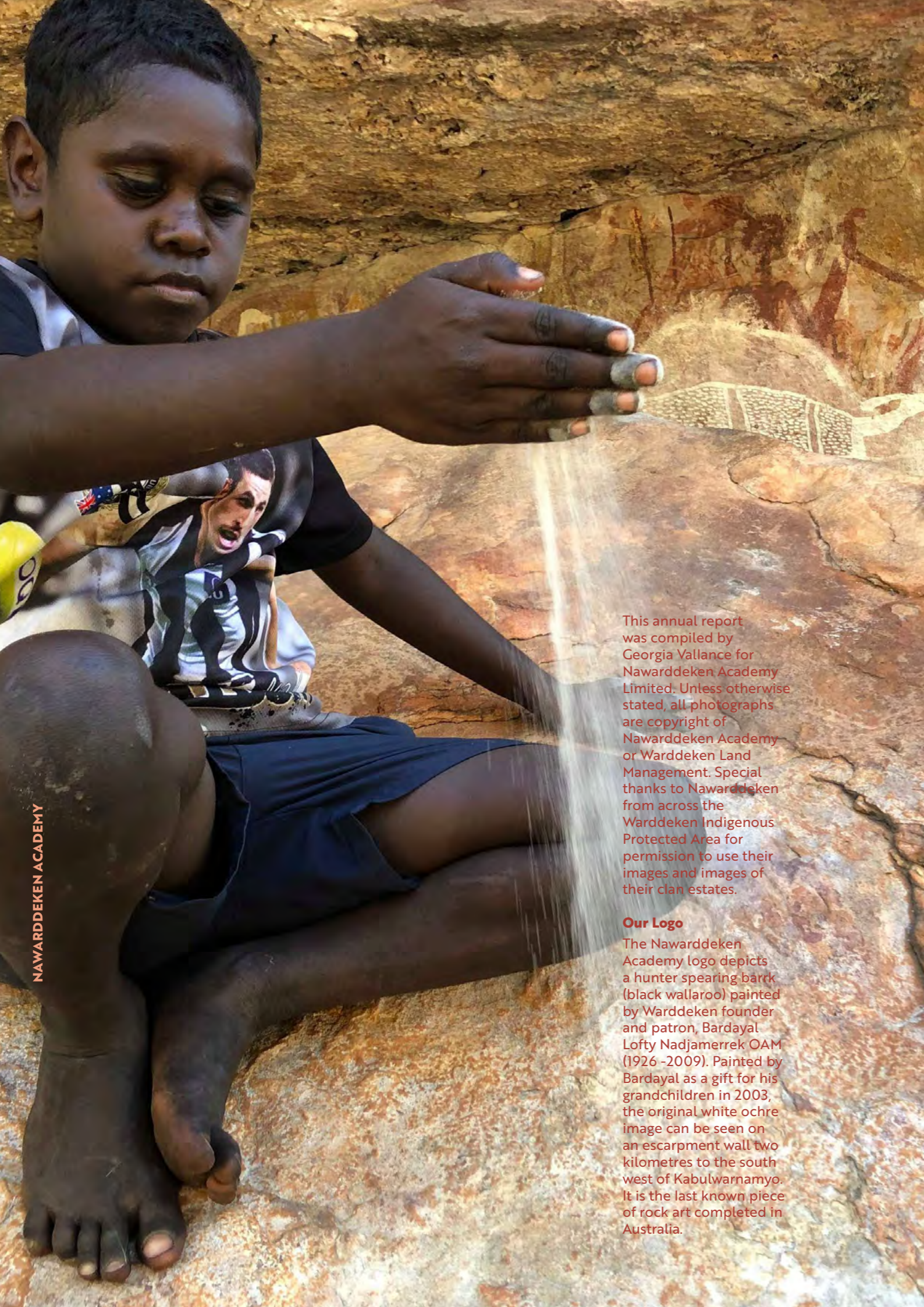


# Annual Report 2020



NAWARDDEKEN  
ACADEMY





# Vision

Our Academy and communities will work together to make our children 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.

This annual report was compiled by Georgia Vallance for Nawarddeken Academy Limited. Unless otherwise stated, all photographs are copyright of Nawarddeken Academy or Warddeken Land Management. Special thanks to Nawarddeken from across the Warddeken Indigenous Protected Area for permission to use their images and images of their clan estates.

**Our Logo**  
The Nawarddeken Academy logo depicts a hunter spearing barrk (black wallaroo) painted by Warddeken founder and patron, Bardayal Lofty Nadjamerrek OAM (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: Kerrida Namarnyilk enjoys a swim during a learning on country trip.  
Left page: Richard Nadjamerrek at the important rock art and occupation site Kundjorlomdjorlom.

We are teaching young people about 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



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# The Nawarddeken Academy Story

**The idea of a learning place for the children of Kabulwarnamyo began back in 2002, when the eminent professor Bardayal Lofty Nadjamerrek OAM (pictured right) led a return of Nawarddeken Traditional Owners to his country at Mankungdjang on the Mok clan estate, despite the fact that government funding was no longer available to establish homeland communities.**



Bardayal, along with his wife Mary Kalkiwarra and their children, grandchildren and other families from across the plateau established a life on country. Deeply committed to caring for the kuwarddewardde, Bardayal and his supporters established a ranger program at Kabulwarnamyo, which evolved into Warddeken Land Management Limited.

Working with neighbours and partners, the Warddeken ranger program established the world's first customary fire and greenhouse gas abatement program – the West Arnhem Land Fire Abatement (WALFA) Agreement. Ever since, income generated through WALFA has supported Nawarddeken 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 bicultural education to make their children strong in two worlds – Bininj (indigenous) and Balanda (non-indigenous).

This dream was realised in 2015 when, with the generous support of the Karrkad Kanjdji Trust (KKT) and Gunbalanya School, the Nawarddeken Academy was established at Kabulwarnamyo. The following year, at the request of community elders and mothers of young children, an Early Learning Program for 0-4 year old children was established, which 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 a Board of Directors was instated. In December 2018, we gained Independent School Registration, which commenced in January 2019. Registration provides for recurrent government funding that will secure the financial future of the Academy and, more importantly, provide Kabulwarnamyo students with the education they deserve.

The Academy at Kabulwarnamyo is both a deep source of pride and a critical piece of socioeconomic infrastructure. Since 2015, NAL has employed 103 people, 82 of whom are Indigenous. In addition to recurrent government funding, the Academy continues to have the financial and logistical support of both WLML and KKT.

Our children are now receiving a first-rate education on country. Our bicultural 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, and the Nawarddeken Academy is playing a critical role in securing this future.

# Objectives & Guiding Principles

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, and the unique opportunities establishing a school on-country presented. These conversations, along with community consultations and workshops, led to the development of Objectives and Guiding Principles that reflect the aspirations of Nawarddeken Traditional Owners. They provide a clear foundation for what the Nawarddeken Academy will achieve.

Right Page: Proud father Zacharia Namarnyilk looks on at son Bundi on a visit to an important rock art gallery.



## Objectives & Guiding Principles



## Objectives

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

## 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.



Left Page: Natasha Yibarbuk's poster about respect.

# Board of Directors



**Dean Yibarbuk** is a Traditional Owner of Djinkarr, near Maningrida and of Yanjokbarnem 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.



**Naomi Nadjamerrek** is a proud Mok woman - a Traditional Owner of Mankungdjang estate, where the Academy is situated. She is also a proud mother to Delsanto, who is a student at the Academy. Naomi worked for many years as a Warddeken ranger and in 2017 started work as an educator at Nawarddeken Academy.



**Leonie Jones** has 40 years experience 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.



**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, and has been a director of Warddeken Land Management Limited since 2008. He currently works with Njanjma 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 in Mamardawerre, a homeland community in the Warddeken IPA. Conrad speaks Kunwinjku, Maung, Yulngu Matha and English. He plays the didjeridoo and guitar. Conrad has worked as an Assistant Teacher at Gunbalanya School, servicing outstation schools, and has three years Norforce training, including reconnaissance, combat and first aid.



**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, semigovernment 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.



## Board Of Directors

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**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 Namarnyilk** resides in Kabulwarnamyo and is a djungkay (ceremonial manager) for Mok estate. She 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 employed as a Warddeken ranger, and assists in the development and implementation of the ILC program.



