



NAWARDDEKEN
ACADEMY

Nawarddeken Academy

Annual Report 2019

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NAWARDDEKEN
— ACADEMY —

The Nawarddeken Academy logo depicts a Bininj hunter spearing barrk (black wallaroo) painted by Warddeken founder and patron, Baradayal Lofty Nadjamerrek AO (Wamud Namok, 1926 -2009). Painted by Bardayal as a gift for his grandchildren in 2003, the original white ochre image can be seen on an escarpment wall two kilometres to the south west of Kabulwarnamyo. It is the last known piece of rock art completed in Australia.

FRONT COVER

Natasha dja Zekahlia Yibarbuk.
Natasha and Zekahlia Yibarbuk.

Vision

We are teaching young people about the country, the walking routes, the place names, experiences with the country and then they in turn follow this way. This is not a new thing. It's just what our old people before us taught us.

- Professor Mary Kalkiwarra Nadjamerrek

Our Academy and community will work together to make our kids strong in both Bininj (Indigenous) and Balanda (non-Indigenous) learning, so that when they leave the Academy they have the knowledge, skills and confidence that they need to make good life choices.

- Kabulwarnamyo Community

*Andrick Nadjamerrek
marnbom mankole nuye.
Andrick Nadjamerrek with
his freshly harvested spear.*





*Natasha Yibarbuk kamang kunngobarn
mak Tana Girrabul kabibidyikarrme.
Natasha Yibarbuk collecting pandanus
with the help of Tana Girrabul.*

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The Nawarddeken Academy Story

Out here is where children can grow and learn. As time goes on, this is the real place where Aboriginal and Balanda people will be able to combine the two cultures.

– Rodney Naborlhborlh

The Nawarddeken Academy story begins in 2002 when our professor, Bardayal Lofty Nadjamerrek AO, established the Manwurrk ranger program at Kabulwarnamyo, a forerunner of Warddeken Land Management Limited (WLML). Working with their neighbours and partners, the program established the world's first fire and greenhouse gas abatement program – WALFA. Ever since, WALFA has supported Traditional Owners to live and work on country.

For some years, rangers and their families lobbied for education to be delivered on country so they would not have to leave their children with family in larger towns. Elders and parents dreamed of two-toolbox education to make their children

strong in two worlds – Bininj and Balanda.

This dream was realised in 2015 when, with the generous support of the Karrkad Kanjdji Trust and Gunbalanya School, the Nawarddeken Academy was established at Kabulwarnamyo providing two-toolbox education for school aged children.

The following year, at the request of community elders and mothers of young children, we instituted an Early Learning Program for pre-school age children. The program is well supported by local women, who share responsibility for planning and delivery of early learning activities. It also provides valuable training and part-time employment opportunities for young mothers.

In 2017, Nawarddeken Academy Limited was registered as a wholly owned subsidiary of WLML, and the board established. In December 2018, we gained Independent School Registration, commencing January 2019. Registration brings recurrent government funding that will secure the financial future of the Academy and more importantly provide Kabulwarnamyo students with the education they deserve.

Our children are now receiving a first-rate education on country. Our bi-cultural education approach engages Indigenous leaders, rangers and skilled teachers. The future of Nawarddeken depends on our children learning to live, work, and thrive within two knowledge systems.

KADDUM: Kerrida dja Reggina Namarnyilk kabenekarrmeng djang beneworneng Namarrkon.
TOP: Kerrida and Reggina Namarnyilk with their dreaming, Namarrgon the Lightning Man.

KANJDJI KUDJAKKU: Mitchell Ngaboy kayolyolme kunwok wurdurd bedberre.
BOTTOM LEFT: Mitchell Ngaboy presenting at assembly

KANJDJI KUBULDJARN: Kerrida Namarnyilk, Desiree Johnson dja Shaunell Yibarbuk kabirribowon kukku manme (garden).
BOTTOM CENTRE: Shaunell, Desiree and Kerrida watering the vegetable garden.

KANJDJI KUKUN: Wurdurd kabirribolbme bu kabirribibun dolobbo mak kabirrirarrkbun Freddy Nadjamerrek kabenbukkan.
BOTTOM RIGHT: Students learn to paint in the traditional style using ochre with Freddy Nadjamerrek.



Nawarddeken wurdurd dja mak daborrabbolk birriborke bininj kunborrk.
Nawarddeken Academy students with their families after their dance performance.



Objectives

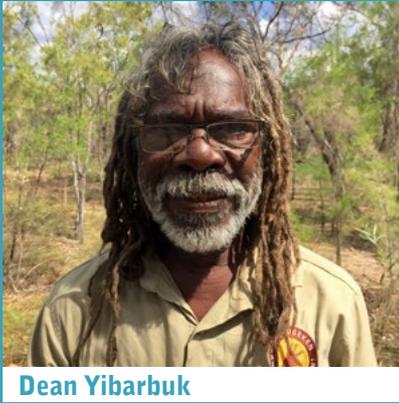
In late 2014, community members and elders sat down to talk about what they wanted a school to deliver for the young people of the stone country. Developed collaboratively through community consultation and workshops, these Objectives and Guiding Principles provide a clear foundation for what the Nawarddeken Academy will achieve.

- Empower young people to be strong and confident in both knowledge systems and who have the capacity to become ambassadors internationally.
- Preserve Nawarddeken languages and culture through bilingual and bicultural experiential learning.
- Promote intergenerational education where communities share learning experiences to conserve indigenous knowledge and languages.
- Develop clear pathways for young Indigenous people of West Arnhem Land that match their aspirations and the aspirations of their families.
- Support the social, cultural, emotional and physical wellbeing of every child.

Guiding Principles

- Respect, and the ability to integrate customary modes of learning guided by our old people with a 'western' educational curriculum.
- Facilitate a unique curriculum based on our land, language and culture, using formal and informal teaching and learning approaches; emphasising mental and physical health, while cultivating individual and collective respect and responsibility.
- Incorporate flexibility, enabling continuous improvement and positive responses to changing circumstances.
- Access all available technology to overcome the disadvantage of our geographical remoteness, and to ensure our resilience.
- Recruit, support and retain high quality staff underpinned by strong leadership and competent governance.

Chairperson's Report



Dean Yibarbuk

After a big effort, the school is finally registered and now we are turning our attention to developing the Learning on Country program alongside the Indigenous Language and Culture curriculum as well as the Australian Curriculum. It's time to demonstrate what we can achieve within the landscape.

We need constant engagement from all families and TOs to make our school strong. We need to really get behind our assistant teachers so they can settle into their roles. With staff movement and the retirement of our longest serving staff member, we need to focus our full support on consistent staff members who have the numeracy and literacy understanding, and teaching experience our children need.

We need to work together to build a sustainable Learning on Country program. Our rangers use a lot of technical tools and they can teach our young ones out in the field using English and traditional language. Elders and young rangers are keen to set up a music program for everyone. There are great advantages for the children and adults as well – all of us.

We want to see our children graduate in the bush. After graduation they can choose to join our company or pursue further education. Warddeken offers lot of different jobs – monitoring and conservation work, fire and weed management, essential services provision, administration and of course the Academy – you name it, there is always plenty to do. Early Learning provides an opportunity for young couples with children to work and the support and recognition of mothers as first teachers is fantastic to see.

After a long period of a maximum of two days of school per week, Manmoyi and Mamardawerre

communities have initiated discussions about establishing their own Independent Schools. The three communities will work together and we would also like to establish a strong link with the Gunbalanya School.

