



RECONCILIATION ACTION PLAN

PIONEER VILLAGE SCHOOL
JULY 2024 TO JULY 2025



This document has been adapted from Pioneer Village School's Reconciliation Action Plan, developed through Reconciliation Australia's Narragunnawali: Reconciliation in Education program

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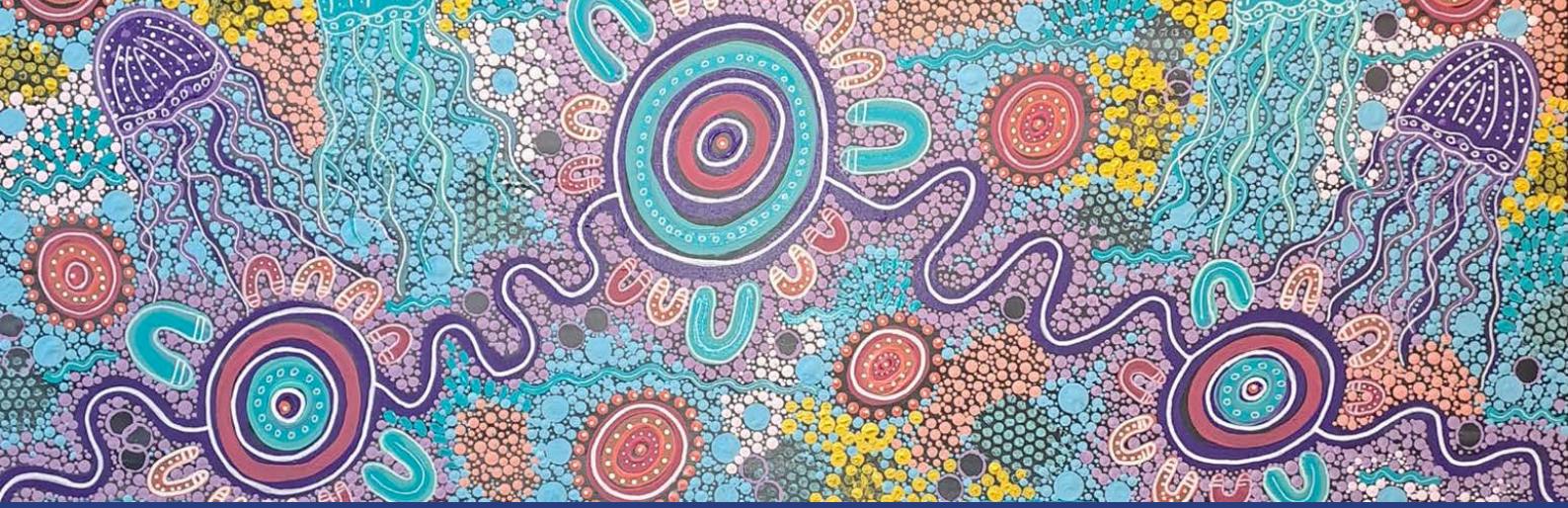
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This document has been adapted from Pioneer Village School's Reconciliation Action Plan, developed through Reconciliation Australia's Narragunnawali: Reconciliation in Education program <https://www.narragunnawali.org.au/raps/26014/pioneer-village-school>





VISION FOR RECONCILIATION

Pioneer Village School's vision for reconciliation is for Aboriginal and Torres Strait Islander cultures to always be visible in our school.

We are committed to establishing strong relationships across our community, with local Aboriginal and Torres Strait Islander community members, based on mutual respect and understanding.


Our actions will contribute to the goal of fostering equality and equity between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians in order to instill empathy, knowledge, understanding, and respect within our whole school and the wider community.

ACKNOWLEDGEMENT OF COUNTRY








Pioneer Village School respectfully acknowledges the Traditional Custodians of the Land as being the First Peoples of this country. We embrace the vast Aboriginal cultural diversity throughout Western Australia and recognise their continuing connection to Country, water and sky. We pay our respects to Elders past, present and future, and acknowledge we are on Whadjuk Noongar Land.