**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.



**Right Page:** Reggina Namarnyilk at the Kabulwarnamyo spring during a COVID-19 learning session.



NAWARIDDEKEN ACADEMY

# Chairperson's Report



There is no doubt that 2020 was a challenging year for all of us; here in west Arnhem Land, across Australia and around the globe. The effects of COVID-19 were felt across all of our communities. For Nawarddeken Academy it meant a year with more than its fair share of uncertainty, and increased movement of families. Some families with members with health issues decided to move to a larger town to be a near a clinic during the pandemic, and this had an effect on Academy attendance. Other impacts we did not predict, such as a tragic backlog of funerals stretching back to 2019, that meant the last five months of the year were filled with back-to-back funerals and an extended period of mourning for many of our families.

Despite this, there was still a lot to celebrate in 2020. Many of our students are making leaps and bounds in their education, particularly in literacy. We continue to work collaboratively with our families and elders to offer wurdurd (children) an engaging and exciting range of experiential learning opportunities.

For me, as Chairperson and as a father myself, one of my biggest sources of pride is witnessing our Nawarddeken wurdurd become more confident in their cultural identities. Young girls and boys are getting the chance to connect with their country in a really meaningful way because of our school.

It is our hope that very soon we will be able to help our families at Manmoyi and Mamardawerre achieve their dream of also being able to offer full-time education to their wurdurd on country.

*Dean Yibarbuk*

**Dean Yibarbuk**

**Left Page:** Dean's youngest daughter Natasha Yibarbuk, who became the leading force in developing digital knowledge apps.

# Executive Officer's Report



The Nawarddeken Academy has now been providing full-time education to children at Kabulwarnamyo for five and a half years, with 2020 being our second year operating as a Registered Independent School. We remain incredibly proud of these achievements.

The COVID-19 pandemic presented some significant challenges for us all this year; fortunately the impacts on the Academy were not too severe. We were able to continue delivering education with minimal disruption and also make great progress on:

- much needed infrastructure upgrades.
- supporting Manmoyi and Mamardawerre communities to achieve their aspirations for full-time, on country provision of education for their children.
- building the foundation for our curriculum.

For many years, Traditional owners, elders, and rangers, have expressed their desire to have a seasonal calendar resource for the Warddeken region. This year, we continued work on capturing the deep, yet fragile, traditional ecological and cultural knowledge of the local seasons and environment.

Once complete, in mid-2021, the Kuwarddewardde Malkno (Stone Country Seasonal Calendar) will form the epicentre

of the Academy's curriculum, providing a structure for linking the Australian and NT Indigenous Language and Cultural curriculums with the local seasons and environment.

Contextualising western knowledge learning with the intricate on country seasonal changes, not only makes learning more meaningful but, also creates opportunities for students to learn alongside elders and rangers, recognising the Kuwarddewardde as our local library and university.

We continue to extend our deepest thanks to Warddeken Land Management and the Karrkad Kanjdji Trust for their continued support, particularly throughout this challenging year. We also extend our gratitude to the incredible Traditional Owners, rangers, educators and families who continue to encourage us to remain faithful to achieving and building on the dream of the visionary leader, Bardayal Lofty Nadjamerrek, of Bininj living, learning and thriving on their country.

**Olga Scholes**

Right Page: Stewart Pamkal during a pottery workshop.



# Governance

## Nawarddeken Academy Limited

The Nawarddeken Academy Limited (NAL) was registered as a public company limited by guarantee in August 2017. In November that year, NAL was registered with the Australian Charities and Not-for-profit Commission (ACNC). The board is comprised of four Warddeken directors, two Parent directors and four Recruited directors. All members of the NAL board of directors are listed with the ACNC.

In 2020, the board met three times. Due to the inclusion of Kabulwarnamyo in the Arnhem biosecurity zone, one meeting was held via Zoom.

## Independent School Registration

In January 2019, Nawarddeken Academy began operating as a Registered Independent School. This registration offered us the freedom to further tailor school operations to the needs of the community, as well as securing ongoing funding to support our operation.

The approval of a new Independent, community-led school demonstrated the NT Government's commitment to supporting the Education Department's Strategic Plan and the Indigenous Education Strategy, by ensuring students in one of the most remote parts of the Northern Territory have access to full-time education.



Right Page: Tyson Nabalwad hangs out near a billabong during a learning on country lesson. Photo courtesy of Rowand Taylor.

### Manmoyi and Mamardawerre schools

Since 2015, Manmoyi and Mamardawerre communities have observed and expressed a keen interest in the establishment of the Academy and the process of independent school registration. These communities are currently serviced by Gunbalanya School, and in recent years, students residing there have had intermittent access to a qualified teacher. Understandably, families want their children to have the opportunity to access full-time schooling while living on country.

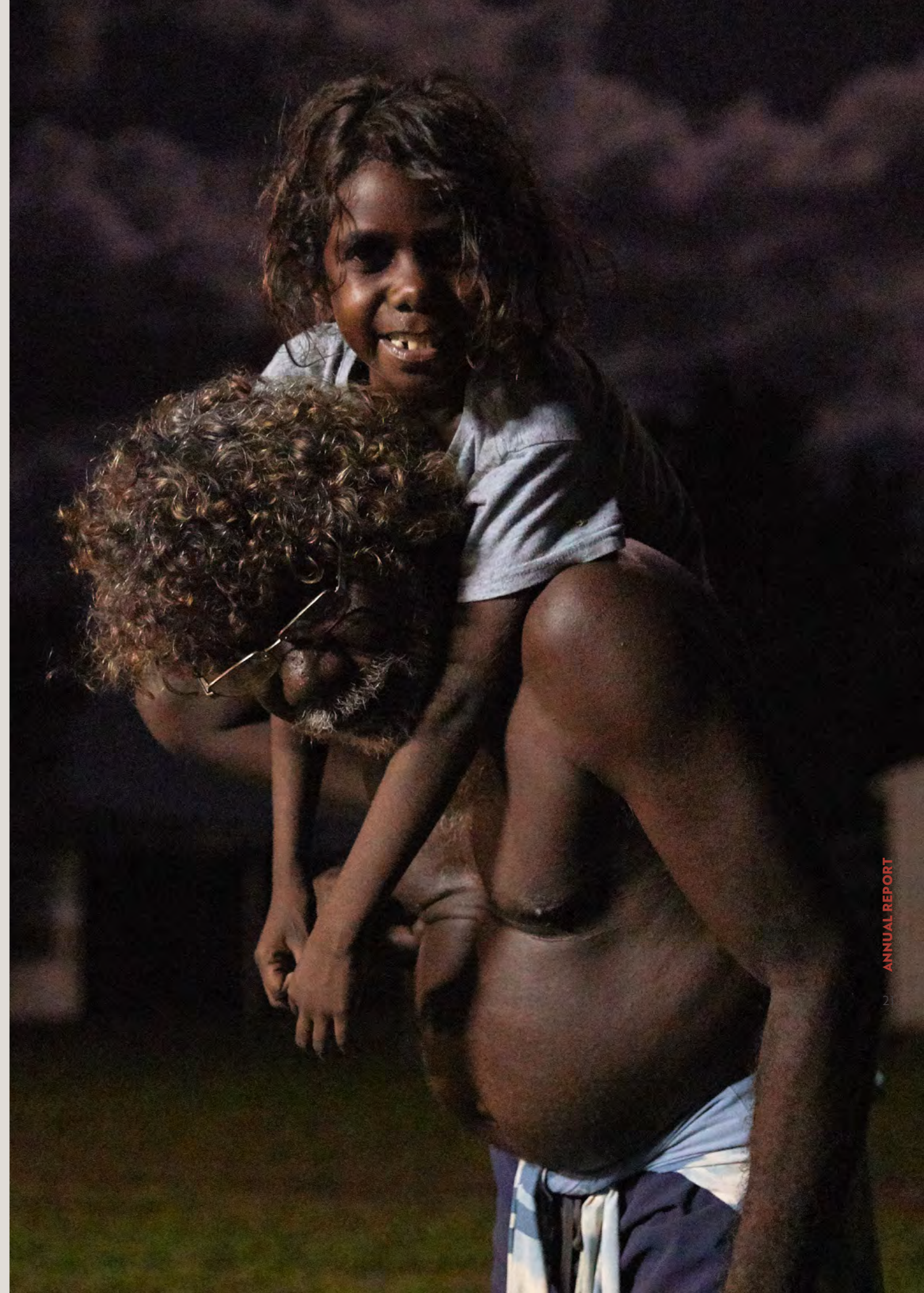
In 2018, Traditional Owners, elders, community members and families from Manmoyi and Mamardawerre formally requested Nawarddeken Academy's assistance in exploring options for the provision of full-time, on country education. Subsequently, this became a directive of the Nawarddeken Academy board, who unanimously supported the aspirations of these communities to access quality, full-time education for their children.