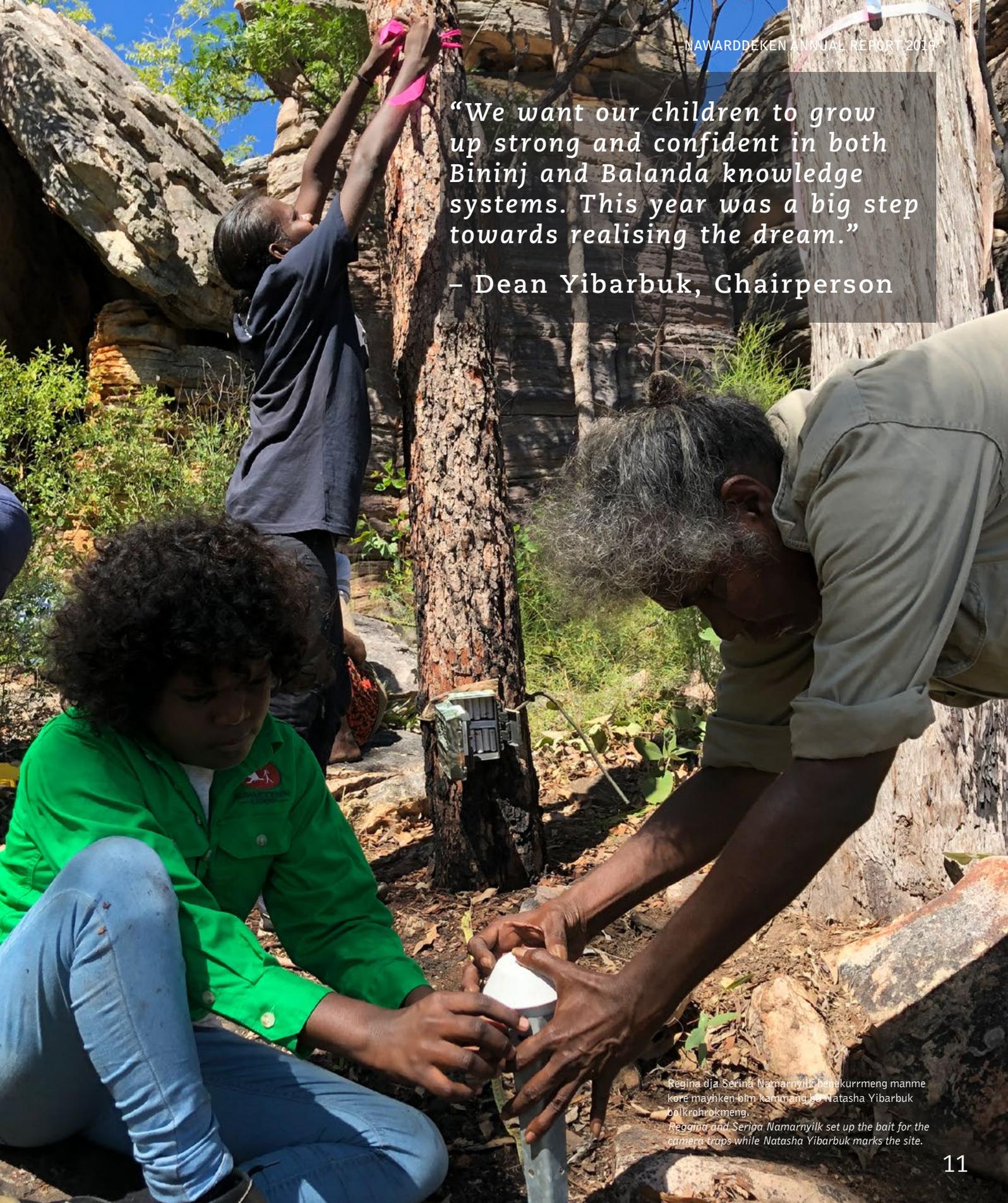
After a successful Darwin excursion this year, we are planning a trip to Melbourne next year so that the kids can start going out in the world and experience a bigger city. We want our children to grow up strong and confident in both Bininj and Balanda knowledge systems. This year was a big step towards realising the dream.



Dean Yibarbuk
CHAIRPERSON

“We want our children to grow up strong and confident in both Bininj and Balanda knowledge systems. This year was a big step towards realising the dream.”

– Dean Yibarbuk, Chairperson



Regina dja Serina Namarnyilk benekurrmeng manme kore mayhken blm kammang bo Natasha Yibarbuk belkrohokmeng.
Regina and Seripa Namarnyilk set up the bait for the camera traps while Natasha Yibarbuk marks the site.

EO's Report



Olga Scholes

After many years of planning and dedication, 2019 was our first year of operation as a Registered Independent School. With the financial future of the Academy secure, we were finally able to give our full attention to Nawarddeken Academy's vision of delivering bi-cultural education on country. Key to our ongoing success will be robust planning and evaluation frameworks, consistent community support and strong external relationships.

We are committed to giving children at Kabulwarnamyo the education they deserve. When students attend school regularly, we see steady progress in their literacy and numeracy skills as well as their Kunwinjku language and cultural

knowledge. The students' love of learning and increased confidence in both worlds is a joy to see.

Thanks to our Traditional Owners (TOs), elders, board members, rangers and community members who have worked alongside staff to help integrate the Australian curriculum and the Indigenous Language and Culture (ILC) curriculum. It is a team effort to ensure that Nawarddeken children learn to live, work and thrive within two knowledge systems, and that customary knowledge and languages are passed on and strengthened.

TOs, community members and families from Manmoyi and Mamardawerre have observed and supported the growth and development of the Academy, and have expressed interest in developing opportunities for their children to access of full time, two-way education. At the time of writing, we have the support of the Northern Land Council (NLC) and meetings with the NT Minister for Education Selena Uibo (also Minister for Aboriginal Affairs)

and her Chief of Staff have been encouraging.

I would like to extend heartfelt thanks to the Nawarddeken CEO and staff as well as the Warddeken staff and rangers for their invaluable contribution to our planning and delivery of programs. Thanks also to KKT for their unwavering support. Lastly, thanks to our teachers and assistant teachers who have been remarkable with their dedication, communication and inclusiveness; being adaptive and responsive to changing community needs provides exciting opportunities for our students' learning.

Most importantly we are making steady progress towards realising the dream of leader and visionary, Bardayal Lofty Nadjamerrek, to have Bininj live and thrive on their ancestral lands.

Olga Scholes
EXECUTIVE OFFICER

A handwritten signature in black ink, appearing to read 'Olga Scholes', with a long horizontal line extending to the right.

Kerrida Namarnyilk
benmarneyolyolme nawu
danjbik bikibiki kunwokbe
kore assembly.
Kerrida Namarnyilk telling
'The Three Little Pigs' story
at assembly.



“When students attend school regularly, we see steady progress in their literacy and numeracy skills as well as their Kunwinjku language and cultural knowledge.”

– Olga Scholes, EO

Governance

Nawarddeken Academy Limited

The Nawarddeken Academy Limited (NAL) was registered in August 2017 and all NAL board directors are listed with the Australian Securities and Investments Commission. In 2019 the board met 3 times. Our 2019 priorities were:

- Further developing our Indigenous Language and Culture (ILC) program;
- Changes to the 2020 calendar so that school terms align with the highest number of students throughout the year;
- Tailoring our school curriculum to be more responsive to local initiatives, events, the seasons and Warddeken ranger activities;
- Working with other Warddeken outstations (Manmoyi and Mamardawerre) to explore the possibility of Nawarddeken supporting the provision of full-time education.
- Commencing Nawarddeken Academy evaluation with Batchelor Institute.

