Risk Management Section 9334 0396.

Those wishing to attend this course will, when dates are finalised.

Cost

To be advised

Visitor Risk Management * 10605

The purpose of this training module is to provide the participant with the necessary knowledge & skills to honour the Department's Visitor Risk Management 'duty of care' through the implementation of the Department's policy and procedures in accordance with legislation.

Expected Outcomes

Upon completion of this course, participants will be able to:

- Demonstrate a sound understanding of the Department's Visitor Risk Management Policy, including the objectives and strategies.
- Identify the responsibilities of the Department to meet requirements of statutory legislation, 'duty of care' & moral obligations relating to Visitor Risk Management.
- Describe the components of the Department's Visitor Risk Management system particularly hazard identification & control measures, & response to an incident.

Format

2 and a half day training course
in course theory assessment
Post Course Practical assignment
- conduct a risk assessment in home District.

Methodology

The delivery of this course should incorporate a range of teaching strategies; using examples relevant to the organisation, & where appropriate include as many activities as possible/appropriate. Strategies may include:

- Lecture presentations
- Audio visuals
- Group work
- Brainstorming sessions
- On-site training & experimental learning

Key subject areas

- Why manage visitor risks
- The Department's VRM policy
- Occupiers Liability Act
- Duty of care
- VRM hazard management process
- Incident response

Who should attend

Any staff member who is coordinating or supervising the supply of visitor services to members of the public. Participants are required to have the endorsement of their managers & will be expected to work with the local staff member responsible for 'Visitor Risk Management' in their work area.

Facilitator

John Ireland

Dates

There are no dates currently scheduled for this course. To express an interest, please contact Risk Management Section on 9334 0396

Cost

To be advised

Occupational Health & Safety for Supervisors/ Safety Co-ordinators *10656*

The purpose of this course is to provide the participant with the skills & knowledge to apply occupational safety and health work practices, identify the components of a workplace safety 7 health program & to conduct a workplace safety audit.

Expected outcomes

Upon satisfactory completion of this course, the participant will be able to:

- Identify the responsibilities of employers, supervisors, employees & volunteers to ensure that work practices meet the requirements of OH&S
- Legislation – Australian Standards Codes of Practice.
- Identify & explain the roles of workplace OH&S consultative structures and describe OH&S dispute resolution procedures within the agency.
- Describe the components of a workplace health and safety management course, including methods of hazard control, & the role of standard operating procedures, training & supervision in ensuring safe working practices.
- Conduct an OH&S hazard audit.
- Demonstrate effective accident investigation procedures.

Format

It is envisaged that this course will take two days

Methodology

This course will be based on;

- Face to face talk/lecture
- Group work & syndicate exercises

- Theory and model demonstrations
- Practical demonstration

Key subject areas

The following topics will be addressed:

- A supervisor's legal responsibilities for health and safety
- OH&S consultative structures in the workplace & dispute resolution procedures
- Managing OH&S responsibilities by identifying, assessing & controlling hazards, by training, by the use of standard operating procedures and by appropriate supervision of the work
- Workplace hazard audits
- Accident investigation proformas

Who should attend

This course will be suited for staff members with responsibility for supervision of a number of reporting individuals or work groups, and for those staff members with responsibility as Occupational Safety and Health Team Leaders.

Facilitator

Richard McAlinden – Consultant Occupational Safety and Health. Richard can be contacted on mobile phone 0428 334 396 or e-mail richardmc@calm.wa.gov.au

Dates

No dates have been scheduled for this course. Expressions of interest to the Risk Management Section 9334 0396. Those wishing to attend this course will, when dates are finalised.

Cost
To be advised

**Occupational Health & Safety
Representatives E0535**

Five-day training for elected health & safety representatives provided by external organisations, such as IFAP, TLC.

Contact
Richard McAlinden
Kensington

Venue
Various

Date
As required

Cost
\$595

**Pesticides Application & Safety
Course E0799**

All Departmental staff dealing with pesticides will receive instruction in the uses, application methods & safety aspects.
Minimum number of 10.

Contact
Alicia Taylor
Kensington

Venue
As Required

Date
As Required

Cost
\$150 per person

**1080 Authorisation - Risk
Assessment & Approval 10399**

This course will allow Departmental personnel to be authorised to undertake risk assessments and to approve the use and possession by others of registered 1080 pesticides.

Successful completion of this course is a requirement for authorisation to undertake risk assessments and authorise use and possession of 1080 pesticides. As a pre-requisite for this course, participants must have successfully completed the 1080 Authorisation – Use and Possession course.

Expected Outcomes

- Demonstrated competency in risk assessment procedures and processes
- Authorisation as an agency officer to authorise others to use and possess 1080 pesticides

Format

A half-day training course. It is usual to undertake this course at the same time as the 1080 Authorisation – Use and Possession course.

Methodology

The program is based on a series of lectures addressing the legal requirements for risk assessment and approval.

Participants will undertake a number of practical exercises in risk assessment and approval to attain competency.

Key Subject Areas

Legal requirements for risk assessment and approval
The process for risk assessment and approval.

Who Should Attend:

All Departmental personnel that are required to undertake risk assessments of 1080 baiting proposals and authorise the applicant to use and possess a 1080 pesticide. In most instances this will be the responsibility of the District Nature Conservation Officer.

Facilitator

John Asher

Dates

As required

Cost

\$50.00

(inclusive with the cost of the 1080 Authorisation - Use and Possession course)

1080 Authorisation - Use & Possession**10367**

This course will provide information to allow Departmental personnel to be authorised to use and possess registered 1080 pesticides. Successful completion of this course is a pre-requisite for authorisation to use and possess 1080 pesticides.

Expected Outcomes

- Demonstrated competency in the safe use of 1080 pesticides
- Demonstrated competency in the legal, policy and administrative requirements of using 1080
- Authorisation as an agency officer to use and possess 1080 pesticides

Format

Two-day training course

Methodology

The course is based on a series of lectures addressing the legal requirements to use 1080 pesticides, the safe and effective use of 1080 pesticides and the administrative requirements for using 1080 pesticides.

Work place assessments can be undertaken (by arrangement) to authorise participants for the use of particular 1080 pesticide products.

Key Subject Areas

Legal requirements for the use and possession of 1080

The safe use of 1080 including first-aid practices

The strategies to be utilised to minimise the risk posed to non-target species when using 1080 pesticides.

Departmental policy and procedures to be applied when using 1080 pesticides.

Who Should Attend

All Departmental personnel that are required to use and/or possess 1080 pesticides as part of their work. This includes people using 1080 pesticides for feral animal control, people using 1080 as part of research projects and people who handle or transport 1080 pesticides.

Departmental personnel that are responsible for pest animal control operations, but may not actually use 1080 pesticides, should also attend.

Facilitator

John Asher

Dates

As required

Cost

\$50.00

Courses in Nature Conservation

(*) Accredited Nationally

(**) NFROT or Accredited International

Flora Management Course *

Description

The Flora Management Training Course is designed to provide participants with the knowledge and skills to enable them to identify and manage Declared Rare and Priority Flora, particularly in the South West Botanical Province of Western Australia.

Expected Outcomes

This course covers topics, including:

- Plant identification
- Recognition of threatening processes
- Management of Declared Rare and Priority Flora
- Current research projects

Format

Flora management is a live-in, five-day course.

Methodology

The program consists of various lecture presentations, case studies, and relevant field trips. Participants are encouraged to actively participate in the questioning process throughout presentations and by completing field activities.

Key Subject Areas

The Flora Management Training Course addresses a range of key subjects, including:

- Background information on the South West Botanical Province
- Population biology
- Current research and genetics
- The role of the Wildlife Branch and permits required to 'take'
- Threatened Ecological Communities
- Seed collection
- Translocations
- Dieback and the phosphite monitoring program
- Surveying
- Monitoring

Who Should Attend

The Flora Management Training Course is suited for all Departmental personnel, especially those new to the organisation.

Facilitators

Contact Beth McKernan on 9538 1200 or via e-mail at bethmc@calm.wa.gov.au

Dates

Spring 2003 (Exact dates to be advised).

Cost

To be advised

This course is designed to provide participants with an appreciation of fauna management & the competence required to plan & implement operational fauna management programs.

Expected Outcomes

As a result of this course participants should:

- Have an understanding of the Department's role & responsibilities in Fauna management.
- Be familiar with the categories of threat used to rank WA fauna & be able to identify & manage key threatening processes.
- Have an appreciation of the ecology & management of selected Western Australian mammals, birds, reptiles & frogs.
- Understand the process of preparing, implementing, reviewing & evaluating a fauna management plan.
- Have acquired skills in a range of vertebrate fauna survey & monitoring techniques, including vertebrate fauna handling techniques.
- Be able to demonstrate various techniques used to

identify vertebrate fauna & outline the collection & preparation procedures for vertebrate fauna specimens.

- Be able to collect & record field data & describe how to manage & assess the data, to produce information, for the management of fauna.
- Be able to provide information on fauna management to the public, via the media.

Format

Five-day live in course held at Perup Forest Ecology Centre.

Methodology

The course is intensive & is split into field & classroom sessions. The field sessions are based on participation in fauna surveys, including trapping & spotlighting. Participants are encouraged to question, assist each other & get as much hands-on experience as time permits. The classroom sessions are largely based on presentation with some case studies, discussion & activity.

Key Subject Areas

Our responsibilities & obligations in fauna management from legislation to Departmental policy (covered in the pre-course assignment). Conservation status of WA fauna – the categories & criteria, listings & management priorities, Recovery Plans. Why is fauna under threat? - disturbance ecology & identification & management of threatening processes.

Ecology & management requirements of WA fauna. Bringing this information together – developing fauna management plans. Implementing fauna management strategies – animal ethics, fauna survey techniques & data management, translocations. Managing & interacting with media. Management of 'problem' fauna.

Who Should Attend

Any person who is participating, or is interested in participating, in fauna management activities. Priorities are given to Departmental personnel involved in implementing *Western Shield* fauna monitoring & translocation programs.

Facilitator

Peter Orell, Wildlife Branch, Kensington. Ph: 9334 0454.
E-mail: petero@calm.wa.gov.au

Dates

No dates have been scheduled for this course but it is usually held in late October / early November. Contact Peter Orell for further information.

Cost

\$250 for Departmental personnel & volunteers, \$500 for external participants.

Conservation of Altered Landscapes *

Description

A five-day short course for Departmental staff involved in providing conservation advice and extension in WA.

The course aims to provide a conceptual framework for conservation in altered landscapes and mechanisms for using this in practical on-ground situations. The course covers a range of issues for which there are no hard and fast answers, but aims to provide a better understanding of the issues and to point to potential approaches for dealing with them.

Course participants are first introduced to the ideas of ecosystem and landscape management, which are then related to concrete examples. The particular issues facing conservation managers in the Southwest are discussed, and relevant goals and approaches are examined. Policy issues and the importance of social processes are highlighted, and the relevance of values and perceptions discussed. Finally, effective communication is presented as an important conservation tool.

Expected Outcomes

As a result of this program participants should gain:

- An understanding of the theoretical background to ecosystem and landscape management, including recent developments in these areas,
- An understanding of adaptive management and its use in conservation,
- An understanding of the importance of social, economic and policy factors in conservation management and planning,

- An understanding of the importance of values and perceptions in shaping attitudes and behaviours,
- An increased ability to communicate effectively with others and to influence conservation outcomes through effective group processes,
- An understanding of how the above elements can be incorporated into practical on-ground application,

Format

Five-day residential program

Methodology

The course contains a mixture of field, lecture, workshop and practical material. All background literature and presentation material will be provided as part of the course.

Key Subject Areas

Ecosystem and landscape management issues; Management and restoration in practice; Social, biological, economic and political factors involved in landscape management and restoration; Interdisciplinarity; Models applied in landscape management; Effective communication.

Who Should Attend

Any staff member who has a role in or seeks to understand more about landscape management in altered landscapes.

Facilitator

Professor Richard Hobbs, Murdoch University

Dates

TBA

Cost

\$800

Phytophthora cinnamomi Management Course * 10604

This course is delivered over a one and a half-day workshop. You will learn the history and biology of the highly destructive plant pathogen and how to manage to plan for and protect biological diversity in the vulnerable zones of the south west of Western Australia

Expected Outcomes

Upon satisfactory completion of this module, the participant will be able to:

1. Demonstrate knowledge of the problems associated with the disease caused by the plant pathogen *Phytophthora cinnamomi*.
2. Outline the history of the introduction and spread of *Phytophthora cinnamomi* in Western Australia and describe the distribution of the related root-rot disease in the SouthWest.
3. Describe the biology of *Phytophthora cinnamomi* and it's interaction with and consequences for its hosts.
4. Describe the four common disease syndromes caused by *Phytophthora cinnamomi* in native vegetation in Western Australia.
5. Outline sections of the Department of Conservation and Land Management Act specific to Disease Management, list those Acts which override the Department of Conservation and Land Management Act and state their significance,

- and describe key Forest Management Regulations.
6. Describe the process and conditions for authorising entry to Disease Risk Areas (DRA).
 7. Outline the Department's policy objectives and strategies.
 8. Describe the risk of disease spread and common risk mitigation techniques.
 9. Describe the process for identifying the presence of plant disease caused by *Phytophthora cinnamomi* using visible indicator species deaths and their distribution over time and amongst multiple indicator species in the field.
 10. Describe and perform disease boundary demarcation procedures.
 11. Describe the process used to determine protectable areas
 12. Describe the preparation and use of the following:
 - Interpreters Working Map
 - *Phytophthora cinnamomi* Occurrence Maps
 - Cell Reports
 - *Phytophthora cinnamomi* Management Map
 13. The disease and activity management measures available to land managers.
 14. Describe the phosphite chemical, its mode of action and its application in protecting declared rare flora, threatened ecological communities and the habitat of threatened native fauna.

15. Prepare and use a *Phytophthora cinnamomi* Management Plan and correctly apply management guidelines.

Format

A one and a half day workshop.

Methodology

The workshop involves presentations, discussions, field inspections, assessments and the preparation by participants of a management plan for a vulnerable area.

Key Subject Areas

The pathogen, its biology, epidemiology, impacts on biological diversity, the assessment of disease risk and management planning and implementation processes.

Who should attend

All staff involved with land management activities within the zone that extends from Eneabba to Esperance.

Facilitators

Kevin Vear, Kensington.
Peter Blankendaal, Bunbury

Dates

July. Dates to be decided (Often held in conjunction with Field Officer Recruit Training Program)

Venue

Training Centre, Dwellingup.
Elsewhere in Western Australia if a pre-course payments for eight or more participants are received.

Cost

\$250 per participant, includes a copy of the Manual of Management Guidelines, information booklets and Course Notes.

Contact

Kevin Vear
Kensington

**Introduction to the Detection
Diagnosis and Mapping of
Disease in Native Plants Caused
by *Phytophthora*
cinnamomi * I0611**

Description

This course is designed as an introduction to knowledge, skills and techniques required for detecting, interpreting symptoms and mapping of disease caused by the plant pathogen *Phytophthora cinnamomi*.

Successful participants in this course will be able to effectively assist experienced Interpreters to interpret disease presence or absence in a range of vegetation types. It is the first step in attaining accreditation as a qualified Disease Hygiene Officer for working on land managed by the Department of Conservation and Land Management.

Expected outcomes

Participants will be able to;
Describe the biology of *Phytophthora cinnamomi*.
Describe the interaction and impact of *Phytophthora cinnamomi* in native vegetation.
Demonstrate knowledge of environmental factors that influence autonomous and vectored spread, of *Phytophthora cinnamomi*.
Describe the field and laboratory process for identifying

Phytophthora cinnamomi in soil and root tissue samples.

Describe and demonstrate disease boundary demarcation procedures and plot demarcated boundaries onto a map.

Demonstrate planning and implementation of field strip line assessment surveys.

Record field survey data using GPS and download into GIS enabled computers.

Format

A three-day theory and practical course. Approximately 60% of the course is held in the field.

Methodology

The program consists of class lectures and field excursions. Experienced Disease Hygiene Officers will conduct the lectures and take candidates to *Phytophthora* sites of interest. Practical exercises will be assessed in the field and written assessment will be done after lecture sessions.

Key Subject Areas

Phytophthora cinnamomi biology, symptomology, interpretation methods and equipment, demarcation and mapping.

Who Should Attend

People who wish to attain qualifications as a Departmental Disease Hygiene Officer or who need to understand the Interpretation process.

Facilitator

Peter Blankendaal

Dates

No dates are scheduled for this course.

To express an interest, email Peter Blankendaal (peterbl@calm.wa.gov.au) detailing your name, business/work unit, location, charge code, manager's name and that your expression has your manager's support. Peter can also be contacted by phone on 08 9725 5954.

Cost

On Application (approximately \$600)

***Phytophthora cinnamomi* Hygiene Course for Local Government Authorities* 10614**

This course is designed to give participants an understanding of the problems for the environment and industry caused by *Phytophthora cinnamomi* and what is required of field workers operating vehicles and machines on conservation lands managed by local government agencies. The focus is on understanding the basic biology of the pathogen, how it is spread and the key hygiene measures available to land managers and operators of vehicles and machines.

Expected Outcomes

As a result of this workshop participants should:

- Demonstrate knowledge of the problems for the environment and industry associated with disease caused by the plant pathogen *Phytophthora cinnamomi*
- Outline the history of the introduction and spread of *Phytophthora cinnamomi* in Western Australia
- Describe the basic biology of *Phytophthora cinnamomi*.

- Demonstrate a knowledge of the Department's policy for managing the problems caused by *Phytophthora cinnamomi*
- Describe field demarcation and the correct response to the field markings
- Describe key hygiene measures

Format

A 2-hour workshop.

Methodology

This course is based on presentation and discussion. Includes a written assessment and/or workplace assessment.

Key Subject Areas

The pathogen and its impacts on native vegetation. Origin, history and distribution in Western Australia of the pathogen. Basic biology and environmental factors influencing its establishment and survival. Disease syndromes caused by the pathogen and field detection and demarcation. Policy and legislation governing the management of the problem. Key hygiene measures available to land managers.

Who Should Attend

Staff of local government authorities who seek to understand more about the pathogen and the current approach to its management especially those who operate vehicles and/or machines on or near conservation lands.

Facilitator

Kevin Vear
Paul Zuvela – Shire of Kalamunda

Dates

No dates have been scheduled for this course.

To express an interest, email Peter Hill detailing your name, business/work unit, location, charge code, manager's name and that your expression has your manager's support. Peter can also be contacted by phone on 089538 1200.

Cost

\$75 per participant.

***Phytophthora cinnamomi* Field Operators Course * 10609**

This course is delivered in a two-hour workshop. You will learn the history and biology of the highly destructive plant pathogen, and as an operator of vehicles and machines, how to help protect native plants and animals in the vulnerable zones of the south west of Western Australia from the pathogen.

Expected Outcomes

Upon satisfactory completion of this module, the participant will be able to:

1. Demonstrate knowledge of the problems associated with the disease caused by the plant pathogen *Phytophthora cinnamomi*.
2. Outline the history of the introduction and spread of *Phytophthora cinnamomi* in Western Australia
3. Describe the biology of *Phytophthora cinnamomi* and it's interaction with and consequences for it's hosts.
4. Describe the need for a written authority to enter Disease Risk Areas (DRA).

5. Describe the risk of disease spread and common risk mitigation techniques available to field operators.
6. Describe disease boundary demarcation.

Format

A two-hour workshop.

Methodology

The workshop involves presentations, discussions and assessments.

Key Subject Areas

The pathogen, its biology, impact on biological diversity, and actions required by field operators to protect native plants and animals.

Who should attend

All staff who operate vehicles and machine in native vegetation within the zone that extends from Eneabba to Esperance.

Facilitators

Kevin Vear, Kensington; Peter Blankendaal, Bunbury.
Bill Towie, Forest Products Commission

Dates

Decided on application

Venue

Anywhere, if pre-course payments for eight or more participants are received.

Cost

\$50 per participant, includes a copy of the Manual of Management Guidelines, information booklets and Course Notes.

Contact

Kevin Vear, Kensington
Bill Towie, FPC

Courses in Marine Qualifications

(*) Accredited Nationally

(**) NFROT or Accredited International

Open Water Diver ** 10106

This course is intended for Departmental personnel who are required to use compressed air in underwater operations. Participants must have a current medical clearance & provide their own diving equipment including scuba.

Expected Outcomes

Participants will be able to conduct safe in water activities using compressed air & be qualified to an international standard following internationally endorsed competency standards.

Format

This is a five-day course with 50% of the time spent covering theory, and the remaining time is spent in either an aquatic centre or open water.

Methodology

This course emphasises safe diving practices in all facets of basic dive training. Including scuba hardware, diving physics, environmental factors & emergency response.

Key Subject Areas

Watermanship Assessment, Buoyancy, Absolute Pressures, Equalisation, Diving Equipment, Environmental Factors, Beach & Boat Diving, Emergency

Responses, Compressed Air Diving Activities.

Who Should Attend

Departmental personnel who will be required to undertake compressed air activities at depth.

Facilitator

Alan Byrne, Co-ordinator
Organisational Learning &
Development, Training Centre,
Dwellingup, Phone 95381200, Fax
95381244.

Dates

As required.

Cost

N/A

Rescue Diver ** 10147

This course is intended for all Departmental personnel involved in under water operations using compressed air, or those likely to be involved in diver rescue in coastal areas. Pre-requisites for this course are to have a current first aid certificate listed on the Department's diver registration & have current medical clearance.

Expected Outcomes:

On completion of this course participants will be able to render assistance to others in a range of diving maladies.

Divers will also be able to provide breathing assistance with oxygen assisted CPR.

Format

This is a four-day course with one and a half days dedicated to theory & the remainder spent with in-water activities.

Methodology

This course emphasises role-playing scenarios that include a wide range of diving maladies from tired diver to the management of unconscious divers at depth.

Key Subject Areas

Oxygen administration during CPR.
Tired diver. Panicked diver.
Unconscious on the surface/below surface diver. Out of air situations.
Cramped diver. Injured diver.
Entangled diver.

Who Should Attend

Certified open water divers who are required to operate as Category B divers on the Department's dive register.

Facilitator

Alan Byrne, Co-ordinator
Organisational Learning & Development, Training Centre,
Dwellingup. Phone 95381200 Fax 95381244.

Dates

As required.

Cost

N/A

Coxswain's Certificate ** E0075

This course is designed for a Master of a vessel less than 10m in length for inshore operations within 15 nautical miles.

Expected Outcomes

Participants will be able to master a Department's vessel in accordance with international maritime guidelines.

Format

Completion of an eye test, 360 days recreational sea service supported by an independent statutory declaration or 260 days commercial sea service logged in a sea service booklet & signed by the skipper or owner of the vessel. Completion of the marine operator's certificate, completion of elements of shipboard safety & completion of senior first aid course.

Methodology

This course is available via external study mode at the Maritime Campus, Challenger TAFE Fremantle.

Key Subject Areas

Marine Radio Operations,
Shipboard safety, Nautical knowledge, Marine Engineers & Senior First Aid.

Who Should Attend

All Departmental officers who are required to operate vessels less than 10m in length at a range of no greater than 15 nautical miles from safe port.

Facilitator

Alan Byrne, Co-ordinator
Organisational Learning & Development, CALM Training Centre, Dwellingup Phone 95381200, Fax 95381244.

Dates

As required.

Cost

N/A.

Small Craft Safety E0079**

The aim of this course is to teach the skills & knowledge to operate small vessels, less than 8m, safely & efficiently on closed & open waters not exceeding 5 nautical miles off shore.

Expected Outcomes

The Small Boats Institute is an approved training centre for the AYF accredited "Small Craft Safety Course" (TL-3). The instructors are considerate of the nervous enthusiasm of the novice although many experienced "boaties" also attend the course. The participant emphasis for this course focuses on basic boating skills & safety initiatives.

Format

Three-day course covers the theory of safe boating operations, with emphasis on practical boat handling operations.

Methodology

Participants will be given every opportunity to demonstrate safe boating activities under the supervision of qualified instructors. The course covers all the competencies of the internationally endorsed TL-3 course.

Key Subject Areas

- Skipper's responsibilities
- Rules & regulations
- Safety Equipment
- Navigation (basic)
- Weather (boating information)
- Structure & Maintenance
- Radio (Log On/Log Off)
- Boat handling Skills (Practical)

Who Should Attend

All Departmental personnel who are required to operate small craft in closed/open waters.

Facilitator

Alan Byrne, Co-ordinator
Organisational Learning &
Development, Department of
Conservation and Land
Management Training Centre,
Dwellingup Phone 95381200 Fax
953812344.

Dates

As required.

Cost

N/A.

Courses in Forest Resources

(*) Accredited Nationally

(**) NFROT or Accredited International

Coupe Demarcation - ½ day * 10056

This course involves the work required to determine and demarcate in the field all the necessary boundaries in a typical native forest-harvesting coupe.

Expected Outcomes

- Realise the role and responsibilities of Forest Products Commission staff and Contractor staff
- Analyse maps and plans
- Outline main features of a Timber Harvesting Plan
- Prepare a coupe for harvesting (without treemarking)
- Identify different field demarcations

Format

Half-day theory presentation, with a field visit for practical application.

Methodology

Theory and practical exercises followed by a Workplace Assessment when considered competent.

Key Subject Areas

- Contractor Coupe Management
- Maps
- Harvesting Plans – Coupe Plans
- Reserve Systems and boundaries
- Signs, markings and colour codes

Who Should Attend

Contractor personnel who are demarcate harvesting coupes.
Contractor personnel with a supervisor's role.
Forest Products Commission field staff who manage harvesting operations.

Facilitators

Bill Towie – Industry Safety and Training (Forest Products Commission)

Email - billt@fpc.wa.gov.au

Phone: -(08) 9535 9477

Fax: - (08) 9535 9433

Mobile: -0427 447 510

Dates

As required.

Costs

No costs. It is a condition of Contract.

Log Grading * 10115

The work involved in the evaluation of hardwood logs & their grading & marking for segregation to achieve their best end use.

Expected Outcomes

- Identify requirements for log usage & grade
- Prepare to evaluate log
- Determine log grade or potential grade
- Measure & record logs

Format

Half-day theory presentation, with a field visit for practical application.

Methodology

Theory & practical exercises followed by a Workplace Assessment when considered competent.

Key Subject Areas

- Common faults or features
- Millable wood
- Sawlog Specifications
- Log Products
- Treatment or cutting rules

- Log Arbitration/disputes
- Log Segregation
-

Who Should Attend

Contractor personnel who grade logs.
Contractor personnel with a supervisor's role.
Field staff who manage harvesting operations.

Facilitators

Bill Towie – Industry Safety & Training
(Forest Products Commission)
Email - billt@fpc.wa.gov.au
Phone: - (08) 9535 9477
Fax: - (08) 9535 9433
Mobile: - 0427 447 510

Dates

As required.

Costs

No costs. It is a condition of Contract.

Coupe Certification - ½ day * 10058

The work or role involving Inspections and Certification of a Native Forests Harvesting Coupe.

Expected Outcomes

- Record certification and harvesting progress on FPC104.
- Practices In forest treatment rules on landings and in bush.
- Maximises utilisation
- Protects crop trees and habitats
- Conducts rehabilitation to snig tracks and landings
- Remove pollutants
- Segregates and grades logs

Format

Half-day theory presentation, with a field visit for practical application.

Methodology

Theory and practical exercises followed by a Workplace Assessment when considered competent.

Key Subject Areas

- Sawmilling compared to harvesting
- Roles of Forest Products Commission Contractors
- Utilisation
- Safety
- Environment
- Silviculture
- Roading
- Administration

Who Should Attend

Contractor personnel who are required to set up harvesting coupes.
Contractor personnel with a supervisor's role.
Forest Products Commission field staff who manage harvesting operations.

Facilitators

Bill Towie – Industry Safety and Training (Forest Products Commission)
Email - billt@fpc.wa.gov.au
Phone: (08) 9535 9477
Fax: - (08) 9535 9433
Mobile: -0427 447 510

Dates

As required.

Costs

No costs. It is a condition of Contract.

Apply Tree Jacking Techniques

E1200

Description

- This unit describes the work involved in applying treejacking felling techniques in forest conditions.
- National Competency Standard FPIH 4050A

Expected Outcomes

- Plan the Treejacking Operation
- Prepare and maintain treejacking equipment

- Apply Environmental Protection measures
- Assess trees and plan treejacking
- Apply treejacking techniques

Format

4 – 5 day course

Methodology

- 3 hour theory session in a classroom situation followed by demonstrations, controlled learning, practice and assessment in the field
- treejacking is a two-person operation.

Key Subject Areas

Occupational Health and Safety regulations, policies and procedures

- Establish communication systems
- Determining lifting capacity
- Accessing, planning conditions and surroundings.
- Fall trees using jacks
- Maintain jacks

Who Should Attend

Treejacking is a two-person operation.
Pre-requisite: Advanced Fallers Course

Facilitator

Chainsaw and Falling Services – (CAFS)

Bill Towie – Forest Products Commission

Email: billt@fpc.wa.gov.au

Phone: 9535 9477

Fax: 9535 9433

Mobile: 0427 447 510

Dates

No dates have been scheduled for this course. Courses will be conducted on request (minimum of 2 people required).

Cost

\$2,500 / course (\$1,250 / person)

Logging Operation Information Systems LOIS - 1 day

10129

To provide relevant staff with one to one coaching & assistance with general use of LOIS & problem solving.

Contact

Merrilyn Kearney Forest Products Commission
Bunbury

Venue

As required

Date

As required

Logging Operation Information Systems LOIS - 2½ days *

10130

To provide relevant staff with the necessary skills & knowledge to operate & use LOIS. The course covers: use of the 709 form, contracts, delivery notes, enquiry screens, solving error messages, reports, TWR & MPCs.

Successful participants will be eligible for a personal LOIS security password.

Contact

Merrilyn Kearney Forest Products Commission
Bunbury.

Venue

As required

Date

As required

Harvest Trees Manually (basic fallers course) *

10610

Description

This unit describes the works involved in the preparation, planning and the manual chainsaw harvesting (falling) of trees at the BASIC level.