After numerous meetings and independent consultations, both Manmoyi and Mamardawerre also requested the Academy engage the Northern Land Council (NLC) and submit Expressions of Interest for Section 19 Aboriginal Land

Use Agreements (ALUA) for the purpose of the establishment and operation of Independent schools at the respective sites. During 2020, these consultations occurred, with both communities expressing support for the agreements. The Manmoyi Section 19 ALUA has been formally endorsed by the NLC Executive and the Land Trust, while the Mamardawerre ALUA requires another meeting prior to endorsement, which will be held in 2021.

Next year, at the request of Manmoyi and Mamardawerre Traditional Owners, elders and community members, the Academy intends to submit applications for the registration of two independent schools at the respective communities. If successful, the Academy will also work with the NT Department of Education to explore the possibility of using the pre-existing infrastructure for the purposes of education.

**Right Page:** Senior Bordooh Traditional Owner Ross Guymala looks forward to the day that his daughter Rosanna will be able to access full-time education on her country at Manmoyi. Photo courtesy of Rowand Taylor.





# Committees

To ensure that the voices of parents and the local community are front and centre in the Academy's operations, there is strong Bininj representation on all NAL committees, as well as on the board of directors.

## Advisory Committee to the Nawarddeken Academy (ACNA)

All parents and guardians of students attending the Academy and residents of Kabulwarnamyo are eligible members of 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 members to the Board.

Two parent directors were elected by the ACNA to sit on the Nawarddeken Board in 2020-2021. They were: Frederick Nadjamerrek, and Faith Nadjamerrek.

## Indigenous Language and Culture (ILC) Committee

The purpose of the ILC Committee is to advise the Academy on the content, development and implementation of our ILC program. In acknowledgment of the variety and depth of customary language, skills and cultural knowledge within the Kabulwarnamyo community and the wider 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 once in 2020, providing financial oversight and advice to the Board, as follows:

- Monitor cash flow;
- Review budgets for 2020 and 2021;
- Review and update finance policies;
- Ensure all financial reporting and statutory requirements are met.

Left Page: Delsanto looks for man-dem (waterlily corms) with his grandmother Jenny, Liza and early learner Nicholas.

# Our People

Our team of highly experienced remote teaching staff includes two permanent full-time teachers, one part-time Executive Officer and six casual Bininj assistant teachers. Assistant teachers translate curriculum content and concepts into Kunwinjku. In 2020, 57 Bininj with kinship connections to students worked as casual educators or support staff. Teachers Julie Fraser and Amber Whittaker continued their journey with Nawarddeken Academy this year, working closely with Kabulwaranmyo families and the broader Nawarddeken Community.

## Academy Staff



**Executive Officer (0.7 FTE)**

**Olga Scholes** an experienced teacher and administrator in urban and remote education settings. In 2004, Olga was part of a team who established 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 vitally 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.



**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.

## Academy Staff

### Assistant Teachers (casual)



**Rhonda Nadjamerrek** is a Mok 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. This year, Rhonda retired from the Academy to care full-time for her mother Mary. We thank Rhonda for her years of commitment to the Academy.



**Serina Namarnyilk** 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.



**Mary Kalkiwarra Nadjamerrek** is a senior Nawarddeken woman, respected elder and one of the only people still alive who grew up walking the stone country with her family. We are incredibly lucky to have Mary working with us as a cultural advisor and teacher.



**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.



**Dean Yibarbuk** is a Traditional Owner of Yanjkobarnem in the Warddeken IPA. Dean was a driving force behind the establishment of WLML. In 2020, Dean was the chairperson of NAL. He is currently chair of WLML, co-chair of Karrkad Kanjdji Trust and a director of ALFA (NT) Ltd, three not-for-profits supporting critical Indigenous conservation issues.



**Naomi Nadjamerrek** 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 Warddeken in the office.

### Parent and family participants (casual)

Christine Alangale  
Priscilla Badari  
Sylvia Badari  
Vietta Bangarr  
Sarah Billis  
Delvina Boko  
Hagar Nadjamerrek  
Jean Burrunali  
Antonia Djandjomerr  
Esau Djandjomerr  
Keina Djandjomerr  
Jonathan Djogiba  
Bernadette Dooley  
Gillian Galaminda  
Tana Girrabul  
Tasma Guymala

Terrah Guymala  
Devita Hodgson  
Kamahl Hunter  
Mary Kalkiwarra  
Nadjamerrek  
Fiona Lawrence  
Conrad Maralangurra  
Lorina Maralngurra  
Elizabeth Nabarlambarl  
Sertita Naborlhborlh  
Lorna Nabalwad  
Rosemary Nabalwad  
Suzannah Nabalwad  
Donna Nadjamerrek  
Drusilla Nadjamerrek  
Faith Nadjamerrek

Freddy Nadjamerrek  
Jenny Nadjamerrek  
Keith Nadjamerrek  
Lois Nadjamerrek  
Roy Nagurrurrba  
Alexandria Namarnyilk  
Emma Namarnyilk  
Lorraine Namarnyilk  
Wendy Namarnyilk  
Zacharia Namarnyilk  
Merril Namundja  
Tinnesha Narrorrnga  
Connie Nayinggul  
Bradley Wesley  
Bernadette Yibarbuk

### Early Learning Educators (casual)

Christella Namundja  
Eliza Nawirridj  
Jeraiah Guymala





# Parents & Community



## COVID-19

In Kabulwarnamy, regular community meetings were held where information and updates about the spread and prevention of coronavirus in Australia and the Northern Territory were shared in both Kunwinjku and English. Students learnt about social distancing, hand washing and preventing the spread of germs at school and teachers prepared remote learning packs that were on standby in the event of the school requiring closure.

## New School Calendar

2020 was our first year operating under the new school calendar, which was selected by the ACNA in 2019. Previously our calendar was aligned to the Gunbalanya School calendar, which was not optimal as this calendar started much earlier than all other schools around Australia. Implementing a school calendar that is designed by the community, for the community, has made a difference to student numbers in term one, resulting in higher average weekly attendance than in previous years.

## School Assemblies

Assemblies at the Academy were held regularly throughout the year, providing an opportunity to share news and celebrate student achievements with parents and the whole community. Students help plan and present at assemblies, sharing stories about their work. This has helped students build confidence in public speaking and develop a sense of pride in their achievements.

## Newsletters

We continued to publish two newsletters per term. The newsletters are filled with photos and stories of events, programs and student learning. Newsletters are a great way to share news with students' family and the broader Warddeken community. Newsletters cover topics such as: student learning and achievement, community events, ranger work, important announcements and dates. We have received a lot of positive feedback from the community.

## Barradj Culture Camp

The Barradj cultural camp in July was an opportunity to reconnect with country as 15 Nawarddeken students, 39 rangers and 5 support staff, travelled to Barradj in the south of the Warddeken IPA for a week of camping and learning on country. Students had the opportunity to learn on country, connecting Bininj science, balanda science and geography to their experiences within the Barradj area. The cultural and ecological conservation activities students participated in on the camp were followed up with further learning in the classroom in term three.

## Campfire Learning

Educators continued working with the community to run campfire learning nights. These evening learning sessions provide the 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. Countless generations of Nawarddeken children have sat by the warmth of a campfire watching the flames dance and flicker, listening to the wisdom of their families and elders. It has been wonderful to continue this tradition.



### Playground

In late 2019, community members and students were involved in planning and concept design for the new school playground. In 2020, these plans came to fruition. The new play space includes: fruit trees with an irrigation system, swings for early learners and older students, cubby house with fireperson's pole, slide, look out and servery deck and Kaldurrk Early Learning cubby house with slide.

### Creative Arts Workshops

An exciting fortnight of creative art workshops was held in term one, focusing on incorporating natural resources from country in workshops on: batik and natural dyes, pit fired pottery and jewellery making. These were run by professional artist and arts facilitator, Sophie Lewis-Smith and were open to all interested daluk (women) in the community, as well as students. The workshops were well attended and led to the creation of a range of beautiful creations.

### School Banner

Students worked together to plan a banner to share our school values. Students brainstormed designs inspired by local rock art and images that represent Nawarddeken Academy and life in Kabulwarnamyo. Students also experimented with the colours and layout they would like to use to share this message. Creating the banner involved the wider community, and the banner helped us focus daily on how we care for others in our school and community.

Left Page: Naomi Nadjamerrek teaches Richard and Tylar how to make damper.