Independent School Registration

The community of Kabulwarnamyo would like to extend our heartfelt thanks to KKT, WLML, Department of Education, and all our supporters and partner organisations for your unwavering belief in the Academy to achieve its dream in becoming a Registered Independent School. Although we have been operating as a school for four years, registration now gives us the freedom to further tailor school operations to the needs of the community.

Manmoyi and Mamardawerre schools

TOs, community members and families from Manmoyi and Mamardawerre have requested full-time Nawarddeken Academy education in these communities. Currently, both communities have Homeland Learning Centres that receive a maximum of two days of education per week by a qualified teacher, often less.

To this end, the NAL Chief Executive Officer, Executive Officer and TOs met with the Northern Territory (NT) Minister for Education Selena Uibo (also Minister for Aboriginal Affairs) in late October. Overall, this was a positive engagement and subsequent meetings with the Minister's Education Advisor and her Chief of Staff have been encouraging.

We have submitted two Expressions of Interest to the Northern Land Council (NLC) under Section 19 of the Aboriginal Land Rights Act to gain Land Use Agreements allowing for the operation of schools and use of associated infrastructure. In November, the NLC formally consulted Mamardawerre TOs and received unanimous approval. We await formal notification of this result from NLC Executives. The NLC has advised that the earliest possible time for Section 19 consultations in Manmoyi will be February 2020.

Board of Directors



DIRECTOR & CHAIR
Dean Yibarbuk

Dean Yibarbuk is a traditional owner of Djinkarr, near Maningrida and of Yanjkobarnem in the Warddeken IPA. Dean was a driving force behind the development of the Djelk Rangers and establishment of WLML. He is currently chairperson of NAL, WLML and a director of ALFA (NT) Ltd, three not-for-profit organisations established to support a movement back to country linked to critical conservation issues.

As a management committee member of the NT Independent Schools Association, David provides financial direction to schools across the Territory, in addition to strategic planning and financial management of the association. He is also the business manager at Milkwood Steiner School where he has provided strong strategic direction for a school in financial difficulty, responsible for turning a significant loss into profit in two years.



DIRECTOR
David Arthur



DIRECTOR
Kyrin Bulliwana

Kyrin Bulliwana is a young and rising talent in West Arnhem Land and has worked for many years as a Warddeken ranger. She transitioned to the role of Early Learning educator with the Nawarddeken Academy, providing strong leadership and building on her existing teaching qualifications and experience.

Leonie Jones has 40 years working in the area of Aboriginal education in the NT. Leonie runs an educational consultancy, providing mentoring and training for school principals and support for Aboriginal students. With eight years living and working out bush, she understands the unique challenges and opportunities faced by Academy staff and students.



DIRECTOR
Leonie Jones



DIRECTOR
Kenneth Mangiru

Kenneth Mangiru is a Traditional Owner of the Kudjumarndi estate and lives in Gunbalanya. Kenneth speaks Kunwinjku and English, and is well respected for his cultural knowledge. He is an experienced board member, currently working at Njanma Rangers as part of a team responsible for environmental and cultural heritage protection and conservation land management.

Conrad Maralngurra is a Traditional Owner of the Kudjekbinj estate and lives at Mamamadwerre. Conrad speaks Kunwinjku, Maung, Yulngu Matha and English, and plays the didgeridoo and guitar. In the past he worked as an Assistant Teacher at Gunbalanya School servicing outstation schools, and has three years Norforce training, including reconnaissance, combat and first aid.



DIRECTOR
Conrad Maralngurra



DIRECTOR
Margie Moroney

Margie Moroney has an impressive resume as a global finance industry professional. She specialised in corporate advisory work in the agribusiness sector consulting to organisations, government and semi-government bodies, and statutory marketing authorities. She is a past member of international boards and investment funds, and was the inaugural Chair of the CSIRO Textile, Clothing and Footwear Sector Advisory Committee.



DIRECTOR
Lois Nadjamerrek

Reverend Lois Nadjamerrek is a traditional owner of the Mok Clan Estate, minister at the Emmanuel Anglican Church in Gunbalanya, and member of the Australian Institute of Company Directors. She is a pillar of the Gunbalanya community and often the first port of call for those experiencing difficulties. Lois is passionate about providing a safe and strong community for families at Kabulwarnamyo.

Serina resides in Kabulwarnamyo and speaks Kunwinjku and English. Serina is a member of the Aboriginal Research Practitioners Network, facilitating research regarding Indigenous education pathways, and providing strong advocacy for learning on country. She is currently employed as a Warddeken ranger, and assists in the development and implementation of the ILC program.



DIRECTOR
Serina Namarnyilk



DIRECTOR
Richard Tudor

Richard Tudor has been a school principal in Melbourne for 23 years, including 15 years at Trinity Grammar School, Kew. Richard is a Victorian Registration and Qualifications Authority board member and is passionate about Indigenous students receiving the best possible education in safe and culturally enriching environments. In 2016 he founded the Melbourne Indigenous Transition School.

Committees

To ensure that parents and local community members have a voice in the operations of the school, we have many family and community members on the NAL board and committees.

Advisory Committee to the Nawarddeken Academy (ACNA)

All parents and guardians of students attending the Academy and residents of Kabulwarnamyo are invited to join the ACNA. The committee meets twice per term.

The purpose of the ACNA is to:

- Discuss the curriculum;
- Discuss events and operational matters;
- Identify opportunities for culturally appropriate training;
- Provide non-binding advice to the Board;
- Elect two parents to the Board.

Two parent directors were elected by the ACNA to sit on the Nawarddeken Board in 2019. They were: Serina Namarnyilk, and Kyrin Bulliwana and Jeraiah Guymala (shared position).

Indigenous Language and Culture (ILC) Committee

The purpose of the ILC Committee is to advise the Academy on the content and implementation of our ILC program. In acknowledgment of the variety and depth of language skills and cultural knowledge within the Kabulwarnamyo community and the Warddeken IPA, the committee has a flexible membership made up of elders, rangers, parents, families and community members.

Audit and Finance Committee

Following Independent School Registration, the Board endorsed the creation of the Audit and Finance Committee (AFC) including four directors and three non-voting staff.

The Committee met twice In 2019, providing financial oversight and advice to the Board, as follows:

- Monitor cash flow;
- Review budgets for 2019 and 2020;
- Review and update finance policies;
- Ensure all financial reporting and statutory requirements are met.

KADDUM: Kunred bininj nawu kabirridurkmirri kabirribolme kore Batchelor.
 TOP: Dean Yibarbuk, Serina Namarnyilk, Rosemary Nabalwad, Lizzie Nabarlambarl, Terrah Guymala, Conrad Maralngurra
 and Delvina Guymala (not pictured) attend community researcher training at Batchelor Institute.

KANJDI KUDJAKKU: Dean Yibarbuk, John Guenther dja Terrah Guymala kabirrimang kunwok kore ngalengarre evaluation.
 BOTTOM LEFT: Dean Yibarbuk, John Guenther and Terrah Guymala processing data collected for the Evaluation.

KANJDJ KUBULDJARN: Serina Namarnyilk dja Robyn Ober kabenebekkan kunwok ngalengarre kunwok birri-wakde kore tape ngarre evaluationken.
 BOTTOM CENTRE: Serina Namarnyilk and Robyn translating, recording and processing the first round of data collected for the Evaluation.

KANJDI KUKUN: Mani ngarrimirridinj Kabulwarnamy, Mamardawerre, mak Manmoyi ngarriwam ngarridurkmirri Gunbalanya.
 BOTTOM RIGHT: The Evaluation team in Gunbalanya.