RAP WORKING GROUP

	Louise Lont	Principal/Director
	Ruhama Rowe	Staff (Teaching)
	Debbie Pashen	Staff (Teaching)
	Marguerite Rosario	Staff (Teaching)
	Sheridan Evans	Staff (Teaching)
	Michelle Hodges	Staff (Teaching)
	Lauren Turner	Staff (Teaching)

RAP SUPPORTERS

	Aunty Irene McNamara	Mirrning Elder
	Uncle Nigel McNamara	Mirrning Elder
	Ethan Chad	Yonga Solutions
	Amy Hounslow	School Community
	Brett Collard	Wadjak and Balardong Noongar Elder
	Dylan Collard	Kalyakoorl Language
	Bianca Willder	Artwork Contribution



RELATIONSHIPS IN THE CLASSROOM

RAP ACTIONS

Aboriginal and Torres Strait Islander People in the Classroom

COMMITMENT

We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Teach Wanjoo and other songs in Noongar.
- Invite Noongar community members to run culture and language lessons.
- Engage Noongar community members to come and share their culture and historical perspectives with the students.
- Celebrate NAIDOC day annually.
- Celebrate our new Noongar House names.
- Create an area in the Library, where books written by Aboriginal and Torres Strait Islander authors is continually displayed.

What we plan for the future:

- Create a program for the year across the school that looks at the students' prior knowledge and broadening their experience and understanding of Aboriginal and Torres Strait Islander cultures.
- Share learnings about First Nations' music and songs with our whole school community.
- Create a reading spine for books written by First Nations authors.

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Pioneer Village School Students.



RELATIONSHIPS IN THE CLASSROOM

RAP ACTIONS

Early Years Learning Framework

COMMITMENT

We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Acknowledging and incorporating Aboriginal and Torres Strait Islander histories and cultures. Create an educational program that revolves around the child, taking into account factors such as the ways of knowing and being of Aboriginal and Torres Strait Islander children.
- Our partnership with Yonga Solutions and the school strengthens our educators' understanding of designing inclusive learning areas that engage with the local Aboriginal and Torres Strait Islander community.
- We work together to foster a culture of inclusiveness and a sense of belonging for all children, families, and the community.
- We engage in collective reflection and consider the social justice and equity implications of our educators' approaches to relationships with children.
- Actively challenge stereotypes, raise awareness, and cultivate deep respect for Aboriginal and Torres Strait Islander histories and cultures.
- Use reflection as an opportunity to cultivate deep respect for and knowledge of the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander histories and cultures.
- We will strive to create learning environments that honour and reflect First Nations culture. All members of our team wholeheartedly recognise and embrace diversity as a strength.
- We ensure that our interactions uphold the dignity, rights, cultures, and best interests of all children, including those who identify as Aboriginal and Torres Strait Islander peoples.
- Work closely with local Aboriginal organisations and artists who are engaged to our service by sharing Aboriginal cultures, languages, and traditions with our Students.

What we are working towards:

- Use reflection as an opportunity to cultivate deep respect for and knowledge of the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander histories and cultures.



RELATIONSHIPS AROUND THE SCHOOL

RAP ACTIONS

Cultural Responsiveness for Staff

COMMITMENT

We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Whole staff have completed cultural awareness training.
- Create a school directory of Noongar community members who have the capacity to provide advice.

What we plan for the future:

- Provide teachers with PD opportunities annually to embed Aboriginal and Torres Strait Islander perspectives into future units.
- Whole staff to reflect on next steps for RAP journey through surveys and use of the Aboriginal Cultural Standards Framework.
- Provide Cultural Responsiveness training for new staff.

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Pioneer Village School Grounds.



RELATIONSHIPS WITH THE COMMUNITY

RAP ACTIONS

Welcome to Country

COMMITMENT

Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of the Land.

