



NAWARDDEKEN
ACADEMY

Nawarddeken Academy

Annual Report 2018



This annual report was compiled for Warddeken Land Management Limited by Olga Scholes. Unless otherwise stated, all photographs are copyright Warddeken Land Management or Nawarddeken Academy. Special thanks to Nawarddeken from across the IPA for permission to use their images and images of their clan estates. Thanks to Dean Yibarbuk, Serena Namarnyilk, Julie Fraser and Steven Bird for assisting with the Kunwok translations.



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:
Wurdurd kabirrire Ngaldaldubbe. *Children walking at Ngaldaldubbe.*
Photo by Hugo Davis

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

*Richard Nadjamerrek has an afternoon dip at the spring.
Photo by Hugo Davis*





Wurdurd kabirriwurlbme kore Ngaldaldubbe.
 Children swimming at Ngaldadubbe.
 Photo by Hugo Davis

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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). This program pioneered Australia's first carbon project, allowing 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.

TOP: Wurdurd kandibukkan bedberre bim. *Children showing us their art work.*

BOTTOM LEFT: *The Minister for Education and Nawarddeken Academy board directors visit the school*

BOTTOM CENTRE: Wurdurd kabirridirri. *Children are playing.*

BOTTOM RIGHT: Natasha kabibukkan kakarrme anwindilk. *Natasha is holding anwindilk.*





Wurdurd birriyawam redno nayin kore kandjikandji kore kabono.
Students explore various habitats of snakes at the Kabulwarnamyo spring.
Photo by Hugo Davis

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

We did it! After a lot of hard work and difficult hurdles, our school has been registered as an Independent School. Now we have the power to create a better education and a better life for our children.

In the bush, children wake up with a clear head and a bright future. They have a proper two-way education, knowing that when they graduate there is a job for them here or anywhere in the world. Their parents are role models, working as rangers, ecologists, curators, musicians, artists, teachers and advisors, and the children can see that leadership.

We are talking to families about making sure the children don't miss important steps in their education. We are saying to parents

that children don't need to attend ceremony or funerals for weeks at a time, they can go on the last day.

All our parents have a right to participate in their children's education but they need to be trained properly, on site here with the children and teachers. We need more TAs in all three communities, Kabulwarnamyo, Manmoi and Mamadawerre.

Children in Manmoi and Mamadawerre are only receiving two days' education per week. It's not enough. After that they get bored and lose their momentum. We are looking for solutions for children in Manmoi and Mamadawerre, as well as a junior ranger program for senior students with pathways to work.

Transitions between Gunbalanya School and Nawarddeken need to be recognised. We have seen what happens in Gunbalanya, the violence, substance abuse, children not sleeping well, getting behind in their education. Why should they be cut off from an education

in the bush? We have written to the Gunbalanya School board and hope to connect with them to work through the problems facing our children and our families.

Next year, we have two really great new teachers starting, who have experience and a strong commitment to Indigenous Language and Culture. Together with linguist Steven Bird from Charles Darwin University, we are designing mobile technologies to support our staff as they learn the local language and culture, and participate in the life of the local community.

Bininj education needs to be parallel with Balanda education. We want to give family groups and Balanda the best opportunities in life.

A handwritten signature in white ink, appearing to read 'Yibarbuk', written in a cursive style.

Dean Yibarbuk
CHAIRPERSON



“In the bush, children wake up with a clear head and a bright future. They have a proper two-way education, knowing that when they graduate there is a job for them here.”

– Dean Yibarbuk, Chairperson

EO's Report



Olga Scholes

The Academy has been very fortunate to be supported by Warddeken Land Management and wholly funded through generous philanthropic donations since 2015. As a result, we are well established and, in December this year, achieved our goal of Independent School Registration.

It was the dream of leader and visionary, Bardayal Lofty Nadjamerrek, to have Bininj return to and thrive on their ancestral lands. In many ways, Independent School Registration helps to realise that dream where Bininj can now educate future generations on country.

With the financial security that recurrent government funding

brings, there are incredible opportunities and many responsibilities for Nawarddeken as they create a new future for themselves. Now that the registration process is complete, we can focus even more on working with families and community to build on our strong foundation, and operate in a way that reflects the needs and aspirations of Nawarddeken.