Staffing Information

Our team of highly experienced remote teaching staff, includes two permanent full-time teachers, one part-time teacher and six casual Bininj assistant teachers. Assistant teachers often translate content and concepts into Kunwinjku.

This year we welcomed two new Balanda teachers to the Academy, Julie Fraser and Amber Whittaker. Julie and Amber have been warmly welcomed into the community and have enjoyed getting to know Kabulwaranmyo families and

working together during the year. The children have been great – working hard, happy, helpful and confident.

*Ngarrimarnbom mankung birdi kore kunmadj ngarrimbom.
Creating designs with wax at the batik and printing workshop.*



Academy Staff



Olga Scholes

Executive Officer (0.7 FTE)

Olga Scholes an experienced teacher and administrator in urban and remote education settings. In 2004, Olga helped establish the NT Certificate of Education on country in Maningrida. She represented remote NT educators at the Australian Education Union NT (2004-2010) and helped implement the Let's Start Parent Child Program with the Menzies School of Health Research (2014-2016).

Senior Teacher (1.0 FTE)

Julie Fraser believes it is very important for children to learn from elders and parents on country. She has worked as a teacher in Ramingining, Maningrida, Gapuwiyak, Areyonga (Central Australia), Woorabinda (Central Queensland) and Darwin. She was a teacher/linguist in Maningrida for three years and supported development of the Ndjebbana ILC program.



Julie Fraser



Amber Whittaker

Classroom Teacher (1.0 FTE)

Amber Whittaker has taught at schools in Murray Bridge and Strathalbyn in South Australia. She has lived and worked with Bininj, Anangu and Yolngu communities, including communities in Adelaide, Kakadu and East Arnhem Land. She enjoys teaching and learning alongside local cultural experts, rangers and specialist programs to develop Bininj knowledge in the classroom.

Assistant Teachers (Casual)



Rhonda Nadjamerrek

Rhonda Nadjamerrek is a Traditional Owner who has been working at the Academy since 2015 supporting the learning of the younger students in English and Learning on Country program. She also participated in the Kunwinjku language project. Rhonda previously worked for the West Arnhem Regional Council and Demed Aboriginal Corporation.

Naomi started working at Nawarddeken Academy in 2018, and is fantastic at running small groups and supporting students in their learning. Naomi has one son who attends the Academy and she speaks Kunwinjku as her first language. Prior to working at the Academy, Naomi worked for WLML in the office.



Naomi Nadjamerrek



Serina Namarnyilk

Serina resides in Kabulwarnamyo and speaks Kunwinjku and English. Serina is a member of the Aboriginal Research Practitioners Network, facilitating research regarding Indigenous education pathways, and providing strong advocacy for learning on country. She is currently employed as a Warddeken ranger, and assists in the development and implementation of the ILC program.

Tahnee Nabalwad joined the Nawarddeken Academy this year, supporting bilingual learning through one-on-one tuition and small group work. She also works with the Warddeken Rangers, where she has been since graduating Year 12 in 2016. Tahnee loves both her jobs and is keen to develop herself further in these roles.



Tahnee Nabalwad



Lorraine Namarnyilk

Lorraine Namarnyilk is an incredible ILC educator who is passionate about passing on knowledge to the next generation. She grew up in the stone country with her grandparents Bardayal and Mary, and is confident and capable in the bush. Lorraine also helped establish the Warddeken daluk (women) rangers and mentors younger daluk in the community.

Dean Yibarbuk is a traditional owner of Djinkarr, near Maningrida and of Yanjkobarnem in the Warddeken IPA. Dean was a driving force behind the development of the Djelk Rangers and establishment of WLML. He is currently chairperson of NAL, WLML and a director of ALFA (NT) Ltd, three not-for-profit organisations established to support a movement back to country linked to critical conservation issues.



Dean Yibarbuk

Parent/family participants (Casual)

Faith Nadjamerrek
 Fiona Lawrence
 Mary Kalkiwarra
 Bernadette Yibarbuk
 Drusilla Nadjamerrek
 Elkanah Dullman
 Emma Namarnyilk
 Faith Nadjamerrek
 Fiona Lawrence
 Freddy Nadjamerrek
 Gareth Pamkal

Gillian Galaminda
 Jenny Nadjamerrek
 Karen Watson
 Keith Nadjamerrek
 Mary Kalkiwarra
 Ray Nadjamerrek
 Tana Girrabul

Early Learning Educators (Casual)

Christella Namundja
 Eliza Nawirridj
 Jeraiah Guymala

Community Education Officer

During evaluations and consultations, staff and community members from across the plateau have expressed this as a priority. In 2020, we look forward to working with KKT and WLML to secure funding for this important position, which will coordinate senior student and adult education within the Warddeken IPA.

Professional Learning & Development

Academy staff have been fortunate to have access to a number of professional learning opportunities in 2019.

Participatory Research Evaluation Workshop & Training

The community was involved in a workshop with John Guenther from the Batchelor Institute focussing on Participatory Research Evaluation for the Nawarddeken Academy. The workshop developed a greater understanding of how evaluation processes can guide the improvement and growth of the Academy and outcomes for students. A group of six community members also travelled to Batchelor Institute to complete their Community-based Researcher training.

Language Workshop

Charles Darwin University linguist Steven Bird facilitated the teaching and learning of Kunwinjku and English between rangers, school staff and community members. Two, four-day workshops were held,

focussing on strengthening oral language and cultural knowledge within our bilingual workplace. The workshop used our combined language skills, resources and technology to support and develop language learning for both Bininj and Balanda. There will be two more workshops in 2020. This work is supported by an Indigenous Languages and Arts Grant.

Tendril Workshop

Thanks to the kind support of the AESOP foundation, the school was able to begin work on our ILC project with a workshop to promote the transfer of linguistic and cultural knowledge through the use of technology. In September, Inyerpocket provided two days of Tendril app training at Kabulwarnamyo, involving students, staff, rangers from Kabulwarnamyo and Manmoyi, elders and community members.

Puliima Conference

Nawarddeken staff attended the three-day Puliima Indigenous Languages and Technology Conference in August. The presentations focused on the importance of language in areas such as mapping and caring for country, bio-cultural knowledge, wellbeing and supporting young people in language work. We hope more community members may attend in the future.

Reading Eggs Workshop

To support literacy and numeracy lessons, this year we used Mathletics, Mathseeds and Reading Eggs. Three classroom staff completed a 90-minute professional development with the Regional Manager of 3P, Andrew Thorpe, on Reading Eggs.

School Mentorship with Milkwood Steiner School

Our mentor relationship with Milkwood Steiner has been invaluable this year, in particular the support provided by business manager, David Arthur, and the leadership team. This year, some of our students visited Milkwood and next year Milkwood students are invited to visit Nawarddeken Academy in Kabulwarnamyo. A big thanks to Milkwood for all their support.

Centre of Excellence for Australian Biodiversity & Heritage

In November, archaeologists, a geographer and a geo-dating expert from the Centre of Excellence for Australian Biodiversity and Heritage (CABAH) met with Nawarddeken staff and community members. In 2020, the Academy hopes to work further with CABAH to strengthen and add depth to our curriculum.

Online School Administration Training

Teachers undertook online school administration training with Adrian Gray from PC Schools, learning to navigate the system to set up term dates, add enrolments and record attendance. Learning has been ongoing and we are looking forward to more professional development, and storing assessment data online in future.

English as an Additional Language/ Dialect (EALD)

English as a Second Language (ESL) Specialist, Carmel Lawrence from the NT Department of Education visited Kabulwarnamyo in February. Over three days she worked with students and teachers to review ESL strategies and assess EALD levels. She also provided helpful resources for teaching EALD.