- Trees of any species that are sound and not prone to twisting and splitting.
- Diameter not more than 50cm at position of scarf cut and height not more than 20 metres.

This course is based on the National Competency Standards FPIH 2003A – aligned to Certificate II.

Expected Outcomes

- Prepare and maintain falling equipment
- Identify work requirements
- Apply environmental protection measures
- Assess tree and plan falling
- Prepare surroundings
- Fall tree
- Delimb and cut to length (optional)

Format

3 day course – includes assessment

Methodology

Courses involves completion of 3 hours theory in a classroom followed by demonstration by the trainers, then controlled learning, practice and assessment in the field. Trainees would be expected to fall about 30-40 trees each, under full supervision, during this course.

Key Subject Areas

- Occupational, Health and Safety Regulations and Codes.
- Chainsaw handling and maintenance
- Falling equipment
- Tree assessment
- Environmental and other legal protection measures
- Hazard identification
- Felling techniques and methods
- Directional falling
- Cross cutting and delimiting

Who Should Attend

Tree felling can be very dangerous. No one should fall a tree without proper training and certification. Pre-requisite: Physically fit, chainsaw operation qualification.

Facilitator

Chainsaw and Felling Services (CAFS)
Bill Towie – Forest Products
Commission

Email: billt@fpc.wa.gov.au

Phone: 9535 9477

Fax: 9535 9433

Mobile: 0427 447 510

Dates

No dates have been scheduled for this course. Will be provided on request. (Minimum of 2 required).

Cost

\$725 / person

Harvest Trees Manually (intermediate fallers course) * 10229

Description

This unit describes the work involved in the preparation, planning and manual chainsaw harvesting (falling) of trees at the INTERMEDIATE level.

- Trees of any species
- Diameter not more than 80cm at position of scarf cut
- Height not more than 40 metres.

This course is based on the National Competency Standards FPIH 3020A – aligned to Certificate III.

Expected Outcomes

- Plan falling sequence
- Prepare and maintain falling equipment
- Apply environmental protection measures
- Assess tree and plan falling
- Prepare surroundings
- Fall tree
- Trim, delimb and crosscut

Format

Four-day course – includes assessment

Methodology

Course involves completion of 3 hours theory in a classroom situation followed by demonstration, then controlled learning, practice and finally assessments in the field. Trainees are expected to fall about 25 trees under supervision – using fan, sectional and strap cuts.

Key Subject Areas

- Occupational Health and Safety regulations and codes
- Chainsaw handling and maintenance
- Falling equipment
- Tree assessment
- Environmental and other legal protection measures
- Hazard identification
- Falling techniques and methods
- Directional falling
- Cross cutting, delimiting

Who Should Attend

Those who intend to fall trees greater than 50cm in diameter – (up to 80 cm diameter). This course is a pre-requisite for the Advanced Fallers Course.

Pre-requisite: Physically fit
Chainsaw operation qualifications
Basic faller (optional)

Facilitator:

Chainsaw and Falling Services – (CAFS)

Bill Towie – Forest Products Commission

Email: billt@fpc.wa.gov.au

Phone: 9535 9477

Fax: 9535 9433

Mobile: 0427 447 510

Dates

No dates have been scheduled for this course. Courses will be conducted on request (minimum of 2 people required).

Cost

\$950 / person

Harvest Trees Manually (advanced fallers course) * 10001

Description

This unit describes the work involved in the preparation, planning and manual chainsaw harvesting (falling) of trees at the ADVANCED level. Trees of any size, species and condition which can be safely fallen including multi-legged, hollowbutts, double leaders, very large trees, heavy leaning trees ie hazardous but not dangerous.

This course is based on the national Competency Standards FPIH 3041A – aligned to Certificate III.

Expected Outcomes

- Plan falling operation
- Prepare and maintain falling equipment
- Apply environmental protection measures
- Assess tree and plan falling
- Prepare surroundings
- Fall trees
- Trim, delimb and crosscut

Format

4 – 5 day course – includes assessment

Methodology

Half day of theory (includes revision of Intermediate level) followed by demonstration, controlled learning, practice and assessments. Trainees will be expected to fall about 20 trees.

Key Subject Areas

- Occupational Health and Safety regulation and codes.
- Chainsaw handling and maintenance
- Falling equipment
- Tree assessment
- Environmental and other legal protection measures
- Hazard identification
- Falling techniques and methods
- Directional falling
- Trim, delimb and crosscut

Who Should Attend

Those that will be required to fall trees greater than 80cm diameter.

Those nominated to fall trees at fires.

Pre-requisite

Physically fit
Chainsaw operator
Intermediate faller preferably with experience

Facilitator

Chainsaw and Falling Services – (CAFS)

Bill Towie – Forest Products Commission

Email: billt@fpc.wa.gov.au

Phone: 9535 9477

Fax: 9535 9433

Mobile: 0427 447 510

Dates

No dates have been scheduled for this course. Courses will be conducted on request (minimum of 2 people required).

Cost

\$975 / person

Safety Certificate Course Management & Supervisors 10132

Three-day course customised for SFRBU unit staff. Covers 6 modules including:

- Safety & Health Regulations.
- Identification & control of hazards in the workplace.
- Prevention of manual handling injuries.
- Plant, machinery & equipment
- Accident investigation.
- Managing Safety.

Contact

William Towie

Venue

As required

Date

As required

Timber Drying Course * 10131

This course is designed to cover all aspects of timber drying, from the care of timber in log form, through the drying of timber under controlled conditions, to the care of dried timber. The course is presented as 19 units, plus related practical exercises & field visits & is run one day per week over seven week period. Course participants are assessed by a half-hour written test each morning & a take home assignment each week.

Contact

Manager Timber Technology Ph: 9729 1913 or TAFE HARVEY Ph: 9729 1403 to register.

Venue

Department of Conservation and Land Management Timber Technology - Harvey

Date

As required

Cost

Approx. \$220

Softwood Tree-marking * 10133

A two-day course to provide all Departmental staff & selected AWU employees with the necessary knowledge & skills to carry out tree-marking.

Contact

Ron Newman
Busselton
Bryan Doust - Bunbury

Venue

Forest Products Commission Timber
Technology - Harvey

Date

As required

Hardwood Silviculture 10048

On-the-job training covering silviculture specifications & includes training in visual resource management.

Contact

Alan Seymour

Venue

Districts

Date

As requested

Plantations Group Courses

(*) Accredited Nationally

(**) NFROT or Accredited International

Plantation Establishment 10134

The course is run by the Forest Products Commission for people who have recently joined the Plantation Operations Branch or who have an interest in plantation silviculture. The Course focuses on all facets of plantation and tree establishment, including: site selection, site preparation, weed management, planting, pest management, contract management and planning. The course combines both theoretical and practical learning.

Expected Outcomes

The course should provide participants with:

- An understanding of the necessities of plantation establishment procedures.
- Basic skills in silvicultural procedures.
- Basic soil description skills.
- Understanding of contract development and supervision.
- Ability to prepare a management plan (successful completion of the course is dependant on the preparation, in the participant's own time, of a Plantation Management Plan)

Format

4½ day live-in course, one day of which is a field day

Methodology

The program is based on presentations by experienced staff. Sessions are interspersed with practical exercises.

Key Subject Areas

- Planning
- Site evaluation
- Site and soil preparation
- Contract Management
- Weed management
- Pest management
- Farm forestry

Who Should Attend

All Forest Products Commission staff working or anticipating work within Plantation Operations must complete the course. This course is open to people from the private plantation industry and contractors.

Facilitator

Ray Fremlin

Dates

No set dates are scheduled. A course will be run when sufficient interest is shown. Courses are usually run in either April or October.

To express an interest, contact:

Ray Fremlin: 9752 5524 or

0408 944 760

e-mail: rayf@fpc.wa.gov.au.

Participation in the course must be endorsed by the line manager.

Cost

The course is free to Department of Conservation and Land Management and Forest Products Commission staff. Participants must cover their own accommodation costs. The cost to private participants is \$400 + accommodation.

Further Courses

The Plantations Group has developed the following training courses:

- Site Preparation for the Establishment of Plantations.
- Weed Management
- Site Evaluation for Reafforestation
- Pest & Disease Management

These courses will eventually form the basis of complete training programs suitable for the following groups:

- Contractors & operators
- Department of Conservation and Land Management personnel aspiring to join the plantations group
- Field assistants & assistant area coordinators
- Area coordinators
- Scheme managers
- Senior management
- External agencies

Contact

Ray Fremlin
Bunbury

Venue

TBA

Date

TBA

Courses in Fire Management

(*) Accredited Nationally

(**) NFROT or Accredited International

Advanced Incident Leadership

Description

The focus of the program is improving leadership, decision-making and team management skills in an emergency environment.

Expected Outcomes

Upon completion of this course, participants will be able:

1. To identify and address or resolve the political, social and community issues that must be dealt with given a Level 3 incident.
2. To understand emotional intelligence and the normal social emotional competencies of leading and following.
3. To understand sense making and its failure in crisis situations.
4. To develop understanding of the nature of decision-making in critical and emergency events.
5. To recognise the processes of decision-making and to be able to select appropriate decision-making strategies in critical and emergency events.
6. To understand and encourage behaviours that positively influence and avoid behaviours that negatively influence effective team development and performance.
7. To better manage the human aspects of communication in a high-pressure environment.

8. To develop a greater understanding of the different styles of communication.
9. To understand the risk management process in relation to emergency management.
10. To develop risk management plans for emergency incidents.
11. To explore the role of leadership during the transfer of control during emergency incident management.
12. To develop strategies for incorporating intra and interpersonal factors into crisis management.
13. To understand the role of mentoring and coaching in development of incident managers.

Format

Pre-course self-paced reading and five-day residential course.

Methodology

This course is based on pre-course theoretical learning, case study exercises, presentations and execution of team tasks.

Key Subject Areas

- The context and environment of major incidents.
- Values, principles and beliefs.
- Decision-making.
- Team development and support.
- Communicating in a high stress environment.
- Emergency risk management.

- Leadership in emergency situations.
- Mentoring.
- Managing the transfer of control and emergency incidents.
- Managing the escalation of commitment.

Who Should Attend

- Incident management team members working at Level 3 incidents.
- Level 2 Incident Management Team members aspiring to manage Level 3 incidents.

Pre-requisites

The following training and experience or acceptable equivalent:

- Planning Officer, Operations Officer.
- Extensive fire and incident experience at a senior level.

Facilitator

David Rawet, Fire Management Services, Bunbury.

Locations and Dates

27 – 31st October, 2003. Busselton, venue to be advised.

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

Incident Planning

Description

The purpose of this module is to provide the participant with the knowledge and skills to manage the planning functions at an incident.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

1. Identify and evaluate data for a given scenario on incident status and possible incident development.
2. Prepare written and visual summaries for a given scenario.
3. Describe and demonstrate the procedures for preparing information display boards and supervise the presentation and maintenance of information.
4. Conduct, for a given scenario, an incident analysis and develop a control objective, strategies, and tactics for the incident.
5. Detail and demonstrate the procedures for preparing incident control plans.
6. Describe and, for a given scenario, demonstrate the procedures for managing the safety and performance of all personnel.
7. Determine priorities in the resourcing of a range of incidents.
8. Detail and for a given scenario, demonstrate the procedures for managing changeovers and transfer of control.
9. Describe the requirements and process for the conduct of an operational analysis.

Format

Five-day course

Methodology

This course is based on theoretical presentation, practical demonstration and exercises.

Key Subject Areas

The course consists of Module 5.02 – which covers.

- agency standards for incident
- control planning
- material and equipment
- staffing and managing subordinate functions
- use of technology in information collection
- debriefing skills
- advanced objective and strategy development (incident analysis)
- mapping techniques
- visual presentation techniques
- agency standards for reporting
- practical exercises
- advanced incident prediction
- standard operating procedures

Module 5.02 of the Advanced Diploma of Fire Management is nationally accredited. The module specifications are based on and complement the Australian Fire Agencies Competency Standards 1994 Level 5.

Who Should Attend

District, Regional and Departmental Duty Officers, persons wanting to perform the Planning Officer role at Level 2 or 3 incidents.

Pre-requisites

The following training and experience or acceptable equivalent:

- Situation Unit Leader course, Fire Weather course, Module 4.04 - Incident Control System course, Module 2.28 – Wildfire Behaviour 2, Module 2.29, Wildfire Suppression 2, Module 3.18 Wildfire Suppression 3.
- Moderate to extensive experience as Sector Commander or better.

Facilitator

David Rawet, Fire Management Services, Bunbury.

Locations and Dates

25th – 29th August 2003. Busselton, venue to be advised.

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

Logistics Management 10135

Description

The purpose of this module is to provide the participant with the knowledge and skills to manage the logistical arrangements at an incident.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

1. Identify the role and describe the functions and management structure of the logistics section.
2. Describe the interaction of the logistics section with other management sections, external organisations and suppliers at an incident.
3. Describe and demonstrate the establishment of a logistics section at an incident.
4. Describe and demonstrate, for a given scenario, the management of a logistics section.
5. Manage, for a given scenario, the development of plans for the implementation of logistics functions.
6. Describe and demonstrate, for a given scenario, the procedures for the changeover and demobilisation of the logistics section.

Format

Five-day course

Methodology

This course is based on theoretical presentation, practical demonstration and exercises.

Key Subject Areas

The course consists of Module 5.03 – which covers.

- the logistics function
- structure of the logistics section
- interaction with other incident control section and external organisations
- establishment of logistics
- management of subordinate functions
 - ◊ welfare
 - ◊ procurement and delivery of materials and supplies
 - ◊ facilities
 - ◊ financial arrangements
 - ◊ communications systems
- development of plans for logistics
- assessment and prediction of logistical requirements
- changeover and demobilisation

Module 5.03 of the Advanced Diploma of Fire Management is nationally accredited. The module specifications are based on and complement the Australian Fire Agencies Competency Standards 1994 Level 5.

Who Should Attend

Persons wanting to perform the Logistics Officer role at Level 2 or 3 incidents.

Pre-requisites

The following training and experience or acceptable equivalent:

- Module 4.04 – Incident Control Systems.

- Moderate experience in fire or logistics section roles.

Facilitator

David Rawet, Fire Management Services, Bunbury.

Locations and Dates

22nd – 26th September, 2003.
Mandurah, venue to be advised.

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

| | |
|-------------------------------|--------------|
| Operational Management | 10122 |
|-------------------------------|--------------|

Description

The purpose of this module is to provide the participant with the knowledge and skills to be able to manage the operational aspects of an incident.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

1. Describe the process of appreciation of an incident, and, for a given scenario, establish objectives for its control.
2. Describe and demonstrate the process for developing an operational control structure at a range of incidents.
3. Explain the process for developing the objectives, strategies and tactics to meet the operational management requirements and, for a given incident, apply this process and select the most appropriate and cost effective strategy.

4. Describe the process for communicating an objective and strategies to operational personnel, management and external stakeholders and apply these procedures to a given scenario.
5. Describe and demonstrate the supervision of operational personnel at a range of incidents.
6. Describe and demonstrate the establishing and maintaining of an operational communications system and network.
7. Describe and demonstrate the process for reviewing the allocation of resources at a range of incidents.
8. Describe and demonstrate the procedures for changeovers and transfer of control at a range of incidents.
9. Describe and demonstrate incident record management at a range of incidents.
10. Describe and demonstrate the securing of an incident site and the redeployment of resources.

Format

Five-day course

Methodology

This course is based on theoretical presentation, practical demonstration and exercises.

Key Subject Areas

The course consists of module 4.03 – which covers.

- agency policy
- agency standards for incident analysis, reporting and documentation
- communication procedures
- formulating control objectives and strategies
- resource capability
- management of subordinate personnel.

Module 4.03 of the Diploma of Firefighting Management is nationally accredited.

The module specifications are based on and complement the Australian Fire Agencies Competency Standards 1994 Level 4.

Who Should Attend

Persons wanting to perform the Operations Officer role at Level 2 or 3 incidents.

Pre-requisites

The following training and experience or acceptable equivalent:

- Fire Operations 1, Level 2 Fire Fighter, Incident Control System, Fire Weather.
- Moderate/extensive experience as a Sector Commander.

Facilitator

David Rawet, Fire Management Services, Bunbury.

Locations and Dates

13th – 17th October, 2003. Busselton, venue to be advised..

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

Incident Control System 10121

Description

This course provides participants with working knowledge about the Incident Control System (ICS) as used the Department and other emergency response organisations within the state. The module covers the philosophy, structure and processes of the system.

Expected Outcomes

On successful completion of this course, participants will be able to:

- Describe the functions Command, Control and Coordination applied at a range of incidents.
- Describe the philosophy and process for establishing incident control for a range of incidents.
- Define the functions, roles and responsibilities within the ICS
- Identify a process for the development of an incident control plan which includes objectives, strategies and tasking
- Explain and apply the process of delegating subordinate functions within the ICS
- Identify the incidents Communications plan
- Identify the functions of and describe the implementation of the relevant state disaster plans as they relate to incidents managed by the Department

Format

A two and a half day course

Methodology

The program is based on presentation, case study and group activity. Activities provide participants with an opportunity to develop skills in practical application of the knowledge provided.

Key Subject Areas

The course consists of module 4.04 Incident Control System. It provides full knowledge of the ICS used by this Department and other interacting agencies. It also identifies appropriate liaison arrangements. Implementation of relevant State Emergency Plans and associated legislation relating to incident management is also covered.

Module 4.04 is nationally accredited. Module specifications are based upon and complement the Australian Fire Agencies Competency Standards 1994 level 4.

Who Should Attend

Any personnel who may be required to manage or participate in the management or support of emergency operations.

This applies to all types of emergencies, which may be encountered by personnel working for this Department, not just fire.

Pre-requisites

The following training and experience or acceptable equivalent:

- No pre-requisites required.

Facilitator

Ross Mead, Fire Management Services, Kensington.

Locations and Dates

10th – 12th March 2003 at Dwellingup (Field staff trainees), 1st – 3rd July 2003, venue to be advised.

Cost

Fire Management Services will cover costs of facilitation, training material development and supply. Districts and Regions to cover participant's costs.

Prescribed Burning 1 10138

Description

The purpose of this course is to give participants the requisite knowledge and skill to prepare a written burn prescription and conduct a simple prescribed burn.

Expected Outcomes:

On successful completion of this course, participants will be able to:

- Identify and describe the Agency's/Department's policy for prescribed burns.
- Identify and describe the range of desired conditions and fire behaviours in prescribed burning and the factors affecting their attainment.
- Demonstrate the planning of a simple low intensity prescribed burn for a given area.
- Demonstrate the procedures for the conduct of a simple prescribed burn under supervision.

Format

The course takes approximately 6 months to complete.

Methodology

The delivery of this module is a combination of remote learning, in class exercises, a take-home assignment and a review that is completed by the participant's mentor.

Key Subject Areas

This course consists of Module 3.17 – Prescribed Burning 1. The purpose of this module is to give fire managers the requisite knowledge and skills to make an informed decision on when and how to conduct a prescribed burn in a planned and safe manner.

Subjects covered include considerations for prescribed burning, lighting and controlling a prescribed burn, prescribed burning in forest fuels, grassland fuels, mallee-heath fuels and spinifex fuels.

Module 3.17 is nationally accredited. The module specifications are based on and complement the Australian Fire Agencies Competency Standards 1994 Level 3.

Who Should Attend

Field staff and crew leaders who may be required to prescribe for and manage a prescribed burn.

Pre-requisites

The following training and experience or acceptable equivalent:

- Basic Fire Fighter course or Level 1 Fire Fighter, Level 2 Fire Fighter and Fire Operations 1
- Participants should have a minimum 2 years experience of fire behaviour and suppression techniques.

Facilitator

Ross Mead, Fire Management Services, Kensington.

Locations and Dates

The course is done as remote learning at participant's home base. It will commence 6th May, 2003. Class contact day will be either 16th or 18th September, 2003.

Cost

Fire Management Services will cover costs of developing and supplying course materials and course facilitation. Regions and Districts will be required to cover participant's costs.

Fire Operations 1

10379

Description

The course is designed to provide participants with the skills and knowledge to manage a small fire incident as "First Arriving Officer", or to command a Sector or Division in a large fire incident.

Expected Outcomes

On successful completion of this course, participants will be able to:

- Establish incident communications

- Select resources for use at the fire
- Combat the fire
- Set up an appropriate control structure
- Establish and supervise operational procedures
- Conduct ancillary operations
- Provide accurate information and reports
- Demonstrate the practical application of hand crews, machines and aircraft at fires
- Apply a systematic approach to fire control, strategy development, resourcing and deployment
- Supervise crews machines and aircraft

Format

A five-day course

Methodology

The program is based on presentation, case study, discussion and activity, drawing heavily on the experience of the participants and presenters. Activities will provide opportunity for development of skills in strategic thinking and in the use of various fire suppression models and guides.

Key Subject Areas

The course consists of two modules.

3.04 – Fire and Incident Operations, which primarily deals with management of an incident including supervision, resourcing, information flow and support structures required.

3.18 – Wildfire Suppression 3. This unit deals with development of objectives, strategies and tactics in fire suppression. Also identification of type, number and practical application of various resources and their management.

Both modules are nationally accredited. The module specifications are based upon and compliment the Australian Fire Agencies Competency Standards 1994 Level 3.

Who Should Attend

Experienced crew leaders and staff who may be required to be "First Arriving Officer", Operations Officer a level 1 fire or Sector/Divisional Commanders at a level 2 or 3 fire.

Pre-requisites

The following training and experience or acceptable equivalent:

- Level 2 Fire Fighter and Incident Control System courses.
- Participants should have a minimum 2 years experience of fire behaviour and suppression techniques

Facilitator

Ross Mead, Fire Management Services, Kensington.

Locations and Dates

28th – 31st July, 2003, Bunbury, venue to be advised. 1st – 5th September 2003, Kensington, venue to be advised.

Cost

Fire Management Services will cover costs of facilitation, training material development and supply. Districts and Regions to cover participant's costs.

Level 2 Firefighter

10525

Description

This course follows on from the Basic Fire Fighter or Level 1 Fire Fighter. It provides additional information on predicting fire behaviour and identifying and implementing appropriate fire suppression techniques.

Expected Outcomes

On successful completion of this course, participants will be able to:

- Describe fuels and their characteristics and effects on fire behaviour.
- Identify and describe weather features and characteristics and their effects on fire behaviour.
- Identify and describe the effects of topography on fire behaviour.
- Describe indicators of extreme fire behaviour and the effects of ignition spacing.
- Identify a range of techniques for wildfire attack.
- Demonstrate and describe the techniques used for lighting a backburn and describe the importance of controlling a backburn.
- Describe and demonstrate the procedures to be followed when attacking and mopping up a wildfire.
- Identify and describe the precautions to be taken against the hazards of wildfire fighting.

Format

Five-day course.

Methodology

The course is based on theoretical presentation, case study, group activities and practical demonstration. Activities provide participants with an opportunity to develop skills in practical application of the knowledge provided.

Key Subject Areas

The course consists of 2 modules.

Module 2.28 – Wildfire Behaviour 2.

This module focuses on the characteristics of fire behaviour, fuels, weather factors, topographical

features, prediction of fire danger and estimating on the fire ground.

Module 2.29 - Wildfire Suppression 2 provides information on techniques for wildfire attack, backburning, mop up and patrol, wildfire fighting hazards and leadership.

Both modules are nationally accredited. The module specifications are based upon and compliment the Australian Fire Agencies Competency Standards 1994 level 2.

Who Should Attend

Crew leaders, future crew leaders and field staff with limited fire management knowledge, who are expected to take on an active role in fire management and suppression.

Pre-requisites

The following training and experience or acceptable equivalent:

- Basic Fire Fighter or Level 1 Fire Fighter and Module 1.09 – Map Reading.
- Minimum 1 year experience in fire management and suppression.

Facilitator

Ross Mead, Fire Management Services, Kensington.

Locations and Dates

3rd – 7th February 2003, Albany, venue to be advised. 17th – 21st February 2003, Broome. 7th – 11th April 2003, Kensington, venue to be advised. 9th - 13th June 2003, Bunbury, venue to be advised.

Cost

Fire Management Services will cover costs of facilitation, training material development and supply. Districts and Regions to cover course and participant's costs.

Description

This course is designed to provide a basic understanding of fire behaviour, fire suppression techniques, personal protection and basic fire management principles.

It contains the same modules as the Basic Fire Fighters course plus additional information and is primarily aimed at field staff new to fire management activities

Expected Outcomes

In addition to those outcomes established in the Basic Fire Fighter Course, participants will be able to:

- Set up and use VHF radio systems that operate within the Department.
- Transmit and receive verbal radio communications.
- Record information
- Describe the Departments roles and responsibilities in fire management.
- Describe the organisation and rank structure within the Department including the Incident Control System used to manage emergency incidents.
- Identify and distinguish between urban and rural fire risks and hazards in the Departments area of responsibility
- Identify and describe relevant legislation and regulations and the Departments role in governing fire prevention.
- Describe the ignition mechanisms, protection measures and procedures regarding wildfire threats to buildings.

- Describe fire prevention and relocation activities that can be conducted around the home, workplace and community spaces.

Format

Five-day course.

Methodology

The course is based on theoretical presentation, practical demonstration, group work, practical drills and on the job training.

Key Subject Areas

The course consists of the following modules:

Module 1.07 - Personal Protection 1 which looks at protective clothing and equipment, survival techniques including personal protection and protection provided by vehicles, and heat induced illness.

Module 1.12a – Wildfire Behaviour 1. This module focuses on fire science to explain how materials burn and those factors affecting fire behaviour.

Module 1.12b – Wildfire Suppression 1. The purpose of this module is to provide information and skills with extinguishing mediums, operation of various fire fighting equipment, response to fire, strategies, tactics and techniques for fire suppression, wildfire hazards and safe working practices around aircraft.

Module 1.19 – Communication Systems (Part). This module provides the participant with knowledge and skills to set up and operate Departmental VHF radio communication equipment and to transmit and record verbal messages.

Module 1.22 – Fire Agency Awareness (Part) – The sections of this module studied provide information on the overall roles and responsibilities of the Department, its organisational structure and emergency management systems used.

Module 2.21 – Fire Prevention 1 looks at identifying urban and rural fire risks and hazards. It also identifies relevant legislation and government requirements relevant to fire management. Module 2.21 also identifies ways to educate the community in fire prevention.

All modules are nationally accredited. The module specifications are based upon and compliment the Australian Fire Agencies Competency Standards 1994 Level 1 and 2.

Who Should Attend

Recently employed field staff and those staff new to field fire management operations.

Pre-requisites

The following training and experience or acceptable equivalent:

- No pre-requisites required.

Facilitator

District and Regional Fire Coordinators.
Ross Mead, Fire Management Services, Kensington.
Peter Hill, Dwellingup Training Centre.

Locations and Dates

As required at District or Regional locations.
Dwellingup Training Centre –
November 3 - 7, 2003.

Cost

Fire Management Services will cover cost of training material development.

Districts and Regions to cover course and participant's costs.

Basic Firefighter

10662

Description

This course provides participants with basic knowledge of fire behaviour and suppression techniques. It also covers personal safety and protection during fire management activities.

Expected Outcomes

On successful completion of this course, participants will be able to:

- Explain and don appropriate protective clothing, head, eye, ear and footwear for fire suppression and management operations
- Describe and demonstrate the types and method of operation of vehicle protection and safety equipment
- Describe heat induced illness including its prevention, symptoms and treatment and describe survival techniques when trapped by fire
- Describe how materials burn
- Identify the three basic factors which affect fire behaviour and describe the general effects of each
- Describe the development of wildfires
- Demonstrate and describe the use of water, foam and other extinguishing agents in fire fighting
- Demonstrate and describe the use of firefighting equipment
- Describe the response to fire
- Demonstrate and explain basic fire suppression strategies and tactics

- Demonstrate and explain the risks and hazard of firefighting and the precautions to be taken
- Identify and demonstrate or describe, safety precautions to be taken when working in or around aircraft

Format

Three-day course

Methodology

The course is based on theoretical presentation, practical demonstration, group work, practical drills and on the job training.

Key Subject Areas

The course consists of three modules.

Module 1.07 - Personal Protection 1 which looks at protective clothing and equipment, survival techniques including personal protection and protection provided by vehicles, and heat induced illness.

Module 1.12a – Wildfire Behaviour 1. This module focuses on fire science to explain how materials burn and those factors affecting fire behaviour.

Module 1.12b – Wildfire Suppression 1. The purpose of this module is to provide information and skills with extinguishing mediums, operation of various fire fighting equipment, response to fire, strategies, tactics and techniques for fire suppression, wildfire hazards and safe working practices around aircraft.

All three modules are nationally accredited. The module specifications are based upon and complement the Australian Fire Agencies Competency Standards 1994 Level 1.

Who Should Attend

Requirement for all frontline fire fighters and staff to successfully complete this course prior to working on the fireline without immediate supervision.

Pre-requisites

The following training and experience or acceptable equivalent:

- No pre-requisite required.

Facilitator

District and Regional Fire Coordinators.
Ross Mead, Fire Management Services, Kensington.

Locations and Dates

As required at District or Regional locations.

Cost

Fire Management Services will cover cost of training material development. Districts and Regions to cover course and participant's costs.

Fireline Construction with Machines

10612

Description

From this course, participants will gain the knowledge and skills to construct fireline using machines at a fire.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

- Describe the role of machinery in implementing fire suppression strategies.
- Describe the types of machinery suitable for fireline construction.
- Describe safety procedures and demonstrate maintenance and protective measures appropriate to the use of machinery at fires.

- Describe how machinery can be employed to construct fireline at a range of fires.
- Describe and demonstrate the selection or routes for fireline construction at a range of incidents.
- Demonstrate the construction of fireline at a range of fires.
- Describe and demonstrate the pushing of trees at a range of incidents.

Format

Three-day course consisting of one and a half days theory, one-day practical demonstration and assessment. (practical demonstration and assessment time depends on number of participants).