PIONEER VILLAGE SCHOOL PRACTICE

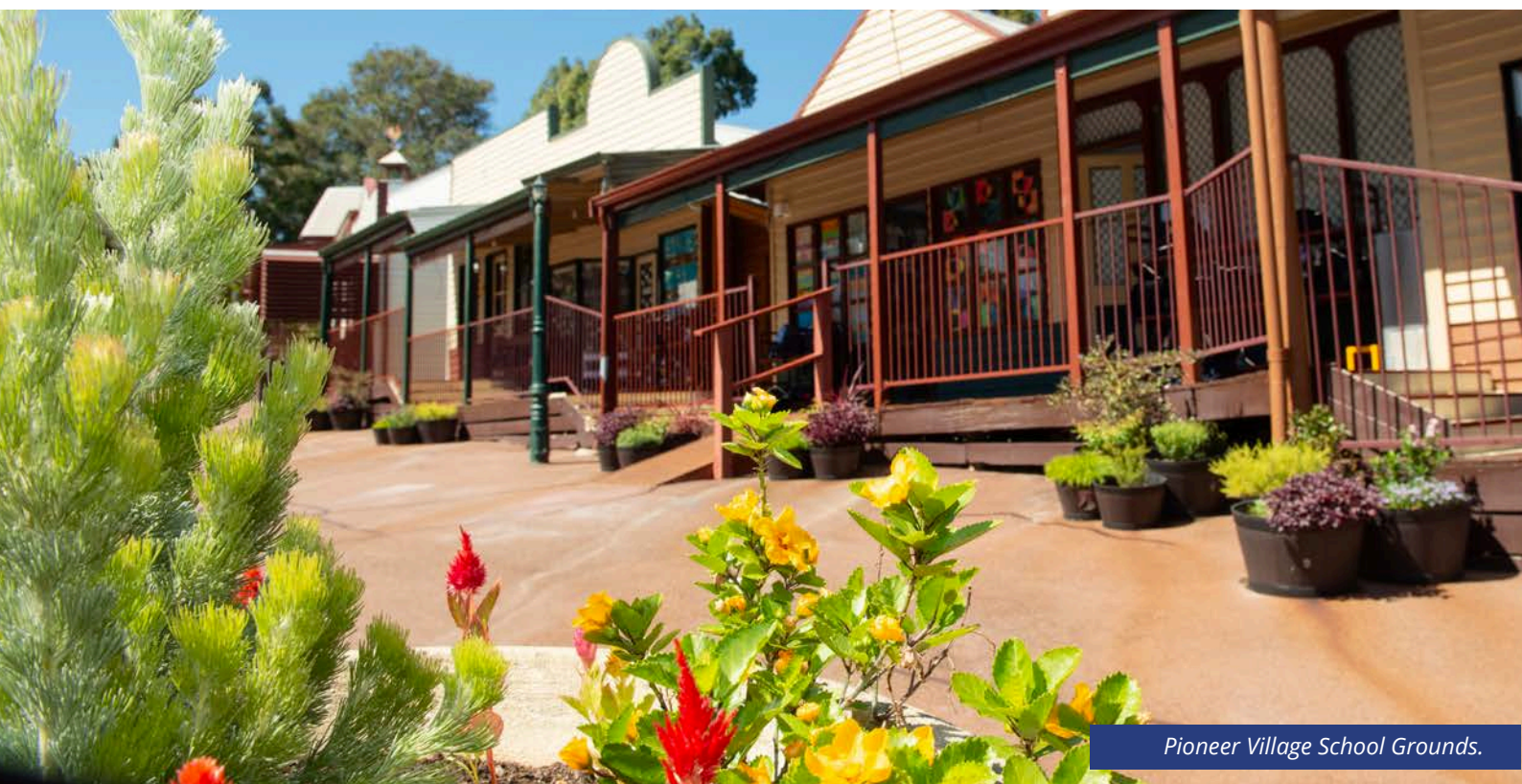
What we do now:

- Set aside a budget fund for remunerations when hiring Elders to conduct Welcome to Country ceremonies.
- Plan to have a Welcome to Country from a local Elder annually.

What we plan for the future:

- Maintaining relationships and continue building connections with the local Noongar Community.

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Pioneer Village School Grounds.



RELATIONSHIPS WITH THE COMMUNITY

RAP ACTIONS

Celebrate National Reconciliation Week

COMMITMENT

Our school community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Commemorate Reconciliation Week in school and Sorry Day.
- Commemorate Reconciliation Week as a whole school including a Reconciliation Assembly.

What we plan for the future:

- Acknowledge other significant days to Aboriginal and Torres Strait Islander Peoples on the whole school calendar to be discussed in class.

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Jayden Boundry from Ngalak Nidja, Reconciliation Incursion.



RELATIONSHIPS WITH THE COMMUNITY

RAP ACTIONS

Build Relationships with Community

COMMITMENT

We commit to forming ongoing relationships with our local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We value these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and the community.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Create a school directory of Noongar community members who are happy to be contacted for advice.
- Had paintings made to represent the names of our classrooms by Noongar artist.
- Display paintings purchased from Bianca Willder in the school.

What we plan for the future:

- Invite Noongar incursions and singers to our school to sing in Noongar and teach students culture through song.
- Commission Bianca Willder to paint classroom images for new classes.

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Pioneer Village School Grounds.



RESPECT IN THE CLASSROOM

RAP ACTIONS

Teach about Reconciliation

COMMITMENT

Our school community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey.