# Teaching & Learning

## LITERACY

**'I can read books, I didn't read before. Now I can read Dr Seuss!'**

RICHARD, YEAR 3

**Literacy is one of the foundations of learning at the Academy, and many students made great progress in their reading and writing this year. Although the classroom is bicultural, the focus at the primary level is learning to read and write in English. Cultural elements are built into literacy lessons, ensuring that the concepts explored in each unit are culturally meaningful to students. Some highlights of our bicultural literacy learning were:**

### Poetry and song

Students explored sharing messages through poetry and song. We learned about rhythm, rhyme, imagery and the structures of different types of poems. This included traditional cultural songs, such as the morrdjdjanjno (increase song) for emu. Students created their own range of poems and songs, which were shared with family, the community and peers.

### Cautionary tales

Students listened to stories from other cultures that teach important lessons. Through storytelling, students explored themes of honesty, helping others and caring for others. This was a great opportunity to use the Kunwinjku Story Books produced by Nawarddeken Academy in 2018, as many traditional stories incorporate important lessons about respecting cultural lore and the ancestor spirits, and the consequences of not following these rules. Students wrote their own stories teaching others the importance of telling the truth.

### Biographies

Older students read biographies of important Australians to learn life lessons through their struggles and achievements. These included Jandamarra, Cathy Freeman and Eddie Mabo. Students learnt about the structure of biographies and recorded information about themselves and the people they have been studying. We also used campfire learning nights as an opportunity for community elder Mary Kalkiwarra Nadjamerrek to share her life story, as well as the biography of her late husband Bardayal Lofty Nadjamerrek.



## GEOGRAPHY

In geography, students explored maps and map-making, creating maps to illustrate country and learning correct direction terminology in Kunwinjku and English. Students used maps of the Warddeken IPA to answer questions about the location of cultural sites and clan areas. We learnt about the different ways rangers use maps for firefighting and rock art management. Mapping was integrated with maths, using shapes to represent objects around the community, and using these to create map legends. Students mapped local water sources and areas, and created a map to show the journey from spring to tap in Kabulwarnamyo.

## SCIENCE

Our science curriculum is closely integrated with Bininj knowledge. This year we had two major focuses in science: weather systems and seasons, and using and preserving freshwater. Students explored Kunwinjku seasons and seasons elsewhere in Australia and the world, and learned about types of weather expected during each season. We kept records of the local weather, with the older students choosing a capital city elsewhere in Australia to compare with. Students used observations and investigations around clouds, wind and temperature to build their knowledge about weather.



LEARNING HIGHLIGHT:

# Water Journey



One of the big themes we explored this year was water. Students visited different freshwater sites around the IPA, undertaking surveys and learning about how people, animals and plants depend on water to survive. Students looked for animals and animal tracks around the water, identifying them in Kunwinjku and English.

Senior Bininj shared stories about Ngalyod (rainbow serpents) who live in deep pools of water, and yawkyawk (mermaids) who guard and protect some rivers.

We explored the water journey from the Kabulwarnamyo spring to get to the taps at the Academy, learning about the new community water infrastructure (bore system).

Experiments were conducted that allowed us to explore and learn more about rain, the water cycle, ground water and how bores work. Daluk rangers also taught students how to use special equipment to measure water quality.

Students recorded their learning around water with photos and videos on iPads and created maps, models and posters. They shared their learning through spoken and written information reports, recounts, surveys and presentations.





## MATHEMATICS

In term one, we focused on number, place value and measurement, using blocks and other hands-on strategies to problem solve. Students set up an aquarium for fish and freshwater creatures caught at the Kabulwarnamyo spring, for context-based learning about volume and capacity. We also learned about telling time using clocks and calendars, and explored both English and Kunwinjku words that are used for telling time.

Term two saw us turn our attention to using patterns and algebra to problem solve, which included creating and continuing patterns with movement and body percussion and noticing patterns when we dance. There were lots of practical learning opportunities about sorting, ordering, making and continuing patterns, and how we can make patterns using shapes, colours pictures and numbers.

In term three and four we linked maths to our mapping unit in geography, and explored shapes that represent different objects around us in the community and in ranger work. Using shapes in the key to represent different places and landmarks on maps. Students used 2D shapes in mapping, and 3D shapes to make models of different areas around Kabulwarnamyo community. Students also learned about data through collecting information about the balabbala (traditional dwelling) tents around Kabulwarnamyo, and which ones had toilet, bathroom, hot water and laundry facilities. For this activity students created tallies and represented what they found in graphs.



## HISTORY

Our history curriculum includes learning about Australia and other cultures however we also focussed on the history of our specific part of the world. History is a great opportunity for students to reflect on their long and deep ancestral connections to the kuwarddewardde. This year some of our history topics included:

### Connection to country

One of our units of history focused on the connection between people and country, with students learning about the clan groups responsible for different areas visited during cultural learning trips, and their own relationships to these places through kinship. Students recorded this information, as well as information about the season and what bush food resources were available during this time. We visited many different rock art sites, learning from elders the importance of preserving them for future generations.

### Dating rock art

In term one, the Centre of Excellence for Australian Biodiversity and Heritage (CABAH) visited to train Warddeken senior rangers in rock art dating, through the sampling of mud dauber wasp nests. Visitors from CABAH came to the Academy and, along with the rangers, demonstrated of the specialised rock art work they had been doing. We learned that in Australia a particular type of wasp nest from Arnhem Land makes a very durable home that can last for many thousands of years, and rangers showed how we can find nests 'under' or 'above' the art that dabborrabbolk (old people) used to paint on the rocks a long time ago. This means that depending on whether the painting is 'above' or 'below' the wasp nest we are able to say if the art is older or younger and so give it a maximum and a minimum age.

To demonstrate this concept in a meaningful way, the exercise was recreated in the classroom. Students used clay to build mud wasp nests. Then each student painted their hands like old people used to do and imprinted their kunbidbokno (hand print) over or below the wasp nests several times. Rangers then supported students to recognise whether the kunbidbokno were older or younger than the wasp nest.

LEARNING HIGHLIGHT:

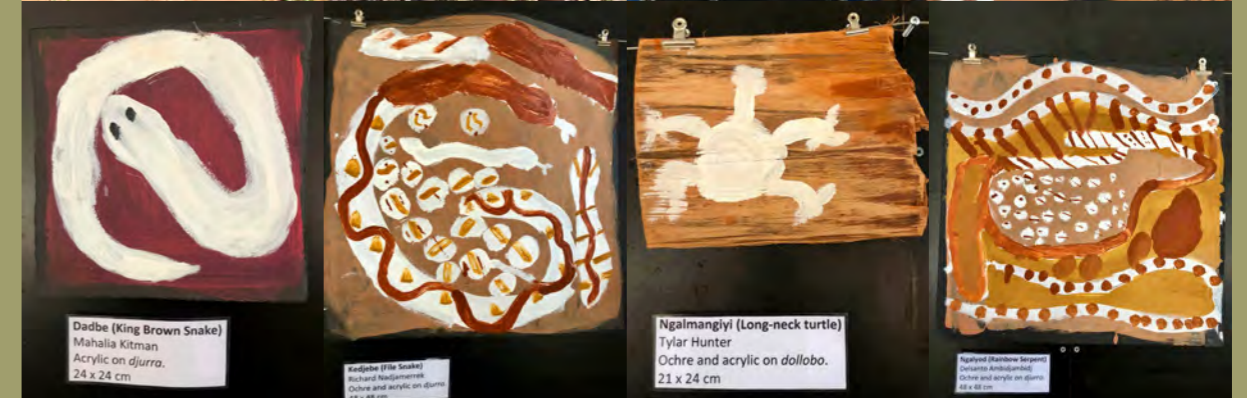
# Traditional Painting



NAWARDEKEN ACADEMY

Creativity is an integral part of Nawarddeken culture, and the x-ray style paintings and fibre art of the stone country are renowned across Australia. We celebrated our rich artistic heritage through engaging local artists to work with students and teach them skills and techniques handed down through generations.

Accomplished artist Freddy Nadjamerrek worked with students to pass down the techniques and traditions of painting that he learned from his father, the late master painter Bardayal Lofty Nadjamerrek OAM. We harvested dolobbo (bark) in the wet season when it's easiest to remove from the tree, and learned how to prepare, flatten and clean the dolobbo ready for painting. Over a series of workshops, Freddy taught students how to prepare manyilk (grass sedge paint brushes) as well how to use red and yellow ochre and charcoal to make paint. Students then planned their own traditional style artworks, taking inspiration from visits to rock art sites during learning on country sessions. These workshops led to the creation of a gallery of fantastic student paintings of local animals and Ngalyod (the rainbow serpent) as it is depicted at Kundjorlomdjorlom rock art site.