Methodology

This course is based on theoretical presentation, practical demonstration and practical activities.

Key Subject Areas

This course consists of Module 2.35 – Fireline Construction With Machines. The following topics are addressed – Fire control strategies employing machines, types of machines used, methods of using machines to construct fireline, rates of fireline construction, machine fuel consumption, fireline construction standards, support and backup required by machines, safety and maintenance procedures and equipment required, fireline route selection and tree pushing.

Module 2.35 is nationally accredited. The module specifications are based on and complement the Australian Fire Agencies Competency Standards 1994 Level 2

Who Should Attend

Machine operators likely to be involved with constructing fireline and other machine based fire management activities.

These should include departmental personnel and other local contractors likely to be used on a regular basis for fire management and suppression activities e.g. timber industry, local council, local earthmoving contractors.

Pre-requisites

The following training and experience or acceptable equivalent:

- Participants must be competent machine operators.
- No other prerequisites required.

Facilitator

District and Regional Fire Coordinators
Ross Mead, Fire Management Services, Kensington.

Locations and Dates

As required at District or Regional locations.

Cost

Fire Management Services will cover the cost of training material development. Districts and Regions to cover course and participant's costs.

Basic Fire Awareness 10662

Description

The course provides participants with basic information on wildfire behaviour, suppression techniques, personal safety in a fire situation and fire management terminology.

This course does not qualify the participant as a wildfire fighter. It is primarily designed for people working at or near an area that may be affected by a wildfire.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

- Identify and describe the factors impacting on fire behaviour.
- Recognise and take precautions against the hazards of wildfire fighting.
- Demonstrate the basic use of handtools in fire fighting and mop up.
- Demonstrate the basic use of water in fire fighting and mop up.
- Identify the basic principles of fire suppression and mopping up procedures.

Format

8-hour course

Methodology

This course is based on theoretical presentation, practical demonstration and practical drills.

Key Subject Areas

The course consists of Module 1.26 – Basic Fire Awareness which covers how materials burn, the three major factors which affect fire behaviour, the development of a wildfire, basic fire suppression strategies and tactics, hazards of fire fighting and precautions to be taken.

Module 1.26 is nationally accredited. The module specifications are based on and complement the Australian Fire Agencies Competency Standards 1994 Level 1

Who Should Attend

Any personnel who may be working at or near an area which may be affected by a wildfire, or are supporting fire-fighting operations.

It provides people with a basic understanding of fire and fire management practices and terminology.

Pre-requisites

The following training and experience or acceptable equivalent:

- No prerequisites required.

Facilitator

District and Regional Fire Coordinators.

Ross Mead, Fire Management Services, Kensington.

Locations and Dates

As required at a District or Regional Location.

Cost

Fire Management Services will cover the cost of training material development. Cost centres to cover participant and course costs

Situation Unit Management

Description

The purpose of this module is to provide the participant with the knowledge and skills to be able to manage the situation information of an incident.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

1. Identify the role and describe the functions of the situation unit and its position in the incident control system structure.
2. Describe interactions of the situation unit with other parts of the incident control system and external organisations.
3. Describe the staffing, workspace requirements and specialist tools of the situation unit.

4. Describe and demonstrate the management of information inputs to the situation unit.
5. Describe and demonstrate the management and production of information outputs from the situation unit.
6. Describe the changeover requirements and responsibilities of the situation unit manager.

Format

Five-day course

Methodology

This course is based on theoretical presentation, practical demonstration and exercises.

Key Subject Areas

- relationship of situation unit within the incident control system
- staffing, work space and other requirements
- weather forecasts and control implications
- collection of data
- incident analysis
- prediction of incident situation
- preparation of incident maps and displays
- shift cycles and changeovers

Who Should Attend

People wishing to undertake the Situation Officer role at Level 2 and 3 incidents, and those aspiring to attend the Incident Planning course in the future.

Pre-requisites

The following training and experience or acceptable equivalent:

- Incident Control System, Level 2 Fire Fighter, Fire Weather course, Map Reading

- Moderate fire experience as a Sector Commander.

Facilitator

David Rawet, Fire Management Services, Bunbury.

Locations and Dates

21st – 25th July 2003, Busselton, venue to be advised.

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

Resources Unit Management

Description

The purpose of this module is to provide the participant with the knowledge and skills to manage the information requirements of resources allocated to an incident, including identification and deployment of resources.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

1. Identify the role and describe the functions of the resources unit and its position in the incident control system structure.
2. Describe interactions of the resources unit with other parts of the incident control system and external organisations.
3. Describe the staffing, materials and workspace requirements of the resources unit.
4. Describe and demonstrate management of information inputs to the resources unit.
5. Describe and demonstrate management of information outputs from the resources unit.

6. Describe the changeover requirements and responsibilities of the resources unit manager.

Format

Three-day course

Methodology

This course is based on theoretical presentation, practical demonstration and exercises.

Key Subject Areas

- relationship of the resources unit in incident control system
- interactions with other personnel
- staffing, materials and workspace requirements
- sources of resource data
- systems for display of resource data
- documentation required
- information outputs
- input to incident control plans
- involvement in shift changeovers

Who Should Attend

People wishing to undertake the Resources Officer role at Level 2 and 3 incidents, and those aspiring to attend the Incident Planning course in the future.

Pre-requisites

The following training and experience or acceptable equivalent:

- Incident Control System
- Some incident experience.

Facilitator

Ross Mead, Fire Management Services, Kensington.

Locations and Dates

27th – 29th May 2003, Busselton, venue to be advised.

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

Information Services Unit Management

Description

The purpose of this module is to provide the participant with the knowledge and skills to manage the information needs of internal and external stakeholders.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

1. Evaluate the need for an Information Services Unit, and the resources required.
2. Identify sources of information relevant to the stakeholder groups.
3. Identify stakeholders (internal to incident, media, communities, and community groups).
4. Develop communication objectives and strategies for the identified stakeholders.
5. Implement and evaluate communication plans.

Format

Three-day course

Methodology

This course is based on theoretical presentation, practical demonstration and exercises.

Key Subject Areas

- Information management in ICS.

- Development of communication plans.
- Community participation and interaction.
- Working with the media.
- Evaluation of communications plans.

Who Should Attend

People required to manage community and media information issues at incidents or events.

Pre-requisites

The following training and experience or acceptable equivalent:

- Incident Control System.
- Some incident experience.
Some public liaison/participation experience preferred.

Facilitator

Contact Alex Moylett, Fire Management Services, Bunbury.

Locations and Dates

13th – 16th May, 2003. Busselton, venue to be advised.

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

Management Support Unit Management

Description

The purpose of this module is to provide the participant with the knowledge and skills to manage the Management Support function at an incident.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

1. Evaluate Management Support requirements at an incident.
2. Establish communications support for an incident.
3. Establish administrative support for an incident.
4. Maintain records during an incident and collate records at the cessation of an incident.

Format

Two-day course

Methodology

This course is based on theoretical presentation, practical demonstration and exercises.

Key Subject Areas

- The function of Management Support within ICS
- Operation of communications systems
- Keeping of incident logs / diaries
- Establishment, maintenance and archiving of incident records
- Provision and maintenance of administrative services at incidents
- Management of personnel at dispersed work locations

Who Should Attend

Personnel required to supervise radio and telephone operators and administrative staff at incidents.

Pre-requisites

The following training and experience or acceptable equivalent:

- Incident Control System.
- Some incident experience.

Facilitator

Contact Alex Moylett, Fire Management Services, Bunbury.

Locations and Dates

22nd – 23rd January, 2003. Bunbury, venue to be advised.

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

Fire Weather**Description**

The purpose of this module is to provide participants with the knowledge and skills to accurately predict the weather for a specific location.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

1. Accurately obtain relevant weather data at a particular location.
2. Interpret weather data to predict future weather conditions.
3. Describe air movements and patterns on a global scale.
4. Describe weather features as shown on a synoptic chart.
5. Identify various types of winds and describe the situations where, & times when, they may occur.
6. Identify and describe the differences between stable and unstable atmosphere and explain the impact of these weather types on a fire.
7. Understand seasonal variations in the fire climate.
8. Describe the types of weather information, and its limitations, available from the web homepage of the Bureau of Meteorology.
9. Apply information obtained from the field with that from formal sources to accurately predict the weather for a given location.

Format

One-day course

Methodology

This course is based on theoretical presentation, practical demonstration and exercises.

Key Subject Areas

The course consists of the following major points.

- Weather observations
- Observations and fire influence.
- Global circulation (the Big Picture)
- Synoptic patterns and air masses
- Winds
- Atmospheric stability
- Stability and its affect on fire behaviour
- Fire climate and seasonal variability
- Bureau of Meteorology services and prediction models
- Local weather variations and predictions.

Who Should Attend

District, Regional and Departmental Duty Officers, persons wanting to perform the roles of Incident Controller, Planning Officer, Operations Officer or Situation Unit Leader at Level 2 or 3 incidents.

Pre-requisites

The following training and experience or acceptable equivalent:

- Module 2.28 – Fire Behaviour 2 (part of Level 2 Fire Fighter).

Facilitator

Ross Mead, Fire Management Services, Kensington.

2003 Locations and Dates

18th March and 24th June 2003. Venue to be advised.

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

Fire Management within the Department of Conservation and Land Management 10036

Description

The purpose is to provide participants with knowledge, skill and understanding of the systems, procedures, requirements and legal matters that the Department's Fire Management Services and fire managers deal with and operate within.

Expected Outcomes

Broad appreciation of the management requirements for fire in the preservation of biodiversity and the protection of life, property and community values.

Participants will be able to integrate fire management into their normal work duties.

Participants will be able to contribute to fire management and suppression activities as appropriate to their knowledge and skills.

Format

Five-day course.

Methodology

This course is based on theoretical presentation, practical demonstration and exercises.

Key Subject Areas

- Fire legislation

- Incident management through ICS
- Prescribed burning
- Community participation
- New technology
- Health, fitness and duty of care
- Fire behaviour
- Fire and its interaction with our social and natural environment

Who Should Attend

All people who have, or may have, involvement in fire management; in operations, planning, logistics or administration.

Pre-requisites

The following training and experience or acceptable equivalent:

- No prerequisites required.

Facilitator

David Rawet, Fire Management Services, Bunbury.

Locations and dates

4th – 8th August, 2003. Busselton, venue to be advised.

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

Aircraft Navigator 10668

Description

The purpose of this course is to provide participants with the knowledge and skills to be able to manage aircraft operations in relation to prescribed burning.

Expected Outcomes

Upon the satisfactory completion of this course, participants will be able to:

- Demonstrate knowledge of relevant sections of the Civil Aviation Orders and Regulations.
- Demonstrate an appreciation of aircraft commonly used by the Department of Conservation and Land Management including pre operational and operational protocols
- Demonstrate understanding of approach, boarding and equipment loading protocols for fixed and rotary winged aircraft.
- Demonstrate an understanding of safe working practices in relation to aircraft operations.
- Demonstrate an ability to navigate from aircraft using various navigational aids.
- Demonstrate an understanding of prescribed burning processes.
- Demonstrate an understanding of various operational protocols in relation to aircraft burning (prior to, during and after ignition).
- Demonstrate an understanding of communication systems used in the aircraft and on the ground.
- Describe and demonstrate helitorch mixing operations, related safety and ignition procedures.
- Demonstrate understanding of incendiary equipment operation, maintenance and emergency management.

Format

Two-day course

Methodology

This course is based on theoretical presentation, practical demonstration and exercises.

Key Subject Areas

- Civil Aviation Orders and Regulations.
- Safety aspects, aerodromes and aircraft.
- Aerial burn flight plans
- Incendiary equipment capabilities and limitations.
- Pre flight planning, distance, time and direction.
- Basic visual navigation.
- Air to ground communications
- Administrative requirements.
- Remote area navigation.
- Helitorch operations
- Helicopter landing site specifications.
- Dangerous goods transport and storage.

Who Should Attend

People wishing to work as navigators for prescribed burning operations.

Pre Requisites

The following training and experience or acceptable equivalent:

- Level 2 Fire Fighter, Radio Communications, Map Reading, ICS
- 2 seasons experience as a Sector Commander at prescribed burns.
- Ability to fly in light aircraft (fixed wing and helicopter).

Facilitator

Peter Gibson, Fire Management Services, Wanneroo.

Locations and dates

To be advised.

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

Incendiary Machine Operator (Aircraft Burning Operations) 10669

Description

The purpose of this course is to provide the participant with the knowledge and skills to safely and efficiently operate the aerial incendiary machine in an aircraft.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

- Demonstrate knowledge of relevant sections of the Civil Aviation Orders and Regulations.
- Demonstrate an appreciation of aircraft commonly used by the Department of Conservation and Land Management including pre operational and operational protocols
- Demonstrate understanding of approach, boarding and equipment loading protocols for fixed and rotary winged aircraft.
- Demonstrate an understanding of safe working practices in relation to aircraft operations.
- Demonstrate understanding of incendiary machine operation, maintenance and emergency management.
- Demonstrate ability in effective use of aircraft communications equipment.
- Demonstrate ability to maintain aerial incendiary equipment.

Format

Two-day course.

Methodology

This course is based on theoretical presentation, practical demonstration and exercises.

Key Subject Areas

- Civil Aviation Orders and Regulations
- Safety aspects, aerodromes and aircraft.
- Incendiary equipment capabilities and limitations.
- Incendiary equipment maintenance and upkeep.
- Basic visual navigation.
- Aircraft communications
- Administrative requirements.
- Dangerous goods transport and storage.

Who Should Attend

Those people wishing to become Incendiary Machine Operators (IMO's) and existing IMO's wishing to maintain their competency.

Pre Requisites

The following training and experience or acceptable equivalent:

- Basic Fire Fighter, Map Reading, Communications Systems.
- 2 seasons experience as a member of a fire crew at prescribed burns or wildfires.
- Ability to fly in a light aircraft (fixed wing and helicopter)
- Mechanical repair aptitude preferred.

Facilitator

Peter Gibson, Fire Management Services, Wanneroo.

Locations and dates

To be advised.

Cost

Cost centres to cover participant travel and accommodation costs. Fire Management Services will cover the cost of presentation and training material development.

Helitorch Operations 10664

Description

The purpose of this course is to provide the participant with the knowledge & skills to manage a helitorch mixing for aircraft burning operations.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

- Describe the key elements of safe & sufficient helitorch site set up.
- Demonstrate an understanding of safe working practices in relation to aircraft approach, flight & sling load operations.
- Demonstrate an understanding of safe & efficient helitorch mixing operations.
- Demonstrate an understanding of equipment maintenance.

Format

One-day course

Methodology

This course is based on theoretical presentation, practical demonstration & exercises.

Key Subject Areas

- Aircraft safety
- Sling load operations with helicopters
- Fuel mixing operations
- Operational equipment
- Equipment maintenance

Who Should Attend

Personnel wishing to perform the role of helitorch operator for aircraft burning operations.

Pre Requisites

The following training and experience or acceptable equivalent:

- Basic Fire Fighter, Radio Communications, Map Reading.

Facilitator

Peter Gibson, Fire Management Services Wanneroo

Location & Dates

To be advised.

Cost

Cost centres to cover participant travel & accommodation costs. Fire Management Services will cover the cost of presentation & training material development.

Air Attack Supervisor 10667

Description

The purpose of this course is to provide the participant with the knowledge & skills to perform the role of Air Attack Supervisor at bushfires.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

- Demonstrate an appreciation of aircraft commonly used for aircraft suppression operations including pre operational & operational protocols.
- Demonstrate understanding of approach, boarding & equipment loading protocols for fixed & rotary wing aircraft.
- Demonstrate an understanding of safe working practices in relation to aircraft using various navigational aids.
- Demonstrate an understanding of aircraft communications systems.
- Describe the various aircraft operation roles in the ICS.

Format

Two-day course

Methodology

This course is based on theoretical presentation, practical demonstration & exercises.

Key Subject Areas

- Basic Visual Navigation
- Aircraft Safety
- Water Bombing Terminology
- Principals of Water Bombing
- Basic ICS
- Aircraft Communications

Who Should Attend

- Air Attack Supervisors
- Those intending on becoming AAS
- Pilots Aerial Suppression

Pre Requisites

The following training and experience or acceptable equivalent:

- Level 2 Fire Fighter, ICS, Map Reading, Radio Communications.
- Minimum 2 years experience as Sector Commander.
- Ability to fly in light aircraft (fixed wing and helicopters)

Facilitator

Peter Gibson

Location & Dates

To be announced.

Cost

Cost centres to cover participant travel & accommodation costs. Fire Management Services will cover the cost of presentation & training material development.

Ground Controller (Water bombing)

10666

Description

The purpose of this course is to provide the participant with the knowledge & skills to co-ordinate aerial fire suppression operations.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

- Demonstrate an ability to coordinate aerial fire suppression operations
- Demonstrate an understanding of integrated approach to fire fighting, which incorporates water bombing aircraft
- Be conversant with aerial suppression terminology
- Demonstrate & understand of safe working principles, with regard to aerial suppression operations

Format

1 day course

Methodology

This course is based on theoretical presentation, practical demonstration & exercises.

Key Subject Areas

- Incident Control System
- Principles of Water Bombing
- Aircraft Safety
- Water Bombing Terminology

Who Should Attend

People who may be required to coordinate aerial suppression operations at bushfires.

Pre Requisites

The following training and experience or acceptable equivalent:

- Level 2 Fire Fighter, ICS, Radio Communications, Map Reading.
- Minimum 2 years experience as a Sector Commander.

Facilitator

Peter Gibson

Locations & Dates

To be announced.

Cost

Cost centres to cover participant travel & accommodation costs. Fire Management Services will cover the cost of presentation & training material development.

Water Bomber Refiller 10665

Description

The purpose of this course is to provide the participant with the knowledge & skills to refill water bombing aircraft during fire suppression operations.

Expected Outcomes

Upon satisfactory completion of this course, participants will be able to:

- Demonstrate an understanding of safe work principles, with regard to aircraft operations
- Demonstrate correct aircraft refill methodology
- Be conversant with equipment used for refilling operations

Format

½ day course

Methodology

This course is based on theoretical presentation, practical demonstration & exercises.

Key Subject Areas

- Safe working principles & working with aircraft

- Refilling methods
- Refilling equipment use & maintenance

Who Should Attend

People required to refill water bombing aircraft during fire suppression operations.

Pre Requisites

The following training and experience or acceptable equivalent:

- No pre requisites required.

Facilitator

Peter Gibson

Location & Dates

To be announced.

Cost

Cost centres to cover participant travel & accommodation costs. Fire Management Services will cover the cost of presentation & training material development.

Courses in Corporate Training

(*) Accredited Nationally

(**) NFROT or Accredited International

Human Resource Management - The Role and Responsibilities of Members of Selection Panels.

This one-day course is available to all employees. This would increase the effectiveness of selection panels & ensure continued compliance with legislative obligations.

The content of the course includes:

- An overview of the process
- Information regarding legal requirement including the public sector standards & EEO legislation
- Issues associated with the shortlisting of applicants
- Interview techniques
- Documenting interviews
- Practical session

Contact

Alan Byrne

Venue

TBA

Date

TBA

Cost

\$85 with maximum of 15

Convenors of Selection Panels - Roles & Responsibilities

A one-day course for all employees & particularly for supervisors & managers.

Course content includes:

- Legal obligations & compliance
- Shortlisting of applicants

- Setting up panels & briefing panel members
- Formulating interview questions
- Making a decision & documenting the report
- Providing feedback to applicants
- Practical session

Contact

Alan Byrne

Venue

TBA

Date

TBA

Cost

\$100 with maximum of 15

IDAPES Training S 10649 L 10649

This course is designed to provide our supervisors & managers with the skills necessary to undertake performance management interviews for team members.

Expected Outcomes

- Understanding of the IDAPES procedures, understanding of the IDAPES guidelines & IDAPES forms.
- Understanding of the rules for setting objectives
- Understanding of the bias in rating systems
- Demonstrates the ability in giving effective feedback

➤ Addressing poor performance

Format

This is a one-day course and is conducted at workcentres throughout the State.

Methodology

The morning session is primarily theory & interactive discussion. The afternoon session is dedicated to role-playing & activities that enhance the theory.

Key Subject Areas

Guidelines & Policy, setting objectives & goals, conducting interviews, rating scales, giving positive feedback, addressing poor performance & the legislation behind dealing with poor performance, completion of all IDAPES forms, role & responsibility of the supervisor.

Who Should Attend

All managers, supervisors, team leaders who have the responsibility of giving feedback to team members.

Facilitator

Alan Byrne, Co-ordinator Organisation Learning & Development, Department of Conservation and Land Management, Training Centre, Dwellingup, 6213 Phone (08) 95381200 Fax (08) 95381244.

Dates

As required.

Cost

N/A

Job Application & Interview Skills

E1197

This course is designed to provide employees with an awareness of current job application & interview

techniques & understanding of the requirements for effectively addressing job related selection criteria.

Content includes:

- ❑ Current requirement in the public sector
- ❑ Skills & competency analysis
- ❑ Writing a resume
- ❑ Addressing selection criteria
- ❑ Behavioural interview & the interview process

Contact

Alan Byrne

Venue

TBA

Date

TBA

Train Small Groups

E1190

The three-day 'Train Small Groups' course is based on the unit of competence ('Train Small Groups BSZ404A') within the 'Training Package for Assessment & Workplace Training BSZ98.' Successful completion of this Unit will enable the participant to plan, deliver & review training in accordance with the standards set by the National Assessors & Workplace Trainers Body (NAWTB). The course is designed for those who conduct on- or off-the-job training of personnel in the workplace (but not as a major part of their job), on a one-to-one basis &/or to small groups (of up to five persons).

Expected Outcomes

To enable people involved in training to acquire the knowledge, skills & attitudes necessary to plan, deliver & review training in the workplace on a one-to-one basis or to small groups, for the purposes of developing employees' competence to the required level.

Train small groups is a nationally endorsed unit of competency comprised of the following 4 elements:

Prepare for Training
Deliver Training
Provide Opportunities for Practice
Review Training Services Australia

Format

A three-day Workshop

Methodology

This three-day course is aimed at persons requiring "hands-on" training skills, for one-to-one or small group presentations. It is delivered in a practical workshop style, designed to optimise the involvement of participants.

Key Subject Areas

The content of the course includes but is not limited to:

The role of the trainer
Competency standards
Competency based Training
Competency based Assessment
Principles of Adult learning
Task analysis
Development of training session plans
Training delivery methods

Who Should Attend

Skilled operators, team leaders, supervisors, managers, technical experts & others whose role includes (as a minor component) training of up to five personnel at any one time.

Facilitator

Geoff Trott, Training Services Australia
Phone: (08) 9473 1900 Fax (08) 0473 1922.

Dates

Dates can be found on the attached calendar or by visiting our website at tsa.wa.com.au

Cost

\$530 per participant. Special rates can be negotiated for in-house workshops.

Workplace Training Course E1191

Successful completion of the five-day course in '**Workplace Training**' will enable the participant to **prepare, promote, deliver & review** training. It is aimed at people for whom training in the workplace is a large part of their job, or a full job function within a structured training & assessment system. These people would generally hold considerable responsibility for the training courses development & delivery. The course will prepare trainers for their role as change agents through the facilitation of learning. As training is a developmental process, it is essential the trainer be actively involved in providing opportunities to assist trainees acquire knowledge, learn new skills, modify attitudes & behaviour to enhance & improve on the job performance. Active participation in the course will ensure vital skills & techniques are mastered & transferred to the work environment.

Expected Outcomes

To enable workplace trainers to develop the knowledge, skills & attitudes necessary to plan, promote & conduct effective on & off the job training, including identifying training needs; developing training materials & resources & reviewing training courses.

The course incorporates the following nationally endorsed units of competency:

BSZ404A Train Small Groups
BSZ405A Plan & Promote a Training Course
BSZ406A Plan a Series of Training Sessions

BSZ407A Deliver Training Sessions
BSZ408A Review Training

Methodology

This five-day course would meet the needs of persons for whom training comprises the major component of their role &/or they manage the training function within an organisation. It is delivered in a practical workshop style designed to optimise the involvement of participants.

Format

A 5-day Workshop

Key Subject Areas

The content of the course includes, but is not limited to:

Role of the trainer

Adult learning principles

Facilitating group learning

Competency Based Training (CBT)

Identifying competency needs

Planning & promoting training

Developing & documenting training material

Skills recognition

Who Should Attend

Key training personnel with considerable responsibility for training courses, development & delivery.

Facilitator

Geoff Trott, Training Services Australia
Phone: (08) 9473 1900 Fax (08) 0473 1922.

Dates

Dates can be found on the attached calendar or by visiting our website at tsa.wa.com.au

Cost

\$850 per participant Special rates can be negotiated for workshops conducted by Training Services Australia on behalf of our clients, exclusively for their personnel, (either

at our Training Centre or another venue of the client's choosing). These workshops can be tailored to meet an organisation's specific requirements.

Workplace Assessment **E0910**

The three-day '**Workplace Assessment**' course facilitates the acquisition of skills by participants, which will enable them to judge the competency of individuals against prescribed standards of performance. It is designed primarily for those in supervisory, line management or assessment roles, who are in regular contact with the categories of personnel (in terms of occupations &/or skills) being assessed & therefore conversant with the levels of skill as well as the environment in which they are to be applied.

The course, centring on Competency Based Assessment (CBA), explores techniques for gathering evidence of performance & ascertaining its validity as a measurement tool, against a given set of standards or competencies. Methods of assessment, formats for recording assessments & storing the results of these are examined, as are mechanisms for providing effective feedback regarding performance measurement results to management, as well as the person(s) being assessed.

Participants are introduced to the concept of continuous assessment of performance & the linkage of competency based assessment to quality assurance, occupational health & safety, performance appraisal systems & procedures. Additionally, a practical framework for ongoing identification of individuals' training & development needs is examined.

Expected Outcomes

To equip participants with the skills, knowledge & attitude, to effectively assess the abilities of others against prescribed standards of competence.

Units of competency

The course incorporates the following nationally endorsed units of competency:

BSZ401A Plan Assessment

BSZ402A Conduct Assessment

BSZ403A Review Assessment

Methodology

The workshop is delivered in a practical style, designed to optimise the involvement of participants

Format

A three-day Workshop

Key Subject Areas

The content of the course includes, but is not limited to:

The role of an assessor

Competency Based Assessment (CBA)

Key features of skills recognition

Establishing suitable assessment methods

Developing assessment tools

Planning, arranging & conducting a valid assessment

Format & essential requirements of an assessment report

Reviewing assessment procedures & techniques

Who Should Attend

Primarily line managers, supervisors, trainers & assessors. The course would also be applicable to those intending to provide an assessment service.

Facilitator

Geoff Trott, Training Services Australia
Phone: (08) 9473 1900 Fax (08) 0473 1922.

Dates

Dates can be found on the attached calendar or by visiting our website at tsa.wa.com.au

Cost

\$530 per participant Special rates can be negotiated for workshops conducted by Training Services Australia on behalf of our clients, exclusively for their personnel, (either at our Training Centre or another venue of the client's choosing). These workshops can be tailored to meet an organisation's specific requirements.

Certificate IV in Assessment & Workplace Training

E1192

Successful completion of the eight-day '**Certificate IV in Assessment & Workplace Training**' course will equip participants to prepare, promote, deliver & review training. It will also facilitate the acquisition by participants of the knowledge & skills essential to assess the competency of individuals against prescribed standards of performance. The course would generally benefit people who hold considerable responsibility for training course development & delivery & who may be involved in the assessment process.

Expected Outcomes

To equip participants with the skills knowledge & attitude essential to: Plan, promote & conduct effective on & off the job training, including identifying training needs; developing training materials & resources, reviewing training courses.

The effective assessment of persons' abilities against prescribed standards of competence, reviewing training courses. The effective assessment of persons' abilities against prescribed standards of competence.

Units of competency

The course incorporates the following nationally endorsed units of competency:

- BSZ401A Plan Assessment**
- BSZ402A Conduct Assessment**
- BSZ403A Review Assessment**
- BSZ404A Train Small Groups**
- BSZ405A Plan & Promote a Training Course**
- BSZ406A Plan a Series of Training Sessions**
- BSZ407A Deliver Training Sessions**
- BSZ408A Review Training**

Methodology

The workshop is delivered in a practical style, designed to optimise the involvement of participants

Format

An eight-day Workshop

Key Subject Areas

The content of the course includes, but is not limited to:

Role of the assessor & trainer

Competency based assessment & training

Key features of skills recognition

Establishing suitable assessment methods

Developing assessment tools

Planning, conducting & reviewing training & assessment

Format & essential requirements of an assessment report

Promoting training

Identifying competency needs

Adult learning principles

Who Should Attend

Key training personnel with considerable responsibility for training course development, delivery, and who require knowledge of, or will be involved in, the assessment process.

Facilitator

Geoff Trott, Training Services Australia
Phone: (08) 9473 1900 Fax (08) 0473 1922.

Dates

Dates can be found on the attached calendar or by visiting our website at tsa-wa.com.au

Cost

\$1,380 per participant. Special rates can be negotiated for workshops conducted by Training Services Australia on behalf of our clients, exclusively for their personnel, (either at our Training Centre or another venue of the client's choosing). These workshops can be tailored to meet an organisation's specific requirements.

Diploma of Training & Assessment Systems **E1193**

This Diploma course caters for those who require specialist competencies for designing, implementing, managing & evaluating assessment & training systems. They may also be responsible for conducting competency needs analysis, designing training courses & developing assessment tools & procedures. The units of competency emphasise system level operation & management. The packaging of the '**Diploma of Training & Assessment Systems**' allows for flexible entry & exit points. For example, some individuals wishing to attain the Diploma may have a background in assessment & training & have undertaken the '*Certificate IV in Assessment & Workplace Training.*'

Others may have moved into a position of responsibility for these areas without a practitioner background. Both these & other circumstances of intending participants are equally well accommodated.

Expected Outcomes

To enable training & assessment specialists to develop the knowledge, skills & attitude necessary to analyse the competency requirements of an organisation; design training courses; develop assessment tools & procedures & design, establish & manage training & assessment systems.