I would like to thank and acknowledge all who have helped realise the dream, including:

- Our inspirational elders, community members, families and Nawarddeken Academy directors whose guidance and support is unyielding.
- Our incredible Academy staff and students who continue to share their achievements and remind us all of the value of our school. A special thanks to Daniel Constantinou and Danielle Ryan for their commitment and dedication.
- The wonderful team at Warddeken Land Management

for their unwavering commitment to providing the Academy with a rock solid foundation.

- The Association of Independent Schools NT, Milkwood Steiner School and Mäpuru Yirralka School for their exceptional expertise and advice.
- The outstanding Karrkad Kanjdji Trust team and our generous supporters for their continuing faith and understanding that good things take time.
- The Hon. Selena Uibo, Minister for Education, Northern Territory for her courage and vision in registering the Academy as an Independent School in the Northern Territory.

Without you all, a new school in the Northern Territory would not have been possible.

Olga Scholes
EXECUTIVE OFFICER



“With the financial security that recurrent government funding brings, there are incredible opportunities and many responsibilities for Nawarddeken as they create a new future for themselves.”

– Olga Scholes, EO

Governance

Nawarddeken Academy Limited

Since the registration of Nawarddeken Academy Limited (NAL) in August 2017, the company has opened its own bank accounts, and is trading and employing staff. All NAL board directors have now been listed with the Australian Charities and Not-for-profit Commission. We have independent insurance and the transfer of assets from WLML to NAL is complete.

In 2018 the board met four times. Our biggest priority was to achieve Independent School Registration, including:

- Refining our governance structure after transitioning from a steering committee to a formal board structure;
- Establishment of the Audit and Finance Committee;

- Developing a participatory research evaluation framework with Batchelor Institute; and
- Working with our supporters and funders to ensure the provision of education at Kabulwarnamyo prior to registration.

Independent School Registration

Working towards the Independent School Registration meant that a lot of time and energy was invested in fulfilling Commonwealth and NT Government requirements. In June, we experienced a major setback when the Registrar advised that our application had been unsuccessful.

We appealed this decision and in August the Minister for Education, Selena Uibo, and advisors visited the Academy at Kabulwarnamyo.

There was an immense sense of pride during this visit. Two young

students, Natasha Yibarbuk and Jemimah Djogiba, performed the traditional welcome to country ceremony.

Following the Minister's visit, we responded to requests for additional information and, finally, on December 10, the Minister phoned into the NAL board meeting to advise that she had set aside the Registrar's original decision and approved the Nawarddeken Academy as an Independent School, commencing January 1, 2019.

We immediately began working with the community to review and consolidate plans within the new Independent School funding model. As an independent school, we will manage enrolments, attendance, student achievement and reporting using the PCSchool database.

Board of Directors



DIRECTOR & CHAIR
Dean Yibarbuk

Dean Yibarbuk is a traditional owner of Djinkarr, near Maningrida. Dean was a driving force behind the development of the Djelk Rangers and establishment of WLML. He is currently chairperson of NAL, WLML and Arnhem Land Fire Abatement Ltd; three not-for-profit organisations established to support a movement back to country linked to critical conservation issues.

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.

Serena resides in Kabulwarnamyo and speaks Kunwinjku and English. Serena 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 Indigenous Language and Culture program.



DIRECTOR
Serena 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.

Advisory Committee

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 as well as the ACNA and the ILC committees.

Advisory Committee to the Nawarddeken Academy

All parents and guardians of students attending the Academy and residents of Kabulwarnamyo are invited to join the Advisory Committee to the Nawarddeken Academy (ACNA). The committee meets twice a term.

The purpose of the ACNA is to discuss issues and provide non-binding advice to the board relating to:

- The school curriculum;
- Events and operational matters;
- Opportunities for culturally appropriate training; and
- Elect two parents to sit on the Board.

The two parent directors elected by the ACNA to sit on the Nawarddeken Board in 2018 were Serina Namarnyilk and Kyrin Bulliwana.

Indigenous Language and Culture Committee

The purpose of this committee is to advise the Academy on the content and implementation of our Indigenous Language and Culture (ILC) program. Members include: Emma Namarnyilk, Lorraine Namarnyilk, Serina Namarnyilk, Naomi Nadamerrek, Drusilla Nadjamerrek and Dean Yibarbuk. Special thanks to Warddeken, KKT, elders, community members, teachers and linguist, Dr Steven Bird, for their support of the ILC Program.

“We don’t always know what we can trust but, we can trust the bush. The bush will take care of us. This is why we want our kids to grow up in the bush – to learn here and to be protected.”