**Dadbe (King Brown Snake)**  
Mahalia Kitman  
Acrylic on djurra.  
24 x 24 cm

**Kedjbe (File Snake)**  
Richard Nadjamerrek  
Ochre and acrylic on djurra  
18 x 18 cm

**Ngalmangiyi (Long-neck turtle)**  
Tylar Hunter  
Ochre and acrylic on dolobbo.  
21 x 24 cm

**Ngalyod (Rainbow Serpent)**  
Dorlene Ambjambal  
Ochre and acrylic on djurra  
18 x 18 cm



**Mixed media creative arts workshop**

Students participated in a two-week creative arts workshop, focusing on incorporating natural resources from country in workshops on batik and natural dyes, pit fired pottery and jewellery making. These were run by professional artist and arts facilitator, Sophie Lewis-Smith. The workshops were a fantastic opportunity for students to explore and express their creativity using a range of new mediums.

For pottery workshops, students harvested local clay and carefully constructed jugs, mugs, pinch pots, turtles, and an array of wonderful imaginative vessels and beads to use for jewellery making. As we have no electric kiln, we had to build a bush kiln. Students prepared an earth oven to pit-fire

the pottery. The fire pit was kept well stoked for five hours and then covered overnight. In the morning students' artworks were carefully dug up from the ashes.

The batik workshop started off on country looking for natural dyes, with elders taking us to find windilk seeds (for pink/purple colour), mandjurdum roots (yellow colour), wirdilwirdil root (brown colour) and manbedde leaves (grey/black colour). After preparing the traditional bush dyes of the area, we mixed up the dye baths to create a range of colour samples. Students learned about the importance of design: sourcing inspiration, positive and negative spaces and how to create a repetitive pattern, looking at different leaves and planning designs to create interesting patterns.



**MUSIC**

Our students love music, with many of their family and community members performing traditional music such as song-cycles, as well as playing contemporary music in a number of bands.

**STAMP Music**

A music workshop was held in term three with Pete and Jacob Arthur from STAMP Music. Elders Molly and Mary shared and recorded traditional songs from their childhood. Students were able to play a range of instruments and learn about the process of recording music. The STAMP music workshop was fantastic in guiding students through the song writing process. From collecting ideas, writing lyrics, organising them into chorus and verse, right through putting the song to music and recording. The workshop included a campfire learning night, with families singing along together. Community members offered linguistic support to a session dedicated to song writing in Kunwinjku. Several Kunwinjku songs were produced during this workshop, as well as existing Kunwinjku children's songs recorded. The end products were fantastic with eight songs recorded, which are now displayed in the classroom, added onto the Tendril App and sung regularly!

**COVID-19**

With the onset of the COVID-19 pandemic, there was an increased focus on environmental health and establishing good personal hygiene routines. Students practiced regular hand washing for 20 seconds, coughing into elbows or tissues, keeping surfaces clean and learning about what social distancing means. A sign saying 'Munguyh yibiddjirridjburren - Wash your hands thoroughly and often!' and other bilingual information products were displayed in the classroom and around the community.





### KARLDURRK EARLY LEARNING PROGRAM

The Kalldurrk Early Learning Program was established in November 2016 to care for and teach 0-4 year olds in the Kabulwarnamyo community. The community named the program Kalldurrk, which means kookaburra in Kunwinjku, because the children are often laughing loudly.

The Early Learning Program is delivered from 8:30am to 11:30am Monday to Friday during school terms and is staffed locally and supported by Nawarddeken's full time registered teachers. 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.

A secondary aim is to increase employment opportunities in Kabulwarnamyo, with the program staffed by a roster of daluk (women) who share responsibility for the planning and delivery of early learning activities.

During 2020, there were fewer 0-4 year olds residing in the Kabulwarnamyo community as in previous years, due in part to the effects of COVID-19. Six early learners accessed the program in 2020. Among children who attended for sustained periods, we were proud to witness wonderful growth and development in their fine-motor, emotional and thinking skills throughout the year.



Christine Alangale watches on while Baby G draws.



# Indigenous Language & Culture

## Professor Kodjdan

In term two, with a focus on values and learning through stories, we were lucky to be able to closely engage professor and respected elder Mary Kalkiwarra Nadjamerrek (kodjdan subsection) to share traditional stories, as well as stories from her own life. As one of the last remaining people who grew up walking and camping across the kuwarddewardde, every moment spent with Mary is precious for our students. Mary shared her knowledge and stories while on country for cultural learning trips and during campfire learning nights.

Students heard Mary share stories including: Ngurrurdu Ngalwurrbban (The Greedy Emu), Ngarrbek Dja Ngalmangayi (The Echidna and The Turtle) and Djabbo Dja Dird (The Quoll and the Moon). Mary also told more personal stories about her experiences growing up and how life was different when she was a young person, like our students. After listening to these stories, students explored them further through the production of videos, songs and books.

## Language Workshops with Steven Bird

Rangers and community members developed bilingual confidence and language learning techniques together. Language workshops were facilitated by Professor Steven Bird, with a focus on the language of emotions. Around ten people met daily to share language and culture around emotions. There was a focus on strategies to learn language, such as role play, and literacy in Bininj Kunwok. We worked together to use our learning to create resources for Tendril. Bininj told stories, mainly about nganabbarru (buffalo) which were recorded and transcribed. These will be illustrated by students and used as a reading resource to talk about the emotion of fear.



LEARNING HIGHLIGHT:

# Seasonal Calendar



**The seasonal calendar provides an ongoing foundation for cultural learning at the Academy. Our regular bush trips allow students to harvest, prepare and most importantly eat bush foods across all six seasons. Working with elders and rangers, students learn about what resources are available on country.**

Throughout 2020, students learnt to harvest and prepare a range of bush foods, with weekly bush trips based on what is happening seasonally. This is centred on a strong foundation of cultural knowledge, including which clan estate we are visiting and how each student is connected to that country.

This year, the Academy began the process of formally collating this knowledge to develop the Kuwarddewardde Malkno (stone country seasonal calendar) specific to the Warddeken region. The production of the

calendar is driven by the desire of senior knowledge holders and the Warddeken community to document seasonal-specific knowledge of country, including the environmental indicators that act as cues for bush tucker collection. Elders are passionate about recording and preserving knowledge for future generations and feel there is no time to waste as too many senior knowledge holders are passing away.

The colourful and visually appealing calendar is a powerful and flexible educational tool - the Kuwarddewardde Malkno will initially be presented as a large digitally printed colour aluminium poster with a rotating centre face but will subsequently be adapted and further enhanced to become an online interactive learning experience. The launch of the printed Kuwarddewardde Malkno is expected in June 2021 and it will form the epicentre of the Nawarddeken Academy's curriculum.

Professor and elder Mary Kalkiwarra Nadjamerrek taught a series of lessons on how to find, collect and cook yams including badju, karrbilk and manyawak (cheeky yam). Finding yams, requires students to 'tune in' to country as yams grow underground. The way to locate them is by their small leaves, which grow on vines and to the untrained eye are difficult to spot. Yams were a very important bush food for old people and are still valued today, so we will continue practicing these skills.





### Kunmayali App

Throughout 2020 we further developed our Kunwinjku learning app, which the community decided to name Kunmayali, meaning knowledge in Kunwinjku. The app helps Academy students, staff and community members to learn alongside each other, with the aim of creating our own resources to: encourage pride in language and culture; archive stories; and improve first language literacy skills.