Note: The range of skills & knowledge acquired by participants will depend on the units of competency they successfully complete.

To qualify for the '*Diploma of Training & Assessment Systems*,' at least **four (4) units** from the following group of competencies must be successfully completed:

BSZ501A Analyse Competency Requirements

BSZ502A Design & Establish the Training System

BSZ503A Design & Establish the Assessment System

BSZ504A Manage the Training & Assessment System

BSZ505A Evaluate the Training & Assessment System

BSZ506A Develop Assessment Procedures

BSZ507A Develop Assessment Tools

BSZ508A Design Training Courses

PLUS an additional six (6) units from the '*Training Package for Assessment & Workplace Training - BSZ98*.'

PLUS an additional minimum of three (3) units relevant to the implementation of assessment & workplace training from other 'Training Packages.' For example, these may include financial management, project management or human resource management competencies appropriate to a Diploma level qualification.

Methodology

The workshop is delivered in a practical style, designed to optimise the involvement of participants

Format

Public courses conducted by Training Services Australia will (for logistical reasons relating to scheduling of workshops) generally offer training in groupings of two units, each usually of three days duration.

Comprehensive assignments are to be undertaken by participants in addition to attendance at the Course.

Certification cannot be awarded until the successful completion of these.

Key Subject Areas

The content of the course, reflects a strong systems/management focus & includes, but is not limited to:

Training needs analysis (TNA)

Analysis, & documentation of competency requirements

Determining the training & assessment system features

Design & development of a training & assessment records system

Establishing procedures for the review of Training & assessment

Establishing quality assurance procedures

Planning & conducting the training/assessment system evaluation

Development of strategic training & assessment system interventions

Development & piloting of assessment tools & procedures Designing & developing training courses

Who Should Attend

Training specialists or managers, who are responsible for the design, establishment, management, monitoring &/or evaluation of training & assessment systems. They may also be responsible for analysing competency requirements of an organisation, designing training courses & developing assessment procedures & tools.

Facilitator

Geoff Trott, Training Services Australia
Phone: (08) 9473 1900 Fax (08) 0473 1922.

Dates

Dates can be found on the attached calendar or by visiting our website at tsa.wa.com.au

Cost

\$600 per unit Special rates can be negotiated for workshops conducted by Training Services Australia on behalf of our clients, exclusively for their personnel, (either at our Training Centre or another venue of the client's choosing). These workshops can be tailored to meet an organisation's specific requirements.

Conversing with Community 10661

A workshop designed to help all Departmental employees & if appropriate, their partners, deal effectively with controversy generated by local & statewide issues involving the Department.

Expected Outcomes

- Developing skills in self- protection with local people about conservation issues,
- including the ability to de-personalise extreme views.
- Strategies & practice in skills for defusing aggression & facilitating reasoned discussion rather than confrontation
- Identification of ongoing support & development strategies at the local & corporate level
- Enhanced teamwork based on shared experiences & needs.

Format

Interactive workshop at local work centres

Methodology

Learning is drawn from presentations, interactive group work, discussion & role-plays & pre- workshop survey to assist customising the training to the local issues.

Key Subject Areas

- Models of Communications
- Reflective responses, empathy & assertion
- Diffusing anger & aggression
- Strategies for not taking work based issues personally

Who Should Attend

Staff or teams who operate in controversial courses & environments. Staff who are seeking to build trust & community relationships in an issue laden atmosphere.

Facilitator

Tammie Reid

Dates

As required

Cost

To be advised

Aboriginal Cultural Awareness Program *10173*

Reconciliation through cultural awareness is an introductory one or two day workshop, delivered by Indigenous Australian facilitators and designed as a part of a longer-term organisational training strategy to assist staff to develop more productive working relationships with Indigenous Australians.

Contact
Noel Nannup
9334 0283

Venue
Local

Date
As required

Heritage Management and Planning Course *E1198*

The Heritage Council of WA, in conjunction with the Research Institute for Cultural Heritage, presents an intensive, practical course specifically aimed planners. The course has been designed for those professionals who have a general knowledge of heritage but wish to enhance their knowledge of the decision-making processes involved. The course will cover important issues including:

- Heritage legislation & how it works
- Heritage & the role of local government (including Municipal Inventories)
- The development referral process
- Heritage agreements: what are they & how do they work
- Registration, what does it mean?
- Conservation plans: what are they meant to achieve
- Heritage funding & incentives

Additionally, the course involves practical case study tours where many of the above issues are covered in sessions held at heritage buildings.

Contact
Stephanie Wood
9220 4115 or email
swood@hc.wa.gov.au

Venue
TBA

Date
Usually coincides with the end of the financial year – ie last week in June/first week in July (see the Heritage Council's website closer to this time for details – www.heritage.wa.gov.au)

Public Participation *10613*

- A two-day workshop designed
- to equip staff with the skills and understanding to effectively implement public participation across a range of categories.
 - To build familiarity with the policy, strategy and manual as a basis for public participation planning and implementation.

Expected Outcomes

As a result of this workshop participants will

- Understand the pp policy, strategy and manual
- Be aware of the skills and experience already available in the Department
- Demonstrate an ability to plan a public participation program – objectives, stakeholders & strategy
- Be able to draw on and apply public participation process knowledge in everyday situations
- Develop judgement on when to call for professional facilitation advice & service

- Be able to use the planning and reporting mechanisms
- Identify for themselves any ongoing support and development they require
- Be aware of the support & resources currently available in the Department

Format

A two-day workshop

Methodology

This course is based upon presentation, case study, discussion and activity, drawing heavily upon the experience of the participants.

Conceptual frameworks, models and strategies are presented and participants are encouraged to question, relate the concepts to their own work & experiences and share ideas for good practice.

Key subject areas

- Understanding the corporate position, policy and principles
- Initiating & deciding on the appropriate categories and techniques
- Exploring stakeholders and roles
- Detailed planning, monitoring and evaluation
- Developing judgements using the manual & planning frameworks
- Exploring the experience that already exists within the Department

Who should attend

This course is designed for branch, regional & district managers, program leaders, members of regionally based projects & others who are in direct contact with community groups and processes.

Facilitator

Tammie Reid
Community Education Officer

Date

As required

Cost

Approximately \$250 pp

Certificate III in Government Purchasing Management

This updated course provides entry-level qualifications for a career in the public service in simple purchasing. It covers the required basic units of national competency including ethics, legislation and occupational health and safety and provides the necessary electives covering service and delivery, use of technology and organisation of information. The course outlines the process of purchasing in the public sector, policy issues, credit card use, documentation and procedures, request for quotation documentation, Q&A and customer service.

Contact

External Consultants
Glenn Giudici 93340118

Venue

Perth

Date

TBA

Cost

\$495 includes lunch, refreshments and course manual

Certificate IV in Government - Procurement & Contracting 10671

Completion of all modules is required to complete this qualification.

This is a specialist qualification covering the competencies required for the procurement of complex goods and services in the Public Service. Each module provides comprehensive knowledge and understanding of the area covered. A prerequisite for this course is completion of the Certificate III in Government purchasing management.

Contact

External consultants
Glenn Giudici 93340118

Venue

Perth

Date

TBA

Module - Procurement Planning

This module covers the process of developing a procurement plan, including the planning process, research requirements, policies & principles, analysing the market, incentives, purchasing method, outputs, outcomes & measures, the tendering process, planning evaluation & contract management planning.

Contact

External consultants
Glenn Giudici 93340118

Venue

Perth

Date

TBA

Cost

\$640 per person, includes lunch, refreshments and course manuals.

Module - Introduction to Contracts and the Law

This module provides a sound legal framework in the development & management of Public Sector.

Contact

External consultants
Glenn Giudici 93340118

Venue

Perth

Date

TBA

Cost

\$425 per person, includes lunch, refreshments and course manuals

Module - Specification and Tender Development

This module covers the process of requesting & receiving offers. It includes the process for request documentation, the tendering process, needs & outcomes, request methods, requirements, tender document types, planning a request document, quality issues, evaluating & receiving requests.

Contact

External Consultants
Glenn Giudici

Venue

Perth

Date

TBA

Cost

\$425 per person, includes lunch, refreshments and course manuals

Module – Contract Award

This module covers the tender evaluation process, including the role of evaluation, evaluation techniques & methodologies, evaluation of offers, communication & negotiation, reports, records & documentation.

Contact

External consultants
Glenn Giudici 93340118

Venue

Perth

Date

TBA

Cost

\$425 per person, includes lunch, refreshments and course manuals

Module - Contract Management

This module covers the process of contract management including contract analysis, roles & responsibilities, evaluation & feedback in the areas of transition, operation, completion & evaluation of contracts.

Contact

External consultants
Glenn Giudici 93340118

Venue

Perth

Date

TBA

Cost

\$425 per person, includes lunch, refreshments and course manuals

Module - Disposal of Assets

This module covers disposal of assets in the Public Sector environment & includes identification of assets for disposal assets with special needs & development & implementation of disposal strategies.

Contact

External consultants
Glenn Giudici 93340118

Venue

Perth

Date

TBA

Cost

\$205 per person, includes lunch, refreshments and course manuals

Module - Contract Negotiation

This module provides a comprehensive knowledge & understanding & practice of the role of negotiation in the procurement process.

Contact

External consultants
Glenn Giudici 93340118

Venue

Perth

Date

TBA

Cost

\$425 per person, includes lunch, refreshments and course manuals

Module - Risk Management

This module covers risk policy, context, awareness, planning to manage risk, contingency plans, the evaluation of performance & risk management processes.

Contact

External consultants
Glenn Giudici 93340118

Venue

Perth

Date

TBA

Cost

\$425 per person, includes lunch, refreshments and course manuals

Working More Effectively with Groups – A Public Participation Toolkit

A one-day workshop, introducing some common and effective facilitation techniques to enable groups to resolve issues and plan more effectively together. The workshop content will include conflict resolution, working with difference and will be based upon the public participation challenges and experiences of the participants. The workshops will be held at regional centres during May.

Contact

Tammie Reid

Venue

Metro, Bunbury, Albany, Geraldton, Manjimup

Dates

During May

Cost

N/A

Tools and Techniques for Public Participation

A two-day workshop that provides an introduction to a range of different practical tools and techniques for all levels within the public participation spectrum. It encourages participants to model a number of techniques, looks in depth at advisory committees and groups. It includes overviews of tools and techniques and provides a very useful tip sheet, which has detailed information on selecting, implementing and evaluating a broad range of participation activities.

Participants will have learned how to implement a variety of techniques to:

- Promote awareness by sharing information
- Gather broad based feedback foster meaningful discussions
- Facilitate agreement
- Provide effective forums for public discussions

Venue

Mandurah/ Kensington

Dates

June

Costs

To be advised

Contact

Tammie Reid

Introduction and Overview of Public Participation – A Condensed Version of the Two-day Introductory Workshop

A two-hour interactive presentation to introduce the Department's public participation framework and strategy and to explore the expectations and impacts this has for participants.

Public participation is a practical way of involving the community in the Department's activities. It is a strategy for involving others in Departmental decision making with the intention of achieving better conservation and participation outcomes for all.

The presentation will include current and local examples of public participation, and will highlight the resources and support that underpin this new strategic direction for the Department.

A facilitated discussion focused on the implications this has in the workplace and for participants, will conclude the presentation.

Venue
At workcentres

Dates
As required

Contact
Tammie Reid

Costs
N/A

Courses in Management & Leadership

Part D

The Effective Manager Program E0940

The Department has been among the first organisations in Australia to take part in a nation wide initiative aimed at developing and supporting those people at the coalface of managing teams and projects. The training program is called the Certificate IV of Management "Effective Manager". Since 1998, one hundred and sixteen Departmental people have completed the Effective Manager program and a further twenty two people have completed the Diploma.

The program is aimed at frontline managers which includes office managers, team leaders, supervisors, leading hands, first line managers, co-ordinators, supervisors, forepersons.

Frontline management is about the responsibilities of leading, managing and influencing a group of workers. These responsibilities include the number of people they manage, the environment in which they work the resources they are accountable for and the sort of daily tasks they carry out. The eleven modules include;

1. Managing Yourself
2. Communication
3. Decision Making
4. Motivation and Job Design
5. Recruitment and Selection
6. Development and Appraisal
7. Leadership and Power
8. Managing Difference
9. Structures and Networks
10. Culture and Quality
11. Managing Change

The Challenger TAFE (Fremantle) delivers the Effective Manager program over an intense six-month period. The Effective Manager program is a world class and competitively priced program, which includes material, that has been developed specifically for open/distant learning. On successful completion of the program learners will be awarded the Certificate IV of Management (Effective Manager).

The program caters for the continuous learner as successful completion of the Certificate IV allows the learner to articulated directly into the Diploma of Management. The Diploma requires an additional three units as follows;
Marketing for Managers.
Budgeting and Finance,
Occupational Health, Safety and Welfare.

Murdoch University will then recognises units from both courses to articulate into undergraduate or postgraduate management courses.

Leadership and Organisational Development Program

10659

The ability to lead is vital to managerial success - being able to set and communicate a clear direction, to motivate, to provide coaching and feedback, and to help other will ensure personal and business success for managers within our organisation.

In partnership with Murdoch University, Centre for Learning, Change and Development, we are pleased to announce the new learning opportunity that has been designed expressly for the Department. The program features a multi faceted approach incorporating theory, experiential learning and above all collegial learning.

Projects

During the program participants will be syndicated into project teams to work on a project that a Director has identified as critical to the organisations development. This Director or their sponsor will coach and mentor the project team through to final presentation. There are two main purposes that the projects aim to develop during the Leadership and Organisational Development Program;

- To provide a basis to apply and learn the concepts and skills covered in the program including areas such as teamwork, problem solving processes, leadership, planning, managing change and interpersonal relations
- To help achieve useful organisation and cultural change defining the scope, gathering data, recommending and, if possible, implementing.

Expectations of Participants

During the five and a half-day residential program, participants are given the project briefs at the start of the program and are expected to;

- Make a 20-minute presentation on the project indicating the project scope, methodology, possible recommendations and plans on how to proceed.
- Outline risks, resources and times required to complete the project over the next 4 months

What is required by each project team over the four month period is very much dependant on the specifics of the project, the team itself and the Director and Sponsor of the project. It is therefore up to the Director, Sponsor and team members to negotiate resources, time, team involvement (or not) and the amount of time to achieve this.

Departmental people from all areas are encouraged to discuss their participation in the LODP with their managers at their next IDAPES meetings.

Accessing the Australian Training Register

Part E

Accessing the Australian Training Register

The Australian Training Register

The system is an electronic register for training courses and resources available for all Departmental staff to access through contacting the Training Staff, at Dwellingup.

Background Information

The ATR is a computer database listing 32,000 public access training programmes, courses, conferences and seminars that is updated every month. The system also has the capacity to reference over 10,000 training resources eg films, videos, training packages and calenders. Considering the extensive range of the system, Departmental staff should begin to think of this as their source of information on the various courses offered by external providers in the conjunction with the Training and Development Manual.

Course Categories

The number of courses, seminars, workshops and conferences across Australia contained within the ATR varies from month to month. Courses are divided into different categories. The categories are as follows;

- Communications
- Engineering
- Finance
- General Management
- Human Resource Development
- Information Technology
- Law
- Marketing Management
- PC Productivity
- Personal Development
- Public Sector
- Special

Training Register Search

The operator can select courses by category, key word, title, provider, date, and location or any combination of these search parameters. The ATR system searches the register for all the courses seminars, workshops and conferences that meet the identified selection criteria.

Information about courses is displayed initially with;

- Course Title
- Duration & Cost
- Location & Date

Accessing the Australian Training Register

Training Details

The ATR system can present a full screen of details about a particular course, seminar, workshop or conference. Details, which are displayed, include;

- Title
- Presenter Methodology
- Course aims / description
- Course outline / outcomes
- Who should attend
- Duration
- Cost
- Availability of discounts
- Course provider
- Contact phone numbers
- Location
- Venue
- Date

These details can be printed for distribution. The system can also print a facsimile form to either request additional information on a course or to reserve places.

Updates

The ATR is updated every month via computer discs. The system has a default capacity, which ensures the system collapses if the Department of Conservation and Land Management does not renew the subscription annually

Additional Features

The system also has the following features;

- Database of Training Consultants
- Facility to add the Department's in-service training
- Optional specialised databases
- Locate Industry Training Authorities
- Pop up calender
- Links to Staff Management Systems
- Facility to add your own notes/comments on selected courses

Staff are encouraged to contact the training officers at the Dwellingup Training Centre for further information on accessing any of the 32,000 courses or 10,000 training resources available on the register.

Undergraduate & Postgraduate Courses

Part F

Undergraduate & Postgraduate Courses

Undergraduate Courses

Undergraduate courses are available in a range of diverse disciplines. Many of these programs can be accessed through Distance Education and Open Learning. Below is a sample of the programs available in natural and cultural resource management. However, information on a range of diverse programs in a variety of disciplines (eg. management, information technology, tourism and leisure studies) can be accessed via the Training Centre, Dwellingup. Please contact the Training Staff for information regarding any of the undergraduate courses available.

Certificate IV in Conservation and Land Management

E1208

This course is designed to meet the requirements of Departmental personal seeking to improve their performance and develop their careers. The course aims to provide theoretical and practical skills relevant to land and natural resource management/rehabilitation/revegetation/park customer relations.

General information

- ❖ Modules in the course are offered in face to face and external modes
- ❖ Work projects and tasks can contribute to module competencies and can be assessed at the workplace by arrangement.
- ❖ Enrolment in modules taken externally can be done at any time of the year.
- ❖ Enrolment forms are available from the Training Centre Dwellingup
- ❖ Entrance to the course is restricted to permanent Departmental personal.
- ❖ Total course hours - 600

Postgraduate Courses

With more and more private enterprise managers undertaking Master of Business Administration (MBA) and other business courses, management education is becoming an essential companion on the management career path. Departmental managers and staff aspiring to fulfil middle to senior management roles should seriously consider enrolling in PostGraduate Management studies.

Perhaps the most important message about management education is the need to shop around for the course that really suits the individual, and the individual's career aspirations. This is especially true in these times of uncertain budgetary climate for higher education, with costs of courses likely to increase. Departmental staff wishing to pursue the management field of study should contact the Training Staff at Dwellingup for information on the programs available for both on campus and Distance Education modes.

Undergraduate & Postgraduate Courses

The training staff can also access up to 6,000 postgraduate programs, in a range of diverse disciplines (eg. science, information technology) that are available throughout Australia.

Scholarships

Part G

Scholarships

Executive Director's Scholarship for Study Assistance

The Executive Director's Scholarship for Study Assistance (formerly, the Executive Director's Scholarship) is made available to all wages employees to financially assist them in their post secondary education studies to be considered for Field Officer positions throughout the state.

Background

Since the closure of the Field Cadet Training Scholarship in December 1991, wages employees have had limited opportunities to enter field officer positions. Prior to the closure, the Executive Director would offer one position per year to wages employee to enter the second-year cadetship course, at the Dwellingup Training Centre. Applicants were interviewed and assessed for suitability to complete both the second year of the two-year cadet Scholarship and approximately four units of the first-year TAFE course, via external studies. In 1996, the scholarship was reintroduced and since then nine wages employees have successfully completed or are currently studying the Certificate IV in Land Management, offered by TAFE.

In its new form, the Executive Director's Scholarship for Study Assistance is designed to encourage wages employees to take on post-secondary studies, by providing the successful applicant with both financial support and study time to ease the heavy burden of combining work and study.

Successful applicants who make the decision to withdraw from their course of study may be required to make a pro-rata refund of the monies allocated by the Department.

Process

The scholarship is again offered for 2003 to allow wages employees to enter a range of field officer positions. The process for awarding of the scholarship is as follows:

- The Executive Director's Study Assistance Scholarship will be advertised annually in September/October, inviting interested permanent wages employees to apply in writing. **Applications close on 1st October 2003.**
- Applicants will be interviewed and assessed via the Australian Council for Educational Research (ACER) aptitude tests to ascertain each applicant's suitability to study at either the certificate or tertiary level.

Scholarships

- The successful applicant is provided with quarterly instalments of \$250 over the four-year TAFE course of study, or \$333 over the six-year tertiary course of study. That is a total of \$8000 for the tertiary Scholarship and \$4000 for the TAFE course. These instalments should adequately cover campus fees, books, stationery, stamps and incidental costs associated with external study and contribute towards the cost of Higher Education Contribution Scheme (HECS).
- The successful applicant will receive the support of the District/Branch manager in approving five hours per week for study leave during college semesters. Office space and access to a Departmental computer will be provided if available.

For further information on the Executive Director's Study Assistance Scholarship, interested wages employees should contact the Training Centre, Dwellingup on (08) 95381200 or fax (08) 95381244 or alanby@calm.wa.gov.au

Scholarships

Executive Director's Career Development Scholarship

All Departmental people are encouraged to study and complete formal qualifications relevant to their position within the Department. To assist Departmental people to enter post secondary education qualifications, Corporate Executive has allocated funds totalling up to \$20,000 to be made available annually for undergraduate and postgraduate study assistance. A further amount up to \$10,000 is available for Career Development opportunities, including but not limited to tertiary studies, for people from a range of Diverse groups within the Department. Applicants must clearly indicate within the application intent of the application, ie study or diversity. Administration of the funds and the scholarship scheme is the responsibility of People Services Branch.

Departmental people are requested to apply using the Application for the Executive Director's Career Development Program form. The applicant must indicate the units they propose to study for that given year. All applicants must provide a signature from a nominator (someone who is familiar with the applicant and can provide a detailed appraisal) supporting their application and **must support your application with documented evidence of enrolment and course fees.**

Departmental people wishing to embark on undergraduate studies are encouraged to pursue courses that offer the study material in external study mode. However, Career Development and time off to attend lectures may be granted to Departmental people subject to the course of study not being available in external study mode or after work hours.

Study leave provisions are detailed in awards as appropriate.

The relevance of the course of study to a future career within the Department and the merit of the application will be the main criteria used by a panel which will be assessing and making recommendations on the application. The selection panel will also ensure that the number of people attending the courses of study at any one time shall not unduly interfere with the work of the district, region, branch or business unit. Scholarship funds will only be made available to those people studying an award course i.e. Certificate IV, Undergraduate course. No funds will be made available for short courses (i.e. Australian Institute of Management AIM) or similar courses. The Department may pay in advance financial support, to a **maximum** of \$500 per semester as assistance, to each applicant on an approved study Scholarship.

Scholarships

Sufficient documentary evidence of fees associated with the course of study **must** accompany the Executive Director's Career Development Form. Upon completion of each semester's scholarship the employee is to provide adequate proof of completion, i.e. a Statement of Academic Record.

Successful applicants who make a the decision to withdraw from the their course of study may be required to make a pro-rata refund of the monies allocated by the Department.

The Executive Director's Career Development Scholarship also caters for the range "Diverse Groups", within the Department. The Australian population includes indigenous people, people from racially and ethnically diverse backgrounds, including non-English-speaking backgrounds, and people with disabilities. Overall the Department's workforce, particularly at senior levels and the wages workforce have much less diversity than the Australian population. Diversity is important if the Department is to reflect the full range of positive values held by society and serve all our customers well.

The Department is statistically not alone as this problem exists across government. State Government policy on increasing diversity in the public sector workforce obliges the Department to put in place strategies which will support cultural change such as increased diversity.

A proportion of the available funds within the Executive Director's Career Development Scholarship will be committed to support development opportunities for people from a range of diverse groups. This is consistent with Government policy requiring the Department to have strategies in place to meet objectives set by the Government's Equity and Diversity Plan 2001 – 2005. This is achieved by providing Career Development opportunities for our people from diversity groups, including (but not limited to) Indigenous Australians, people with disabilities, people from culturally diverse backgrounds, and youth (people aged under twenty-five years). The allocated funding could be used to encourage and support people to enhance and develop their careers and increase their contribution to the Department's mission. Furthermore, it would provide an opportunity to develop, reward and retain knowledgable and capable people from diversity groups in the Department.

In offering this Career Development opportunity, the Department recognises that historical practices have contributed to a lack of diversity in the workplace and this opportunity provides a means by which such inequities can be appropriately addressed.

Scholarships

Successful applicants who make the decision to withdraw from their course of study or development opportunity may be required to make a pro-rata refund of the monies allocated by the Department.

Scholarships

All Departmental personnel interested in applying should follow the steps below;

Managers must ensure that all Departmental people have the opportunity to view this document. Applications must be forwarded the Co-ordinator Organisational Learning and Development, at the Training Centre, Dwellingup **no later than 1700hrs on 1st October 2003**. All enquires should be directed to the Training Centre, Dwellingup on 08 95381200 or Fax 08 95381244 or e-mail alanby@calm.wa.gov.au

Departmental people interested in applying should follow the steps below;

1. Complete the Executive Director's Career Development Scholarship Application form.
 2. Attach a schedule with a breakdown of all costs associated with the course of study. A short summary justifying your expenditure is also required.
 3. Attach a summary justifying the area of study you have chosen.
 4. Indicate **clearly** that you are applying for the "Diversity Funds" within the Career Development Scholarship
 5. Have your manager endorse your application.
 6. Have your application forwarded to your nominator for his/her support.
 7. The application is then forwarded to Co-ordinator Organisation Learning and Development, C/- Department of Conservation and Land Management Training Centre, Dwellingup no later than **1st October 2003**.
 8. All applicants will be notified by 1st December 2003
- Applications are then collated and assessed by the Training Centre and then forwarded to the Executive Director for approval.

Scholarships

Sciences Scholarship

In Memory of Statement

The scholarship is in memory of the late Dr George Malajczuk who passed away in January 1997 at the age of 52. George had a distinguished career with the Department. On completing his undergraduate degree with the University of Western Australia he began his career at the Harvey Office. He completed his Masters and Doctorate at Yale University. His Doctorate in applied mathematical programming techniques set the standard for many land management planning activities throughout the State.

Later, he was appointed regional leader (planning) for the Swan Region before being appointed principal economist and subsequently Director of Economics.

George was the scientific excellence underpinning a number of the Department's initiatives. It is this scientific excellence that is to be fostered and nurtured with the scholarship award.

The Sciences Scholarship is available to all Departmental people every year who have as a minimum a tertiary qualification, such as a degree or diploma. People with a higher degree such as Honours or a Masters are strongly encouraged to apply. The Scholarship is designed to provide continuing education opportunities in a range of science disciplines and has a monetary value of up to \$20 000.

Successful applicants who make the decision to withdraw from their course of study may be required to make a pro-rata refund of the monies allocated by the Department.

Scholarships

All Departmental personnel interested in applying should follow the steps below;

1. Complete the Sciences Scholarship Application form.
2. Attach a schedule with a breakdown of all costs associated with the course of study. A short summary justifying your expenditure is also required.
3. Attach a minimum of one page outlining your proposed area of study.
4. Have your manager endorse your application.
5. Have your application forwarded to your Director for his support.
6. The application is then forwarded to Co-ordinator Organisation Learning and Development, C/- Department of Conservation and Land Management Training Centre, Dwellingup no later than **1st October 2003**.

Applications are then collated and assessed by the Training Centre and then forwarded to the Executive Director for approval. All applicants will be notified by **1st December 2003**.

Past Recipients.

1998 Kevin Crane

1999 Nick D'Adamo

2000 Mike Meinema

2000 Peng Soong

2001 John Lloyd

2002 Stephen White

2003 Nicole Noakes

2003 Kylie Ryan

Scholarships

Leadership Scholarship

In Memory of Statement

The scholarship is in memory of the late Seamus Mulholland who passed away in January 1997 at the relatively young age of 32. Seamus was a brilliant economist and was heading the important plantations strategy aimed at industry development as well as helping to fight the state's salinity problems. Seamus successfully completed joint Bachelor of Science and Bachelor of Economics degrees beginning at the University of Western Australia and finishing at the Australian National University. He returned to UWA to complete his Masters of Science in Natural Resource Management.

Seamus was a well-respected leader who demonstrated a delicate balance of courage, wisdom and integrity. It is this leadership quality that is to be fostered and nurtured with the scholarship.

The Leadership Scholarship is designed to provide continuing education opportunities in a range of **management/leadership** disciplines and is available to all Departmental people.

The Scholarship is designed to provide continuing education opportunities in the leadership or management study discipline for both undergraduate and postgraduate studies. The scholarship has a monetary value of up to \$20 000.

Successful applicants who make the decision to withdraw from their course of study may be required to make a pro-rata refund of the monies allocated by the Department.

Scholarships

All Departmental personnel interested in applying should follow the steps below;

1. Complete the Leadership Scholarship Application form.
2. Attach a schedule with a breakdown of all costs associated with the course of study. A short summary justifying your expenditure is also required.
3. Attach a minimum of one page outlining your proposed area of study.
4. Have your manager endorse your application.
5. Have your application forwarded to your Director for his support.
6. The application is then forwarded to Co-ordinator Organisation Learning and Development, C/- Department of Conservation and Land Management Training Centre, Dwellingup no later than **1st October 2003**.
7. Applications are then collated and assessed by the Training Centre and then forwarded to the Executive Director for approval.

All applicants will be notified in writing by 1st December 2003.

Past Recipients.

Stev Slavin

Peter Dans

Kellie Agar

Nigel Sercombe

Andrew Hill

Cliff Gillam

Gae Mackay

Scholarships

C. E. Lane Poole Memorial Trust Award

This Award has been named after Charles Edward Lane Poole, who was appointed Inspector-General of the Woods and Forests Department in Western Australia in 1916, and who was responsible for establishing the legal framework for the State's forestry operations.

The legal framework was the 1918 Forests Act.

Before the Act was introduced there was no legislation to control the amount of timber cut, the place and manner of cutting, or to regenerate the forest after cutting.

When he arrived in Western Australia in 1916, Lane Poole saw the consequences of 70 years of uncontrolled felling in the State's hardwood forests and realised that without regulation the forests would be devastated within a short time.

He formulated forest management regulations that would reduce the amount of timber cut to a level the forest could sustain.

Part of his plans included dedicating all the remaining forest as State forest by an Act of Parliament, and the appointment of Forest Officers who had the legal powers to enforce the management regulations.

