



NAWARDDEKEN
ACADEMY

Nawarddeken Academy

Annual Report 2017



This annual report was compiled for Warddeken Land Management Limited by Olga Scholes.

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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) as a gift for his grandchildren in 2003. The original white ochre image can be seen on an escarpment wall two kilometres south-west of Kabulwarnamyo.

FRONT COVER:
Alyssa Djogiba. Photo by David Hancock

Maureen Namarnyilk connecting with country on a bush trip. Photo by Georgia Vallance



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



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Group work in the library.
Photo by Steven Bird

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

In 2015, the Narwarddeken Academy was established at Kabulwarnamyo. It is a deep source of pride, and seen by the community as being critical to the future of Nawarddeken. In two years, the Academy has grown from a one-teacher school with eight students to a school with two permanent, full-time teachers, one part-time teacher, two casual Aboriginal teaching assistants with the capacity to teach 20 primary students and 10 early learners.

Significantly, all of this has been achieved with private capital raised by the generous supporters of Warddeken Land Management Limited and the Karrkad Kanjdji Trust. In order to receive recurrent government funding in the future, the Academy has applied for Independent School Registration and believe we have a good chance of success.

The school currently operates under a Memorandum of Understanding with Gunbalanya School with whom it shares a strong relationship. The curriculum is also informed by

other regional initiatives that aim to increase student participation by applying a vigorous two-toolbox system that includes Bininj (local Indigenous) and Balanda (non-Indigenous) knowledge and approaches.

Our bi-cultural education approach engages Indigenous mentors and leaders, with Indigenous rangers and skilled teachers. The future of Nawarddeken depends on our children learning to live, work, and thrive within two knowledge systems.

TOP: Students and teachers exploring rock art at Kundjorlomdjorlom. *Photo by Jodie Ranford*

BOTTOM LEFT: Students engaging with Kunwinjku resources. *Photo by Steven Bird*

BOTTOM CENTRE: Alyssa Djogiba. *Photo by David Hancock*

BOTTOM RIGHT: Collecting stringy bark for the Boredom Ceremony. *Photo by Steven Bird*





Student, Delsanto Nadjamerrek, documenting rock art on a bush trip.
Photo credit: Georgia Vallance

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.

Governance

Warddeken Land Management Limited

In 2002, after decades spent bringing other Nawarddeken back to country, our professor, Bardayal Lofty Nadjamerrak AO returned to his childhood home at Kabulwarnamyo where he established the Manwurrk rangers, an early ranger program that allowed landowners to make a living on country.

The Manwurrk ranger program pioneered a number of innovative programs including the first carbon project in Australia, the West Arnhem Land Fire Abatement (WALFA) project. Carbon projects have now become one of the biggest Indigenous industries and economies in Australia – and it originated here.

In 2007, after extensive consultation and meetings between landowners, clan members and the Northern Land Council, Warddeken Land Management Limited (Warddeken) was formally registered as a not-for-profit public company, limited by guarantee. Warddeken's Board is made up of representatives drawn from more than 36 clan groups of the Kuwarddewardde (stone country).

In 2017, Warddeken employed 147 Indigenous rangers and staff, 40 of whom are full time. For many years, Warddeken rangers and their families lobbied for education to be delivered on country so that families did not need to be separated in order

to access education, and children could live in a safe and inspiring environment.

In 2015, together with the Karrkad Kanjdji Trust and Gunbalanya School, this dream was realised and the Nawarddeken Academy was established. Our children are now receiving a first-rate education on country.



Ranger Serina Namarnyilk and students Timikar Johnson and Natasha Yibarbuk on country taking a break. Photo by David Hancock

Nawarddeken Academy Limited

In August, Nawarddeken Academy Limited was registered with the Australian Securities and Investment Commission (ASIC). The Academy is now a public company, limited by guarantee and a wholly owned subsidiary of Warddeken.

We have a strong inter-dependent relationship with the Warddeken CEO and Board. With their help, the Nawarddeken Academy Board was established, fulfilling the requirements of the Nawarddeken constitution, Education Act, Corporations Act and Australian Charities and Not-for-profit Commission Act.