– Conrad Marlangurra

TOP: Wurdurd mak daborrabolk bindikang mak bindibukkang Bininj kunwok mak kunmayali kore kured.
Children learning language and knowledge from elders on country.

BOTTOM ROW: Wurdurd kabirriborlbme balanda science kunmayali. *Children learning the knowledge of balanda science.*



Staffing Information

Our team of highly experienced remote teaching staff, includes two permanent full-time teachers, one part-time teacher and four casual Aboriginal assistant teachers. Assistant teachers often translate content and concepts into Kunwinjku. Rhonda Nadjamerrek and Serena Namarnyilk continue to do an incredible job of teaching at the Academy, and this year we welcomed Naomi Nadjamerrek and Mary Jo Wiltshire to support the delivery of content and concepts for younger students whose English is still developing.

Academy Staff



EXECUTIVE OFFICER (1.0 FTE)
Olga Scholes



LEAD TEACHER (1.0 FTE)
Daniel Constantinou



TEACHER (0.6 FTE)
Danielle Ryan

Assistant Teachers (Casual)



ASSISTANT TEACHER (0.5 FTE)
Rhonda Nadjamerrek



Serena Namaryilk



Mary Jo Wiltshire



Naomi Nadjamerrek

Early Learning Educators and Parent Participants (Casual)

Kyrin Bulliwana

Desvina James

Christella Numundja

Stella Nayilibidj

Eliza Nawirridj

Lorna Nabulwad

Carmen Gannaradj

Kirsty Gannaradj

Students try their hand at finger knitting. Photo by Hugo Davis



Farewell

In December we bid farewell to Daniel Constantinou, Danielle Ryan and their daughters, Jacinda and Frances. We thank Daniel and Danielle for their tremendous efforts in supporting the development of the Academy through the challenging registration period and wish them all the best in their future endeavours.

Welcome

In 2019, we will welcome two new teachers to the Academy, Julie Fraser as Senior Teacher and Amber Whittaker as Classroom Teacher. Julie is interested in working with community controlled organisations and has worked as a teacher in Ramingining, Maningrida, Gapuwiyak, Areyonga in Central Australia, Wanguri in Darwin, and Woorabinda in central Queensland. She has also worked

with Aboriginal Medical Services in Kununurra, Western Australia and Utopia, Central Australia as a nurse/midwife. Amber grew up at Jabiru and has a strong interest in Indigenous languages and cultures. Since then, she has been involved with the Anangu community in Adelaide and has lived at Mapuru Homeland in East Arnhem Land, where she was inspired to become a teacher. Both teachers are interested in learning Kuninjku.

Professional Learning & Development

Academy staff have been fortunate to have access to a number of professional learning opportunities in 2018.

Abecedarian Approach Australia (3a) practitioner training

The 3a program supports early childhood professionals working with children from birth to five years of age. Its aim is to improve the learning and development outcomes of all children attending Early Childhood Education and Care (ECEC) programs. Attended by two staff.

PCschool database training

The database is a fully integrated, school administration package that allows for the management of student, staff and financial data.

The database is able to generate reports for the various Federal and NT Government compliance and reporting requirements. Attended by three staff.

Two-day literacy workshop

Staff worked with Carmel Lawrence, an experienced literacy consultant, to assess and plan for the language and learning support ESL students require, to access the curriculum and use the ESL levels to identify and monitor students growth in Standard Australian English proficiency. Attended by two staff.

Headspace Social and Emotional Learning

Workshops focused on whole of community approaches to wellbeing. Attended by approximately 10 staff and community members.

Dusseldorp Forum Festival of Change workshop

Funded by the Dusseldorp forum, four organisations have joined forces as part of a collaborative, three-year process called the 'Festival of Change'. This was the second year of these groups coming together to distil what works and why, share evidence and resources and build a greater collective voice to advocate for the system changes required to shift long-term outcomes for vulnerable children and communities. Attended by one staff member.

Promoting Literacy Development

Online training targeting literacy, oral language and movement and motor skills. This specialised approach is derived from the disciplines of speech pathology, occupational therapy and education. Attended by two staff.

Reggina Namaryilk presents her work at assembly with the help of teacher Danielle Ryan. Photo by Olga Scholes



The Bronze Medallion Certificate

International benchmark for lifesavers, the Bronze Medallion Certificate builds knowledge and skills in rescue, personal survival and emergency care. The certificate

recognises the ability to perform aquatic rescues in a safe and efficient manner. These skills are necessary when on bush trips which involve water activities. Attended by one staff member.