Against opposition from sawmilling and commercial interests, Lane Poole was successful in getting the necessary legislation through Parliament to lay the foundations for forest management.

Scholarships

Without his efforts and those of his successors it is likely that there would be little of the State's forest left today.

THE WESFI CONNECTION

The Lane Poole Memorial Trust was established to commemorate the work of Charles Edward Lane Poole and, in particular, the connection between the former Conservator of Forests and the late Thomas Cullity.

The Trust was initiated by WESFI Chairman, Denis Cullity, and developed by a Board of Trustees representing the former Forests Department and WESFI.

The current Chairman of the Board is the Acting Executive Director of the Department of Conservation and Land Management, Keiran McNamara.

The WESFI connection resulted from a belief held by Lane Poole that forestry needed to be inter-disciplinary to cater for the needs of society.

In 1917 he argued with the Commonwealth Government that research into forest products be developed in Western Australia.

As a result of his efforts, investigations into pulp and paper manufacture from eucalypts began at the Perth Technical School, where a small laboratory paper machine was built.

This work by Isaac Boas was fundamental to the birth of the pulp and paper industry in Australia.

Mr Boas went on to become the first Chief of the Division of Forest Products with the CSIRO. A timber-seasoning kiln was also installed at the School of Engineering at the University of Western Australia, in conjunction with the Forests Department and with the full support of Professor Tomlinson, the first Head of the School of Engineering.

Professor Tomlinson persuaded a final year engineering student, Thomas Cullity, to run the kiln and to use his investigations as a basis for his degree thesis in civil engineering. When Thomas Cullity graduated in 1918, Lane Poole offered him the newly created position of Utilisation Officer in the Forests Department which he held for one year before leaving to start up Millar new commercial kilns at Yarloop.

Thomas Cullity maintained an interest in forestry and timber for the rest of his life and founded Cullity Timbers in 1928 and Westralian Plywoods in 1943. From these companies WESFI was formed.

Scholarships

It is of interest to note that his life-long friend, Stanley Clarke, succeeded Mr Cullity as Utilisation Officer at the Forests Department. Stanley Clarke later became the second Chief of the Division of Forests Products, and in whose honour the Institute of Wood Science has established the Stanley A. Clarke Medal.

Since its introduction in 1983, the following employees from the Department of Conservation and Land Management and the former Forests Department, have received the C E Lane Poole Award.

PAST WINNERS

| | |
|------|---------------------------------|
| 1983 | Paul Marsh, Ray Fremlin |
| 1984 | Graeme Hutchinson |
| 1986 | Gerard van Didden, Tony Brandis |
| 1987 | Peter Keppel |
| 1989 | Greg Voigt |
| 1990 | Andre Ryansewycz |
| 1991 | Greg Mair |
| 1992 | Mervyn Smith, Derek Winters |
| 1993 | Alan Hordacre |
| 1994 | Michael Cully |
| 1995 | Tim Birmingham |
| 1996 | Bob Hingston |
| 1998 | Murray Carter |
| 2000 | Michelle Widmer |
| 2001 | John Carter |
| 2002 | Ian Dumbrell |

Scholarships

THE AWARD

The award provides financial assistance to officers of the Department to participate in courses of study that are relevant to their employment.

The Award, which covers the cost of travel, tuition and accommodation, enables the recipient to study anywhere in Australia and New Zealand for up to six weeks.

The recipient will be required to submit to the Dwellingup Training Centre a 1500-word report on the study within three months of return and will be encouraged to give a presentation where appropriate.

ELIGIBILITY

All Departmental personnel employed under the Public Service Act, and engaged in forestry management activities, are eligible to apply for the award.

Successful applicants who make the decision to withdraw from their course of study may be required to make a pro-rata refund of the monies allocated by the Department.

APPLICATIONS

Applicants must indicate to the Trustees in writing the purpose and destination of their study. A draft itinerary showing the places intended to visit, what is expected to be seen there and the estimated cost should accompany the application. The Department will assist, if necessary, in finalising the itinerary with host organisations for a successful applicant.

The application must be accompanied by a recommendation from the applicant's officer-in-charge.

All scholarship applications must be received by **1st October 2003**.

All applicants will be notified in writing by **1st December 2003**

ADDRESS your application to:

Alan Byrne
Scholarship Application
Department of Conservation and Land Management Training Centre
Dwellingup

Scholarships

Scholarship for all Departmental Women

In Honour of Statement

This scholarship honour's the work of June Craig, Western Australia's first female Minister with a conservation related portfolio and second ever female Cabinet Minister. This scholarship is designed to encourage, support and facilitate *all* women in the Department to enhance and develop their careers and increase their contribution to the Department's mission. Furthermore, it is an opportunity to develop, reward and retain knowledgeable and competent women in the Department.

It was June's life in the rural town of Dardanup, as a mother, farmer and employer of new migrants that brought to her attention the disturbing lack of community support, both materially and emotionally, for migrants and rural women. In 1972 June established the Citizens' Advice Bureau and Good Neighbour Council in Bunbury. In 1974, she became the Liberal member for the former seat of Wellington and went on to become Minister for Lands and Forests in 1977-78. She went on to become Minister for Local Government and Urban Development and Town Planning until 1983. Her strong community involvement continues to this day and has included becoming Australia's first woman National President of Save the Children Fund and Chairman of Presbyterian Ladies College. June strongly supports an education system that can encourage women to express themselves, use technology as a positive learning mechanism and provide them with the confidence to achieve their highest aspirations. In 1994 June was awarded an AM (Member in the Order of Australia) to honour her contribution to community and charities.

June Craig is a notable example of a Western Australian woman for whom contributing to the community and conserving the environment has been a way of life, a means of self-expression, and a career. This scholarship has been developed to encourage, support and facilitate all women within the Department to enhance and develop their careers and increase their contribution to the Department's mission. Furthermore, it is an opportunity to develop, reward and retain knowledgeable and competent women in the Department.

Scholarships

History of the Scholarship Western Australian people, women continue to live and care for the environment as they always have done.

In July 1999 the trust was established and formally announced by the Minister for the Environment.

Objectives of the Scholarship

The Scholarship aims to provide financial assistance towards travel or study assistance opportunities for women in the Department of Conservation and Land Management.

In 1999 Western Australia celebrated one hundred years of women's suffrage. At the same time, equally to be celebrated was the achievement of women in the environment - the story of conservation ethics in this state belongs as much to women as to men. As the fight went on to bring true representation to the

The scholarship has a monetary value of up to \$20,000 per year and can be awarded to an individual or a number of Departmental women who wish to further their study assistance opportunities. Applications shall be accepted for the following areas;

- ♦ Continuous learning via undergraduate or post graduate studies
- ♦ Study or sabbatical leave
- ♦ Attending professional development Scholarships such as the Leadership Development Scholarship conducted at Monash University in Mt Eliza, Victoria
- ♦ Research funding
- ♦ Participating in seminars or workshops
- ♦ Participating in exchange scholarships at the national and international level

All women within the Department are encouraged to apply for the Award regardless of their academic background or current position within the Department. To encourage women within the Department to develop their careers corporate funds totalling up to \$20 000 will be made available annually for the scholarship.

Women within the Department will be requested to apply in October, for the following calendar year, using the scholarship Application Form. The applicant must clearly indicate the purpose and intent of the Award and provide documentation supporting their application. **The scholarship will not be offered to previous recipients in consecutive years.**

Scholarships

Sufficient documentary evidence of fees associated with the proposal must accompany the application form. Successful applicants who make a conscience decision to withdraw from their course of study may be required to make a pro-rata refund on the monies allocated by the Department.

Recipients will be required to submit to their Director and the Dwellingup Training Centre a 1500-word report on the outcomes of the award within three months of return and will be encouraged to give a presentation where appropriate.

Departmental women interested in applying should follow the steps below;

1. Complete the Scholarship Application form.
2. Attach a schedule with a breakdown of all costs associated with the proposal. A short summary justifying your expenditure is also required.
3. Prepare a minimum of one page outlining your proposal.
4. Have your application forwarded to your nominator for his/her support.
5. The application is then forwarded to Co-ordinator Organisation Learning and Development, C/- Department of Conservation and Land Management Training Centre, Dwellingup no later than **1st October 2003**.

Applications are then collated and assessed by the Training Centre and then forwarded to the Executive Director for approval. Applicants both success and unsuccessful will be informed by mid December 2003.

PAST RECIPIENTS

2000

JUNE ELLIS CAROL DYMOND DR JAY GOMBOSO
DONNA GREEN ELIZABETH MOORE

2001

CHRISTINE GILBERT JENNIE CARY DR JAY GOMBOSO
ANNE COCHRANE ANN-MARIE O,CALLAGHAN

2002

TAMMIE REID INGRID HUNT CHERYL COWELL
LAURA BECK. DR MARGARET BYRNE

2003

Brenda Smith
Kath White

Stella King
Leonie Monk

Chontarle Pitulej
Tiffany Aberin

Self-directed Education & Training

Part H

Self-directed Education & Training

Videos and Workbooks

The Department supports progressive educational concepts, such as self-directed learning, particularly when distance, time and cost do not allow Departmental people to attend metropolitan or regional training Programs. To this end, the Department has been looking for ways to bring training courses to as many Departmental people as possible. This is accomplished by the purchase of a library of training videos and manuals for distribution to workplace centres.

The video titles are listed below:

1. The Power of Assertive Behaviour.
2. How to Successfully Manage your Time.
3. Effective Meeting Participation.
4. Team Building - a Positive Approach.
5. Courtesy, Etiquette and Attitude in the Workplace.
6. Managing Stress in the Workplace.
7. Effective Report Writing.
8. Performance and Development Review
9. Coaching for Improved Performance
10. Setting goals and objectives
11. Giving and receiving feedback
12. Delivering Successful Presentations

On-line Learning Opportunities

People Services Branch has recently invested in two on-line learning programs to complement the IDAPES workshops. The program details are as follows;

1. **Improving Staff Performance**
2. **Giving Feedback**

These two online courses provide an in-depth coverage of the topics using on-screen information, self-diagnostics, exercises, templates and checklists to effect learning. The online courses take between 30mins-2hrs to complete. The online courses also contain online self-assessment for immediate and impartial feedback. Some of the attributes of the programs are:

□ **Onscreen information.**

Well presented with the aid of pictures and diagrams.

□ **Self diagnostics.**

Multiple choice questions with immediate results and interpretation of your performance.

Self-directed Education & Training

On-line Learning Opportunities

- **Exercises**

Are given to complete and reinforce the theory, normally in the form of a worksheet.

- **Templates.**

Useful templates that can be used in the workplace to effect effective management.

- **Checklists.**

To follow your progress through the training, particularly if you do it over more than one session.

- **Assessment.**

10 Multiple choice questions. Results are immediate and questions that you got right and wrong identified with links to relevant text.

Departmental people wishing to participate in this on-line learning opportunity should use the Intranet - locate Corporate Services, locate People Services Branch, Locate Organisation Learning and finally locate IDAPES Information.

Feedback on the usefulness of the program and any enquires should be forwarded to Mr Peter Hill on 95381200 or peterhi@calm.wa.gov.au

To order the above videos, please contact the training staff on (08) 9538 1200, FAX (08) 9538 1244 or E-mail address alanby@calm.wa.gov.au Videos will be loaned for a two-week period.

Feedback Sheet

Part I



Feedback Sheet

Title of session _____ Date _____

What were the key ideas in this session?

What aspects of this session worked best for you and why?

What aspects of this session would you have changed? What would have you added?

Have you any further comments that you would like to address to the individual presenter(s)

Please use this scale to give your overall view of the session. Please block out one circle for each answer

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Not at all | | | | Excellent |
| 1. Was the subject matter relevant to your needs | <input type="radio"/> |
| 2. How effective was the style of the session? | <input type="radio"/> |
| 3. How useful were the teaching aids, overheads, handouts, exercises, props? | <input type="radio"/> |
| 4. Did the presenter(s) encourage an interactive exchange with the participants? | <input type="radio"/> |

Have you any comments that you would like to make to express to the organisers?

Your name (optional) _____

Index

Part J

Index

Field Operations

- Bulldozer Operators 20
- Cave Guiding Course 20
- Chainsaw Maintenance and Handling 10
- Contract Applicators' Course 24
- Department of Conservation and Land Management Outback Safety and Bushcraft Course 21
- Designing Interpretive Activities and Ecotours Workshop 19
- Driver Training (Light Vehicles 4 x 4) 10
- Driver Training (Heavy Duty 4 x 4) 12
- Field Surveying 15
- Firearms Safety 19
- Introductory Course for Volunteer Management 20
- Law Enforcement Training 13
- Leading Teams: A Professional Development Program for Overseers and Supervisors 22
- Recreation Planning and Management 17
- Verbal Judo 23

Courses in Health and Safety

- CALMsafe 26
- First Aid Training 27
- Health and Fitness 27

- Occupational Health and Safety Representatives 30
- Occupational Health and Safety for Supervisors/Safety Co-ordinators 29
- Occupational Safety and Health Management 27
- Pesticides Application and Safety Course 30
- Visitor Risk Management 28
- 1080 Authorisation – Risk Assessment and Approval 30
- 1080 Authorisation – Use and Possession 31

Courses in Nature Conservation

- Conservation of Altered Landscapes 34
- Fauna Management 33
- Flora Management Course 32
- *Phytophthora cinnamomi* Detection, Diagnosis, and Mapping (Interpretation) Course 37
- *Phytophthora cinnamomi* Hygiene Course for Local Government Authorities 38
- *Phytophthora cinnamomi* Hygiene Course for Operators 39
- *Phytophthora cinnamomi* Management Course 35

Courses in Marine Qualifications

| | |
|--------------------------|----|
| • Coxswain's Certificate | 41 |
| • Open Water Dive | 40 |
| • Rescue Diver | 40 |
| • Small Craft Safety | 42 |

Courses in Forest Resources

| | |
|--|----|
| • Apply tree jacking techniques | 44 |
| • Coupe Certification | 44 |
| • Coupe Demarcation | 43 |
| • Log Grading | 43 |
| • Logging Operation Information Systems LOIS (1 day) | 45 |
| • Logging Operation Information Systems LOIS (2 ½ days) | 45 |
| • Hardwood Silviculture | 49 |
| • Harvest Trees Manually (Basic Faller Course) | 45 |
| • Harvest Trees Manually (Intermediate Faller Course) | 46 |
| • Harvest Trees Manually (Advanced Faller Course) | 47 |
| • Safety Certificate Course (Management and Supervisors) | 48 |
| • Softwood Tree Marking | 49 |
| • Timber Drying Course – Manager Timber Technology | 48 |

Plantations Group Courses

| | |
|--------------------------|----|
| Plantation Establishment | 50 |
|--------------------------|----|

Courses in Fire Management

| | |
|--------------------------------|----|
| • Advanced Incident Leadership | 52 |
| • Air Attack Supervisor | 73 |

| | |
|---|----|
| • Aircraft Navigator | 70 |
| • Basic Fire Awareness | 64 |
| • Basic Firefighter | 62 |
| • Fire Management Within the Department of Conservation and Land Management | 70 |
| • Fire Weather | 69 |
| • Fireline Construction with Machines | 63 |
| • Fire Operations 1 | 58 |
| • Ground Controller (Water Bombing) | 74 |
| • Helitorch Operations | 73 |
| • Incendiary Machine Operator (Aircraft Burning Operations) | 72 |
| • Incident Control System | 56 |
| • Incident Planning | 53 |
| • Information Services Unit Management | 67 |
| • Level 1 Fire Fighter | 61 |
| • Level 2 Fire Fighter | 59 |
| • Logistics Management | 54 |
| • Management Support Unit Management | 68 |
| • Operational Management | 55 |
| • Prescribed Burning 1 | 57 |
| • Resources Unit Management | 66 |
| • Situation Unit Management | 65 |
| • Water Bomber Refiller | 75 |

Courses in Corporate Training

| | |
|---|----|
| • Aboriginal Cultural Awareness Program | 84 |
| • Certificate III in Government Purchasing Management | 85 |
| • Certificate IV in Assessment and Workplace Training | 80 |
| • Certificate IV in Procurement and Contracting | 85 |

| | |
|--|----|
| • Convenors of Selection Panels – Roles and Responsibilities | 76 |
| • Conversing with the Community | 83 |
| • Diploma of Training and Assessment Systems | 81 |
| • Heritage Management Course | 84 |
| • Human Resource Management – The Role and Responsibilities of Members of Selection Panels | 76 |
| • IDAPES training | 76 |
| • Introduction and Overview of Public Participation – A Condensed Version of the Two-day Introductory Workshop | 88 |
| • Job Application and Interview Skills | 77 |
| • Public Participation | 84 |
| • Tools and Techniques for Public Participation | 88 |
| • Train Small Groups | 77 |
| • Working More Effectively With Groups – A Public Participation Toolkit | 88 |
| • Workplace Training Course | 78 |
| • Workplace Assessment | 79 |

Courses in Management and Leadership

| | |
|---|----|
| • Effective Manager Program | 91 |
| • Leadership and Organisational Development Program | 92 |

Undergraduate and Postgraduate Courses

| | |
|--|----|
| • Certificate IV in Conservation and Land Management | 97 |
|--|----|

Scholarships

| | |
|---|-----|
| • C. E. Lane Poole Memorial Trust Award | 110 |
| • Executive Director's Scholarship for Study Assistance | 100 |
| • Executive Director's Career Development Scholarship | 102 |
| • Leadership Scholarship | 108 |
| • Sciences Scholarship | 106 |
| • Scholarship for all Departmental Women | 114 |



Department of Conservation and Land Management
Training Centre Dwellingup

Visit NatureBase www.naturebase.net



DEPARTMENT OF
Conservation
AND LAND MANAGEMENT
Conserving the nature of WA



DRAFT

**EQUAL EMPLOYMENT OPPORTUNITY AND
DIVERSITY MANAGEMENT PLAN**

2003 - 2005

FOREWORD

The Department of Conservation and Land Management is an Equal Opportunity employer committed to achieving greater workforce diversity. Our Equal Employment Opportunity (EEO) and Diversity Management Plan 2003 – 2005 aims at effecting a corporate culture that embraces and values a diverse workforce and an inclusive work environment that is free from discrimination and harassment.

The concept of diversity was introduced as State Government policy in Western Australia in 1995. Workplace diversity refers to the rich mosaic of people who bring a range of backgrounds, perspectives, beliefs and values as assets to the organisation to which they belong. It enhances and goes beyond the traditional concepts of EEO, which relate largely to women, Indigenous Australians, people with disabilities and people from culturally diverse backgrounds. It is inclusive of a variety of factors that people bring to the workplace including skills and abilities, education levels, personal values, religious beliefs, age, personality traits, and family and social backgrounds.

Our EEO and Diversity Management Plan has been developed in consultation with a wide range of employees throughout the Department from different locations, levels and streams including Indigenous Australians, women, men, people with disabilities, people from culturally diverse backgrounds, youth and mature workers.

We look forward over the next few years to achieving positive outcomes in EEO and diversity through the strategies contained in the Plan, thereby maximising the potential of each of our people and ensuring a work environment that is inclusive of all.

Keiran McNamara
A/Executive Director

ACKNOWLEDGMENTS

The preparation of the Department's EEO and Diversity Management Plan 2003 – 2005 was coordinated by the Equity and Diversity Taskforce, consisting of Caris Bailey (Chair), Tracey Rankin (Executive Officer), Mike Choo, Tania Donovan, Sue McKenna, Ric Althuizen, Jennie Cary, Drew Griffiths, Noel Nannup, and Pat Collins.

The final plan has also benefited from comments and suggestions received from a number of employees throughout the Department, including members of the CALMpeople Reference Group, the Grievance Contact Officer Network, the Disability Services Planning Committee, the Corporate Executive Taskforce on Aboriginal Employment and the Indigenous Heritage Unit. Their advice and feedback are appreciated and gratefully acknowledged.

INTRODUCTION

The Department's EEO and Diversity Management Plan 2003 – 2005 has been developed to meet our corporate objectives of maintaining community involvement and support, and improving the way we do business. In addition, it has been devised to provide for effective management of our diverse workforce, to assist us to meet diversity objectives identified in our Equity and Diversity Plan 2001 – 2005, and to enable us to meet our obligations under the *WA Equal Opportunity Act, 1984*.

Benefits of Effectively Managing Workplace Diversity

Over recent years, there has been increasing recognition that organisational effectiveness can be linked to the successful management of workplace diversity. Specific performance benefits include:

- increased productivity;
- increased ability to attract and retain superior employees;
- greater creativity and innovation; and
- improved customer service.

On the other hand, poor management of diversity is associated with such factors as lower productivity, increased staff turnover and higher absenteeism.

Research also suggests that organisations are less likely to succeed in effectively managing a diverse workforce unless they have appropriate plans and strategies in place.

Effectively managing diversity involves making the most of all of the talent available to an organisation to improve overall performance.

Equity and Diversity Management Plan

The State Government has developed an Equity and Diversity Plan for the Public Sector Workforce 2001 – 2005. This is in line with its commitment to develop a public sector workforce which is representative of the Western Australian community at all levels of employment. The Department's Equity and Diversity Plan 2001 – 2005 contains objectives for improving the representation and/ or distribution of Indigenous Australians, women, people from culturally diverse backgrounds, people with disabilities and youth.

These are summarised in the table below:

| Improved Distribution of Women | 2001 Actual | | 2003 Objective | | 2005 Objective | |
|--|-------------|--------------|----------------|--------------|----------------|--------------|
| Distribution (Equity Index) | 38 | | 40 | | 46 | |
| Management Tiers 2 & 3 | 4.6% | | 7.7% | | 10.8% | |
| | | | | | | |
| Greater Workforce Diversity | 2001 Actual | | 2003 Objective | | 2005 Objective | |
| | Workforce % | Equity Index | Workforce % | Equity Index | Workforce % | Equity Index |
| Indigenous Australians | 2.0% | 25 | 4.9% | 9 | 6.7% | 11 |
| People from culturally diverse backgrounds | 0.2% | N/A | 1.6% | 44 | 3.3% | 43 |
| People with disabilities | 1.6% | 263 | 1.9% | 206 | 2.5% | 140 |
| Youth | 6.5% | N/A | 6.9% | N/A | 7.7% | N/A |

Further information about the Department's Equity and Diversity Plan 2001 – 2005 can be found on the CALMweb at the following address:

<http://calmweb.calm.wa.gov.au/drb/csd/hrb/equity/equitydiversityplan2001-2005.pdf>

The EEO and Diversity Management Plan contains strategies designed to assist the Department in achieving these diversity objectives. Indigenous Australians and women have been particularly recognised in the Department as two key groups who are under-represented and unevenly distributed in the Department. However, it is important to understand that the Plan has a broad application that extends beyond the achievement of objectives for specific diversity groups, and is inclusive of strategies that aim to maximise the potential and well-being of **all** employees.

Indigenous Australians and women are considered key diversity groups because:

- Given the Department's mission to manage the lands and waters of Western Australia, and to conserve its biodiversity, the lack of representation of Indigenous Australians (as traditional custodians) across all levels of the Department is a significant concern. The wealth of knowledge that Indigenous Australians can contribute to the Department is considerable. Indigenous Australian employees are essential in policy development, management, service delivery, and in the field if the Department is to fully achieve its mission and corporate objectives.
- Given that women comprise 52% of the population but make up only one third of total numbers in the Department, and that there are no women substantively employed above Level 7, the under-representation of women, particularly at senior levels is also of concern. Women have a range of skills, knowledge, experience and leadership styles that are not being fully utilised in the Department. Women employees at all levels of the organisation are essential to tap into the full range of talent and achieve a gender-balanced perspective.

WA Equal Opportunity Act 1984

Under clause 145(1) of the WA Equal Opportunity Act 1984, the Department is required to prepare an Equal Opportunity Management Plan. The objectives of the Management Plan are to provide a framework to ensure that the Department:

- eliminates discrimination on the grounds of sex, marital status, pregnancy, race, religious conviction, political conviction, impairment, family responsibility/status, age, sexual orientation and gender history; and
- promotes equal opportunity for all persons.

PLANNING FOR THE EFFECTIVE MANAGEMENT OF WORKFORCE DIVERSITY

Planning process

The planning process for this Plan was guided by the Office of Equal Employment Opportunity's *Equity and Diversity: Planning and Strategies*.

The following steps were taken:

- Data relevant to diversity was collected from Departmental policies, plans, surveys, consultations and reports.
- Current work policies, practices and procedures were reviewed through an examination of Departmental data to identify incentives and barriers to diversity and other key issues.
- Relevant policies, plans and approaches developed by other organisations to address diversity were examined.
- Strategies were developed to maintain incentives, overcome barriers and address other diversity issues identified as relevant to the Department.
- Performance measures and targets were set for the achievement of outcomes.
- Strategies for monitoring and evaluating progress were devised.
- People responsible for implementing the Plan were determined.

Legislation

Principles of equality as espoused in the plan are supported by the following legislation:

- Western Australian Equal Opportunity Act (1984)
- Human Rights and Equal Opportunity Commission Act (1984)
- Racial Discrimination Act (1975)
- Affirmative Action Act (1984)
- Sex Discrimination Act (1984)
- Disability Discrimination Act (1992)
- Spent Conviction Act (1988)
- Public Sector Management Act (1994)

Plan Review and Monitoring

The EEO and Diversity Management Plan is not a static document. Diversification is a gradual process, and fresh ideas for improved management of diversity are likely to become apparent during the lifetime of the Plan. The evaluation component is based on a strategy of monitoring and allowing for continuous improvement, resulting in amendments to the plan in light of experience, new research and better awareness.

Progress will be reviewed on a quarterly basis using the performance measures of stated strategies and target timeframes. Updates on progress will be made available throughout the Department. The effectiveness of implemented actions will be assessed and summarised in the Annual Report.

A comprehensive evaluation of the Plan will be undertaken in 2005 as part of the review process for preparation of the Department's subsequent EEO and Diversity Management Plan.

Responsibility for Successful Implementation

All employees, or groups of employees, such as managers, with responsibilities listed in the Plan will receive a summary of the Plan listing only those strategies for which they are responsible. This will make it easier for people to see quickly and clearly what actions they need to take to ensure successful implementation of the Plan, and to monitor progress.

In addition, an EEO and Diversity Committee will be formed to oversee successful implementation of the Plan, including monitoring and reporting on progress and recommending modifications to the Plan as appropriate.

Framework

The Director of Equal Opportunity in Public Employment has provided an Outcome Standards Framework from which the outcomes, standards and objectives for this Department have been developed under the following headings:

- Workplace Culture and Accountability
- Workplace Practices Support Equity and Diversity
- An Equitable and Diverse Workforce Profile.

OUTCOME 1

Workplace Culture and Accountability

We value and have clear management accountability for EEO and diversity. There is an inclusive work environment that is free from sexual and racial harassment, and harassment due to any of the grounds covered by equal opportunity legislation.

STANDARD 1.1 We have accountable mechanisms in place for the achievement of EEO and diversity outcomes.

Objective 1 To include EEO and diversity outcomes in the Department's corporate, strategic and operational plans.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|--|--|--|----------|
| <p>Integrate EEO and diversity principles and objectives into all of the Department's organisational plans.</p> <ul style="list-style-type: none"> • Include need for plans to integrate EEO and diversity principles into IDAPES guidelines as a measure of success in EEO and diversity. • Check plans to ensure principles are included. | <p>Plans containing EEO and diversity principles and objectives developed and implemented.</p> <ul style="list-style-type: none"> • Need for plans to integrate EEO and diversity principles included in IDAPES guidelines. • Plans checked. | <p>Corporate Executive</p> <ul style="list-style-type: none"> • Coordinator Organisational Learning & Development • Corporate Executive / Managers | <p>Ongoing</p> <ul style="list-style-type: none"> • October 2003 • Ongoing | |
| <p>Include EEO and diversity principles in all policy and planning decisions.</p> <ul style="list-style-type: none"> • Include need for policy and planning decisions to include EEO and diversity principles into IDAPES guidelines as a measure of success in EEO and diversity. | <p>Decisions reflect EEO and diversity principles.</p> <ul style="list-style-type: none"> • Need for policy and planning decisions to include EEO and diversity principles included in IDAPES guidelines. | <p>Corporate Executive / Managers</p> <ul style="list-style-type: none"> • Coordinator Organisational Learning & Development | <p>Ongoing</p> <ul style="list-style-type: none"> • October 2003 | |

STANDARD 1.1

Objective 1 (cont.)

To include EEO and diversity outcomes in the Department’s corporate, strategic and operational plans.

| | STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|--|---|---|---|----------|
| | <p>Ensure EEO and diversity principles are incorporated into People Services strategic and operational plans.</p> <ul style="list-style-type: none"> • Check plans to ensure principles included. <p>Prepare EEO Yearly Report showing current diversity data against objectives set in the Equity and Diversity Plan 2001 – 2005. Make Report available to all employees.</p> <p>Provide EEO Yearly Report to Office of Equal Employment Opportunity (OEEO).</p> | <p>Inclusion of principles in People Services strategic and operational plans.</p> <ul style="list-style-type: none"> • Plans checked. <p>Report prepared. Report made available on the CALMweb and employees advised accordingly.</p> <p>Report provided to OEEO.</p> | <p>Manager People Services</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant <p>Policy & Diversity Consultant</p> <p>Executive Director</p> | <p>Ongoing</p> <p>Annually</p> <p>Annually – meet timeframes imposed by OEEO.</p> | |

STANDARD 1.1

Objective 2

To include EEO and diversity principles in Job Description Forms (JDFs).