Be You Action Team Leader Network

Senior teacher, Julie Fraser attended training Headspace's Be You Action Team Leader Network Meeting in Darwin, which included Be You training. The focus was 'What does a mentally healthy community look like for staff, students and families?' Participants looked at developing learning communities and how to collaborate with the community to implement wellbeing strategies.

Headspace for Wellness

NT Manager Headspace in Schools, Michelle Oliphant met with teachers and community members online to discuss what the community needs from the school's wellbeing program. She later caught up with teaching staff in Darwin for further planning. Following these sessions, teachers implemented daily mindfulness for students using Smiling Minds and began working with the community to establish Campfire Learning Nights.

Parents & Community

Due to lower student attendance at the beginning of this year, the Academy and community have been working together to develop and implement attendance strategies.

School Assemblies

Assemblies at the Academy are held regularly providing an opportunity to share news and celebrate achievements with the community. Students help plan assemblies and present with confidence.

Newsletters

We are publishing two newsletters per term. These cover student learning and achievement, community events, ranger work, important announcements and dates.

Warddeken 10-year Anniversary

Students and families participated the 10-year celebration of the Warddeken IPA at Kulnguki. Our students participated in kunborrk (dancing) with pride and confidence.

Darwin Excursion

In late July, 15 students accompanied by five Daluk and two teachers enjoyed an action-packed itinerary in Darwin, including Parliament House tour and voting activity, Parap Pool Royal Life Saving swimming assessment, Corrugated Iron theatre sports, Michael Long Centre, Milkwood Steiner School visit and the Leanyer Water Park. For two students, it was their first visit to Darwin.

Batik & Printing Workshop

Facilitated by students, mothers and grandmothers enjoyed a batik and print making workshop in Term 3, learning about which fabrics took up natural colours with most effect. Daluk are interested in taking batik production further.

Playground

Community members and students have been involved in the planning, landscaping at tree planting for the new school playground, which is scheduled for completion by end of Term 1, 2020.

Norforce Visit

Experiencing the night vision equipment was a definite highlight for students and families during the Norforce visit. Norforce is part of the Army Reserve, one of three units employed in surveillance and reconnaissance of the remote areas of Northern Australia. Some parents expressed an interest in enlisting.

Nawarddeken wurdurd kabirridjarrkdi nawu Norforce.
Nawarddeken Students with Norforce.



Campfire Learning Nights

Teachers have begun working with the community to establish Campfire Learning Nights. Campfire Learning Nights provide opportunity for elders and community members to share stories with students, to help them connect with culture and build a positive sense of self and belonging.

Teaching & Learning

Learning experiences are structured in the 'I do, we do, you do' format so there is scaffolding of student learning experiences. Students used a combination of physical and digital tools to build knowledge and consolidate skills. The curriculum delivery at Nawarddeken focuses on integrating learning with our environments as well as across different subject areas where possible.

Literacy

Students explored the structure and features of narrative texts through texts such as 'Storm Boy' by Colin Thiele and other stories. Students researched Colin Thiele and found that he used real places as settings for his fictional stories. They learnt about story structure, including the setting, characters, complication, climax and resolution, and wrote a group narrative before writing their own stories. Most students then used stop animation to make their own short film.

Students explored factual and report writing within the Science and ILC curriculums. They wrote camera trapping procedures, recorded an experiment, and wrote reports about pelicans, penguins, bees and adaptations in desert animals. The science curriculum

looked at natural and processed materials, and their use. Students researched and wrote reports about how clothing is produced, including sustainable design and use of natural resources.

For the younger years, the concept of materials was tied in with 'The Three Little Pigs' and they looked at how materials can be physically changed through actions such as bending, stretching and scrunching. Students used literacy skills to record the results of their experiments.

Younger students revisited the elements of narrative with 'The Three Little Pigs', including characters, setting and structure. They practised speaking and writing using modelled sentences, and then chose new characters and materials to create their own narrative texts.

Numeracy

This year, numeracy focused on measurement, money, probability and shape. In each case, students explored math concepts using real life examples. In measurement, older students measured animal prints and created scale models of the new early learning space. They used the atlas and Google Earth to learn about grid references, compass points, legend/key and scale. Younger students used informal and formal units of measurement and enjoyed finding the length and weight of various objects.

When learning about problem solving and money, older students focused on place value into the hundredths and used school money and calculators to practise their skills. They also planned budgets for the Darwin excursion, for the school



and themselves. Younger students used school money to play shops and learnt to count by 2s, 5s and 10s.

As part of their maths work, integrated with other subject areas, students used tables and graphs to record information. They completed a survey of balabbalas without hot water donkeys, which helped rangers plan for future installations.

They also investigated the concept of probability and chance, making predictions and graphing results using different formats. During the footy season, students based their practise on AFL statistics and, later, gardening and growing plants.

Lastly, students learnt about shapes, including symmetry, angles and volume. They learned the names

Kerrida Namarnyilk, Desiree Johnson dja Shaunell Yibarbuk birriyakwung danjibik bikibiki bu birridurkmirri.

Kerrida Namarnyilk, Desiree Johnson and Shaunell Yibarbuk with their 'The Three Little Pigs' work.

of two-dimensional and three-dimensional shapes around the school and community. The Norforce visit integrated well to this area of study.

Science

Science was integrated with ILC, where on-country learning provided many hands-on opportunities to explore two-way knowledges. Students participated in camera trapping and leaf litter surveys with the rangers and listened to elders share their knowledge of plants and insects.

Older students investigated flowering plants and fruit, bees and ants, as well as 'desert survivors', learning about the adaptations of desert plants and animals. They conducted research, experiments, made observations, labelled diagrams and recorded their findings in a science journal.

Younger students focussed their learning on 'minibeasts' (insects). They identified and grouped minibeasts by their features and predicted their different habitats in trees, rocks, logs or sand. Following safety rules, younger students collected insects, drew diagrams, and learnt scientific vocabulary

to support their observations. They learnt about the life cycles of different species and explored how this knowledge may help us to protect and preserve endangered species, and control unwanted (feral) species.

Geography

Whether they were researching desert animals or silk production, students used their mapping skills to locate places of interest in Australia and around the world. They also participated in a mapping workshop led by WLML Rock Art Project Officer, using GPS and Google Earth to learn about grid references and coordinates, developing an understanding of how mapping integrates the Bim Project, feral animal control and fire management within the Warddeken IPA.

Design & Technology

Students explored the properties of natural and man-made fabrics and materials including cotton, wool, silk, synthetics, rayon, viscose,

leather, rubber and plastic. They used natural and man-made dyes to print and became skilled at using etching tools safely. Students made suggestions for the alteration of tools to make them safer for use by children. They designed clothes for a hot climate, thinking about the sustainability of the material, the purpose and look of the clothes.

Information Communication Technology (ITC)

ICT is used across learning areas to support student learning. Students learnt to use Google, Microsoft Word and PowerPoint across learning areas, and applications (apps) such as Mathletics, Mathseeds and Reading Eggs to practise their mathematics and English skills. They also learnt how to be safe online.

Students used Tendril to create their own digital resources in Kunwinjku, My Story to share images and audio, and Stop Motion to present narratives as short video clips.

While using these apps students learnt how to plan, edit and re-record information.

Together with the Warddeken rangers, students also learnt how to set up camera traps, use GPS and Google Maps to track and record locations. They used the Bidwern app to record information about bim.