Parents & Community

In addition to formal Board meetings, staff meetings, ACNA and ILC committee meetings, we foster positive relationships with families and the community in many ways.

On country bush trips

Learning on Country trips are one of the most effective ways to develop relationships with families and the wider community. These trips are an important time when not only students learning about their cultural and linguistic heritage but our staff learn about the importance of this knowledge in building a strong foundation from which staff can teach and students learn. This “two tool box” approach engages families and the community by creating a space that values local knowledge, culture and language.

Newsletters

With the introduction of the two additional laptop computers into the classroom students and staff have been creating fortnightly newsletters to let families and community members know about what’s been happening at the Academy. The students enjoy creating and distributing the newsletters, which have become valuable conversation starters between families, students and staff.

Assemblies and awards

Assemblies at the Academy are now also held fortnightly due to popular demand. This provides another opportunity for the sharing of school and community stories and achievements. Students are becoming more and more confident at speaking and presenting to groups of people. Each fortnight students and staff work together to plan for and present at the assembly where students receive awards for achievement, attitude or attendance.

“I love living in the homelands and supporting young kids learning about culture. The students can now become scientists, teachers, rangers and mechanics. I can see our kids growing up and teaching our cultural knowledge to their own kids. They will continue this for future generations.”

- Serena Namarnyilk, Parent, Ranger and Cultural Educator

TOP: Sidon kabidyikarrme manme kabirridahkendong kore mudika. *Sidon helping load food into the Troop Carrier.* Photo by Hugo Davis

BOTTOM LEFT: Wurdurd kabirriwerndjare kabirrinan djurra. *Children like reading.* Photo by Olga Scholes

BOTTOM CENTRE: Wurdurd kabirrikarrme manyilk dolobbo-ken ba bu kabirribimbun. *Children holding manyilk, which is used to make paintbrushes.* Photo by Daniel Constantinou

BOTTOM RIGHT: *Students working away at the Academy.* Photo by Hugo Davis



Teaching and Learning

The Academy's vision and community aspiration is to provide a two-way education that supports the intergenerational transfer of knowledge and language.

Literacy & Numeracy

At the Academy, we deliver an integrated curriculum, with Literacy and Numeracy integrated into all learning areas. The arrival of new hands-on maths resources such as trundle wheels, balancing scales, cash registers and play money, large clocks and timers has made maths far more meaningful and fun. The influx of new books and two new laptops have contributed to literacy activities.

In Literacy this year, students studied the text 'All the Way to the Ocean', which is a story about best friends who discover the 'cause and effect' relationship between rubbish, storm water channels and the world's oceans, lakes and rivers. The unit was integrated with Geography and Numeracy as we mapped the journey of a piece of rubbish, via local waterways, from Kabulwarnamyo to the Arafura sea.

'All the Way to the Ocean' was also integrated into Health, in discussions about the International Rights of the Child. Students learned that a child is born with rights and as we grow older we also have responsibilities. They applied their knowledge to the rights of the child to live in a clean environment and the responsibility of not littering.

For the Inform and Explain unit, students read a "big book" called 'Let's Learn about Australian Animals' and selected their own Australian animal to study. They learned about the components of a report, how to conduct research and how to create a poster-sized report to present at assembly. Parents, family and community members loved hearing about all the different animals.

In Physics, students studied push and pull forces, including the pull of gravity and three simple machines – the ramp, the lever and the pulley. As part of this unit, students visited the Community workshop to investigate different machinery, and we looked at the work of Indigenous inventor, David Unaipon, who invented many machines and appears on the \$50 note.

Students then worked in teams or pairs to design and build Rube Goldberg machines. Rube Goldberg machines are intentionally designed to perform a simple task in an indirect and overcomplicated way. This gave students the opportunity to develop skills in:

- Trial and error;
- Perseverance;
- Teamwork;
- Making predictions; and
- Observing outcomes.



To encourage deeper literacy and conceptual development, the Physics unit was also integrated into the Literacy program. Students focused on two texts, 'The Dragon Machine' by Helen Ward and 'The Patchwork Bike' by Maxine Beneba Clarke.

In Visual Arts, students have been developing their drawing skills, which integrated well with the

traditional art topics studied in ILC. Students created self-portraits in order to develop a greater awareness of their own perception and how they respond to what they see. They also studied perspective and used mathematical features to create images with perspective.