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|-----------------------------|----------------|----------|
| <p>Ensure all JDFs for advertised managerial or supervisory positions contain an essential criterion of “Demonstrated understanding of Equal Employment Opportunity and diversity management principles and practices.”</p> <ul style="list-style-type: none"> • Check JDFs for inclusion of criterion. | <p>JDFs for all advertised managerial and supervisory positions contain the essential criterion.</p> <ul style="list-style-type: none"> • JDFs checked and amended as necessary. | <p>Consultant Personnel</p> | <p>Ongoing</p> | |
| <p>Include this criterion in all JDFs for new positions, and current positions upon review, that are managerial or supervisory.</p> <ul style="list-style-type: none"> • Check JDFs for inclusion of criterion. | <p>JDFs for new and reviewed managerial or supervisory positions contain the essential criterion.</p> <ul style="list-style-type: none"> • JDFs checked and amended as necessary. | <p>Consultant Personnel</p> | <p>Ongoing</p> | |
| <p>Ensure that all JDFs for advertised non-supervisory positions classified at Level 2 or above contain an essential criterion of “Awareness of Equal Employment Opportunity and diversity principles”</p> <ul style="list-style-type: none"> • Check JDFs for inclusion of criterion. | <p>JDFs for all advertised non-supervisory positions classified at Level 2 or above contain the essential criterion.</p> <ul style="list-style-type: none"> • JDFs checked and amended as necessary. | <p>Consultant Personnel</p> | <p>Ongoing</p> | |
| <p>Include this criterion in all JDFs for new positions, and current positions upon review, that are non-supervisory and classified at Level 2 or above.</p> <ul style="list-style-type: none"> • Check JDFs for inclusion of criterion. | <p>JDFs for new and reviewed non-supervisory positions classified at Level 2 or above contain the essential criterion.</p> <ul style="list-style-type: none"> • JDFs checked and amended as necessary. | <p>Consultant Personnel</p> | <p>Ongoing</p> | |

STANDARD 1.1

Objective 2 (cont.)

To include EEO and diversity principles in Job Description Forms (JDFs).

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|-----------------------------|----------------|----------|
| <p>Ensure all JDFs for advertised managerial or supervisory positions include responsibility for managing diversity in the duty statement.</p> <ul style="list-style-type: none"> • Check JDFs for inclusion of this responsibility. | <p>JDFs for all advertised managerial and supervisory positions contain responsibility for managing diversity.</p> <ul style="list-style-type: none"> • JDFs checked and amended as necessary. | <p>Consultant Personnel</p> | <p>Ongoing</p> | |
| <p>Include this responsibility in all JDFs for new positions, and current positions upon review, that are managerial or supervisory.</p> <ul style="list-style-type: none"> • Check JDFs for inclusion of this responsibility. | <p>JDFs for new and reviewed managerial or supervisory positions contain responsibility for managing diversity.</p> <ul style="list-style-type: none"> • JDFs checked and amended as necessary. | <p>Consultant Personnel</p> | <p>Ongoing</p> | |
| <p>Ensure all JDFs for advertised non-supervisory positions classified at Level 2 or above include responsibility for working effectively in a diverse workforce in the duty statement.</p> <ul style="list-style-type: none"> • Check JDFs for inclusion of this responsibility. | <p>JDFs for all advertised non-supervisory positions classified at Level 2 or above contain responsibility for working effectively in a diverse workforce.</p> <ul style="list-style-type: none"> • JDFs checked and amended as necessary. | <p>Consultant Personnel</p> | <p>Ongoing</p> | |
| <p>Include this responsibility in all JDFs for new positions, and current positions upon review, that are non-supervisory and classified at Level 2 or above.</p> <ul style="list-style-type: none"> • Check JDFs for inclusion of this responsibility. | <p>JDFs for new and reviewed non-supervisory positions classified at Level 2 or above contain responsibility for working effectively in a diverse workforce.</p> <ul style="list-style-type: none"> • JDFs checked and amended as necessary. | <p>Consultant Personnel</p> | <p>Ongoing</p> | |

STANDARD 1.1

Objective 3

To include EEO and diversity principles and criteria as a key result area in supervisors' and managers' development cycle.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|--|--|----------|
| <p>Ensure that guidelines for the Individual Development and Performance Enhancement System (IDAPES) indicate EEO and diversity as a key result area for managers and supervisors.</p> <ul style="list-style-type: none"> • Check guidelines include EEO and diversity as a key result area. <p>Ensure that EEO and diversity training and performance assessment are included in IDAPES planning and review meetings for all employees.</p> <ul style="list-style-type: none"> • Conduct audit on IDAPES records to determine frequency of inclusion, and make results available to managers. | <p>EEO and diversity included as a key result area for managers and supervisors in IDAPES guidelines.</p> <ul style="list-style-type: none"> • Guidelines checked. <p>EEO and diversity training and performance assessment are included in IDAPES planning and review meetings for all employees.</p> <ul style="list-style-type: none"> • Audit conducted and results made available to managers. | <p>Coordinator Organisational Learning & Development</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant <p>Managers</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant | <p>October 2003</p> <ul style="list-style-type: none"> • December 2003 <p>Ongoing – to commence by January 2004</p> <ul style="list-style-type: none"> • December 2004 | |

STANDARD 1.1

Objective 4

To ensure our EEO and Diversity Management Plan is successfully implemented.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|--|----------------------------|--|----------|
| <p>Establish EEO and Diversity Committee to meet quarterly to:</p> <ul style="list-style-type: none"> ➤ review quarterly Plan updates and monitor progress in achieving objectives; ➤ keep informed of new developments in EEO and diversity; ➤ recommend modifications to the Plan as appropriate; ➤ develop additional strategies for implementing the Plan as necessary; ➤ report on outcomes achieved. <p>Provide additional administrative support to assist with plan implementation and monitoring and reporting on progress.</p> | <p>Committee established and meetings held quarterly.</p> <ul style="list-style-type: none"> ➤ Quarterly Plan updates reviewed and progress monitored. ➤ Department kept abreast of new developments in EEO and diversity. ➤ Plan is modified as appropriate. ➤ Additional strategies are developed as necessary. ➤ A summary of outcomes achieved is included in the Annual Report. <p>Additional administrative support provided.</p> | <p>Corporate Executive</p> | <p>October 2003</p> <ul style="list-style-type: none"> ➤ Ongoing ➤ Annually <p>Ongoing</p> | |

STANDARD 1.2

We have an inclusive workplace culture that is committed to and promotes EEO and diversity.

Objective 5

To ensure EEO and diversity information, including achievements, is regularly communicated to all employees, and promoted inside and outside the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|--|--|----------|
| <p>Promote EEO and Diversity Management Plan throughout the Department.</p> <ul style="list-style-type: none"> • Place Plan on CALMweb. • Provide quarterly updates of Plan showing progress on CALMweb. • Inform employees via broadcast email and managers about the current Plan, and whenever the Plan is updated. <p>Promote Departmental and employee involvement in significant events that celebrate diversity such as Harmony Day, Family Week, International Women’s Day, etc.</p> <ul style="list-style-type: none"> • Advise employees of events. • Keep record of events in which the Department is involved. <p>Use appropriate media such as Conservation News and InterSector to publicly promote equity and diversity and actively communicate diversity achievements including awards within and outside the organisation.</p> | <p>Current Plan is accessible via the CALMweb.</p> <ul style="list-style-type: none"> • Plan placed on CALMweb. • Plan updated - updates placed on CALMweb. • Employees are advised about the current Plan, and whenever the Plan is updated. <p>Departmental and employee involvement in at least 3 significant diversity events per year.</p> <ul style="list-style-type: none"> • Employees advised. • Record kept. <p>Every edition of Conservation News includes at least one article that promotes equity and diversity. At least five such articles per year submitted to external media such as InterSector.</p> | <p>Policy & Diversity Consultant</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant / Managers <p>Corporate Executive</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant <p>Director Strategic Development & Corporate Affairs</p> | <ul style="list-style-type: none"> • October 2003 • Quarterly • October 2003 & thereon quarterly <p>As diversity events arise.</p> <ul style="list-style-type: none"> • To commence July 2003 <p>Ongoing</p> | |

STANDARD 1.2

Objective 5 (cont.):

To ensure EEO and diversity information, including achievements, is regularly communicated to all employees, and promoted inside and outside the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|---|--|----------|
| <p>Incorporate EEO and diversity awareness and best practice workshops and seminars into meetings, training sessions and other forums eg. Administration Seminar, Senior Managers meetings, District/Regional meetings, etc.</p> <ul style="list-style-type: none"> • Advise all employees of this requirement and provide contact details of suitable training providers. • Survey managers to obtain number of workshops held annually. <p>Ensure diversity issues are regularly included as agenda items for meetings of senior management.</p> <ul style="list-style-type: none"> • Check agendas for inclusion. <p>Maintain an Equity and Diversity site on the CALMweb with capacity for employees to email comments. Ensure site is updated regularly, advise employees of updates and refer comments to EEO and Diversity Committee.</p> | <p>EEO and diversity awareness and best practice workshops and seminars incorporated into at least 5 meetings, training sessions and other forums per year.</p> <ul style="list-style-type: none"> • All employees advised. • Managers surveyed. <p>Diversity issues are regularly included as agenda items for meetings of senior management.</p> <ul style="list-style-type: none"> • Agendas checked for inclusion. <p>Equity and Diversity site is maintained and updated regularly, and comments referred to the EEO and Diversity Committee.</p> | <p>Managers</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant <p>Corporate Executive</p> <p>Policy & Diversity Consultant</p> | <p>Ongoing</p> <ul style="list-style-type: none"> • May 2004 • July 2005 <p>Ongoing</p> <p>Ongoing</p> | |

STANDARD 1.2

Objective 6

To ensure the diversity of all employees is valued and respected and their needs recognised and supported.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|--|--|--------------------------------|----------|
| <p>Ensure that all employees have access to opportunities for transfer, secondment, acting, promotion, mentoring and training.</p> <ul style="list-style-type: none"> • Consider all requests for transfer, secondment, acting, promotion, mentoring and training and accommodate these wherever possible. • Advertise all permanent vacancies externally. • Seek Expressions of Interest for long term acting opportunities. • Regularly promote information about available mentoring and training throughout the Department. | <p>All employees have access to opportunities for training, transfer, secondment, acting and promotion.</p> <ul style="list-style-type: none"> • All requests considered and where possible accommodated. • All permanent vacancies advertised externally. • Expressions of Interest sought. • Information about training is promoted regularly throughout the Department. | <ul style="list-style-type: none"> • Managers • Manager Workforce Services & Planning • Coordinator Organisational Learning & Development | <p>Ongoing</p> | |
| <p>Conduct regular employee surveys to obtain views on workplace policies and practices and take action to address areas of concern.</p> <ul style="list-style-type: none"> • Maintain record of surveys conducted and action taken to address concerns. | <p>A least 2 surveys conducted.</p> <p>Appropriate action taken</p> <ul style="list-style-type: none"> • Record maintained. | <p>Corporate Executive / Manager People Services</p> | <p>Annually</p> <p>Ongoing</p> | |
| <p>Ensure that a diverse range of employees are consulted about and have opportunity to participate in all forums for change in the Department.</p> <ul style="list-style-type: none"> • Check that a diverse range of employees have been consulted and given opportunity to attend relevant forums before changes are approved. | <p>A diverse range of employees are consulted about & have opportunity to participate in all forums for change in the Department.</p> <ul style="list-style-type: none"> • Employee consultation and participation checked and confirmed prior to approval. | <p>Corporate Executive / Managers</p> | <p>Ongoing</p> | |

STANDARD 1.2

Objective 6 (cont.)

To ensure the diversity of all employees is valued and respected and their needs recognised and supported.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|--|--|---|----------|
| <p>Establish and promote a Departmental database of available projects and other suitable tasks that could be undertaken by employees seeking alternative work such as registered redeployees, pregnant women, injured workers, people with family responsibilities seeking to reduce hours, etc.</p> <ul style="list-style-type: none"> • Seek regular updates from managers on available tasks and projects. • Provide information on the CALMweb • Promote database via broadcast email. <p>Make tutoring available to employees who wish to upgrade their skills in numeracy, literacy and language.</p> <ul style="list-style-type: none"> • Compile list of suitable tutors and ensure that these are widely publicised and accessible throughout the Department. • Encourage participants to record details of completed training through IDAPES process. • Enter details in Concept and report on number of employees undergoing tutoring to EEO and Diversity Committee. | <p>Database is established and maintained.</p> <ul style="list-style-type: none"> • Regular updates sought. • Information provided. • Regular broadcast emails sent <p>Tutoring is available to employees who wish to upgrade their skills in numeracy, literacy and language</p> <ul style="list-style-type: none"> • List of suitable tutors compiled and distributed throughout the Department and placed on the CALMweb. • Tutoring recorded. • Details entered in Concept and reports to Committee show tutoring has been undertaken. | <p>Manager People Services</p> <ul style="list-style-type: none"> • Project Officer (PSB) / Managers • Project Officer (PSB) <p>Coordinator Organisational Learning & Development</p> <ul style="list-style-type: none"> • Managers • Consultant Learning Programs | <p>Established by June 2004</p> <ul style="list-style-type: none"> • Biannually • Ongoing • Biannually <p>Ongoing</p> <ul style="list-style-type: none"> • June 2004 • Ongoing • Annually | |

STANDARD 1.2**Objective 6 (cont.)****To ensure the diversity of all employees is valued and respected and their needs recognised and supported.**

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|--|--|---------------------------------|----------|
| <p>Develop guidelines to assist employees in resolving conflict situations in the workplace that are not covered by existing policies and procedures, distribute these throughout the Department and place on the CALMweb</p> <p>Maintain numbers of Peer Supporters, ensuring that the diversity of employees in the Department is reflected in the Peer Support Team.</p> | <p>Guidelines developed, distributed, and placed on CALMweb.</p> <p>Number of Peer Supporters is maintained and reflects the diversity of employees in the Department.</p> | <p>Policy & Diversity Consultant</p> <p>Corporate Health Officer</p> | <p>June 2004</p> <p>Ongoing</p> | |

STANDARD 1.3

Objective 7 (cont.)

To have policies and programs in place to ensure our work environment is free from unlawful discrimination and harassment.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|--|-------------------------------|-------------------------------|----------|
| Conduct employee survey to assess effectiveness of GWR Online, and amend the Program as necessary. | Survey conducted and GWR Online amended as necessary. | Policy & Diversity Consultant | December 2003 | |
| Increase the number of Grievance Contact Officers (GCOs), ensuring that the diversity of the Department is reflected in the GCO Network, and promote the Network throughout the Department. | An additional 8 – 10 GCOs trained in grievance contact and included in the GCO Network. The Network reflects the diversity of the Department. The GCO Network is promoted throughout the Department. | Policy & Diversity Consultant | June 2003 October 2003 | |
| Increase the number of GCOs trained in grievance resolution. | An additional 2 – 4 GCOs trained in grievance resolution. | Policy & Diversity Consultant | December 2003 | |
| Develop an online training program on EEO (legal compliance) and diversity that incorporates the GWR Policy, including grievance procedures. | Online training program developed and in place. | Policy & Diversity Consultant | December 2003 | |
| Ensure that alternative EEO and diversity training is available to employees without on-line access. | Alternative EEO and diversity training is available to employees without on-line access. | Policy & Diversity Consultant | December 2003 | |

STANDARD 1.3

Objective 7 (cont.)

To have policies and programs in place to ensure our work environment is free from unlawful discrimination and harassment.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|--|--|----------|
| <p>Establish and implement system for ensuring that EEO and diversity training program is completed by all current staff.</p> <ul style="list-style-type: none"> Record details of employees as they complete the training. <p>Ensure EEO and diversity training for new employees is completed as part of their induction.</p> <ul style="list-style-type: none"> Include completion of online or alternative training in induction program. Check induction completed for each new employee. | <p>System established and implemented.</p> <ul style="list-style-type: none"> Details recorded. <p>Training completed by all current employees.</p> <p>Completion of online or alternative training is included in employee inductions.</p> <ul style="list-style-type: none"> Included in induction program. Induction checked. <p>Training completed by all new employees.</p> | <p>Policy & Diversity Consultant</p> <p>Managers</p> <ul style="list-style-type: none"> Manager People Services | <p>December 2003.</p> <ul style="list-style-type: none"> Ongoing – to commence by January 2004 <p>December 2005</p> <p>Ongoing</p> <ul style="list-style-type: none"> December 2003 Ongoing – to commence by January 2004 <p>Ongoing – commence by January 2004</p> | |

STANDARD 1.3

Objective 7 (cont.)

To have policies and programs in place to ensure our work environment is free from unlawful discrimination and harassment.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|--|--|--|----------|
| <p>Conduct training for managers in grievance resolution, including mediation.</p> <ul style="list-style-type: none"> • Maintain record of managers who have completed grievance resolution training. <p>Undertake regular analyses of Grievance Contact Data to</p> <ul style="list-style-type: none"> ➤ identify trends; ➤ determine whether there are changes in the incidence of reported grievances; ➤ identify problem areas to target for further training and assistance. | <p>25% of managers trained. 50% of managers trained. 75% of managers trained.</p> <ul style="list-style-type: none"> • Record maintained. <p>Regular analyses undertaken.</p> <ul style="list-style-type: none"> ➤ Trends identified. ➤ Changes determined. ➤ Problem areas identified and additional assistance and/or training provided. <p>Reduction in the number of grievances reported and investigated.</p> | <p>Policy & Diversity Consultant / Managers</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant <p>Policy & Diversity Consultant</p> | <p>December 2003 October 2004 June 2005</p> <ul style="list-style-type: none"> • Ongoing <p>Annually</p> <p>December 2005</p> | |

OUTCOME 2

Workplace Practices Support Equity and Diversity

Our policies and practices support the achievement of equity and diversity objectives and are free from bias and unlawful discrimination against employees or potential employees.

STANDARD 2.1 Our policies and practices support the achievement of equity and diversity objectives.

Objective 8 To ensure that People Services policies, guidelines and processes incorporate EEO and diversity principles.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|--|-------------------------|-----------|----------|
| Include EEO and diversity principles in People Services policies, guidelines and processes. <ul style="list-style-type: none">• Check policies, guidelines and processes as these are developed, reviewed and updated. | All People Services policies and processes include EEO and diversity principles. <ul style="list-style-type: none">• Policies, guidelines and processes checked. | Manager People Services | Ongoing | |

STANDARD 2.1

Objective 9

To ensure all industrial awards and agreements incorporate EEO practices and conditions of service.

| | STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|---|---|-------------------------------|----------|
| | <p>Ensure that Employee Relations personnel maintain knowledge of current EEO and diversity principles and practices and incorporate these into negotiations which may result in workplace change.</p> <p>Ensure that all agreements incorporate EEO and diversity principles and practices in accordance with Departmental policy and EEO legislation.</p> <ul style="list-style-type: none"> • Check all new draft agreements prior to finalisation. | <p>Employee Relations personnel have current knowledge of EEO principles and practices and incorporate these into negotiations which may result in workplace change.</p> <p>All agreements include EEO and diversity principles and practices</p> <ul style="list-style-type: none"> • All new draft agreements checked prior to finalisation. | <p>Manager People Services / Coordinator Employee Relations</p> <p>Manager People Services / Coordinator Employee Relations</p> | <p>Ongoing</p> <p>Ongoing</p> | |

STANDARD 2.1

Objective 10

To ensure that flexible, family friendly policies and practices are in place and available at all levels in the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|--|---|---|----------|
| <p>Ensure flexible, family friendly work practices such as part-time arrangements and telecommuting are available at all levels in the Department, and are promoted in job advertisements and information kits provided to applicants.</p> <ul style="list-style-type: none"> • Review current available flexible, family friendly work practices and identify and implement additional suitable practices. • Promote flexible, family friendly work practices for people at all levels throughout the Department via broadcast email, Conservation News, and other suitable forums. • Keep record of forums at which practices are promoted. • Review and update job information kit. • Include a suitable statement promoting the Department as a family friendly workplace with flexible work practices in all job advertisements. | <p>Flexible, family friendly work practices such as part-time arrangements and telecommuting are available at all levels in the Department.</p> <ul style="list-style-type: none"> • Current practices reviewed and additional practices identified and implemented. • Practices promoted regularly via broadcast email, Conservation News, and at least two suitable forums. • Record kept. • Job information kit is updated. • Statement is included in all job advertisements. | <p>Manager Workforce Services & Planning</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant • Recruitment Officer | <ul style="list-style-type: none"> • June 2004 • Annually • Ongoing • December 2003 • Ongoing – to commence January 2004 | |

STANDARD 2.1

Objective 10 (cont.)

To ensure that flexible, family friendly policies and practices are in place and available at all levels in the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|--|--|----------|
| <p>Prepare an information sheet summarising key flexible, family friendly work practices available in the Department, distribute it to all new employees during their induction, and maintain an up to date copy on the CALMweb.</p> <ul style="list-style-type: none"> • Prepare flexible, family friendly work practices information sheet. • Include need to distribute information sheet in induction checklist, and distribute during induction. • Advise all employees about the information sheet via broadcast email and/or their managers. • Place information sheet on the CALMweb and update as necessary. | <ul style="list-style-type: none"> • Information sheet prepared. • Information sheet included in induction checklist and distributed during induction. • Employees advised. • Information sheet placed on the CALMweb and updated as necessary. | <ul style="list-style-type: none"> • Policy & Diversity Consultant • Project Officer (PSB) / Managers • Policy & Diversity Consultant / Managers • Policy & Diversity Consultant | <ul style="list-style-type: none"> • June 2004 • July 2004 | |
| <p>Prepare, distribute and place on CALMweb guidelines for managers on making their work areas more family friendly.</p> | <p>Guidelines prepared, distributed and placed on CALMweb.</p> <p>Managers are aware of how they can make work areas more family friendly.</p> | <p>Policy & Diversity Consultant</p> <p>Managers</p> | <p>July 2004</p> | |
| <p>Within operational requirements, ensure that every effort is made to accommodate employee requests for flexible, family friendly work arrangements such as part-time work, working from home and purchased leave.</p> | <p>Within operational requirements, employee requests for flexible, family friendly work arrangements such as part-time work, working from home and purchased leave are accommodated.</p> | <p>Managers</p> | <p>Ongoing</p> | |

STANDARD 2.1

Objective 10 (cont.)

To ensure that flexible, family friendly policies and practices are in place and available at all levels in the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|---|--|----------|
| <p>Increase the number of Carer's Rooms in the Department.</p> <ul style="list-style-type: none"> • Survey all cost centre managers to determine which work areas already have Carer's Rooms, and assess the feasibility of developing a room for those without. • Send memo from responsible Director asking work centres to establish Carer's Rooms where feasible. <p>Encourage employees to keep informed of promotional, training and career development opportunities whilst on leave.</p> <ul style="list-style-type: none"> • Include reminder in web kiosk and on leave forms that employees should maintain contact with the Department whilst on leave if they wish to stay informed about opportunities. • Ensure information is readily accessible on the Internet (promotional opportunities) and from managers upon request. | <p>Number of Carer's Rooms in the Department is increased.</p> <ul style="list-style-type: none"> • Cost centre surveyed and determinations and assessments made. • Memo sent. <p>Employees maintain contact with the Department whilst on leave and are aware of promotional, training and career development opportunities.</p> <ul style="list-style-type: none"> • Reminder included in web kiosk and on leave forms. • Information is readily accessible on the Internet (promotional opportunities) and from managers upon request. | <p>Corporate Executive / Managers</p> <ul style="list-style-type: none"> • Manager People Services • Manager People Services / Directors <p>Managers</p> <ul style="list-style-type: none"> • On-line Services Officer (PSB) • Recruitment Officer / Managers | <p>December 2004</p> <ul style="list-style-type: none"> • June 2004 • September 2004 <p>Ongoing</p> <ul style="list-style-type: none"> • December 2003 • Ongoing | |

STANDARD 2.1

Objective 11

To ensure recruitment and selection procedures are based on merit, incorporate diversity principles and comply with the Public Sector Standards and Equal Opportunity legislation.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|--|---|----------|
| <p>Ensure recruitment and selection policies and guidelines are regularly reviewed and updated to ensure inclusion of diversity principles and compliance with the Public Sector Standards and Equal Opportunity (EO) legislation.</p> <p>Advise employees of updates via broadcast email and/or their managers.</p> <p>Review Job Application Forms and amend as necessary to ensure these comply with the Public Sector Standards and EO legislation.</p> <p>Include as a statement in all vacancy advertisements "We are an Equal Employment Opportunity employer committed to improving workforce diversity."</p> <ul style="list-style-type: none"> • Check all advertisements include the statement. | <p>Recruitment and selection policies and procedures are regularly reviewed and updated as necessary.</p> <p>All employees are advised of updated policies and procedures.</p> <p>Policies and procedures are correctly followed in all selection processes.</p> <p>Job Application Forms reviewed and amended as necessary.</p> <p>All vacancy advertisements include the statement.</p> | <p>Policy & Diversity Consultant</p> <p>Policy & Diversity Consultant / Managers</p> <p>Managers</p> <p>Policy & Diversity Consultant</p> <p>Recruitment Officer</p> | <p>Ongoing</p> <p>Ongoing</p> <p>December 2003</p> <p>Ongoing – to commence by September 2003</p> | |

STANDARD 2.1

Objective 11 (cont.)

To ensure recruitment and selection procedures are based on merit, incorporate diversity principles and comply with the Public Sector Standards and Equal Opportunity legislation.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|--|---|----------|
| <p>Conduct selection panel training for all managers, supervisors and other relevant employees that incorporates diversity principles and compliance with EO legislation.</p> <ul style="list-style-type: none"> • Keep a record of all employees who have undertaken training. <p>Ensure selection panel training arrangements for new managers, supervisors and relevant employees are made during their induction.</p> <ul style="list-style-type: none"> • Incorporate need to arrange training in the induction program. • Check that at least one member of every panel is trained. <p>Continue to review all JDFs, vacancy advertisements and selection reports for advertised vacancies for compliance, and take corrective action as necessary.</p> <ul style="list-style-type: none"> • Record outcomes of breach of Standards claims submitted to the Office of the Public Sector Standards Commissioner. • Record outcomes of grievance investigations involving allegations of discrimination under EO legislation in a selection process. • Provide outcome figures to Corporate Executive. | <p>At least one panel member trained.</p> <p>All managers, supervisors and relevant employees are trained.</p> <ul style="list-style-type: none"> • Record kept. <p>Training completed by all new managers, supervisors and relevant employees.</p> <ul style="list-style-type: none"> • Need to arrange training is included in induction program. • Proposed panels checked. <p>All JDFs, vacancy advertisements and selection reports reviewed for compliance, and corrective action taken as necessary.</p> <ul style="list-style-type: none"> • No breach claims are found against the Department. • No cases of discrimination under EO legislation are found. • Figures provided to Corporate Executive. | <p>Manager Workforce Services & Planning</p> <ul style="list-style-type: none"> • Recruitment Officer <p>Manager Workforce Services & Planning / Managers</p> <ul style="list-style-type: none"> • Recruitment Officer <p>Manager, Workforce Services & Planning</p> | <p>December 2003</p> <p>December 2005</p> <ul style="list-style-type: none"> • Ongoing <p>Ongoing – to commence by January 2004</p> <ul style="list-style-type: none"> • December 2003 • Ongoing – to commence by January 2004 <p>Ongoing</p> <ul style="list-style-type: none"> • Annually | |

STANDARD 2.1

Objective 12

To ensure procedures for transfer, secondment and temporary deployment (acting) incorporate diversity principles and comply with the Public Sector Standards and Equal Opportunity legislation.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|--|---|--|----------|
| <p>Ensure policies and procedures for transfer, secondment and temporary deployment (acting) are regularly reviewed and updated to ensure inclusion of diversity principles and compliance with the Public Sector Standards and Equal Opportunity (EO) legislation.</p> <p>Advise employees of updates via broadcast email and/or their managers.</p> <p>Include as a statement in all Expressions of Interest (EOI) circulars. "Expressions of interest from a diverse range of people are welcome."</p> <ul style="list-style-type: none"> • Check all EOI circulars include the statement. | <p>Policies and procedures are regularly reviewed and updated as necessary.</p> <p>All employees are advised of updated policies and procedures.</p> <p>Policies and procedures are correctly followed in all selection processes.</p> <p>All EOI circulars include the statement.</p> | <p>Policy & Diversity Consultant</p> <p>Policy & Diversity Consultant / Managers</p> <p>Managers</p> <p>Recruitment Officer</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing – to commence by September 2003</p> | |

STANDARD 2.1

Objective 12 (cont.)