The Nawarddeken Board has the understanding and capacity to involve culturally and socially significant bininj and balanda knowledge into school planning and day-to-day life. Senior traditional owners, leaders, parents, from Kabulwarnamyo, Gunbalanya, Manmoyi, Mamadwere, Maningrida, Jabiru, and Mudjinberrri were involved in developing our strategic plan.

In 2017, the Nawarddeken Academy Board met twice. Since ASIC registration, the Nawarddeken Academy Limited has listed all directors with ASIC, opened bank

accounts, and begun trading and employing staff. The Academy has independent insurance and is no longer insured under Warddeken Land Management Limited. The transfer of assets from Warddeken to Nawarddeken Academy Limited was completed in 2017.

BOTTOM LEFT: Nawarddekn Acadademy community planning meeting. *Photo by Steven Bird*

BOTTOM RIGHT: Academy students demonstrate their weaving skills. *Photo by Student Maureen Namarnyilk*

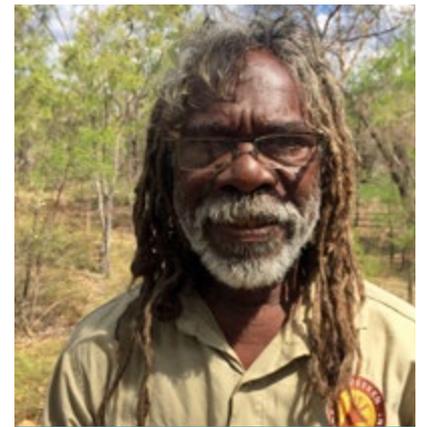


Board of Directors

Dean Yibarbuk, Director and Chair

Dean Yibarbuk is a traditional owner of Djinkarr, near Maningrida, where he began his career as an Aboriginal Liaison Officer for the NTG and Maningrida Community School. He speaks Gurrgoni, Kunwinjku, Yolngu Matha and English. In the 1980s, Dean studied Natural and Cultural Resource Management at Adelaide University and Bachelor College, and since then has taken a prominent leadership role in Aboriginal land conservation in Australia and overseas.

Dean was a driving force behind the development of the Djelk Rangers and establishment of Warddeken Land Management Limited. He is currently chairperson of Nawarddeken Academy, 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.



Dean Yibarbuk

David Arthur, Director



David Arthur

Treasurer of the NT Independent Schools Association, David provides financial direction to schools across the NT, 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.

In the past, David has held the position of business manager at Marrara Christian School (2000-07) and Nightcliff Middle School (2008-13) responsible for the development and management of large and complex budgets, obtaining finance and grants, HR and OH&S. He has a strong understanding and entrepreneurial approach to independent school operations and funding models.

Kyrin Bulliwana, Director

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

Before joining the WLML Board, Kyrin regularly attended board meetings as a proxy, representing the Kakbi (Northern) ward of the Warddeken IPA. She is an elected parent representative of the Advisory Committee to the Nawarddeken Academy. As both parent and educator, she brings a strong community perspective to the governance of the company.



Kyrin Bulliwanaa

Leonie Jones, Director



Leonie Jones

Leonie Jones has 40 years working in the area of Aboriginal education in the NT. She has a Master of Education and Graduate Diploma in Public Sector Administration and has work at the 'chalk face', as well as school principal, curriculum materials writer, HR trainer, cross-cultural awareness program developer and presenter, and Regional Director Barkly Region, NT Department of Education.

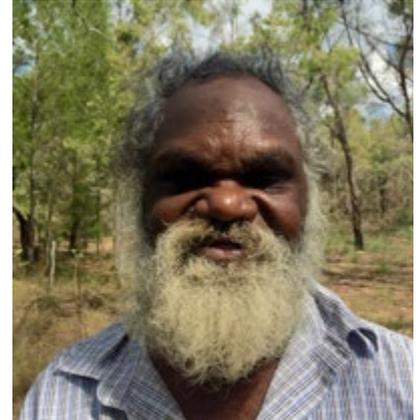
Leonie currently runs an educational consultancy, providing school principals with mentoring, training and support for Aboriginal students. Her interest in Aboriginal education began during her Bachelor of Education studying English as a Second Language (ESL) and Aboriginal Studies. With ESL knowledge and eight years living and working out bush, Leonie understands the unique challenges and opportunities faced by Academy staff and students.