In Sport, we made good use of some recently acquired soccer

Australian animal reports.

equipment. The students loved playing a modified 'all-ages' soccer game, as well as soccer drills and skills development. They also explored the game of cricket, and were intrigued to learn about cricket as an international sport and the significance of The Ashes.

Indigenous Language and Culture

Together with Nawarddeken elders and families, we are committed to intergenerational transfer of knowledge and language. Some highlights of the Indigenous Language and Culture (ILC) program this year were:

Traditional art

With the support of Warddeken rangers and community members, students have collected seasonal bush foods and learnt about the process of how to collect the natural materials and make traditional paint, paint brushes and bark canvas. Students learnt these skills over a series of bush trips and then created their own artworks.

Cheeky yam

Students have also been learning where and when to find certain foods, what they are called in Kunwinjku and in English, and how to prepare them the traditional way. One of the bush foods studied was

An-kinjdjek (*Dioscorea Bulbifera*) also known as 'cheeky yam', which is found locally at Ngaldaldubbe and Kulngukki. Unlike other yams that can be eaten roasted, the cheeky yam can be poisonous if not properly prepared.

The preparation process of the yam takes two days. First they are dug up with a digging stick and boiled over a fire. They are then peeled and sliced into thin strips, and placed in a special dillybag woven by women from pandanus leaves. The yam-laden dillybag is then strung from an overhanging branch or secured underwater by a rock.

The cheeky yams are left like this overnight to allow the fresh running water to remove the toxins. The next morning, the students returned to collect the dillybag. Finally they could roast the yam strips, or leave them out to dry out before they are eaten.

Warddeken Biodiversity Survey

Once again, Nawarddeken students were given the opportunity to get involved with some of the important work of the Warddeken rangers. Together with rangers and ecologist, Alys Stevens, groups of students went on field trips to set camera traps as a part of the Warddeken Biodiversity Survey. They learned about the importance of the images captured by the traps and how those images are stored and used.

Students were also given the opportunity to help process a portion of the almost half a million images using the project database. Once all the images are processed, this information will then be used by WLML to improve fire management and feral animal programs to mitigate any species decline and improve recovery efforts.



Garage Band

Two talented Warddeken rangers taught students how to use the Apple Garage Band app on the iPads to create music. The interactive whiteboard served as an excellent group demonstration tool for students learning how to navigate

the app. The use of music and song lyrics is an excellent gateway to both English and Kunwinjku literacy. Together, the rangers and students created a track with Kunwinjku lyrics, and many students are now able to independently create their own soundtracks.

TOP: Yawurrinj kabirriwayini Djungkurrij. Kamarrang Stuart Guymala, Bulanj Dean, Kela Duncan Gumurdul, Kela Enosh Nadjamerrek, Kodjok Jobie Manakgu. *The men (listed) are singing Djungkurrij, at a community gathering.* Photo by Steven Bird

BOTTOM LEFT: Bangardidjan Serina kayalemeng mankung mak bod ngamno dabuno ngukno. *Serina is teaching children about mankung (honey), bees and their hive.*

BOTTOM RIGHT: Rangers bindikang wurdurd bindibukkan birri-lokme dolobbo bindinang. *Students watch rangers harvesting stringy bark for painting.*

Students and elders participate in performing the Djungkurrinj song and dance. Photos by Steven Bird



Djungkurrinj song and dance

This year, the school and the community participated in the Djungkurrinj song and dance, working with CDU linguist, Steven Bird, to facilitate the intergenerational transfer of ILC. Djungkurrinj was sung at Lofty Nadjamerrek's funeral and, thanks to Georgia Vallance, past Warddeken Operations Manager, we had access to an archival recording of Lofty singing the song.

Djungkurrinj is the female of a particular species of kangaroo. The purpose of the Djungkurrinj song and dance is to make her sleepy so

that she is easier to hunt. Elders taught students about the cultural significance of the song, about the instruments used (clap sticks and the didgeridoo) and dance movements.

To begin with, we videoed Stuart Guymala performing the song. Students then learned about the songline in a series of ILC lessons at school and at the spring. The school and community practiced together until May when they performed it for the Minister of Education, Eva Lawler, as a part of the welcome to country ceremony.

In mid-June, the whole community performed the Djungkurrinj song

and dance again. In the days leading up firewood was collected and a big fire pit was prepared in the middle of the school oval. At sunset, people gathered around the fire and the corroboree was led by five men who sang and played didgeridoo and clap sticks, and two women who led the dancing. The night was capped off with the Balanda tradition of roasting marshmallows on the fire.