To ensure procedures for transfer, secondment and temporary deployment (acting) incorporate diversity principles and comply with the Public Sector Standards and Equal Opportunity legislation.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|--|--|---|----------|
| <p>Continue to review all EOI processes for compliance, and take corrective action as necessary.</p> <ul style="list-style-type: none"> • Record outcomes of any breach of Standards claims submitted to the Office of the Public Sector Standards Commissioner. • Record outcomes of grievance investigations involving allegations of discrimination under EO legislation in a selection process. • Provide outcome figures to Corporate Executive. | <p>All EOI processes are reviewed for compliance, and corrective action taken as necessary.</p> <ul style="list-style-type: none"> • No breach claims are found against the Department. • No cases of discrimination under EO legislation are found. • Figures provided to Corporate Executive. | <p>Manager Workforce Services & Planning</p> | <p>Ongoing</p> <ul style="list-style-type: none"> • Annually | |

STANDARD 2.1

Objective 13

To ensure that organisational learning opportunities are provided to a diverse range of employees.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|--|--|-----------|----------|
| Review policy and procedures on organisational learning and ensure it incorporates equity and diversity principles. | Policy is reviewed and updated as necessary to incorporate equity and diversity principles. | Coordinator Organisational Learning & Development | June 2004 | |
| Promote policy and procedures on organisational learning throughout the Department via broadcast email and/or managers. | Policy and procedures are promoted throughout the Department. | Coordinator Organisational Learning & Development / Managers | July 2004 | |
| When making decisions to assign training and acting opportunities, and special projects, consider all employees and their development needs, including members of diversity groups. | All employees and their development needs are considered when assigning acting, training and special projects, including people from diversity groups. | Managers | Ongoing | |

STANDARD 2.1

Objective 13 (cont.) **To ensure that organisational learning opportunities are provided to a diverse range of employees.**

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|---|----------------|----------|
| <p>Ensure that Departmental leadership and other career development programs are offered and promoted to a diverse range of employees.</p> <ul style="list-style-type: none"> • Check the diversity of employees nominated to participate and take necessary steps to address imbalances. • Continue to offer strong encouragement for all nominated employees to participate in programs. | <p>Departmental leadership and other career development programs are offered and promoted to a diverse range of employees.</p> <ul style="list-style-type: none"> • Diversity checked and imbalances addressed. • All nominated employees strongly encouraged via letter and in person to participate in programs. <p>Participation in programs is reflective of the diversity in the Department.</p> | <p>Coordinator Organisational Learning & Development</p> <ul style="list-style-type: none"> • Coordinator Organisational Learning & Development / Managers | <p>Ongoing</p> | |
| <p>Make provision to cater for the specific learning needs of people from diversity groups in training courses provided by the Department, as required.</p> | <p>The specific learning needs of people from diversity groups are catered for in training courses provided by the Department, as required.</p> | <p>Coordinator Organisational Learning & Development</p> | <p>Ongoing</p> | |

STANDARD 2.1

Objective 14

To collect data to monitor the success of our policies and practices in supporting equity and diversity.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|--|---|----------|
| <p>Collect and examine data on appointments and promotions to determine if people from diversity groups are selected proportionally at rates comparable with others at the same level, and provide results to EEO and Diversity Committee.</p> <p>Compare selection rates of different groups over time to monitor progress in achieving EEO and Diversity Management Plan objectives, and provide results to EEO and Diversity Committee.</p> <p>Collect and examine data on transfers, secondments and temporary deployment (acting) to determine if people from diversity groups are represented proportionally at rates comparable with others at the same level and monitor progress in achieving EEO and Diversity Management Plan objectives. Provide results to EEO and Diversity Committee.</p> | <p>Data examined and selection rates determined. Results provided to EEO and Diversity Committee.</p> <p>Selection rates compared, progress monitored and results provided to EEO and Diversity Committee.</p> <p>Data examined and representation rates determined.</p> <p>Progress monitored and results provided to EEO and Diversity Committee.</p> | <p>Manager Workforce Services & Planning</p> | <p>Annually</p> <p>Annually</p> <p>Annually</p> | |

STANDARD 2.1

Objective 14 (cont.)

To collect data to monitor the success of our policies and practices in supporting equity and diversity.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|--|---|----------|
| <p>Compare retention rates of different groups over time to ascertain differences and monitor progress in achieving EEO and Diversity Management Plan objectives, and provide results to EEO and Diversity Committee.</p> <p>Promote the use of exit interviews and analyse results to explore the reasons why employees leave the Department.</p> <ul style="list-style-type: none"> • Promote the use of exit interviews via broadcast email and in the New Employee Handbook. • Customize Concept so that exit interviews are automatically forwarded via email to terminating employees. • Set up exit interview database and enter data. <ul style="list-style-type: none"> • Run regular reports, analyse data and report to Corporate Executive. • Refer relevant issues to EEO and Diversity Committee to address. | <p>Retention rates compared, progress monitored and results provided to EEO and Diversity Committee.</p> <p>Proportion of terminating employees completing exit interviews increased by 20%.</p> <ul style="list-style-type: none"> • Use of exit interviews promoted via broadcast email and in the New Employee Handbook. • Concept customised so that emails automatically sent. • Exit interview database established and maintained. • Reports provided. • Relevant issues referred to EEO and Diversity Committee. | <p>Manager Workforce Services & Planning</p> <p>Manager Workforce Services & Planning</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant • Consultant Systems Development/ Applications Support • Consultant Systems Development/ Applications Support / Policy & Diversity Consultant • Policy & Diversity Consultant | <p>Annually</p> <p>Ongoing</p> <ul style="list-style-type: none"> • December 2003 • Annually • Ongoing | |

STANDARD 2.1

Objective 14 (cont.)

To collect data to monitor the success of our policies and practices in supporting equity and diversity.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|--|---|--|----------|
| <p>Conduct regular audits on EEO and diversity practices in the Department.</p> <p>Provide audit results to the EEO and Diversity Committee and Corporate Executive for consideration and action as necessary.</p> <p>Conduct regular audits on compliance with the Public Sector Standards.</p> <p>Provide audit results to the EEO and Diversity Committee and Corporate Executive for consideration and action as necessary.</p> <p>Provide sufficient funding and resourcing to allow all training undertaken by employees to be regularly collected and recorded in Concept, and analyse occurrences and expenditure by such factors as salary range, employment status, gender, cultural background, and other diversity groups, to determine equitability. Report results to EEO and Diversity Committee</p> | <p>Regular audits conducted.</p> <p>Audit results provided.</p> <p>Regular audits conducted.</p> <p>Audit results provided.</p> <p>Adequate funding and resourcing provided.</p> <p>Occurrences and expenditure analysed, equitability determined and reported to Committee.</p> | <p>Manager Management Audit</p> <p>Corporate Executive</p> <p>Coordinator Organisational Learning & Development</p> | <p>Every 3 years</p> <p>Every 2 years</p> <p>Ongoing</p> <p>Annually</p> | |

OUTCOME 3

An Equitable and Diverse Workforce Profile

We have an equitable and diverse workforce suited to our business and client needs, consistent with equity and diversity principles and government and legislative frameworks. Employment programs and practices recognise and include strategies to achieve workforce diversity.

STANDARD 3.1 Programs and practices are in place to achieve the objectives in the Equity and Diversity Plan 2001 – 2005 to meet the diversity needs of the Department and diversity groups.

Objective 15 To collect demographic data so as to identify the distribution of diversity groups across the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|--------------------------------|---|----------|
| <p>Conduct diversity survey to improve accuracy of demographic data relating to Indigenous Australians, people with disabilities, and people from culturally diverse backgrounds.</p> <ul style="list-style-type: none">• Provide incentive for survey form return.• Input data into Concept.• Run diversity reports. | <p>Survey developed and conducted.</p> <ul style="list-style-type: none">• Incentive provided.• Data input.• Reports run. Reports accurately reflect diversity in the Department and meet annual reporting obligations to OEEC. | <p>Manager People Services</p> | <p>December 2003</p> <ul style="list-style-type: none">• March 2004• June 2004 | |

STANDARD 3.1

Objective 15 (cont.)

To collect demographic data so as to identify the distribution of diversity groups across the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|---|---|----------|
| <p>Encourage new employees to disclose diversity information.</p> <ul style="list-style-type: none"> • Include information in New Employee Handbook and Form about privacy and how diversity information might be used to positive effect. <p>Ensure diversity information from new employees is accurately recorded in Concept.</p> <ul style="list-style-type: none"> • Set up fields for recording diversity information in Concept as mandatory with an option for non-disclosure. • Run diversity reports. <p>Provide demographic data showing distribution of diversity groups within each division to Corporate Executive to assist directors in setting and meeting divisional objectives.</p> | <p>New employees disclose diversity information.</p> <ul style="list-style-type: none"> • Information included in Handbook and Form. <p>Diversity information is accurately recorded in Concept.</p> <ul style="list-style-type: none"> • Concept modified so that codes must be entered for diversity fields. • Reports provided. Reports accurately reflect diversity in the Department. <p>Demographic data provided.</p> <p>Divisional diversity objectives set and met.</p> | <p>Managers</p> <ul style="list-style-type: none"> • Manager People Services <p>Manager Workforce Services & Planning</p> <p>Policy & Diversity Consultant Directors</p> | <p>Ongoing</p> <ul style="list-style-type: none"> • December 2003 <p>October 2003</p> <ul style="list-style-type: none"> • Annually <p>August 2003</p> <p>Set by September 2003/ Met by June 2005</p> | |

STANDARD 3.1

Objective 16:

To actively encourage Indigenous Australian employees in the workplace, and increase the representation of Indigenous Australians across all levels of the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|--|---|----------|
| <p>Continue to develop and implement strategies to support Indigenous employment through the Strategy for Aboriginal Employment and Development, and update EEO and Diversity Management Plan accordingly.</p> <ul style="list-style-type: none"> • Advise EEO and Diversity Committee as Strategy for Aboriginal Employment and Development is updated. • Update EEO and Diversity Management Plan accordingly. <p>Advise senior management of government initiatives that are relevant to Indigenous employment.</p> <p>Promote new initiatives and strategies in Indigenous employment to all employees, and provide regular updates on implementation progress and achievement of outcomes.</p> <ul style="list-style-type: none"> ➤ at meetings, seminars and other appropriate forums ➤ in Conservation News and other appropriate media ➤ via broadcast email and/or managers. • Maintain record of promotions and updates. | <p>Strategies are developed and implemented through the Strategy for Aboriginal Employment and Development</p> <ul style="list-style-type: none"> • Committee are advised as Strategy for Aboriginal Employment and Development is updated. • EEO and Diversity Management Plan is updated accordingly <p>Information regarding initiatives is disseminated to senior management.</p> <p>New initiatives and strategies are promoted, and updates provided regularly:</p> <ul style="list-style-type: none"> ➤ at a minimum of 3 appropriate forums ➤ in at least 3 published articles ➤ as appropriate. • Record maintained. | <ul style="list-style-type: none"> • Aboriginal Employment & Development (AED) Officer • Policy & Diversity Consultant <p>Manager People Services</p> <p>AED Officer</p> <ul style="list-style-type: none"> ➤ Director Strategic Development & Corporate Affairs ➤ AED Officer / Managers • AED Officer | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <ul style="list-style-type: none"> ➤ Annually ➤ Ongoing • Ongoing | |

STANDARD 3.1

Objective 16 (cont.)

To actively encourage Indigenous Australian employees in the workplace, and increase the representation of Indigenous Australians across all levels of the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|---|---|----------|
| <p>Ensure that Indigenous employees are regularly consulted about, and have opportunity to participate in all forums for change in the Department.</p> <ul style="list-style-type: none"> • Check that Indigenous employees have been consulted and given opportunity to attend relevant forums before changes are approved. | <p>Indigenous employees are consulted about, and have opportunity to participate in all forums for change in the Department.</p> <ul style="list-style-type: none"> • Indigenous consultation and participation checked and confirmed prior to approval. | <p>Corporate Executive / Managers</p> | <p>Ongoing</p> | |
| <p>Ensure that there are Indigenous representatives in the Peer Support Team and Grievance Contact Officer Network, and that contact details of Indigenous representatives are promoted to all employees in the Department.</p> | <p>At least one Indigenous Peer Supporter and Grievance Officer trained.</p> <p>Contact details disseminated throughout the Department.</p> | <p>Policy & Diversity Consultant</p> | <p>June 2003</p> <p>October 2003</p> | |
| <p>Conduct interviews/focus groups with Indigenous employees to identify particular needs, barriers, and other relevant issues and report results to Corporate Executive and EEO and Diversity Committee.</p> | <p>Interviews/focus groups conducted and needs, barriers, and other issues identified.</p> <p>Results reported to EEO and Diversity Committee and Corporate Executive.</p> | <p>AED Officer</p> | <p>December 2003</p> <p>March 2004</p> | |
| <p>Provide Indigenous Australian cross-cultural training for all employees. Ensure training for new employees is arranged as part of their induction.</p> <ul style="list-style-type: none"> • Incorporate arrangement for cross-cultural training in induction program. • Keep record of all employees who have undertaken cross-cultural training. | <p>Training completed by all current employees.</p> <p>Training completed by all new employees.</p> <ul style="list-style-type: none"> • Arrangement for training incorporated into induction program. • Record maintained | <p>Coordinator Organisational Learning & Development / Managers</p> <ul style="list-style-type: none"> • Coordinator Organisational Learning & Development | <p>December 2005</p> <p>Ongoing - commence by January 2004</p> <ul style="list-style-type: none"> • December 2003 • Ongoing | |

STANDARD 3.1

Objective 16 (cont.)

To actively encourage Indigenous Australian employees in the workplace, and increase the representation of Indigenous Australians across all levels of the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|--|--|----------|
| <p>Provide opportunity for non-Indigenous employees to participate in familiarisation camps to allow Indigenous employees to impart their knowledge, skills and values to, and at the same time learn from, non-Indigenous employees.</p> <ul style="list-style-type: none"> • Maintain record of camps held and attended. <p>Ensure flexible work practices such as Ceremonial Leave and other options to attend to cultural business are available at all levels of the organisation, and are promoted to employees and in job advertisements and job information kits.</p> <ul style="list-style-type: none"> • Review and update job information kit. • Advise employees of the availability of Ceremonial Leave via broadcast email and/or their managers. • Include a statement promoting the availability of Ceremonial Leave and other flexible arrangements in job advertisements and record occasions when statement is included. • Consider all requests for Ceremonial Leave and other flexible arrangements and accommodate these wherever possible. | <p>One camp held in each region</p> <ul style="list-style-type: none"> • Record maintained <p>Flexible work practices such as Ceremonial Leave are available at all levels of the organisation and promoted to employees and applicants.</p> <ul style="list-style-type: none"> • Job information kit updated. • Employees advised. • 20% of job advertisements mention Ceremonial Leave and other flexible work practices. • Record maintained. • All requests considered and accommodated where possible. | <p>Coordinator Organisational Learning & Development</p> <p>Manager Workforce Services & Planning</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant • Policy & Diversity Consultant / Managers • Recruitment Officer • Managers | <p>Annually</p> <ul style="list-style-type: none"> • December 2003 • Ongoing – 20% per annum • Ongoing • Ongoing | |

STANDARD 3.1

Objective 16 (cont.)

To actively encourage Indigenous Australian employees in the workplace, and increase the representation of Indigenous Australians across all levels of the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|--|--|--|----------|
| <p>Encourage Departmental and employee involvement in suitable events and activities that promote Indigenous culture and achievement.</p> <ul style="list-style-type: none"> • Advise employees of events and activities. • Keep record of events and activities in which the Department is involved. | <p>There is Departmental and employee involvement in suitable activities and events.</p> <ul style="list-style-type: none"> • Employees advised. • Record kept. | <p>Corporate Executive</p> <ul style="list-style-type: none"> • AED Officer | <p>As events and activities arise.</p> <ul style="list-style-type: none"> • Ongoing | |
| <p>In consultation with local communities and regional offices, increase the participation of schools with high numbers of Indigenous students in the Bush Ranger Program.</p> <ul style="list-style-type: none"> • Maintain participation records and report to the EEO and Diversity Committee. | <p>Increased participation of schools with high numbers of Indigenous students in the Bush Ranger Program.</p> <ul style="list-style-type: none"> • Records maintained and participation reported. | <p>Bush Rangers Coordinator</p> | <p>Ongoing</p> <ul style="list-style-type: none"> • Ongoing - report annually | |
| <p>Increase the participation of Indigenous employees in career expos and other forums promoting the Department as an employer of choice.</p> <ul style="list-style-type: none"> • Ensure promotional materials include increased photo resources of a diverse range of Indigenous employees working in a variety of roles in the Department, including roles of a professional nature. | <p>All career expos and other suitable forums attended by the Department to include Indigenous representatives.</p> <ul style="list-style-type: none"> • Promotional materials reflect the diversity of the Department and of Indigenous employees and their roles. | <p>AED Officer to coordinate with regional officers</p> <ul style="list-style-type: none"> • Director Strategic Development & Corporate Affairs in consultation with Indigenous Heritage Unit and AED Officer | <p>Ongoing</p> | |

STANDARD 3.1

Objective 16 (cont.)

To actively encourage Indigenous Australian employees in the workplace, and increase the representation of Indigenous Australians across all levels of the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|--|--|----------|
| <p>Continue to conduct Aboriginal traineeship and cadetship programs with a view to increasing the number of trainees and cadets in the Department.</p> <p>Develop and implement a formal policy on Aboriginal traineeship and cadetship programs and make this available throughout the Department via broadcast email and the CALMweb</p> <p>Advertise jobs in Indigenous media and through Indigenous networks.</p> <ul style="list-style-type: none"> Record details of media/networks used to advertise vacancies, and check and report on % that are Indigenous. | <p>Programs are continued.</p> <p>The number of Aboriginal trainees and cadets in the Department is increased.</p> <p>Policy developed and implemented and made available via broadcast email and the CALMweb</p> <p>At least 20% of jobs are advertised in Indigenous media and through Indigenous networks.</p> | <p>Coordinator Organisational Learning & Development</p> <p>Coordinator Organisational Learning and Development / Policy & Diversity Consultant</p> <p>Recruitment Officer (Managers to approve)</p> | <p>Ongoing</p> <p>December 2003</p> <p>Ongoing Report annually</p> | |

STANDARD 3.1

Objective 16 (cont.)

To actively encourage Indigenous employees in the workplace, and increase the representation of Indigenous Australians across all levels of the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|--|--|---|----------|
| <p>Ensure the Department is projected as an employer of choice among Indigenous Australians through the use of appropriate text and images in job advertisements and the job information kit.</p> <ul style="list-style-type: none"> • Review and update job information kit. • Check whether additional appropriate text and/or images are required for job advertisements, include as necessary, and keep a record of these. <p>Ensure selection panel training and guidelines</p> <ul style="list-style-type: none"> ➤ advise panels to consider using different assessment methods in the selection process to meet different styles of presenting competencies; and ➤ include awareness of cross-cultural differences, particularly in relation to performance at interview. <p>to ensure that selection decisions are not cross-culturally biased.</p> <ul style="list-style-type: none"> • Review and update selection guidelines. • Advise selection panel training providers of these requirements and confirm their inclusion | <p>The Department is projected as an employer of choice among Indigenous Australians through use of appropriate text and images in job advertisements and the job information kit.</p> <ul style="list-style-type: none"> • Job information kit updated. • At least 3 job advertisements per year contain additional appropriate text and/or images that project the Department as an employer of choice among Indigenous Australians. <p>Selection decisions are not cross-culturally biased.</p> <ul style="list-style-type: none"> • Guidelines reviewed and updated. • Training providers advised and requirements included. | <p>Manager Workforce Services & Planning</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant / AED Officer • Recruitment Officer (Managers to approve) <p>Policy & Diversity Consultant / AED Officer</p> | <p>Ongoing</p> <p>December 2003</p> <p>Ongoing</p> <p>December 2003</p> | |

STANDARD 3.1

Objective 16 (cont.)

To actively encourage Indigenous employees in the workplace, and increase the representation of Indigenous Australians across all levels of the Department.

| | STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|------------|------------|--|--------------------|-----------|----------|
| See above. | | <p>Improved retention of Indigenous Australian employees.</p> <p>Number of Indigenous Australian employees is increased in accordance with Equity and Diversity Plan 2001 – 2005 objectives.</p> <p>Distribution of Indigenous Australian employees in the Department is maintained in accordance with Equity and Diversity Plan 2001 – 2005 objectives.</p> | Executive Director | June 2005 | |

Note: It is anticipated that additional strategies will included under Objective 16 of the Plan with the further development and finalisation of the Department’s Strategy for Aboriginal Employment and Development.

STANDARD 3.1

Objective 17

To actively encourage women in the workplace, and increase the representation of women across all levels of the Department, particularly in senior management

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|---|---|----------|
| <p>Ensure women are adequately represented on all Departmental committees and working groups, particularly decision making groups.</p> <ul style="list-style-type: none"> • Check gender balance before finalising membership. | <p>All committees, working groups and other decision-making groups include female representatives.</p> <ul style="list-style-type: none"> • Gender balance checked. | <p>Corporate Executive/ Managers</p> | <p>Ongoing</p> | |
| <p>Until women are better represented on Corporate Executive, co-opt lower-level women for defined periods to provide broader input into decision making.</p> | <p>Where there are no permanent or acting women on Corporate Executive, at least one woman is co-opted for a defined period.</p> | <p>Corporate Executive</p> | <p>Ongoing</p> | |
| <p>Encourage senior women to participate in the Senior Women's Network.</p> <ul style="list-style-type: none"> • Promote the network via broadcast email and in the New Employee Handbook. • Provide relevant information to Network members on a regular basis. | <p>Membership is maintained.</p> <ul style="list-style-type: none"> • Network is promoted via broadcast email and New Employee Handbook is updated accordingly. • Relevant information is provided to Network members on a regular basis. | <p>Manager Workforce Services & Planning</p> | <p>Ongoing</p> <ul style="list-style-type: none"> • December 2003 • Ongoing | |
| <p>Develop pregnancy policy/guidelines and advise employees of these via broadcast email, managers and the CALMweb.</p> | <p>Pregnancy policy/guidelines developed and employees advised.</p> | <p>Consultant Corporate Health / Policy & Diversity Consultant / Managers</p> | <p>September 2003</p> | |

STANDARD 3.1

Objective 17 (cont.)

To actively encourage women in the workplace, and increase the representation of women across all levels of the Department, particularly in senior management

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|--|--|----------|
| <p>Ensure the Department is projected as an employer of choice among women by promoting itself as a family friendly workplace with diverse management styles, and through the use of other appropriate text and images, in job advertisements and information kit.</p> <ul style="list-style-type: none"> • Review and update job information kit. • Check that a suitable statement promoting the Department as a family friendly workplace with diverse management styles is included in all job advertisements. • Check whether additional appropriate information is required for job advertisements, include as necessary, and keep a record of these. | <p>The Department is projected as an employer of choice among women.</p> <ul style="list-style-type: none"> • Job information kit updated. • Statement is included in all job advertisements. • At least 3 job advertisements per year contain additional appropriate information that projects the Department as an employer of choice among women. | <p>Manager Workforce Services & Planning</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant • Recruitment Officer • Recruitment Officer (Managers to approve) | <p>Ongoing</p> <ul style="list-style-type: none"> • December 2003 • Ongoing – to commence January 2004 | |

STANDARD 3.1

Objective 17 (cont.)

To actively encourage women in the workplace, and increase the representation of women across all levels of the Department, particularly in senior management

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|--|--|---|----------|
| <p>Ensure vacancy advertisements and job information kits encourage applicants to consider skills and abilities gained outside the paid workforce when addressing selection criteria, and that criteria are appropriately worded so as to allow this.</p> <ul style="list-style-type: none"> • Review and update job information kit. • Check all selection criteria for advertised vacancies for suitable wording and amend as necessary. • Check whether this information is required for job advertisements, include as necessary, and keep a record of these. <p>Ensure selection panel training and guidelines</p> <ul style="list-style-type: none"> ➤ advise panels to consider relevant skills and abilities gained outside the workforce when making a selection decision; and ➤ include awareness of gender differences, particularly in relation to performance at interview <p>to ensure selection decisions are not gender biased.</p> <ul style="list-style-type: none"> • Review and update selection guidelines. • Advise training providers of these requirements and confirm inclusion. | <p>Applicants refer to skills and abilities gained outside the paid workforce when addressing selection criteria</p> <ul style="list-style-type: none"> • Kit reviewed and updated. • All selection criteria for advertised vacancies checked and amended as necessary. • Checked for possible inclusion. Information is included in at least 3 job advertisements per year. Record kept. <p>Selection decisions are not gender biased.</p> <ul style="list-style-type: none"> • Guidelines reviewed and updated. • Training providers advised and requirements included. | <p>Manager Workforce Services & Planning</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant • Consultant Personnel • Recruitment Officer <p>Policy & Diversity Consultant</p> | <p>Ongoing</p> <ul style="list-style-type: none"> • December 2003 • Ongoing • Ongoing <p>December 2003</p> | |

STANDARD 3.1

Objective 17 (cont.)

To actively encourage women in the workplace, and increase the representation of women across all levels of the Department, particularly in senior management

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|--|---|----------|
| <p>Review selection criteria for management positions and amend as necessary to ensure that these:</p> <ul style="list-style-type: none"> ❖ are broadly defined; ❖ emphasise “people” skills; ❖ are inherent to the job; and <p>do not contain technical or other specialised requirements that are not essential to the role or can be learnt on the job.</p> <p>Contact appropriate networks, such as female professional networks to encourage vacancy applications from suitably qualified women.</p> <ul style="list-style-type: none"> • Check to see whether contact with an appropriate network is required for each vacancy, contact as necessary, and keep a record of all contacts. <p>Collect gender balance information through all stages of the recruitment and selection process to identify points at which women are not being recruited and/or selected.</p> <ul style="list-style-type: none"> • Analyse information to monitor progress in achieving relevant Plan objectives. • Report results to EEO and Diversity Committee. | <p>Selection criteria for management positions reviewed and amended as necessary.</p> <p>Identify networks appropriate to Departmental positions.</p> <ul style="list-style-type: none"> • At least 5 contacts to appropriate networks made per year. <p>Gender information collected.</p> <ul style="list-style-type: none"> • Information analysed, progress monitored and results reported to EEO and Diversity Committee. | <p>Consultant Personnel / Managers</p> <p>Manager Workforce Services & Planning</p> <ul style="list-style-type: none"> • Recruitment Officer (Managers to approve) <p>Manager Workforce Services & Planning</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant | <p>Ongoing</p> <p>June 2003</p> <ul style="list-style-type: none"> • Ongoing – to commence July 2003 <p>Ongoing</p> <ul style="list-style-type: none"> • Annually | |

STANDARD 3.1

Objective 17 (cont.)

To actively encourage women in the workplace, and increase the representation of women across all levels of the Department, particularly in senior management

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|------------|---|--------------------|-----------|----------|
| See above. | <p>Improved retention of women.</p> <p>Number of female applicants for advertised vacancies is increased by 20%</p> <p>Number of female employees is increased in accordance with Equity and Diversity Plan 2001 – 2005 objectives.</p> <p>Distribution of women in the Department is improved in accordance with Equity and Diversity Plan 2001 – 2005 objectives.</p> <p>Number of women at senior management level is increased in accordance with Equity and Diversity Plan 2001 – 2005 objectives.</p> | Executive Director | June 2005 | |

STANDARD 3.1

Objective 18

To actively encourage people from culturally diverse backgrounds in the workplace, and increase the representation of people from culturally diverse backgrounds across all levels of the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|--|---|----------|
| <p>Encourage employees for whom English is a second language to improve their English skills through appropriate literacy training.</p> <ul style="list-style-type: none"> • Locate suitable training providers and ensure that details are widely publicised and easily accessible throughout the Department. • Encourage participants to record details of completed training through IDAPES process. • Run reports to show number of employees completing literacy training and provide results to EEO and Diversity Committee. <p>Publicly recognise the contributions of people from culturally diverse backgrounds eg. in providing translations or dealing with culturally diverse customers</p> <ul style="list-style-type: none"> ➤ at meetings, special events and other appropriate forums; and. ➤ in Conservation News and other appropriate media <p>Inform employees of mechanisms available to them to attain recognition of overseas qualifications and experience, and ensure this information is available on the CALMweb.</p> | <p>Improved English skills for employees for whom English is a second language.</p> <ul style="list-style-type: none"> • Training providers located, and details distributed throughout the Department and placed on the CALMweb. • Training recorded. • Reports show literacy training has been completed. <p>The contributions of people from culturally diverse backgrounds are recognised.</p> <ul style="list-style-type: none"> ➤ Recognition is provided at appropriate forums. ➤ At least 3 articles published. <p>Employees advised. Information made available on the CALMweb.</p> | <p>Coordinator Organisational Learning & Development</p> <ul style="list-style-type: none"> • Managers • Consultant Learning Programs <p>➤ Managers</p> <p>➤ Director Strategic Development & Corporate Affairs</p> <p>Policy & Diversity Consultant</p> | <p>Ongoing</p> <ul style="list-style-type: none"> • June 2004 • Ongoing • Annually <p>➤ Ongoing</p> <p>➤ Annually</p> <p>June 2004</p> | |

STANDARD 3.1

Objective 18 (cont.)

To actively encourage people from culturally diverse backgrounds in the workplace, and increase the representation of people from culturally diverse backgrounds across all levels of the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|--|--|---|----------|
| <p>Establish database of employees who are fluent in languages other than English, and who are willing to act as translators as required.</p> <ul style="list-style-type: none"> • Conduct employee survey. • Input data into Concept. • Advise all employees of the availability and purpose of the database. <p>Advise employees who are fluent in other languages about how they can seek a Language Allowance, and ensure this information is available on the CALMweb.</p> <p>Ensure selection panel training and guidelines</p> <ul style="list-style-type: none"> ➤ advise panels to consider relevant skills and abilities gained overseas when making a selection decision; and ➤ include awareness of cross cultural differences, particularly in relation to performance at interview <p>to ensure that selection decisions are not culturally biased.</p> <ul style="list-style-type: none"> • Review and update selection guidelines. • Advise selection panel training providers of these requirements and confirm their inclusion. | <p>Database established.</p> <ul style="list-style-type: none"> • Survey conducted. • Data input. • All employees advised. <p>Employees advised. Information made available on the CALMweb.</p> <p>Selection decisions are not culturally biased.</p> <ul style="list-style-type: none"> • Guidelines reviewed and updated. • Training providers advised and inclusion of requirements confirmed. | <p>Manager Workforce Services & Planning</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant <p>Policy & Diversity Consultant</p> <p>Policy & Diversity Consultant</p> | <p>June 2004</p> <ul style="list-style-type: none"> • March 2004 • June 2004 • July 2004 <p>December 2003</p> <p>December 2003</p> | |

STANDARD 3.1

Objective 18 (cont.)