Kenneth Mangiru, Director

Kenneth is a Traditional Owner of the Kudjumarndi estate and he resides in Gunbalanya. Kenneth speaks Kunwinjku and English, and is well respected for his cultural knowledge. Kenneth's exceptional traditional dancing skills are featured in the movie, Crocodile Dundee.

Kenneth has extensive experience on boards including: WLML founding Director (2007-), Njanjma Aboriginal Corporation Director

(November 2017-), Adjumarllarl Aboriginal Corporation Director and Demed Aboriginal Corporation member. Since 2015, Kenneth has been employed by Njanjma Rangers. He is part of a team responsible for environmental and cultural heritage protection and conservation land management in the west Arnhem region. Prior to working at Njanjma, Kenneth worked at Gunbalanya meats for an extended period.



Kenneth Mangiru

Conrad Maralngurra, Director



Conrad Maralngurra

Conrad is a Traditional Owner of the Kudjekbinj estate and he resides in the outstation of Mamamadwerre. Conrad speaks Kunwinjku, Maung, Yulngu Matha and English. He has been a musician since the age of 12, playing the didgeridoo and lead guitar.

Conrad's employment history includes working as an Assistant

Teacher at Gunbalanya School, servicing outstation schools, and three years Norforce training, including reconnaissance, combat and first aid. He is a past director of Demed Aboriginal Corporation and Northern Land Council West Arnhem region representative. Conrad has worked as a ranger and expert consultant with WLML, and joined the board in 2013.

Margie Moroney, Director

Margie has worked as a finance industry professional for almost 30 years, in the first place with global banking organisations including Prudential-Bache securities, Baring Securities and Hambros Bank. Subsequently, she specialised in corporate advisory work in the agribusiness sector – food and fibre processing – consulting to organisations including the European Bank for Reconstruction and Development (EBRD), AMP

private investments (Stanbroke Pastoral Company), the Australian Primary Trust (Uncle Toby’s, Berri), plus a large range of Government and semi-government bodies, and Statutory Marketing Authorities.

Margie has been on the Boards of Wool International, a range of Pooled Development Funds and investment vehicles, and was the inaugural Chair of the CSIRO Textile, Clothing and Footwear Sector Advisory Committee.



Margie Moroney

Lois Nadjamerrek, Director



Lois Nadjamerrek

Reverend Lois Nadjamerrek is a traditional owner of the Mok Clan Estate, which includes Kabulwarnamyo, and minister at the Emmanuel Anglican Church in Gunbalanya. She is a pillar of the Gunbalanya community, and is often the first port of call for those experiencing difficulties.

Lois is passionate about providing a safe and strong community for families at Kabulwarnamyo. She has extensive finance and governance

experience, and works tirelessly as director of Warddeken (2011-), Nawarddeken Academy, Karrkad-Kanjdi Trust and Adjumarllarl Aboriginal Corporation. Lois is a member of the Australian Institute for Company Directors (AICD) and recently completed Office of the Registrar of Indigenous Corporations (ORIC) governance training. She also works alongside Dr Murray Garde on the Bininj Kunwok Language Project.

Serena Namarnyilk, Director

Serena resides in Kabulwarnamyo and speaks Kunwinjku and English. She is currently employed as a Warddeken ranger, and assists in the development and implementation of the Indigenous Language and Culture program at the Nawarddeken Academy.

Serena is a member of the Aboriginal Research Practitioners Network, facilitating research regarding Indigenous education pathways, and providing strong advocacy for learning on country.