At the end of the night, as people dispersed, some of the young men asked to borrow the didgeridoo and clap sticks to continue practicing the song themselves. In this way, we are helping to embed a culture of learning for our students and the community.

“Nawarddeken Academy is very important to our people. We want the school to be there for our children because we are looking further down the track, people are moving back to their homeland. Nawarddeken and Warddeken are on the land that belongs to us and our people are now living and working on the country.”

- Lois Nadjamerrek, Grandmother and Traditional Owner

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.

The primary aim is 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 Early Learning Program is delivered from 9am to 12noon Monday to Thursday during school terms, and is staffed at a ratio of 1:3 educators to children. Current attendance averages between two to six children, with capacity to extend to 10 children. The table below shows the number of participants per week, including children and adults accessing the program.

Based on the Families as First Teachers model using the Abecedarian approach, the program is staffed by a roster of daluk (women) who share responsibility for planning and delivering early learning activities, supported by Nawarddeken Academy staff.

Parents/guardians are encouraged to attend daily with their children to:

- Support social and emotional wellbeing through parent-child interactions;
- Facilitate parent-child conversational reading and learning games;
- Teach parents the Enriched Caregiving approach; and

- Respectfully share bicultural knowledge about child development, language priority and school readiness.

This year, thanks to funding from Adjumarllarl and Stronger Communities for Children, the purpose-built Early Learning Program balabbala was completed. It is now a wonderful space furnished with reading tent, tables and chairs, fridge and storage cupboards.

TOP: Bulanj Bundy mak Bulanjdjan Kerrida kabenenan djurra. *Early learners Bundy and Kerrida sharing a book.* Photo by Olga Scholes

BOTTOM LEFT: Wurdurd kabirridjarrngbun medjno. *Children sorting objects.* Photo by Olga Scholes

BOTTOM RIGHT: Wurdurd kundja-ken. *Children doing hygiene.* Photo by Steven Bird



Planning, Evaluation & Self-assessment

The evaluation framework is an exciting development for the Academy. Over a three-year period, it will help build a shared understanding of our long-term vision and aspirations, and provide a rigorous framework for monitoring, evaluation and planning.

Strategic planning and evaluation

Early in 2018, the Academy conducted two future planning meetings, one in Kabulwarnamyo and Gunbalanya. The aim of these meetings was to:

- Identify the long-term vision and aspiration of community members throughout the Warddeken IPA. In particular, a request was made by Manmoyi and Mamadewere community members to explore the possibility of providing full-time education at these communities.
- Work with Dr John Guenther from Batchelor Institute to develop a participatory research evaluation

framework for the Academy. The aim of the framework is to develop an evidence-based approach to governance, teaching and learning, and community engagement.

- Demonstrate and promote the outcomes of our work to community members, funding bodies, key stakeholders and other interested parties.

Annual Operational Plan

Towards the end of 2018, we began reviewing the Strategic Improvement Plan 2018-2020 and the 2018 Annual Operational Plan (AOP). We have achieved many

of targets yet there is still much work to be done. The AOP outlines five broad goals, each of which has 3-4 targets (total of 18 targets) to achieve by the end of 2018. Our five goals are:

1. Kamak Rowk Start for Kids
2. Kamak Rowk Teaching and Learning
3. Kamak Rowk People
4. Kamak Rowk Management
5. Kamak Rowk Partnerships and Relationships

Kamak Rowk means 'quality' in Kunwinjku. Of the 18 targets, six are complete, eight are either on-going or in progress and four are not yet complete.

Independent School Registration funding

As a registered independent school going into 2019, it is a great relief to be able to plan with a financially secure future. With the help of the Association of Independent Schools Northern Territory (AISNT) and the Department of Education we were able to project anticipated funding for 2019.

While fluctuations in student numbers will have an impact on recurrent Federal and NT

Government funding, the projections showed that we would be financially sustainable with 10 enrolments, and able to provide qualified teachers and resources to deliver quality education. Nevertheless, we will continue to work with families and the community to implement effective attendance strategies to mitigate fluctuating enrolments.

Early Learning funding

As a registered school from Transition to Year 7, the Academy

is unable to use school funding to support the Early Learning Program. School funding is specifically designated for school aged students. We have been working closely with KKT and Adjumarllarl Aboriginal Corporation to secure program funding for 2019. Together with in-kind support from WLML and NAL, we are confident the program will continue to grow.



LEFT: Wurdurd kabirrimang manuku. *Children collecting manuku (bush/black currant)*. Photo by Daniel Constantinou

RIGHT: *Nawarddeken Academy Assembly*.