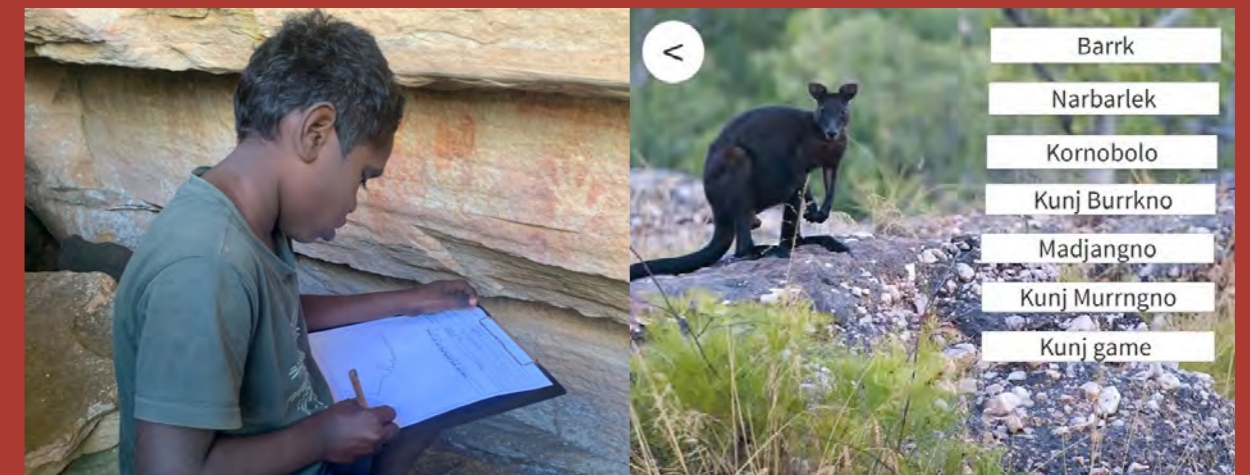
To date, we have created a navigational system to categorise the different learning areas, and begun adding resources as we make them. In 2021 we will continue to populate each category with media, including archival and new stories through text, images, video and audio, a comprehensive Bininj seasonal calendar, and games that we build in collaboration with linguists.

We wanted to ensure the Kunmayali App would be accessible to everyone in Kabulwarnamyoo, and so it was configured onto a NUC device - a small box-shaped computer that works as a

kind of 'mini internet' or intranet for the community. When the NUC device is installed at Kabulwarnamyoo, anyone with a phone will be able to stream or download content directly from the NUC without requiring the internet. We will have two other NUC devices that will be installed at Mamardawerre and Manmoyi communities once we pilot this one.

Our Kunmayali App will also be available on the Apple Store and Google Play for the general public to download and view in 2021.

Professional development on how to make and publish content in the app will continue to be provided to teaching staff throughout 2021. We plan for continued training of one of our previous senior students Natasha Yibarbuk, who has shown a great aptitude for technology and creating content on the app. There is also a plan for the Academy to further collaborate with the daluk rangers to create more content, and to continue learning together on country about old ways and new technology.



### Tendrill

Throughout 2020 we have continued to use Tendril to collate and store information and images collected during cultural learning. Students and teaching staff learned alongside each other, with the aim of creating our own resources to encourage first language literacy skills

#### Resources completed or currently under development are:

- Kudjewk- Wet season
- Songs for wurdurd
- Kunj-Kangaroo
- Relationships- Kundebi
- Kunkange-Emotions
- Kunwinjku alphabet and sounds
- Camera trapping
- Smiling Minds meditation in Kunwinjku

One of our senior students, Natasha Yibarbuk, picked up the technical side of Tendril very quickly and became the leading app builder in Kabulwarnamyoo. She was highly motivated to collect information for her projects not only during school time, but often came to school with notes she collected in her spare time, and borrowed books to research more as homework. Natasha collected information from cultural learning trips, family members and community members, as well as worked with specialists to build her knowledge of the Tendril program. She presented her work on 'Kudjewk - the rainy season' to younger students, who especially enjoyed the games Natasha had included in the app to practise what they had learnt.

**“App building is the most important technology for me to use to learn in English and Kunwinjku, and also for learning about culture and environment. So far, I have made a Kunj (kangaroo) app, Marlknno (seasons) app and am currently working on my kinship app. I get information for the apps from my parents, grandmothers, and elders like Mary Nadjamerrek. I hope the apps I make help kids want to learn and know more about their culture”**

NATASHA, YEAR 10

# Barradj Camp

**In July, students, Warddeken rangers and families made the long journey through four daworro (clan estates) to reach Barradj country, for a very special week of cultural learning on Barradj clan estate in the south of the Warddeken Indigenous Protected Area.**

The camp began with a head wetting ceremony at a spring to welcome new visitors to country and introduce them to ancestor spirits. Everyone was welcomed to country by Serina Namarnyik and year 10 student and landowner Natasha Yibarbuk, who poured water over each individual's head and calling out to the ancestors, asking them to protect the person during their time on country.

As an introduction to the camp, we then listened to 'Kobahkobanj kabirriwokdi' - the elders talking. Senior women discussed the purpose of the camp, the importance of two-way education, and shared cultural information about place, country and families.

Elders spoke about traditional damper made with an-kokbo (cycad nuts), which is highly specialised knowledge in the kuwarddewardde as cycads only grow in a small number of very remote locations. Women and students travelled to a nearby cycad grove to harvest the nuts and learn about the process of preparing them for eating. We were very lucky to be able to use a helicopter to bring in some senior elders to share their knowledge and this experience with the students.

A weaving session was run by some master weavers, and female students enjoyed sitting with the ladies to practice their

weaving skills, creating bracelets and earrings, and learning to collect colour for dyeing.

Barradj is a location where djabbo (quolls) have been captured by motion sensor camera traps as part of the Mayh (animal) Species Recovery Program. It is also home to some previously documented and numerous undocumented rock art sites. These two important parts of the Warddeken work program were used to teach students about how rangers use traditional and western knowledge to manage country, through some practical activities. Students learnt the process of setting up camera traps under the guidance of Warddeken ecologist Alys Stevens and experienced ranger Lorraine Namarnyik. We set up a number of camera traps to find out more about the quoll population in the area.

There was a lot of excitement as we walked through an old occupation site, with students and families pointing out rock art all around us, and older people sharing stories about living in the kuwarddewardde before colonisation.



Previous page (clockwise from top): Serina Namanyilk welcomes Miles to country; Lackim and a red ochre rock painting of djankerrk (Thylacine); Group photo at an occupation shelter; Artist Sylvia Badari and older daluk students harvest colour for weaving workshops.

This page: Dean Ylbarbuk with granddaughter Onenita.

Opposite page (clockwise from top left): Students walk through savanna woodland; Listening to stories and learning about Barradj country from elders; Mahanna on top of a termite mound; Elders Josie, Mary and Hagar choppered out to the remote campsite; Students practice weaving.



# Kunwinjku Song Writing

Warddeken board members and senior rangers Terrah Guymala and Conrad Maralngurra ran a music workshop in term four focused on capturing kunmayali (traditional knowledge) and kunwok (Kunwinjku language) in song. Terrah is the lead singer of the popular Nabarlek band and Conrad an incredible musician. They both brought their expertise and enthusiasm to the workshop.

Together Terrah and Conrad workshopped a song called 'Ngulken', which is about camping and learning on country. They ran a fantastic session at the school teaching the students the song. This also involved workshopping, writing and improving the new song. The students loved learning and singing along with Terrah and Conrad. It was exciting to see the importance of learning on country shared with younger generation in such a fun and interactive way. With Terrah hailing from Manmoyi and Conrad from Mamardawerre it was also an exciting preview into the sharing of skills and ideas across communities, which will be easier to facilitate once Nawarddeken Academy has schools operating at these communities.

During the session, recordings were made of the students singing Ngulken, and Terrah and Conrad singing the song to teach to others. These recordings and the lyrics were added to the Kunmayali app (using tendril) as another resource for students of Nawarddeken Academy and will also allow students and families to access this song on their own devices once the NUK has been installed.



## NGULKEN CAMPING ON COUNTRY

*Ngurrimray karrire ngulken karriyoy  
Everyone come along, we're going camping*

*Karribenbukkan wurdurd kunred  
Dabborrabbolk birriyoy  
We'll show our children the land  
of the Old People*

*Karribenbukkan kunmayali wurdurd  
Yawkyawk dja yawurrinj  
We'll pass on the knowledge to the children,  
to the young girls and boys*

*Kunred! Kunwardde bim! Kunak!  
Country! Rock art! Fire!*

*Manme! Delek! Morleh!  
Bush food! White ochre! Didgeridoo!*

*Kunberlginj! Karriwayini!!  
Clap sticks! Let's sing!!*

*Ngurrimray karrire ngulken karriyoy  
Everyone come along, we're going camping*

*Kunberlginj dja mako.  
Ngurrimka karriborrke konda  
Get the clap sticks and didgeridoo.  
Everyone come and dance over here*

*Yirriworrhmen kunak kanberren  
karriwiyidih karriborke  
Around the glowing campfire  
we're dancing together*

# Planning, Evaluation & Self-Assessment

**The Academy's Business Plan, Strategic Improvement Plan (SIP) and subsequent Annual Operational Plans (AOP's) are our key planning documents, setting out long and short-term goals. Our framework of participatory evaluation and self-assessment provides important insight and direction in terms of student, family and community needs and aspirations. Our strategic planning is guided and informed by the company's objects, vision, values and guiding principles which guide and inform strategic planning.**