The Arts

This year, students enjoyed a rich program of Dance, Media Arts, Music, Painting and Theatre, all closely linked to community and ILC. In Dance they were transported to Indonesia, India, Africa and the United States. In Media Arts, they learnt about stop motion animation, animating scenes from class texts and their own stories.

In Visual Arts, students learnt from talented elder Freddy Nadjamerrek about painting with ochre. They also experimented with acrylics and water colours, mixing primary colours to create colour wheels.

In Music, we have been inspired by our newly-purchased musical instruments, including a keyboard, guitar, ukuleles, djembe and bucket drums. Many talented community members are keen to share their musical knowledge at the Academy.

As the year progressed, the community enjoyed more confident and polished performances and displays by Nawarddeken students. At Christmas time, the students performed Christmas carols in English and Kunwinjku.

Physical Education

Students learnt about the cardiovascular system and the importance of regular exercise. We came up with new ways to be active every day and measured our heartbeats before and after a range of exercises.

Students also learnt volleyball and Aussie Rules Football, including teamwork and skills development. We also collected data on our goal kicking accuracy over time.

Health & Wellbeing

This year, discussion focused on our school values, in particular respect and caring. Based on a song by US school children, students created a song about respecting the land, such as calling out to ancestors at special places, not touching the Bim and keeping the land clean. They also explored speaking and acting in caring ways and considered how their actions can make others feel.

Within the context of self-care, students learnt about bush medicine, such as using mankung (honey) to treat sores and stringybark to treat the flu. Weekly classes explored 'Foods to Go, Grow and Glow!' including cooking, healthy food pyramid posters and a strong focus on mindfulness. Students also participated in regular meditation practice.

Indigenous Language & Culture

Now that we are a registered Independent School, families and community are able to have more agency in how and what students learn. A key objective of the Nawarddeken Academy is to promote intergenerational education to conserve Bininj knowledge and languages.

Rangers, elders and community members have been working alongside students and staff to provide intergenerational education. We aim to integrate our curriculum as much as possible with our local environment, ILC and seasonal activities. For example, when learning with the rangers about camera trapping and bim (rock art) mapping, we integrate learning areas including literacy, numeracy, science, technology and geography.

Some 2019 highlights:

Pandanus Weaving

Daluk taught the students about pandanus preparation and weaving. This complex task included bush trips to Kururkurduk, Kulnguki and near Mirbik to collect the pandanus.

Students then learnt to pull out the central pieces of pandanus with the manmarli (hooked stick) and strip the pandanus ready for weaving. Next, they learnt to pick, dig and boil up different roots and berries to dye the pandanus. Once dried, the daluk showed students different styles of weaving, including basket and dillybag weaving, and how to make pandanus bracelets.

Fire Management

2019 saw a busy firefighting season and human resources were tested, which resulted in reduced Bininj involvement in Term 3. However, this created a great opportunity to discuss the importance of fire management and the work of the Warddeken rangers. Students also learnt how Bininj use mapping and

technology to care for country, bim and endangered animals.

Traditional Technologies

This year, students explored traditional technologies, including ochre, colour and spear making, alongside western and Asian technologies. They learnt about painting with ochre and how yellow ochre can change to red when heated on the fire, as well as how batik is produced using a pen-like tool used to apply tjanting (liquid hot wax) to paint their designs.

Shop & Bush Foods

In Health and Nutrition, students compared modern and traditional ways of obtaining and preparing food, and the relative health value of



each. They compared bush foods and with food from the shop, including bush honey compared to sugar, ground seeds compared to wheat flour, kangaroo, emu, turkey, fish or goanna compared to beef or pork.

KADDUM: Shaunell Yibarbuk, Kerrida Namarnyilk, Regina Namarnyilk dja Elica Djogiba kabirrinan kunwarddebim.

TOP: Shaunell Yibarbuk, Kerrida Namarnyilk, Reggina Namarnyilk and Elica Djogiba looking at rock art.

KANJDJI KUDJAKKU: Aspellita Guymala, Miles Namarnyilk, Andrick Nadjamerrek dja Lillian Guymala bindinang Nawarddeken Academy wurdurd birraorrkke.

BOTTOM LEFT: Aspellita Guymala, Miles Namarnyilk, Andrick Nadjamerrek and Lillian Guymala during Nawarddeken Academy's dance performance.

KANJDJI KUKUN: Denzel Watson kabenbukkan Shaunell Yibarbuk dja Mitchell Ngaboy kabirridjadme mankole.

BOTTOM RIGHT: Denzel Watson teaching Shaunell Yibarbuk and Mitchell Ngaboy to straighten spears.

Bininj Kunwok

There are six languages that make up the Bininj Kunwok language group. Today, Kunwinjku is the dominant language spoken across West Arnhem Land with around 1200 speakers, many of whom live in Gunbalanya.

Whilst Kundedjnjenghmi is the original language of the Kuwarddewardde, most younger Nawarddeken are not fluent speakers. The old people worry that younger generations are not learning and practicing enough Bininj knowledge and languages.

At the Nawarddeken Academy, we are playing a vital role in helping to reduce the loss of customary knowledge and languages.

Burrmarlarla

This year, we celebrate the word 'burrmarlarla', which demonstrates the depth of language and its relationship to Nawarddeken and their country.

Burrmarlarla is a word from the Kundedjnjenghmi dialect with deep cultural roots. It comes from a hunting song recounted by our leader, the late Baradayal Lofty Nadjamerrek (1926-2009) who described burrmarlarla as follows:

“The moving shimmer of half-light and half shade on the light-coloured fur of kangaroos that lie down under trees in the heat of the day [with] such a look as if they have been smearing themselves in white clay and they shine in the light from a distance.”

We have put together a collection of Kunwinjku words commonly used at school.



Serina Namarnyilk kayolyolme bininj kunmayali kunbolken.
Serina Namarnyilk sharing knowledge on country.

Kunwinjku	English
Balabbala	Safari tent
Balanda	Non-indigenous person/people
Barrk	Black wallaroo
Bininj	Indigenous person/people; man; male
Bininj manbolh	Bushwalk; walking routes
Bobo	Goodbye
Bukkan	Teach
Daluk	Woman; female
Kabirribolbme	Teacher
Kabolbme	Study; work
Kamak	Good
Kamak rowk	Quality
Karldurrk	Kookaburra
Kukku	Freshwater places
Kundred	Community
Kunmayali	Knowledge
Kunwarddebim or bim	Rock art
Kunborrk	Dancing
Kunwok	Language
Kuwarddewardde	Stone country; Arnhem Land plateau
Larrk	No
Ma	Okay
Manwurrk	Fire management
Mayh	Animal
Mankung	Honey
Manmarli	Hooked stick
Nawarddeken	Stone country people
Wurdurd	Children
Yowayh	Yes

Language is a vessel it holds cultural knowledge... It helps us understand our relationship to the world, how that relationship is structured across time and space, and how we as a people understand possibilities for the future."

– Steven Bird, linguist

Karldurrk Early Learning Program

The Early Learning Program was established in November 2016 to care for and teach 0-5 year olds in the Kabulwarnamyo community. This year the community named the centre Karldurrk (kookaburra) because the children are always laughing.

The Early Learning Program is delivered from 8:30am to 11:30am Monday to Friday during school terms, and is staffed at a ratio of 1:3 educators to children. Based on the Families as First Teachers model, the program aims to equip children with the social, cognitive and emotional skills they need to engage in learning.

The secondary aim is to increase employment in Kabulwarnamyo. The program is staffed by a roster of daluk (women) who share responsibility for planning and delivery of early learning activities, supported by Nawarddeken Academy staff.

