

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Dominic College

February 2026 to February 2027

**DOMINIC
COLLEGE**



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VISION FOR RECONCILIATION

Dominic College will continue to actively engage with the Tasmanian Aboriginal community, and First Nations Peoples, including our Aboriginal students. By providing meaningful opportunities for our students, including Aboriginal students, we aim to support not only their education and academic growth but also their personal and cultural development. Dominic College aims to actively engage in real-time learning opportunities to support the development of staffs cultural competency and to develop and maintain peace and friendship with Tasmanian Aboriginals.

Dominic College sees reconciliation as a step in the direction of acknowledging the true histories of our Nation, including the invasion of Australia and lutruwita/Tasmania, and the failures of humanity during colonisation. We aim to further embrace the existence and resilience of First Nations peoples and cultures across Australia with a focus on lutruwita/Tasmania, as we move forward in a partnership of respect, honesty and true friendship.

Dominic Colleges Reconciliation Action Plan provides us with a framework to continue to reflect upon the actions that we are already embracing, as well as looking at additional opportunities that allow our College to acknowledge our true histories, embrace the ongoing existence and survival of First Nations peoples, and drive a stronger future of reconciliation in Australia. We are committed to supporting our staff, students and the whole College community in honest truth-telling, and participatory ways forward into the future.

ACKNOWLEDGEMENT OF COUNTRY

For thousands of years Aboriginal Tasmanians have walked this Land, on their own country as custodians to their Earth Mother. Their unbroken relationship with the Land, stars, waters and sea was and remains to be at the Centre of their lives.

These Lands, now called Dominic College, were the lands of the muwinina people, who belonged to one of the oldest continuous cultures in the world. We acknowledge and remember the muwinina people who are now lost to us.

We acknowledge all Aboriginal Tasmanians, today's palawa and pakana people, those of the past, the present and the future, and, with gratitude and respect, we recognise their continued relationship, custodianship and their bond with Country throughout the ages.



RAP WORKING GROUP

Name	Position
Michelle O'Grady	Staff (teaching)
Stephen Casni	Principal / Director
Jacquelyn Turner	Staff (teaching)
Ruth Scanlon	Staff (teaching)
Rachel Butler	Parent/carer
Marty Crerar	Staff (teaching)
Carla Jennings	Staff / Community Member
Katrina Willing	Parent/carer
Kylie De Calmer	Staff (teaching)
Ceclia Lomi	Staff (teaching)
Chantal Petitt	Staff (non-teaching)

CONTRIBUTORS

Dominic College would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Rupert Jenssen	First Nations SRC / Dominic College
Brooke Thomas	First Nations SRC / Dominic College
Tom Jenssen	First Nations SRC / Dominic College



RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander People in the Classroom	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.
Early Years Learning Framework	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.
Opportunities for Aboriginal and Torres Strait Islander Students and Children	We commit to providing opportunities for all Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school community.





RAP ACTIONS	COMMITMENT
<p>Elders and Traditional Owners Share Histories and Cultures</p>	<p>We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.</p>
<p>Cultural Responsiveness for Staff</p>	<p>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.</p>
<p>Reconciliation Projects</p>	<p>Our school will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the school and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.</p>





RAP ACTIONS	COMMITMENT
Welcome to Country	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.
Celebrate National Reconciliation Week	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.
Build Relationships with Community	We commit to forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community.





RAP ACTIONS	COMMITMENT
<p>Cultural Responsiveness for Students and Children</p>	<p>Our everyday program will have ways for children and students to learn about Aboriginal and Torres Strait Islander perspectives, contributions and cultures, in and outside the classroom. We will include cultural responsiveness principles our students and children have learned in the ethos of our classrooms and across our school.</p>
<p>Family and Community Room</p>	<p>We commit to establishing a space in our school for Aboriginal and Torres Strait Islander families and community members to catch up and have a cup of tea, meet with staff, students and children, hold meetings or get together with other community members.</p>
<p>Reconciliation Network</p>	<p>We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.</p>





RAP ACTIONS	COMMITMENT
Teach about Reconciliation	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.
Teach about Days of National Significance	We commit to incorporating nationally significant days for Aboriginal and Torres Strait Islander peoples and reconciliation into our curriculum to increase knowledge of Aboriginal and Torres Strait Islander histories, cultures, contributions and contemporary issues. We also commit to including Aboriginal and Torres Strait Islander perspectives when teaching about other national days, such as 26 January (Australia Day) and ANZAC Day.
Explore Current Affairs and Issues	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.



RAP ACTIONS	COMMITMENT
Acknowledgement of Country	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.
Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our school. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.
Care for Country	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.

RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Celebrate Days of National Significance	We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day.
Aboriginal and Torres Strait Islander Flags	Our school flies/displays the Aboriginal and Torres Strait Islander flag 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.
Physical Acknowledgement of Country	Our school proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our school is located.

RESPECT WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Take Action Against Racism	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.



OPPORTUNITIES IN THE CLASSROOM

RAP ACTIONS	COMMITMENT
Curriculum Planning	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.





RAP ACTIONS	COMMITMENT
<p>Inclusive Policies</p>	<p>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.</p>
<p>Staff Engagement with RAP</p>	<p>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.</p>



OPPORTUNITIES



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Local Sites, Events and Excursions	We commit to learning more about the Aboriginal and Torres Strait Islander histories, cultures and contributions of the Country on which we live, work, learn and play, by working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites.
Celebrate RAP Progress	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.