This understanding also helps to strengthen engagement with our school's RAP by positioning it within the broader story of reconciliation in Australia.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- We are committed to strengthening our schools' knowledge and understanding of the concept of reconciliation, its history and the progress that has been made, by embedding this into relevant units of learning in addition to National Reconciliation Week. As a school, we recognise that days of historic and national importance to Australians, also have a significant importance to people of Aboriginal and Torres Strait Islander heritage.

What we plan for the future:

- We are working to ensuring that the information and lessons we present include Aboriginal and Torres Strait Islander perspectives, from primary sources.
- Raising awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples, to help children, students and staff to better empathise with Aboriginal and Torres Strait Islander Peoples and the process of reconciliation.

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Dylan Collard from Kalyakoorl, Language Lessons.



RESPECT IN THE CLASSROOM

RAP ACTIONS

Explore
Current
Affairs and
Issues

COMMITMENT

We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our school operates.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Encourage teaching staff to make relevant links between teaching topics (including current issues) and the histories, cultures and practices of Aboriginal and Torres Strait Islander people. Provide links to documents created to link Noongar culture to the curriculum.

What we plan for the future:

- Share developmentally appropriate updates and invite community members to share their thoughts, when appropriate.
- Embed First Nations perspectives in teaching guide, included expected learning for different year levels.

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Smoking Ceremony 2024.



RESPECT AROUND THE SCHOOL

RAP ACTIONS

Acknowledgement of Country

COMMITMENT

Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Acknowledgement of Country included in all Whole School events.
- Explicit lesson on the differences between an Acknowledgements of Country versus a Welcomes to Country.
- Daily recitation of the class constructed Acknowledgement of Country based on local land features, flora and fauna.
- Acknowledgement of Country is said at every Assembly.
- Display school's Acknowledgement of Country, written in English on emails.

What we plan for the future:

- Display a physical copy of the class Acknowledgment of Country within the room.
- Display school's Acknowledgement of Country, written in English and Noongar, at the front of the school.

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RESPECT AROUND THE SCHOOL

RAP ACTIONS

Care for Country

COMMITMENT

We commit to actively connecting with, and caring for, the Country/place on which our school stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and Land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.

PIONEER VILLAGE SCHOOL PRACTICE

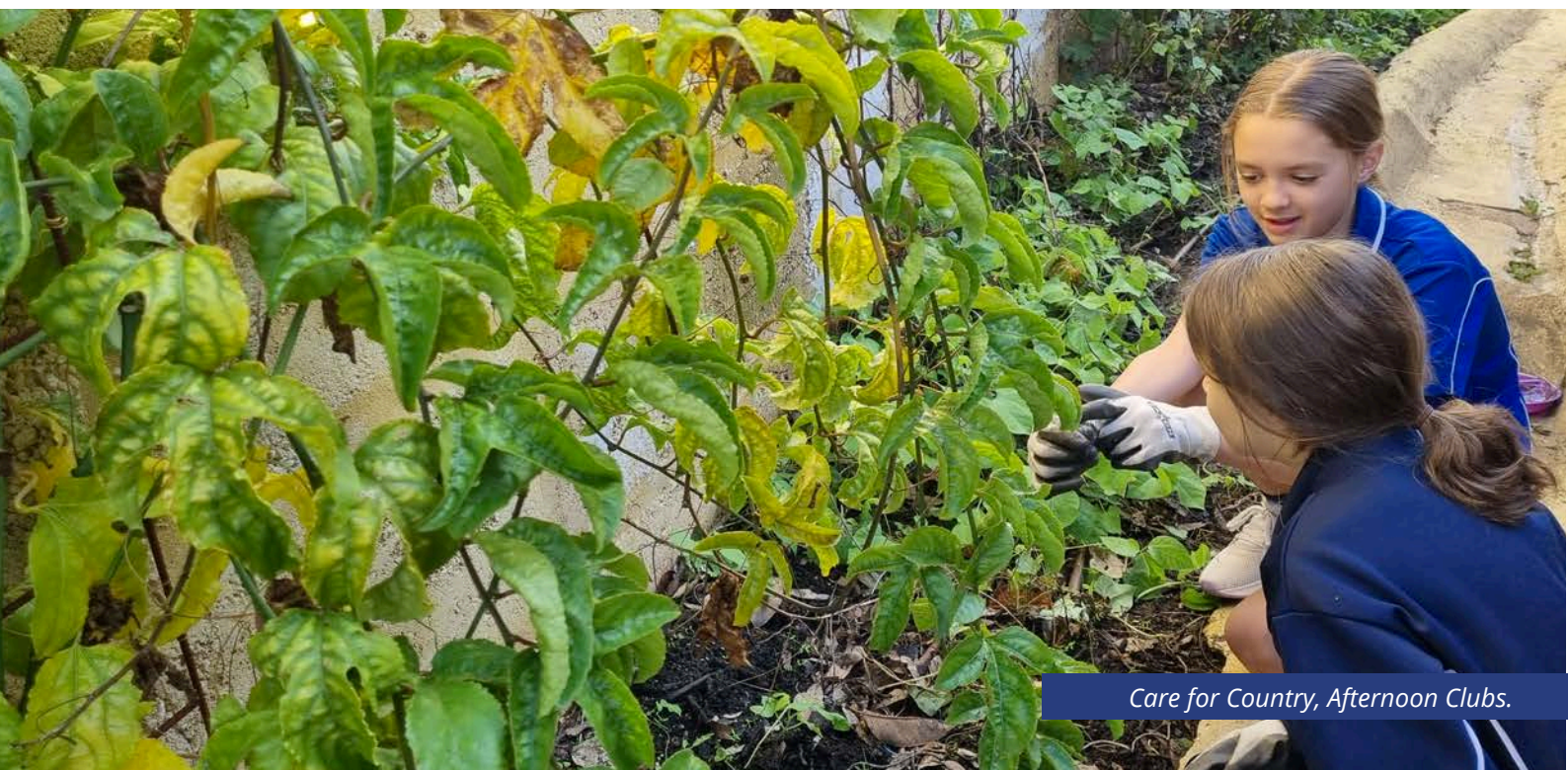
What we do now:

- Care for Country Club to be included in Friday Clubs rotation to teach how to and why caring for our land is important.
- Noongar language lessons on features of country annually with Dylan Collard.

What we plan for the future:

- Maintain and utilise more regularly, our Noongar six seasons garden.
- Plant bush tucker in Kindy.

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Care for Country, Afternoon Clubs.



RESPECT WITH THE COMMUNITY

RAP ACTIONS

Aboriginal and Torres Strait Islander Flags

COMMITMENT

Our school flies/displays the Aboriginal and Torres Strait Islander flag at your school to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Display the Aboriginal and Torres Strait Islander Flags at the top of Main Street.

What we plan for the future:

- Teaching of meaning and significance of flags to be embedded in year plan.

This document has been adapted from Pioneer Village School's Reconciliation Action Plan, developed through Reconciliation Australia's Narragunnawali: Reconciliation in Education program



Flags at Pioneer Village School.



RESPECT WITH THE COMMUNITY

RAP ACTIONS

Take Action Against Racism

COMMITMENT

We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our school.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Submit our RAP to local Elders for consultation, feedback and approval to ensure we are tackling preconceptions and racist views appropriately.
- Active teaching of the importance of valuing difference.
- Consult with Ethan Chadd to construct our school RAP and deliver Cultural Awareness sessions.
- Discuss, teach and model anti-racism, and respecting cultural differences during morning meetings.

What we plan for the future:

- Publish approved RAP to school community and share our commitments through advertising campaigns.
- Display school's Acknowledgement of Country, written in English and Noongar, at the front of the school.

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West Australian Red and Green Kangaroo Paw



OPPORTUNITIES IN THE CLASSROOM

RAP ACTIONS

Curriculum Planning

COMMITMENT

Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Create a school directory of Noongar community members who have the capacity to provide advice.
- Share the Noongar Culture Website with the school community to use the curriculum guides to embed Noongar perspectives in lessons.

What we plan for the future:

- Use time during professional development days to review the term and year plans to investigate more authentic ways to embed the Aboriginal and Torres Strait Islander cultures, histories and perspectives.
- Complete professional development on the respectfully embedding Aboriginal and Torres Strait Islander perspectives in our curriculum planning to ensure students see their culture represented.

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Pioneer Village School Students.



OPPORTUNITIES AROUND THE SCHOOL

RAP ACTIONS

Inclusive Policies

COMMITMENT

All staff at school are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Review and/or amend school policy documents to ensure they are inclusive of Aboriginal and Torres Strait Islanders.
- Continue reviewing policies to ensure there is a focus on providing equal and equitable opportunities for all students.

What we plan for the future:

- Add any new or updated policies to Sentrient to be reviewed by all staff.