Self-assessment

In addition to the participatory research evaluation framework being developed with Dr John Guenther from Batchelor Institute, we will also conduct our own annual self-assessment. This process will be finalised following our first NAPLAN results as a registered Independent School in 2019.

Growth and attendance

Parents, assistant teachers, teachers and community members continue to support students' regular attendance at school. We have seen steady growth in the number of

students accessing education at the Academy over the last three years.

Secondary students

This year saw a growing number of secondary students in Kabulwarnamyo. There is a need to develop a program and pathways to ensure these students are better engaged and continuing on their learning journey.

The Academy has been investigating secondary programs and partnerships to better cater for secondary students. The Learning on Country program and Ranger Internship program are current

options, which have family and community support.

Student assessment data

Since establishment, the Nawarddeken Academy has operated under a Memorandum of Understanding with Gunbalanya School and as such have adhered to their assessment procedures and timelines. This has been beneficial in providing a platform from which to develop. However, it also highlighted the need for a more customised system of collection, interpretation and use of student achievement data.

Attendance Statistics 2017 & 2018

		2017 Average	2018 Average
Weekly Attendance Data	Average weekly attendance (enrollment based)	78%	78%
	Average weekly attendance (whilst in Kabulwarnamyo)	85%	82%
Student Average Attendance	Whilst enrolled at NWA	75%	73%
	Whilst at Kabulwarnamyo	82%	77%
Core student data (attended for < 5 weeks)	While enrolled at Nawarddeken (more than 5 weeks)	81%	82%
	Whilst at Kabulwarnamyo (more than 5 weeks)	87%	85%
		2017	2018
General data	Total students attending per term	25.00	26.00
	Average weekly class size	11.70	10.94
	"Core" students	10.75	9.50
	End of term currency (on roll)	15.50	16.50
		2017	2018
Total	Total number of students who attended NA	46	57

We are a small school in a unique context. Independent School Registration allows the academy to begin working on the development of our own system of data collection and interpretation that enables us to plan for individual student needs and mitigate the challenges faced by our school and community.

School mentorships

Being an independent school comes with a whole new set of requirements and reporting

procedures. To ensure we have a strong foundation from which to learn and grow, we have a mentor relationship with Milkwood Steiner School in Darwin and will work closely with the AISNT.

Critical Incidents

In December, there were three consecutive storms that caused some water damage to school resources, furniture and tents. Many of these items have already been replaced and the larger furniture

items will be replaced once the roads re-open. Some paper based Early Learning Program records were lost and these will be logged electronically in future. Electrical equipment was not affected due to good processes for protecting electrical equipment against water damage. No one was injured and a whole community clean up followed.

Yawkyawk kabirridjongburren bolkgarru kunborrkken. Young women wearing traditional grass skirts for dancing. Photo by Olga Scholes



Facilities & Resources

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

Behind the school there are two (girls and boys) dry, long-drop toilets. Behind each of the teacher balabbalas there is an ablution block fitted with a wood fire hot water heater and a dry, long-drop toilet.

New balabbala

This year, a fourth Nawarddeken Academy balabbala was completed adjacent to the school. Our Early Learning Program operates out of this new space three hours a day. It also serves as a small group teaching and learning space and will help cater for dry season spikes in attendance.

The building is almost complete, with additional plumbing, sinks and benches to be installed in 2019, as follows:

- Food preparation area with a bench and a sink;
- Hand washing sink for children;
- Bubbler for children to drink from; and
- Garden tap and hose for outdoor water activities and cleaning.

All-weather storage

With continued growth, the Academy needed additional storage to keep resources protected from the elements. We acquired a 20-foot shipping container that has been lined with shelving for this purpose.

Additional laptop computers

Students now have access to two laptop computers. Prior to this, students would either use iPads or share staff computers. The laptops have been of great value in the classroom and students have been asking stay in during break times and weekends to do research or complete their reports.



Library

The library has been transformed with more books, a new tent and improved shelving. A special thanks to our amazing supporters who have added significantly to our book

collection, including multiple copies and a variety of age appropriate texts. Students have taken pride in the new space and worked out a system to ensure all books are returned to the correct place after being used.

Nawarddeken Academy kured djurra kayo.
Nawarddeken Academy library.
Photo by Daniel Constantinou

“The inextricable link between cultural identity and students’ learning capacities, is clearly evident at Nawarddeken Academy where students’ families have the opportunity to lead dignified, self-determined lives on their traditional lands.”