It has been wonderful to see early learners attending the program and joining in Nawarddeken activities. Young students love singing and dancing at assembly and receiving awards for participation. Jeraiah Guymala, who attends Early Learning with her son, has shown enthusiasm for teaching in the program and is keen to extend her skills and involvement with the Academy.

Attendance

During 2019, there were fewer 0-4 year olds residing in the Kabulwarnamyo community as the year progressed. Therefore, the

program focussed on infrastructure development, including a dedicated Early Learning food preparation area, children's hand washing sink and bubbler, and a landscaped outdoor activity area including water play and a bike track. We anticipate this will be complete in Term 1, 2020.

Since the early learning balabbala is only used only in the morning, there have been discussions around using it as an adult education space in the afternoons, particularly if we are able to secure funding for the Community Education Coordinator role.

KADDUM: Nakimukken dja nayawurd – wurdurd kabindidjanbun ngalengarre nawu nakimuk dja nayawurd, bu karohrowk.
TOP: Biggest to smallest - Students in order of height holding containers in order of volume.

KANJDJI KUDJAKKU: Leston Guymala dja Rossanna Guymala kabenedjarrknan djurra mak kabenyolyolme.
BOTTOM LEFT: Reading together (Leston Guymala and Rossanna Guymala).

KANJDJI KUKUN: Shaunell Yibarbuk dja Kerrida Namarnyilk benengalkeng kunwardde kore school
BOTTOM RIGHT: Shaunell and Kerrida find spheres at school.



Planning, Evaluation & Self-assessment

Our planning and evaluation framework provides a rigorous framework for planning, monitoring and evaluation, and helps to build a shared understanding of our long-term vision and aspirations.

Planning

The Academy's Strategic Improvement Plan (SIP) 2018-2020 and Annual Operational Plans are our key planning documents, setting out long and short-term goals. Our Evaluation and Self-assessment provide important insight and direction in terms of student, family and community needs and aspirations.

With the support of staff, TOs, community, Warddeken and KKT we have made great progress and acknowledge that there is still a lot of work ahead of us. The SIP is due for review and renewal next year, which will provide an opportunity to take stock and consolidate everything we have learnt in the past few years.

Evaluation

A formative evaluation of Nawarddeken Academy, conducted by Batchelor Institute, commenced during 2019. Its purpose is to inform the Academy's development, values and purpose, and to provide evidence of outcomes.

The evaluation is designed as a community-participatory process where community members from Kabulwarnamyo, Mamadawerre and Manmoyi work alongside academic researchers from Batchelor Institute. This design allows for deep community engagement, so that Bininj can share their ideas in Kunwinjku.

Bininj researchers participated in training and survey design at

Batchelor, and have conducted interviews with about 40 Bininj and Balanda to date. The team will continue with interviews in 2020. Together with teachers and the Nawarddeken Academy Board, they will explore how learnings from the Evaluation can be applied to better prepare young people for the future.

Self-assessment

Attendance data remains relatively constant for the first three terms of 2019, which is encouraging considering two students moved interstate and many of our students from Mamadawerre did not attend in 2019. This is a direct result of the Mamadawerre Ranger base being set up, providing employment for rangers and encouraging people to stay on their own country.

Attendance Data

	2018	2019	2018	2019
	No. of Students	No. of Students	% Attendance	% Attendance
Term 1	26	22	87%	87%
Term 2	31	26	77%	94%
Term 3	27	23	87%	87%
Term 4	26	16	78%	90%

In Term 4, attendance by the Kabulwarnamyo cohort was significantly impacted by death of family members and serious illness amongst students and family members. However, it is reassuring that attendance remained high, which indicates that when students are in Kabulwarnamyo they are attending school regularly.

When students are living in Kabulwarnamyo they attend school regularly, and it is exciting to watch their steady growth over extended periods of time.

Frequent student and family movement in the community presents a challenge for teaching,

learning and assessing. Ceremonies, cultural obligations, access to services, sick family members and funerals were big factors contributing to student movement in 2019.

Students who attend for blocks of more than five weeks (half a term) show marked improvement in learning behaviours and increased confidence in literacy and numeracy.

Here are some examples:

A Year 1 student who attended all but four weeks of Semester 1 - showed significant growth across the listening, speaking, reading and writing levels of EALD. moving up multiple levels from when last

assessed in 2018. He went from recognising six alphabet sounds at the start of Term 1, to 20 by the end of Term 2, and was able to identify start sounds of words. He also showed growth in mathematics from having to see and touch objects when counting (perceptual) to being able to count and work out amounts of hidden objects (figurative).

A Year 1 student who attended all but two weeks of Semester 2 - gained confidence in her listening and speaking skills and developed learning behaviours at school. She went from knowing three alphabet sounds to 11 and picked up early reading behaviours. She made progress towards writing her name

independently and learning to count using 1:1 correspondence.

A Year 5 student who attended for six weeks in Semester 1 - came to Nawarddeken Academy saying "I can't read" and showed excellent growth. He could recognise two alphabet sounds when he arrived and 14 by the time he left. He used this knowledge to use start sounds

and beginning reading skills to read Level 1 books, surprising himself with how much he could read. He also moved on to using the 'counting on' strategy to solve maths problems prior to moving away with his family.

A Year 6 student who was in Kabulwarnamyo for most of Semester 2 - moved up two reading

levels and learnt 10 new sight words whilst at the Academy. He gained confidence in his writing and independently wrote his own two page story, making changes to modelled sentences and sounding out unknown words.

Critical Incidents

In 2016, there were no critical incidents at the Nawarddeken Academy.

“Students are ready and waiting eagerly for the bell to ring each morning and regularly choose to spend their recess building on learning activities.”

**– Amber Whittaker,
classroom teacher**

KADDUM: Tahnee Nabalwad kabibukkan Kerrida Namarnyilk kabenedjarrkbun kungey manu karridedjingmang kunwok kore kawokmarneyime.
TOP: Tahnee Nabalwad working with Kerrida Namarnyilk on sorting words by start sounds.

KANJDJI KUDJAKKU: Wurdurd kabirribolbme ngalengarre bu kabirrirarrkbun.
BOTTOM LEFT: Students learning about the colour wheel in art.

KANJDJI KUKUN: Wurdurd kabirriwayini dja kabirringalbun nawu drums dja bucket.
BOTTOM RIGHT: Students performing a song on the bucket drums at assembly.



Facilities & Resources

Nawarddeken Academy currently occupies four main balabbalas at Kabulwarnamyo, including the classroom, early learning balabbala and accommodation for two teachers. Built in 2015 or later, these structures are all in good condition and well-maintained by WLML.

Early learning balabbala

Our early learning balabbala is now complete, with additional plumbing, sinks and benches installed in 2019.

The balabbala now has:

- Lockable and weatherproof cupboards and draws;
- Food preparation area with a bench and a sink;
- Garden tap and hose for outdoor water activities and cleaning.
- Balustrades and a gate to keep early learners safe from falls.

Garden, playground & basketball court

Community members and students have been involved in the planning, landscaping and tree planting for the new school playground and basketball court.

Earlier in the year, students researched playground websites for the sort of equipment they would like to see at the school. They measured out the space and created scaled plans and models of their ideas for the playground space.

Together we mapped out a plan, which was discussed with parents and the ACNA committee. Building was carried out by Rob Bakes (builder) together with rangers over the 2019/20 wet season holidays with completion scheduled for end of Term 1, 2020.

A wall has been built along one side of the balabbala, providing additional weather protection for school resources and a place to display student work and learning materials. In-built cupboards, pigeon holes provide plenty of storage space, with built-in desk

space opening up new areas for students to work independently. The kitchen preparation area was also upgraded, providing more space for food preparation and storage.