To actively encourage people from culturally diverse backgrounds in the workplace, and increase the representation of people from culturally diverse backgrounds across all levels of the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|------------|---|--------------------|-----------|----------|
| See above. | <p>Improved retention of people from culturally diverse backgrounds.</p> <p>Number of employees from culturally diverse backgrounds is increased in accordance with Equity and Diversity Plan 2001 – 2005 objectives.</p> <p>Distribution of employees from culturally diverse backgrounds in the Department is maintained in accordance with Equity and Diversity Plan 2001 – 2005 objectives.</p> | Executive Director | June 2005 | |

STANDARD 3.1

Objective 19

To actively encourage people with disabilities in the workplace, and increase the representation of people with disabilities across all levels of the Department

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|---|---|---|----------|
| <p>Continue to refer all advertised vacancies to employment agencies specialising in recruitment of people with disabilities.</p> <ul style="list-style-type: none"> • Maintain a record of people with disabilities selected for positions following this process. | <p>All advertised vacancies referred to employment agencies specialising in recruitment of people with disabilities.</p> <ul style="list-style-type: none"> • Record maintained. | <p>Manager People Services Branch</p> <ul style="list-style-type: none"> • Manager Workforce Services & Planning | <p>Ongoing</p> | |
| <p>Continue the provision of work experience for people with disabilities.</p> | <p>Work experience is regularly provided for people with disabilities.</p> | <p>Manager People Services / Managers</p> | <p>Ongoing</p> | |
| <p>Conduct regular audits of Departmental buildings, services and facilities to identify those that are not accessible to employees and volunteers with disabilities.</p> <ul style="list-style-type: none"> • Send timely memo to all cost centre managers advising of this requirement. | <p>Regular audits conducted and buildings, services and facilities that are not accessible are identified.</p> <ul style="list-style-type: none"> • Memo sent. | <p>Managers</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant | <p>Every 3 years</p> | |
| <p>Take necessary action to improve access to buildings, services and facilities identified as inaccessible.</p> <ul style="list-style-type: none"> • Send memo asking all cost centre managers what action will be taken. • Send follow-up memo asking what action has been taken. | <p>Action is taken to improve access to buildings, services and facilities identified as inaccessible.</p> <ul style="list-style-type: none"> • Memo sent. • Memo sent. | <p>Managers</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant | <p>Ongoing</p> <ul style="list-style-type: none"> • Upon completion of audit. • Six months after initial memo sent. | |

STANDARD 3.1

Objective 19 (cont.)

To actively encourage people with disabilities in the workplace, and increase the representation of people with disabilities across all levels of the Department

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|---|--|--|---|----------|
| <p>Continue to provide funding upon request as appropriate for use in improving access to buildings, services and facilities for employees and volunteers with disabilities.</p> <ul style="list-style-type: none"> Remind managers regularly of availability of funds via broadcast email. Make information available on the CALMweb. <p>Ensure that all venues for training and other Departmental events attended by employees are accessible to people with disabilities.</p> <ul style="list-style-type: none"> All proposed venues checked for accessibility prior to finalisation. <p>Ensure that appropriate support, where required and reasonable, is provided to people with disabilities through job redesign, workplace modifications/equipment training, flexible working arrangements, specialist equipment, etc.</p> <p>Ensure builders/contractors are aware of the Building Code of Australia; the Australian Standards AS 1428 Part 1, Part 2 and Part 4; and any other access requirements.</p> <ul style="list-style-type: none"> Check information is provided to builders/contractors. | <p>Funding provided as appropriate.</p> <ul style="list-style-type: none"> Broadcast email sent. Information available on the CALMweb. <p>All venues for training and other Departmental events are accessible to people with disabilities.</p> <ul style="list-style-type: none"> All proposed venues checked. <p>Appropriate support is provided so as to meet the needs of people with disabilities. All reasonable requests are accommodated.</p> <p>Information is provided to builders/contractors.</p> | <p>Director Corporate Services</p> <ul style="list-style-type: none"> Policy & Diversity Consultant <p>Managers</p> <p>Director Corporate Services / Managers</p> <p>Managers</p> | <p>Ongoing</p> <ul style="list-style-type: none"> Annually/prior to audit. October 2003 <p>Ongoing</p> <p>Ongoing.</p> <p>Ongoing</p> | |

STANDARD 3.1

Objective 19 (cont.)

To actively encourage people with disabilities in the workplace, and increase the representation of people with disabilities across all levels of the Department

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|--|---|----------|
| <p>Carefully consider essential selection criteria for all JDFs under review and remove any that are not inherent to the job that might discriminate against people with disabilities eg. possession of a drivers licence.</p> <ul style="list-style-type: none"> • Check and amend essential selection criteria as necessary. <p>Obtain information about disability type and workplace modifications required from all new employees who identify as a person with a disability.</p> <ul style="list-style-type: none"> • Include request for information to be provided on a voluntary basis in New Employee Form. • Enter information in Concept. <p>Develop Chronic Illness policy/guidelines and advise employees of these via broadcast email, managers and the CALMweb.</p> | <p>Reviewed JDFs do not contain any essential selection criteria that are not inherent to the job that might discriminate against people with disabilities.</p> <ul style="list-style-type: none"> • Criteria checked and amended as necessary. <p>Information obtained from new employees.</p> <ul style="list-style-type: none"> • New employee Form updated • Information entered in Concept. <p>Chronic Illness policy/guidelines developed and employees advised.</p> | <p>Consultant Personnel / Managers</p> <p>Manager People Services</p> <ul style="list-style-type: none"> • Policy & Diversity Consultant • Workforce Services Officers <p>Consultant Corporate Health / Policy & Diversity Consultant / Managers</p> | <p>Ongoing</p> <p>Ongoing</p> <p>February 2004</p> <ul style="list-style-type: none"> • Ongoing – to commence March 2004 <p>September 2003</p> | |

STANDARD 3.1

Objective 19 (cont.)

To actively encourage people with disabilities in the workplace, and increase the representation of people with disabilities across all levels of the Department

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|------------|--|--------------------|-----------|----------|
| See above. | <p>Improved retention of people with disabilities.</p> <p>Number of employees with disabilities is increased in accordance with Equity and Diversity Plan 2001 – 2005 objectives.</p> <p>Distribution of people with disabilities in the Department is maintained in accordance with Equity and Diversity Plan 2001 – 2005 objectives.</p> | Executive Director | June 2005 | |

STANDARD 3.1

Objective 20 (cont.)

To actively encourage youth in the workplace, and increase the representation of youth in the Department.

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|--|---|--|----------------|----------|
| Develop Graduate Recruit Policy and advise employees of this via broadcast email, managers and the CALMweb. | Graduate Recruit Policy developed and employees advised. | Project Officer (PSB) / Managers | September 2003 | |
| Incorporate training in Good Working Relations into the Graduate Recruit Program. | Training in Good Working Relations is incorporated into the Graduate Recruit Program. | Coordinator Organisation learning & Development / Policy & Diversity Consultant | Annually | |
| Advise Graduate Recruits of support mechanisms available to them in the Department such as EAP, peer support, and Grievance Contact Officer Network during their induction into the Program. | Graduate Recruits are advised of support mechanisms available to them in the Department such as EAP, peer support, and Grievance Contact Officer Network during their induction into the Program. | Coordinator Organisation learning & Development | Annually | |
| Survey current and former graduate recruits to obtain feedback about the Graduate Recruit Program, induction, training, work environment, and support. Use the data to identify broad trends, evaluate the Program and identify areas requiring improvement. | Current and former graduate recruits surveyed to obtain feedback about the Graduate Recruit Program, induction, training, work environment, and support. | Coordinator Organisation learning & Development | October 2003 | |
| | Data used to identify broad trends, evaluate the Program and identify areas requiring improvement. | | December 2003 | |
| Continue to promote the Department as an employer of choice at educational institutions, career expos and other suitable forums. | Department is promoted as an employer of choice at educational institutions, career expos and other suitable forums. | Coordinator Organisation learning & Development | Ongoing | |

STANDARD 3.1**Objective 20****To actively encourage youth in the workplace, and increase the representation of youth in the Department.**

| STRATEGIES | PERFORMANCE MEASURES | RESPONSIBILITY | TIMEFRAME | PROGRESS |
|------------|--|--------------------|-----------|----------|
| See above. | Improved retention of youth Number of youth is increased in accordance with Equity and Diversity Plan 2001 – 2005 objectives. | Executive Director | June 2005 | |

Graduation and Awards Ceremony



The new Maritime Museum Fremantle
Friday 16th May 2003

Graduation and Awards Ceremony 2003



Program

- 10.30 - 10.35 Welcome - by Alan Byrne, Co-ordinator Organisational Learning and Development.
- 10.35 - 10.40 Address by Hon. Dr Judy Edwards, MLA Minister for the Environment and Heritage.
- 10.40 - 10.45 Presentation of certificates by Dr Edwards, Keiran McNamara and Gavin Butcher.
- 10.45 - 10.50 Presentation of the Keynes Award and the Aboriginal Trainee of the Year Award by Dr Edwards.
- 10.50 - 11.15 Address by Keiran McNamara followed by the presentation of the following awards;
- the Executive Director's merit award,
 - the Executive Director's scholarship for study assistance
 - the Sciences scholarship in memory of Dr George Malajczuk, presented by Dr Nick Malajczuk
 - the Leadership scholarship in memory of Seamus Mulholland, presented by Dr Kathleen Mulholland
- 11.25 - 11.45 Presentation of the women's scholarship in honour of June Craig by Dr Edwards.
- 11.45 - 11.50 Close - Alan Byrne.
- 11.50 - 12.00 Photographs of graduates and recipients of awards.
- 12.00 - 14.00 Light lunch with refreshments.

The Graduates

| | |
|--------------------|-------------------|
| Alison Driscoll | Collie |
| Kate Macgregor | Narrogin |
| Kate Roy Chowdhury | Merredin |
| Tim Firth | Manjimup |
| Richard Read | Perth Coastal |
| Kaylene Carter | Fremantle |
| Melissa Hoskins | Woodvale |
| Sam Hurd | Mundaring |
| Edward Greenway | Mundaring |
| Hayley Valentine | Kensington |
| Sandra hohloch | Fremantle |
| Fiona Boulton | Mundaring |
| Nicole Willers | Swan Coast Region |
| Craig Lang | Katanning FPC |
| Julie Patten | Guildford FPC |
| Carrie Doncon | Guildford FPC |
| Troy Sawyer | Manjimup FPC |

The Graduate Recruit Training Program

The graduating class of Graduate Recruits were trained at the Training Centre Dwellingup over a 12-week period. The minimum entry qualification to enter the Graduate Recruit program is the Certificate IV in Land Management.

Two hundred and fifty nine applications were received of which 60 were interviewed. From the interview process, the top 20 were invited to attend a five-day residential selection school conducted at the Training Centre Dwellingup.

Selection is performance based on a candidate's skill and attitude in fundamental field based practices, as well as assessing the candidate's suitability to work within small teams. A final selection of 18 suitable candidates was then made. All recruits have been appointed into Graduate Recruit positions throughout the State. Since the initial selection one of the candidates has commenced Post Doctorate studies with the University of western Australia.

The training programs consist of the following topics;

- Fauna Management
- Recreation Planning and Management
- Team Leaders Course
- Fire Management Application
- Fire Management Suppression
- Disease Management
- Law Enforcement
- Introduction to GIS
- Conversing with the Community
- Incident Control Systems
- Field Surveying
- CALMsafe
- Health and Fitness
- Public Participation
- Senior First Aid
- Four Wheel Driving

The focus of the Competency Based Training is to teach the graduate recruits field operations and procedures, based on the management plans and derived from current departmental operations. All of the training programs are accredited with the Training Accreditation Council of Western Australia.

The Graduate Recruit program is designed to:

- Provide leaders for the future of the Department
- Provide a steady flow of competently trained technical staff to meet departmental operation requirements
- Provide competent middle managers aware of the fundamental skills required in multiple use management.
- Create a pool from which specialist officers can be developed
- Lay a basis on which Graduate Recruits can develop full and satisfying careers.

Keynes Memorial award

In March 1959, the Department received a bequest from Miss N. J. Keynes (pronounced canes). Miss Keynes is a sister-in-law of a well-known graduate from the 1920's field officer recruit program, the late Mr Dick Perry.

Miss Keynes was very interested in land management practices and this bequest was to be used as the Executive Director thought fit.

The prize has taken the form of an inscribed shield and a book to the most outstanding Graduate Recruit.

The winner of the Keynes Memorial Award, which is the premier award, is Alison Driscoll for her high level of achievement throughout the course, both in practical and in theoretical work.

Allison Driscoll

Allison graduated from the Australian National University with a Bachelor of Science in Forestry with Honours.

Allison is currently working in the Wellington District as a Parks and Visitor Services Officer where she manages the district's VISTAT program and is highly involved with the planning and implementation of recreational developments within the district.

Monitoring the relationship between Ring-tailed Possums and visitors to the Wellington National Park is a project that Allison has begun work on recently. She also hopes to gain experience in the Department's Nature Conservation section in the near future.

Executive Director's Merit award

The runner-up award is for the recruit who has displayed the best all round performance in both theoretical and practical areas.

The winner of the Executive Directors Merit award for 2003 is Kate McGregor.

Kate McGregor

Kate completed a Bachelor of Science at the University of Western Australia in 2000, where she specialised in Zoology. During her studies, she participated in volunteer work at Perth Zoo and monitoring fauna with the Department.

Currently employed as the Visitor Services Officer in Narrogin, Kate is responsible for co-ordinating the education program for the district, interpretation and managing the "Barna Mia" project – an interpretive facility that accommodates five threatened species of marsupials. Kate was initially employed with the Department as a Reserves Officer where she worked in a broad range of nature conservation projects.

Aboriginal traineeship and cadetship program

The Department has made a commitment to the government and the community of Western Australia to increase the number of Aboriginal employees by 10% - 15% over the next 10 years. A number of strategies, including a traineeship and cadetship program have already commenced to achieve this ambitious, yet achievable target. The Departments traineeship and cadetship programs are central to the success of the strategy.

In a partnership with the Commonwealth Department of Employment and Workplace Relations the Department has provided salary and training support for 35 trainees, over a five-year period. The trainees are participating in the nationally endorsed Conservation and Land Management Training Package (CLMTP). Currently the Department has 16 Aboriginal trainees progressing through the traineeship program in various Department workcentres, throughout the state. This number will increase to 35 in January 2004.

Aboriginal trainee graduates

Certificate II in Conservation and Land Management

| | |
|----------------|-----------|
| Robert Narrier | Yanchep |
| Daniel Cock | Denham |
| Dale Kickett | Mundaring |
| Wayne Dekker | Yanchep |

Certificate III in Tourism

| | |
|-------------------|------------|
| Robert Thorne | Denham |
| Chontarle Pitulej | Kensington |
| Marrisa Maher | Kensington |

Certificate IV in Land Management

| | |
|-------------------|------------|
| Chontarle Pitulej | Kensington |
| Ken Ninnette | Busselton |

Aboriginal Trainee of the year

The Trainee of the Year has been awarded to Chontarle Pitulej for her high level of achievement throughout Certificates III and IV, both in practical and in theoretical work.

Chontarle Pitulej

Chontarle is currently employed as an Indigenous Heritage Officer at the Indigenous Heritage Unit, Kensington. She has been with the Department for five years. Chontarle is involved in community liaison, education and indigenous interpretation while completing her Certificate III in Tourism and Certificate IV in Land Management.

Chontarle's studies have given her the opportunity to expand her science-based knowledge in the field of cultural heritage and interpretation. Chontarle's ambition is to work with more indigenous people who have the same challenging and rewarding careers with the Department.

National Indigenous Cadetship program

The Department also sponsors seven Aboriginal students under the National Indigenous Cadetship Program (NICP). These cadets receive funding support from the Department while undertaking tertiary studies at various Western Australian tertiary institutions. Each cadet is also offered work placement with the Department during semester breaks and academic years. Currently the Department is sponsoring cadets studying the following disciplines; Marine Science, Environmental science, Commerce, Industrial Law and Electronic Engineering.

Upon successful completion of their tertiary studies cadets will enter the Department's Graduate Recruit Program.

The Department's Continuous Learning Programs

The Department supports continuous learning for all our people. A number of scholarships and study assistance programs are in place to help facilitate this. They are listed below.

Executive Director's scholarship for study assistance

The Executive Director's Scholarship for Study Assistance is made available to all permanent wages employees to financially assist them in their post secondary education studies to enter into Field Officer positions throughout the state.

For a while after the closure of the Field Cadet Training program in December 1991, Wages personnel had limited opportunities to enter Field Officer positions. Prior to the closure, the Executive Director would offer one position per year to a wages employee. This allowed a person to enter the second year cadetship to study at the Training Centre in Dwellingup. Recognising the important role the scholarship played in providing wages employees with a career opportunity to enter field officer positions, it was decided to reinstate the scholarship in 1996.

The scholarship is designed to encourage Departmental people to take on post-secondary studies, by providing the successful applicant with both financial support and study time to ease the heavy burden of combining work and study.

The winner of the Executive Director's Scholarship for 2003 is Sean Lawson.

Sean Lawson

Sean Lawson joined the Department in 1998. Sean is currently employed at the Forest Products Commission, Timber Technology Centre, Harvey where he assists with the commercial drying of various timbers, including measuring moisture content of the timber and working with wood working machinery as required to prepare timber for sale.

Sean is in the process of studying towards his Certificate IV in Conservation and Land Management through the South West Regional College of TAFE, in Bunbury. The scholarship will enable Sean to continue his studies with the ambition of pursuing a career as a National Park Ranger with the Department in the future.

The sciences scholarship in memory of Dr George Malajczuk

The Sciences Scholarship in memory of Dr George Malajczuk is available to all Departmental employees with an undergraduate qualification. The Scholarship is designed to provide continuing education opportunities in a range of science disciplines.

The scholarship is in memory of the late Dr George Malajczuk who passed away in January 1997 at the age of 52. George had a distinguished career with the Department. On completing his undergraduate degree with the University of Western Australia he began his career at the Harvey Office. He completed his Masters and Doctorate at Yale University. His Doctorate in applied mathematical programming techniques set the standard for many land management-planning activities throughout the state.

Later, he was appointed regional leader (planning) for the Swan Region before being appointed principal economist and subsequently Director of Economics.

George was the scientific excellence underpinning many of the Department's initiatives. It is this scientific excellence that is to be fostered and nurtured with the scholarship award.

The winners of the 2003 Science Scholarship are Nicole Noakes and Kylie Ryan.

Nicole Noakes

Nicole Noakes is the Technical Officer in charge of the Peron Captive Breeding Centre, which is a part of Project Eden in Shark Bay. Currently Nicole manages the captive breeding program for the endangered species which are being reintroduced onto Peron Peninsula.

Nicole joined the Department in 1999 after completing a Bachelor of Science in Biology at Edith Cowan University in Perth, and has been with Project Eden ever since.

She plans to use the scholarship to complete a Postgraduate Certificate in Captive Vertebrate Management with Charles Sturt University in NSW. This course will cover aspects of management for both captive and wild populations as well as some reproductive technology which will be of assistance to Nicole in managing the captive breeding of endangered species at the Peron Captive Breeding Centre.

Kylie Ryan

Kylie has a Bachelor of Science (Environmental Science) degree in Marine Biology and Zoology from the University of Western Australia.

Kylie commenced work with the Department in 1999, where she worked for the Marine and Coastal District on Penguin Island. She joined the Field Officer Cadet Training Program in 2000 and graduated in 2002.

Between 2000 and early 2002, Kylie worked as a Marine Conservation Officer for the Department's Marine Conservation Branch. Kylie was involved in a number of duties which included marine conservation reserve planning, education, public participation and marine habitat monitoring.

Kylie was awarded the Executive Director's Undergraduate Scholarship in 2001, and used it to complete the course units of her Coxswain's Certificate.

In early 2002, Kylie took up her current position as Conservation Officer (Marine) for the Department's Swan Coastal District. The duties Kylie performs include management planning, marine habitat monitoring, research and environmental impact assessment.

Kylie will use the scholarship to undertake a Master of Science in Natural Resources degree at the University of Western Australia. Her research will involve a comparative biological assessment of the Sanctuary ('no-take') and General Use Zones of the Marmion Marine Park.

The leadership scholarship in memory of Seamus Mulholland

The Leadership Scholarship in memory of Seamus Mulholland is designed to provide continuing education opportunities in a range of management/leadership disciplines and is available to all employees.

Seamus Mulholland passed away in January 1997 at the age of 32. Seamus was a brilliant economist and was heading the important strategy aimed at fighting the state's salinity problems. Seamus successfully completed a joint degree Bachelor of Science and Bachelor of Economics beginning at the University of Western Australia and completed at the Australian National University. He returned to UWA to complete his Masters of Science in Natural Resource Management.

Seamus was a well-respected leader who demonstrated a delicate balance of courage, wisdom and integrity. It is this leadership quality that is to be fostered and nurtured with the scholarship.

The Seamus Mulholland Leadership Scholarship for 2003 is awarded to Gae McKay and Cliff Gillam.

Gae Mackay

Gae Mackay currently co-ordinates the Department's Management Planning, Recreation Planning, Interpretation, Indigenous Heritage, Community Involvement and Tracks and Trails Units. Gae began her career in Victoria, as a Chemistry and Biology teacher, before completing her Bachelor of Applied Science in Parks and Wildlife Management.

Gae became one of Victoria's first female rangers, where she worked at Phillip Island, and Toolangi, before moving into the field of managing recreation camps. Gae came to Western Australia in 1995, and worked for the Ministry of Sport and Recreation, before joining the Department in 1999, initially in Swan Region and now in the Parks and Visitor Services Division.

Gae will use the scholarship to undertake a Masters in Management at Charles Sturt University, which she hopes will provide her with the opportunity to further develop her own inherent leadership/management style.

Cliff Gillam

Cliff Gillam has been the Manager of People Services for the Department since 1996. Immediately prior to his appointment he worked with the State Government's central labour relations agency as a Principal Labour Relations Officer, appearing frequently as an advocate for Government in both the State and Federal Industrial Relations Commissions.

Cliff holds postgraduate qualifications in the arts and business. He is committed to the idea of life long learning, and has worked within the Department to help create the culture of a learning organisation.

His current postgraduate studies, being undertaken at Monash University through distance education and on-line learning, are in public policy and management. He hopes the knowledge gained through this course will equip him with a deeper understanding of the challenges of policymaking and management in the public sector environment, and that he will be better equipped to assist the Department in becoming, simply, the best biodiversity conservation agency in Australia.

Executive Director's career development scholarship

Departmental people who have not had the opportunity to study at the post secondary education level are invited to apply annually for the Executive Director's Career Development Scholarship. The scholarship provides financial support to a maximum of \$500 per semester per applicant to complete undergraduate study programs. The recipients of the scholarship for 2003 are;

- | | |
|--------------------|-----------------|
| Terry Goodlich | Chantal Laval |
| Alicia Taylor | Louise Oorschot |
| Jacqueline O'Toole | Don Herbertson |
| Debbie Greaves | Emma Fiorentino |
| Colin Hooper | Linda Gilbert |
| Richard McAlinden | Nevin Witber |
| John Carter | Beth Copeland |
| Graeme Keals | |

C. E. Lane Poole memorial award

The Award was established to commemorate Charles Edward Lane Poole (1885-1970) who was the first Conservator of Forests appointed under the 1918 WA Forests Act.

Lane Poole was born in Sussex, England and received his Forestry education at Nancy, France. He worked in Transvaal and Sierra Leone before arriving in WA in 1917.

In WA his work laid the foundation for forest management. Later Lane Poole became the first principal of the Australian Forestry School in Canberra and the first inspector general of the Commonwealth Forestry Bureau. He filled this latter position with distinction for 18 years.

The Award was established and formally announced by the then Premier of WA, Sir Charles Court, at the opening of the former Forests Department (now the Department of Conservation and Land Management) state headquarters on 30 October 1981.

Finance for the Award is kindly provided for by Westfi. It was made possible by initial funding by Mr Dennis Cullity of Westralian Forest Industries. Lane Poole first employed Mr Cullity's father (the late Tom Cullity). The Lane Poole Memorial Award aims to provide financial assistance towards travel or study opportunities for officers of the Department of Conservation and Land Management, Forest Products Commission and Conservation Commission.

There is no recipient of Lane Poole Award for 2003.

Scholarship for all Departmental women in honour of June Craig

This scholarship has been established to honour the work of June Craig, Western Australia's first female Minister with a conservation related portfolio and second ever female cabinet Minister. This Scholarship has been developed to encourage, support and facilitate all women in the Department to enhance and develop their careers and increase their contribution to the Department's mission. Furthermore, it is an opportunity to develop, reward and retain knowledgeable and competent women in the department.

It was June's life in the rural town of Dardanup, as a mother, farmer and employer of new migrants that brought to her attention the disturbing lack of community support, both materially and emotionally, for migrants and rural women. In 1972 June established the Citizens' Advice Bureau and Good Neighbour Council in Bunbury. In 1974, she became the Liberal member for the former seat of Wellington and went on to become Minister for Lands and Forests in 1977-78. She went on to become Minister for Local Government and Urban Development and Town Planning until 1983. Her strong community involvement continues to this day and has included becoming Australia's first woman National President of Save the Children Fund and Chair of the Presbyterian Ladies College. June strongly supports an education system that can encourage women to express themselves, use technology as a positive learning mechanism and provide them with the confidence to achieve their highest aspirations. In 1994 June was awarded an AM (Member in the Order of Australia) to honour her contribution to community and charities.

June Craig is a notable example of a Western Australian woman for whom contributing to the community and conserving the environment has been a way of life, a means of self-expression, and a career.

The recipients of the scholarship for 2003 are:

Chontarle Pitulej

Chontarle is currently employed as an Indigenous Heritage Officer at the Indigenous Heritage Unit, Kensington. She has been with the Department for five years. Chontarle is involved in community liaison, education and indigenous interpretation while completing her Certificate IV in Land Management.

The scholarship enables Chontarle to visit World Heritage listed areas such as The Wet Tropics in Northern Queensland and Kakadu National Park in the Northern Territory. These areas are recognised for their cultural and natural heritage values.

Chontarle hopes to gain a better understanding of how other government organisations work with Indigenous communities and deal with joint management issues in relation to the development of cultural interpretation. She believes that "through cultural interpretation we are able to create balance, respect and understanding of our country".

On returning to Western Australia, Chontarle hopes to pursue a personal commitment in developing better partnerships with our Indigenous peoples through community liaison and cultural interpretation.

Kath White

After completing a Bachelor of Applied Science at Edith Cowan University in 1994, Kath started with the Department of Conservation and Land Management as a Seasonal Ranger in the West Kimberley District. Kath's duties in the Kimberley varied from relief work in the National Parks to trapping bilbies in the Great Sandy Desert to be reintroduced to Cape Peron as part of project Eden. Kath then spent three years from 1997 based in Purnululu National Park as a National Park Ranger and was strongly involved in developing the interpretive centre there as well as working with local Aboriginal communities and remote area search and rescues.

Kath moved to the South West in 2000, working in the Frankland District as a Ranger and Acting Ranger in Charge in Walpole for three years. She has more recently transferred to Albany and is looking forward to a new set of challenges that face National Park Rangers in that region.

Kath used her scholarship to attend the Fourth International Rangers Congress. She is keen to learn about the experiences, difficulties and successes of other National Park Rangers.

Kath benefited from the opportunity of information exchange and professional networking from around the world and gained some new ideas about National Park Management, which she is sharing with National Park Rangers in the Department.

Leonie Monks

Leonie Monks has worked for the Department for six years. She is currently employed as a research scientist with the Flora Conservation Group based at the WA Herbarium where she is working on a program of threatened flora translocations. To date this program has translocated 16 species of critically endangered flora to secure sites, whilst also gathering knowledge on how to increase the success of these planting programs.

Translocations are still in their infancy in Australia and much can be learnt through interaction with colleges in other countries. Leonie plans to use her Scholarship to travel within the USA to visit several translocation specialists. These scientists have undertaken extensive research in translocation techniques. Leonie hopes to bring home many new ideas to increase the success rate of Western Australian flora translocations.

Stella King

Stella King commenced work with the Department in 1985 as Secretary to the Director of Nature Conservation. In 1992 she was seconded to the office of the Minister for the Environment for two years and on her return to the Department in 1994 took up the position of administrative assistant to the Marine Conservation Branch. Now based at Crawley, Stella's primary function is to liaise with the office of the Minister for the Environment.

Stella is one of twelve grievance contact officers in the Department. She will use her scholarship to undertake a number of short courses – mainly with Centrecare Corporate – to enhance her skills in this role. Her aim is to expand her current role to that of a grievance resolution officer in accordance with People Services Branch intentions to ultimately increase the number of grievance resolution officers in the Department.

Stella takes an active interest in the evolving culture of the Department. She is keen to contribute to the empowerment of staff to manage their own careers and well being.

Brenda Smith

Brenda is currently employed as the Administration Assistant for the People Services Branch based at Kensington. She has been with the Department for six and a half years. Brenda provides support to Manager People Services and is the Executive Officer to the CALMpeople Reference Group along with her role as Coordinator of the Public Services Training Package within the Department.

Brenda has worked closely with the Department's administration and clerical people including organising the 2002 Administrative Seminar. It was at this annual seminar that the need to develop new and existing employees and offer a formal path for training has been repeatedly identified. This award will enable Brenda to travel to Brisbane, where there has been a strong commitment to the package, to liaise with various Government agencies to discuss the implementation of the nationally endorsed Public Services Training Package. This package will offer an exceptional learning opportunity for administration and clerical people who are committed to furthering their knowledge and qualifications in an area that is increasingly becoming more demanding.

Tiffany Aberin

Tiffany Aberin is a Senior Graphic Designer in the Strategic Development and Corporate Affairs division and has worked in the Department for six and a half years. Tiffany's work as a Graphic Designer ranges from creating design concepts using digital artwork, to overseeing the production of jobs. Her recent projects include *Conservation News*, *LANDSCOPE* magazine, *LANDSCOPE* Calendar and *Beneath Busselton Jetty* book. Tiffany has also been involved in establishing style guidelines for the use of the Department's corporate identity and the redesign of *LANDSCOPE* magazine.

After completing a Bachelor of Arts-Design from Curtin University, Tiffany worked as a freelance designer before joining an advertising agency in 1996. Later that year, Tiffany joined the Department's Graphic Design section.

Tiffany used her scholarship to attend the AGIDEAS Design Conference in Melbourne. The conference offered Tiffany an opportunity to view contemporary design work, and a forum to gain insight into current design trends and new industry practices. Twenty-seven nationally and internationally acclaimed industry professionals presented at the conference, which Tiffany says was a career enriching experience. Tiffany will create a visual reflection of her creative insights, inspired by the journey which will be shared and discussed with her design colleagues.

Department Mission Statement

In partnership with the community,
we conserve Western Australia's biodiversity,
and manage the lands and
waters entrusted to us,
for their intrinsic values and for the
appreciation and benefit of present
and future generations.