Within the SIP, the Nawarddeken Academy has identified and endorsed the following five main goals to inform strategic planning, where 'Kamak Rowk' means quality in Kunwinjku:

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

At the conclusion and beginning of each year and again at the beginning of each term, planning occurs on various levels and through various channels, such as:

- The AOP is reviewed and updated to reflect the goals set out in the SIP

- Student, staff, parent and community meetings and surveys are conducted
- Planning meetings with Warddeken rangers and coordinators
- ILC planning with parents, Rangers and community members
- Curriculum and program planning

Our 2020 priorities and achievements were:

- Begin work on the Kuwarddewardde Malkno (Stone Country Seasonal Calendar) to support the development of our curriculum;
- Further develop ILC resources through the use of technology making them more accessible to Bininj and Balanda;
- Continue working on the Participatory Evaluation of the Nawarddeken Academy with Batchelor Institute to inform 2021 strategic planning;
- To plan and deliver an interstate school trip to Melbourne (This did not occur due to COVID-19).
- Work with Manmoyi and Mamardawerre communities alongside the NLC to establish Aboriginal Land Use Agreements for the purpose of the establishment and operation of Independent schools at the respective sites.
- Plan for and implement the necessary modifications to Nawarddeken's Governance and organisational structure to include the operation of two additional schools under one governing body.
- Complete infrastructure upgrades and build a playground for both Nawarddeken and Early Learning students.



## Nawarddeken Academy Evaluation

The evaluation of Nawarddeken Academy, being led by Batchelor Institute, has a number of uses, but one of the key benefits is that it provides a basis for ongoing strategic planning. The evaluation is set up to formatively inform the Academy's governance and operation. Over the last 18 months the evaluation team, including community-based researchers, has interviewed about 50 Warddeken IPA stakeholders (including school staff, students, elders, parents, rangers and community members) from Kabulwarnamy, Manmoyi, Mamardawerre and Gunbalanya to better understand perceptions about their vision for education through the Academy, what children should be learning about (curriculum) and specific issues like student mobility and change adaptation. The very strong messages that have come from the evaluation so far are:

- A need for Bininj teachers and parents to be engaged at the school
- Bininj language and knowledge are the foundations of learning in this homeland context
- School should prepare young people for work on country
- Balanda and Bininj need to work together to achieve a 'both ways' education
- School should prepare young people with Bininj values to make strong choices.

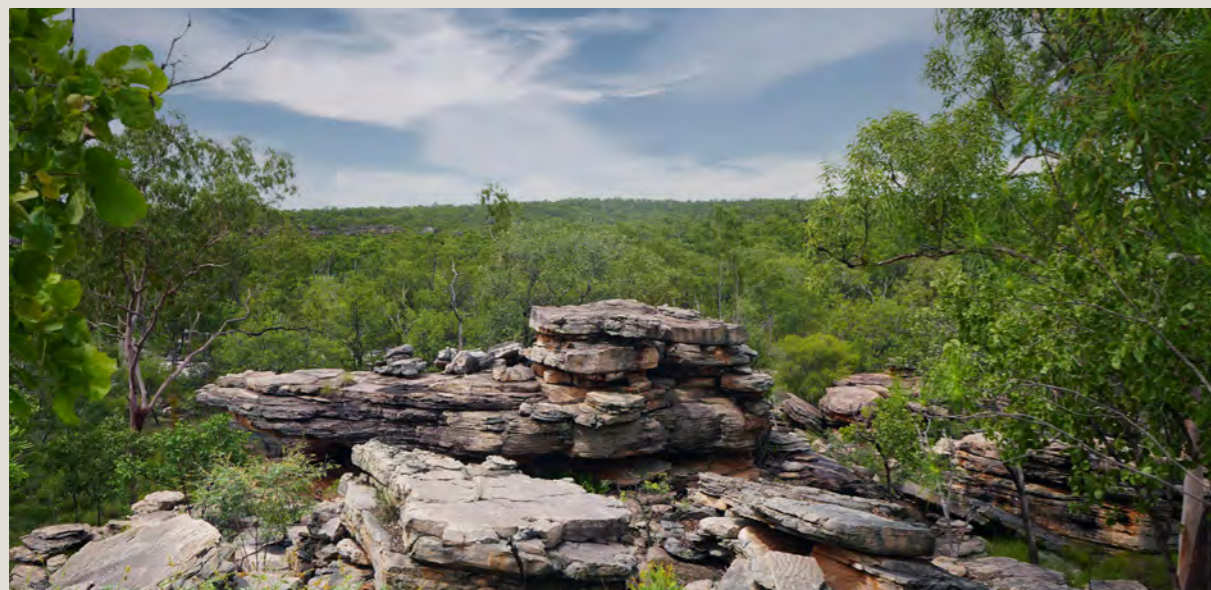
While the above-mentioned evaluation findings are aspirational, they confirm what Bininj want from the Academy and are in alignment with the company's, objects, vision, values, guiding principles and strategic goals. The strategic planning implications that have arisen from the evaluation findings will be reported on in 2021 and implemented into the NAL Strategic Plan.



### Future Planning: Strategic Improvement Plan Review Cycle

The Nawarddeken Academy's Business Plan and SIP are due for review and renewal in 2021. Both planning documents will be confirmed and endorsed at the company's board meeting next year. As well as the key goals identified in the Evaluation above, some initial long-term priorities, goals and key learnings have been identified as foci for the next Strategic Improvement Planning cycle:

- The development of a comprehensive Curriculum Map based on the Stone Country Seasonal Calendar, that values Indigenous Language and Cultural knowledge (NT ILC) and makes strong links to Balanda Learning (Australian Curriculum).
- The recruitment of high quality Bininj and Balanda staff who are flexible and responsive to the unique needs of the community with a strong focus on timely and appropriate professional development.
- Provide leadership and governance training for the Academy Board and the School Council.
- Expand and implement local educational and employment pathways for secondary aged students.
- Strengthen existing partnerships with WLML, KKT, AISNT and Tiwi College.
- Establish the provision of full-time education at Manmoyi and Mamardawerre thorough the achievement of Independent School Registration.
- Provide a quality Early Years program in a dedicated Balabbala at Manmoyi and Mamardawerre.
- Train staff and students in the proficient use of appropriate technology to overcome the disadvantage of geographical remoteness.



#### ATTENDANCE DATA:

|        | 2019            | 2020            | 2019         | 2020         |
|--------|-----------------|-----------------|--------------|--------------|
|        | No. of Students | No. of Students | % Attendance | % Attendance |
| Term 1 | 22              | 18              | 87%          | 93%          |
| Term 2 | 26              | 12              | 94%          | 82%          |
| Term 3 | 23              | 35              | 87%          | 85%          |
| Term 4 | 16              | 17              | 90%          | 78%          |

### Attendance

Academy attendance this year was consistently high when children resided with family at Kabulwarnamyo, with greater than 80% attendance every term, apart from term 4 2020. However, the impact of COVID-19 on overall student numbers was felt throughout the year, correlating with an overall decrease in people residing on homeland communities during the pandemic. Additionally, the growth of ranger programs at Manmoyi and Mamardawerre, and the subsequent movement of families to access work on their own country, continues to impact student numbers at Kabulwarnamyo. This highlights the imperative of establishing Nawarddeken Academy campuses at these communities.

COVID-19 impacted student attendance and the general population of Kabulwarnamyo in a number of ways, including:

- Establishment of strict biosecurity zones saw staff members stranded or required to stay in town;
- A number of families with family members who have health issues left once learning of restriction of movements between towns and went to Gunbalanya, a larger community with a health clinic;
- At least two families with children attending the Academy had a parent experience flu-like symptoms and left community to access health care;
- Some families were able to access superannuation early and used this money to purchase cars, taking them out of the community;
- Postponing of funerals until restrictions lifted in August. Sadly, this led to a backlog of funerals, and during terms three and four there were back-to-back funerals held across the region

Attendance strategies were devised and implemented throughout the year, and we will continue to work collaboratively with community, families and Warddeken to develop further strategies. At an ACNA meeting with Traditional Owners, community members and families in late 2020, we discussed some of the issue affecting attendance and some strategies that can be implemented to bolster attendance. Some issues that were discussed include:

- People scattered due to COVID-19.
- Families needing to value work and education.
- Funerals and families not returning with students in appropriate time.
- Secure housing for storage of belongings.
- Food security (shop) and storage (shipping container and lockers).