Outside, the playground is coming together with swings and cubbies, and a range of fruit trees planted by the students and teachers towards the end of the year, including paw paw, mulberry, mango and others. An irrigation system has also been installed ready for the drier seasons.

Two cubby houses are being built – for the older students, a multi storey cubby with a fireman’s pole, slide and servery deck, while the younger students have a smaller cubby house with a slide. These are still under construction, with a fireman’s pole to be added to the school cubby and slides to be connected to both in the coming months.



Further work will include:

- Water pumps;
- Log balancing;
- Sandpit;
- Bike track;
- Bathroom and baby change area for Karldurrk Early.

Future plans include:

- Basketball court;
- Bough shades;
- Enclosed trampoline;
- Climbing web;
- Further planting, incl. citrus, local plum, cheese fruit, palm trees and grass.

Mani ngarre batik dja printing workshop ngarrikarmeng kondah Kabulwarnamyo. Batik and printing workshop we held here at Kabulwarnamyo.

Karrkad Kanjdji Trust Report

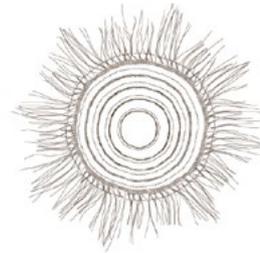
The Karrkad Kanjdji Trust (KKT) is dedicated to supporting Bininj-led land and sea management across West and Central Arnhem Land. Our role is to bring philanthropists and Indigenous ranger groups together to fund projects that have a lasting impact for people and country. We're proud to have supported the Nawarddeken Academy since its inception and we strongly believe access to high quality, bi-cultural education on country is fundamental to the success of Indigenous ranger groups.

The Nawarddeken Academy and Early Learning Program benefits the entire community of Kabulwarnamyo by enabling parents to work as rangers and educators, supporting the preservation of Nawarddeken language and culture and ensuring that the next

generation of land custodians grow up confident in two knowledge systems – Bininj and Balanda.

With the Academy successfully registered as an Independent School, and receiving government funding for core operations, KKT can now respond to additional community priorities. In 2019 we began to fund the development of the ILC curriculum and participatory community evaluation. We are also pleased to be able to support the Early Learning Program for the first time in 2019, with a project to upgrade the Early Learning balabbala, including a dedicated playground for the early learners.

We'd like to thank all our generous supporters who have helped make the Nawarddeken Academy a



**KARRKAD
KANJDJI
TRUST**

reality, and who continue to support the Academy to achieve its vision. We'd also like to thank Warddeken Land Management for their partnership, and the Nawarddeken Academy, its staff and students who so generously welcome KKT to be a part of their story.

Stacey Irving
CHIEF EXECUTIVE OFFICER

“We’d like to thank all our generous supporters who have helped make the Nawarddeken Academy a reality, and who continue to support the Academy to achieve its vision.”

– Karrkad Kanjdji Trust

*Leston Guymala dja Serina Namarnyilk benebolkrohkme kore mayhken bim kammang (camera).
Leston Guymala and Serina Namarnyilk mark the location of the camera trap.*



Wurdudj birridedjrohokme manme (corn).
Students measuring growth of corn.



Financial Report

Extract from the Financial Statements

For the Period Ended 31 December 2019

INCOME STATEMENT	2019 (\$)	2018 (\$)
Contract income	814,160	-
Grant revenue	570,656	630,665
Other income	8,989	349
Interest income	504	-
Employee benefits expense	(511,384)	(395,171)
Other expenses	(325,765)	(139,660)
Insurance	(23,478)	(29,043)
Accounting and audit fees	(21,650)	(26,825)
Depreciation expense	(4,890)	(2,358)
Profit / (loss) before income tax	507,142	37,957
Income tax expense	-	-
Profit / (loss) after tax	507,142	37,957
Abnormal item – Transfer of assets from related entity	-	31,441
Profit / (loss) after abnormal item	507,142	69,398
STATEMENT OF FINANCIAL POSITION	2019 (\$)	2018 (\$)
ASSETS		
Current assets		
Cash and cash equivalents	675,089	138,355
Trade and other receivables	-	53,900
Total current assets	675,089	192,255
Plant & equipment	30,333	29,083
Work in Progress	10,683	-
Total non-current assets	41,016	29,083
TOTAL ASSETS	716,105	221,338
LIABILITIES		
Current liabilities		
Trade and other payables	138,611	131,060
Borrowings	29,880	75,310
Employee provisions	41,138	15,634
Total current liabilities	209,629	222,004
TOTAL LIABILITIES	209,629	222,004
NET ASSETS / (LIABILITIES)	506,476	(666)
EQUITY		
Retained earnings / (accumulated losses)	506,476	(666)
TOTAL EQUITY	506,476	(666)

Notes to the Financial Statements

For the Period Ended 31 December 2019

1 Basis of preparation of the financial report

This summary financial report is an extract from the full financial report for the year ended 31 December 2019.

The financial statements are derived from, and are consistent with, the full financial report of Nawarddeken Academy Limited.

The summary financial report cannot be expected to provide as detailed an understanding of the financial performance and financial position as the full financial report. A copy of the full financial report and auditor's report will be sent to a member, free of charge, upon request.

2 Cash and cash equivalents

The balance of cash and cash equivalents contains a contingency reserve of \$295,000 at 31 December 2019.

3 Events Occurring After the Reporting Date

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the Company, the results of those operations, or the state of affairs of the Company in future financial years.

Independent Audit Report to the members of Nawarddeken Academy Limited

Report on the Audit of the Financial Report

Opinion

The accompanying summary financial statements, which comprise the statement of financial position as at 31 December 2019, the income statement for the year then ended and related notes are derived from the audited financial report of Nawarddeken Academy Limited for the year 31 December 2019.

In our opinion, the accompanying summary financial statements are consistent, in all material respects, with the audited financial report, in accordance with the basis described in Note 1.

Summary Financial Statements

The summary financial statements do not contain all the disclosures required by Australian Accounting Standards. Reading the summary financial statements, therefore, is not a substitute for reading the audited financial report of Nawarddeken Academy Limited and the auditor's report thereon. The summary financial statements and the audited financial report do not reflect the effects of events that occurred subsequent to the date of our report on the audited financial report.

The Audited Financial Report and Our Report Thereon

We expressed an unmodified audit opinion on the audited financial report in our report dated the 5th of March 2020.

Responsibilities of Directors for the Summary Financial Statements

The Directors are responsible for the preparation of the summary financial statements on the basis described in Note 1.

Auditor's Responsibilities

Our responsibility is to express an opinion on whether the summary financial statements are consistent, in all material respects, with the audited financial report based on our procedures, which were conducted in accordance with Auditing Standard ASA 810 Engagements to Report on Summary Financial Statements.



PERKS AUDIT PTY LTD
180 Greenhill Road
Parkside SA 5063



PETER J HILL

Director

Dated this 5th day of March 2020

KADDUM: Wurdurd kabirriborohrokme kukku ngarre.

TOP: Students tested the volume of different containers that could carry water and ordered them by size.

KANJDJI KUDJAKKU: Gareth Pamkal kabibukkan Andrick

BOTTOM LEFT: Gareth Pamkal teaching Andrick Nadjamerrek about Garage Band.

KANJDJI KUKUN: Mani ngarre batik dja printing workshop ngarrikarmeng kondah Kabulwarnamyo.

BOTTOM RIGHT: Batik and printing workshop we held here at Kabulwarnamyo





NAWARDDEKEN
ACADEMY

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