– Carmel Lawrence, ESL Consultant

Karrkad Kanjdji Trust Report

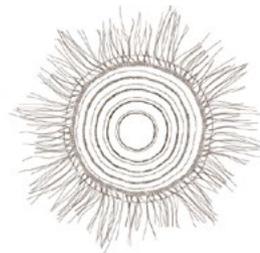
The Karrkad Kanjdji Trust (KKT) was established in 2010 to protect, restore and enhance the natural environment of West and Central Arnhem Land. We support Indigenous-owned land and sea management organisations as they implement environmental and cultural projects that reflect the priorities and values of the Traditional Owners. Through incubating compelling projects, and partnering with some of Australia's leading philanthropists, we are conserving endangered landscapes and species, improving education and technical skills transfer and safeguarding Indigenous knowledge systems and cultural heritage.

Bininj have been an integral part of this landscape for 50,000 years or more. They have managed and

shaped it over this time, and theirs is the essential role in its healthy management moving forward. Thus, each piece of work we partner on is 100 percent community-driven, from concept to implementation

In 2015, we had the immense privilege to work alongside Warddeken Land Management Ltd to establish the Nawarddeken Academy. This extraordinary school provides full-time bi-cultural education in the remote outstation community of Kabulwarnamyo.

The Academy is a vital piece of social infrastructure that supports the Warddeken rangers to live and work to conserve their culture and their country. To date, the Nawarddeken Academy has enabled 19 ranger jobs to be retained or created.



KARRKAD
KANJDJI
TRUST

Thank you to our supporters who have made the Nawarddeken Academy a reality. As we move forward as a registered Independent School, we look forward to harnessing the power of philanthropy to further improve Indigenous language and cultural learning in Kabulwarnamyo and address educational gaps across the region.

An arial View of Kabu Warnamyo

"We support Indigenous-owned land and sea management organisations as they implement environmental and cultural projects that reflect the priorities and values of the Traditional Owners."

– Karrkad Kanjdji Trust

Students and elders participate in performing the Djungkurrinj song and dance. Photo by Steven Bird



Financial Report

Extract from the Financial Statements

For the Period Ended 31 December 2018

INCOME STATEMENT	2018 (\$)	2017 (\$)
Grant revenue	630,665	-
Other income	349	-
Employee benefits expense	(395,171)	(67,285)
Other expenses	(139,660)	(2,779)
Insurance	(29,043)	-
Accounting and audit fees	(26,825)	-
Depreciation expense	(2,358)	-
Profit / (loss) before income tax	37,957	(70,064)
Income tax expense	-	-
Profit / (loss) after tax	37,957	(70,064)
Abnormal item – Transfer of assets from related entity	31,441	-
Profit / (loss) after abnormal item	69,398	(70,064)
STATEMENT OF FINANCIAL POSITION	2018 (\$)	2017 (\$)
ASSETS		
Current assets		
Cash and cash equivalents	138,335	5,524
Trade and other receivables	53,900	-
Total current assets	192,255	5,524
Plant & equipment	29,083	-
Total non-current assets	29,083	-
TOTAL ASSETS	221,338	5,524
LIABILITIES		
Current liabilities		
Trade and other payables	131,060	17,637
Borrowings	75,310	23,707
Employee provisions	15,364	34,244
Total current liabilities	222,004	75,588
TOTAL LIABILITIES	222,004	75,588
NET (LIABILITIES)	(666)	(70,064)
EQUITY	(666)	(70,064)
TOTAL EQUITY	(666)	(70,064)

Notes to the Financial Statements

For the Period Ended 31 December 2018

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 2018.

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 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 2018, 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 2018.

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 28th June 2019.

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 28th day of June 2019



Nawarddeken morning tea.

TOP: A shop formed part of the Academy's numeracy program. Photo by Hugo Davis

BOTTOM LEFT: Students practice using a traditional paintbrush and ochre to paint.

BOTTOM CENTRE: Agnes Gumulrdul finger knitting in art. Photo by Hugo Davis

BOTTOM RIGHT: Alyssa Djogiba in a numeracy lesson. Photo by Hugo Davis





NAWARDDEKEN
ACADEMY

Nawarddeken Academy Limited
ABN 31 621 135 439
PO BOX 785, Nightcliff NT 0814
Phone: 08 8934 9089 (Kabulwarnamyo)
Email: eo.academy@warddeken.org.au