## Planning, Evaluation & Self-Assessment

### Critical Incidents

In July, there was an incident at the Nawarddeken Academy where a student had to be evacuated to RDH due to a medical condition. Staff supported the student and the family throughout this process. Subsequent meetings were held with directors, staff and the family to ensure that processes, policies and support mechanisms continue to be responsive to the health and wellbeing of all students and staff.

### Health and Wellbeing

Health and wellbeing of the adults and children in our communities is a priority, and in 2020 we have been working with community, parents and service providers to focus on better outcomes in this area. We have developed a key relationship with Be You (Head Space) educators, Health Department clinicians and a private psychologist to support families in need. Previous initial linguistic work on the language of emotions with Steven Bird was also helpful. However, there is more to be done and this will continue to be a focus in the foreseeable future.



### Professional Learning & Development

**COVID-19 travel restrictions dramatically reduced opportunities for staff to undertake professional learning and development in 2020. The following training was held:**

#### Bilingual Schools Workshop

In October, Nawarddeken Teachers attended a bilingual workshop in Darwin. The workshop focused on Curriculum Planning and Mapping, which is a part of the School Review process.

Teachers were provided with updated training on how to assess the level of student's English. We learnt how to use power point to develop talking books and different ways to make digital resources for learning. Amber gave a presentation on Tendril and how the school is developing it with students and community. We heard presentations from other teaching teams in communities across the Northern Territory, and it was inspiring hearing about the great work in bilingual schools and the dedicated teachers and communities.

#### First Aid

Rangers, students and community members completed a custom designed Remote First Aid training course run by Jodie Ranford, with workshops focused on real life situations our children might face living remotely in the bush. Students from Kabulwarnamyo and Manmoyi learnt about what to do if someone is bitten by a snake or mouse spider, and made a board game to teach other children about how to quickly and properly respond to snake bites. We also learnt how to bandage someone if they've had an accident and are bleeding a lot. At assembly, students shared what they had learnt and received certificates for their new, potentially life-saving skills.



# Facilities & Resources

Nawarddeken Academy got a new look this year, with some major upgrades to our facilities that improved our classroom and made it an even better place to learn.



A qualified builder worked with Warddeken rangers over the 2020 wet season holidays to install a wall along one side of the balabbala, providing more protection from the weather to school resources. It's also given us a place to proudly display student work and learning materials. Inbuilt cupboards, pigeon holes and lockable steel cupboards were also installed to provide plenty of extra storage space, including additional desk space that opened up new areas for students to work independently. The kitchen preparation area was also upgraded to include a stove and offer more space for food preparation and storage.

The Kaldurrk Early Learning Balabbala also recieved an upgrade. A new kitchen bench, sink and cupboards were installed. A bathroom with a baby change area was built out the back



whilst the playground was landscaped to include plenty of food trees and an irrigation system. Importantly, a balustrade was also installed to prevent wurdurd from falling off the edge of the balabbala. The Daluk Rangers, Nawarddeken students and parents worked together to paint the balustrade with colours chosen by parents from Early Learning.

Middle School student Elica Djogiba and community members Esau Djandjomerr and Fiona Lawrence assisted a builder to complete an Early Learning bike track. They decorated the track with animals, tracks and hand and footprints for the little ones to discover.

Community members and students were closely involved in the planning for the new school playground. Community members, teachers and builders worked together to map out a plan, and students

gave ideas about the sort of equipment they would like to play on. Plans were also discussed with parents and community members in ACNA meetings.

The playground was completed in stages throughout the year. Two cubby houses were built - for the older students, a multi storey cubby with a serving desk, fireperson's pole and slide, while the younger students have a smaller cubby house with a slide.

In 2021, we have more exciting plans to improve our learning spaces, including for the Academy: log balancing, kunborrk (ceremonial dance) ground, bough shelters and a basketball court.

# Karrkad Kanjdji Trust Report



The Karrkad Kanjdji Trust (KKT) is dedicated to supporting Bininj-led (Indigenous-led) land and sea management across west and central Arnhem Land. Founded by the Warddeken and Djelk (now Bawinanga) ranger programs, our role is to bring together philanthropists and Indigenous ranger groups to fund projects that have a lasting impact for people, country, and culture.

We're proud to have supported the Nawarddeken Academy since its inception. We strongly believe that access to high quality, bicultural education, on country is fundamental to the success of remote Indigenous ranger groups.

The Nawarddeken Academy and Early Learning Program benefits the entire community of Kabulwarnamyo. Parents are able to work as rangers and educators, supporting the preservation of Nawarddeken language and culture, and ensuring that the next generation of custodians grow up strong in two knowledge systems – Bininj (Indigenous) and Balanda (non-Indigenous).

Today, with the Academy successfully registered as an Independent school, and receiving government funding for

core operations, KKT can respond to additional community priorities. Thanks to the generosity of our supporters, in 2020 KKT funded the first phase of the Nawarddeken Indigenous Language and Culture Curriculum, the development of a Nawarddeken seasonal calendar, and upgrades and further resources for the Early Learning Program.

Thank you to each and every KKT supporter. Together we helped make this special school a reality and continue to support its vision into the future. We'd also like to thank Warddeken Land Management Ltd, and the Nawarddeken Academy (its staff and students) for making KKT part of their story.

**Stacey Irving, CEO**



# Financial Report

## Statement of Profit or Loss and Other Comprehensive Income

For the Year Ended 31 December 2020

|                                 | 2020           | 2019           |
|---------------------------------|----------------|----------------|
|                                 | \$             | \$             |
| Contract income                 | 889,341        | 814,160        |
| Grant revenue                   | 133,374        | 570,656        |
| Other income                    | 130,624        | 8,989          |
| Interest income                 | 346            | 504            |
| Employee benefits expense       | (597,904)      | (511,384)      |
| Other expenses                  | (324,551)      | (325,765)      |
| Insurance                       | (26,788)       | (23,478)       |
| Depreciation expense            | (17,883)       | (4,890)        |
| Accounting and audit fees       | (6,826)        | (21,650)       |
| Finance costs                   | (2,708)        | -              |
| <b>Profit before income tax</b> | <b>177,025</b> | <b>507,142</b> |
| Income tax expense              | -              | -              |
| <b>Profit for the year</b>      | <b>177,025</b> | <b>507,142</b> |

## Statement of Financial Position

As At 31 December 2020

|  | 2020           | 2019           |
|--|----------------|----------------|
|  | \$             | \$             |
| <b>ASSETS</b>                            |                |                |
| <b>CURRENT ASSETS</b>                    |                |                |
| Cash and cash equivalents                | 4 788,941      | 675,089        |
| Trade and other receivables              | 5 4,320        | -              |
| <b>TOTAL CURRENT ASSETS</b>              | <b>793,261</b> | <b>675,089</b> |
| Property, plant and equipment            | 77,366         | 30,333         |
| Work in Progress                         | -              | 10,683         |
| <b>TOTAL NON-CURRENT ASSETS</b>          | <b>77,366</b>  | <b>41,016</b>  |
| <b>TOTAL ASSETS</b>                      | <b>870,627</b> | <b>716,105</b> |
| <b>LIABILITIES</b>                       |                |                |
| <b>CURRENT LIABILITIES</b>               |                |                |
| Trade and other payables                 | 55,392         | 138,611        |
| Borrowings                               | 111,802        | 29,880         |
| Employee benefits                        | 19,932         | 41,138         |
| <b>TOTAL CURRENT LIABILITIES</b>         | <b>187,126</b> | <b>209,629</b> |
| <b>TOTAL LIABILITIES</b>                 | <b>187,126</b> | <b>209,629</b> |
| <b>NET ASSETS / (LIABILITIES)</b>        | <b>683,501</b> | <b>506,476</b> |
| <b>EQUITY</b>                            |                |                |
| Retained earnings / (accumulated losses) | 683,501        | 506,476        |
| <b>TOTAL EQUITY</b>                      | <b>683,501</b> | <b>506,476</b> |



### Notes to the Financial Statements

For the Year Ended 31 December 2020

#### 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 2020.

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 \$506,476 at 31 December 2020.

#### 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 2020, 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 2020.

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 26th February 2021.

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**  
84 Smith Street, Darwin NT 0800

**Peter J Hill**  
Director  
Registered Company Auditor  
Dated this 26th day of February 2021



**This page:** Students harvest man-wodberri (green plum), a favourite bush food.

**Back cover:** Tylar, Richard and Miles excited about heading out to learn on country.





NAWARDDEKEN  
ACADEMY

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