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OPPORTUNITIES AROUND THE SCHOOL

RAP ACTIONS

Staff
Engagement
with RAP

COMMITMENT

Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Create a RAP team.
- Meet termly to update plan.
- Provide whole staff with updates.

What we plan for the future:

- Provide staff a means to reflect and feedback on RAP goals.
- Embed practices for classrooms.

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Jayden Boundry and Dylan Shillito from Ngalak Nidja, Reconciliation Incursion.



OPPORTUNITIES AROUND THE SCHOOL

RAP ACTIONS

RAP Budget Allocation

COMMITMENT

We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Each year we will allocate a budget towards engaging Noongar community members to come and teach language and share culture with our students. This includes dance, song, language and traditional ceremonies.

What we plan for the future:

- To reassess budgeted amount against proposed activities and increase budget as required each year.

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Cultural Artifacts from Ngalak Nidja, Reconciliation Incursion.



OPPORTUNITIES WITH THE COMMUNITY

RAP ACTIONS

Celebrate RAP Progress

COMMITMENT

We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.

PIONEER VILLAGE SCHOOL PRACTICE

What we do now:

- Invite the Elders who have advised us to morning teas and celebration days.
- Share our RAP journey with the community in our newsletters.

What we plan for the future:

- Continue to celebrate our RAP successes at staff meetings and on PL days.

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Pioneer Village School Students.



Pioneer Village School Students.

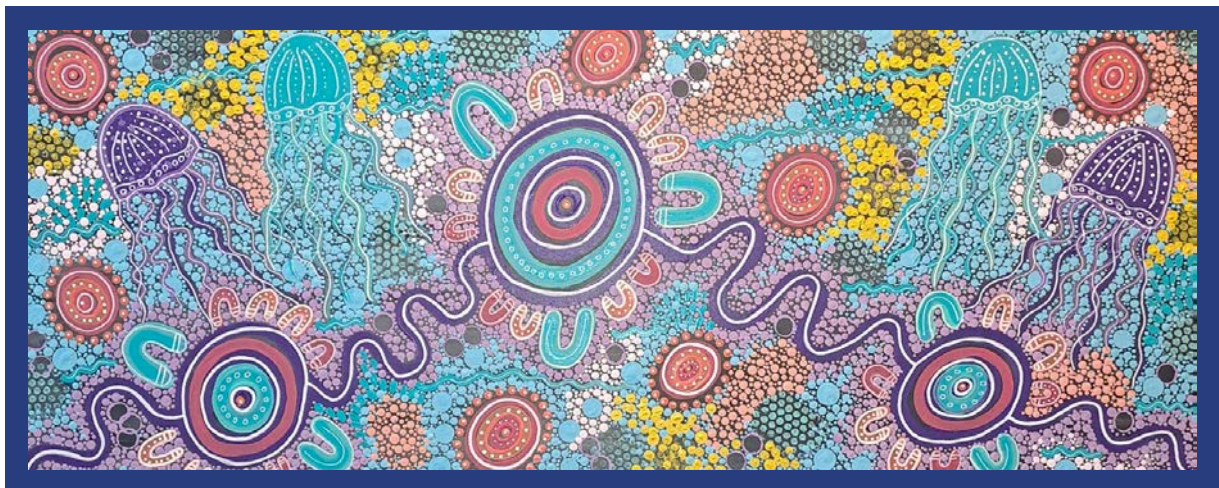
WE LOVE WORKING WITH OUR NOONGAR COMMUNITY. NOONGAR OAK CREATIONS

Bianca Willder

<https://www.facebook.com/noongarookcreations/>

Healthy Ocean!

This painting is about a beautiful, healthy ocean full of coral and sea life that is enjoyed by the communities near by.



NGALAK NIDJA

<https://ngalaknidja.com.au/>

Ngalak Nidja is a small Aboriginal business owned and operated by proud Wadjak Ballardong Noongar and Badimaya Yamatji man, Jayden Boundry along with the support of his family.

KALYAKOORL

<https://kalyakoork.com.au>

Kalyakoork Pty Ltd is a Noongar business founded by Wadjak and Ballardong Noongar man, Dylan Collard based in Boorloo, Perth Western Australia. Dylan is passionate about ensuring Noongar language continues kalyakoork (forever).

YONGA SOLUTIONS

<https://yongasolutions.com.au>

Ethan Chad - Cultural Awareness Training and RAP workshopping.

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