In 2015, Serena was involved in the Whole of Community Engagement initiative at Gunbalanya and Maningrida, mentoring young people interested in becoming community based researchers, and providing cultural advice and support to CDU researchers. She also assisted in the interpretation and translation of ethics information and consent forms into Kunwinjku so that community members could fully understand these documents.



Serena Namarnyilk

Richard Tudor, Director



Richard Tudor

Richard Tudor has been a school principal in Melbourne for 23 years, including 15 years at Trinity Grammar School, Kew. He has been a member of the board of the Victorian Registration and Qualifications Authority for six years.

Since 2002, Richard has been a regular visitor to Arnhem Land, and has developed strong connections to the communities of Gunbalanya and Kabulwarnamyo. He established

the Trinity Grammar Indigenous scholarship scheme and founded the Melbourne Indigenous Transition School in Richmond, which gained registration as an independent school in 2016. Richard participates in ongoing professional development regarding transitions for Indigenous students, and trauma-informed educational approaches. He is passionate about Indigenous students receiving the best possible education in safe and culturally enriching environments.

Advisory Committee

Under the Education Act, we are required to form a committee to ensure that parents and local community members have a voice in the operations of the school. The Advisory Committee Nawarddeken Academy (ACNA) was formed.

The ACNA held its inaugural meeting in September, during which one of the parent directors was

elected to sit on the Nawarddeken Board. At the December meeting, the final Nawarddeken Board member was elected. Parents or guardians of students attending the Academy and residents of the Kabulwarnamyo community can join the committee.

We also established the Indigenous Language and Culture (ILC)

Committee consisting of six community members. The ILC committee guides the Academy on the content and implementation of our Indigenous Language and Culture program. Members are: Emma Namarnyilk, Lorraine Namarnyilk, Serina Namarnyilk, Naomi Nadamerrek, Drusilla Nadjamerrek and Dean Yibarbuk.

Independent School Registration

In August, the Nawarddeken Academy Independent School registration application was submitted to Northern Territory Department of Education (NT DoE). It was a lengthy process to develop the 300-page document addressing the requirements of the Education Act and providing all policies, procedures and plans, including:

- Governance;
- Financial arrangements;
- Curriculum and assessment;
- Human Resource policies;
- Workplace Health and Safety policies.

We wish to thank Leonie Jones, remote NT school governance, strategic planning and curriculum development expert, and David Arthur, AISNT treasurer and

Milkwood Primary School business manager, for their assistance with the Independent School Registration Application

While the Academy anticipated a formal response to our application by end 2017, the process was delayed. The DoE has advised that a formal response will be announced in June 2018. We look forward to working towards a speedy outcome to the registration process.

Academy Staff

Our team of highly experienced remote teaching staff, includes:

Executive Officer

Olga Scholes

Lead Teacher

Daniel Constantinou

Teacher

Danielle Ryan

Assistant Teacher

Rhonda Nadjamerrek



Olga Scholes



Daniel Constantinou



Danielle Ryan



Rhonda Nadjamerrek

Chairperson's Report



Dean Yibarbuk

When Lofty lived on the Kuwarddewardde (Arnhem plateau) back in the 1970s, he was the only person who knew the country. He had associations with all the neighbours and camped across the region, occasionally going to town to work and bring back rations for his kids. Over the years he saw less and less people on the plateau.

In the 1990s, Lofty came up with the idea to set up a ranger program at Kabulawrnamyo. He said to me, "My boy, help me out, help me get people back on the land, start utilising the country. Our children and people are lost because there are lots of things happening, drinking, drugs, petrol sniffing.

Our people are getting locked up." It clicked in my mind, let's see what we can do, how it can be.

We set up the successful Warddeken Land Management program on the plateau and, beyond that, we also needed to set up a school. A lot of our rangers were worried about leaving their children with grandparents in larger towns. We worried that our children were not listening to elders and parents. We saw them getting into trouble and getting locked up. A lot of devastating things happened in the past. So we put our minds to having a school on country.

Families, elders, traditional owners wanted two-toolbox education – traditional and contemporary. We wanted to give our kids an education that is strong in language and culture, and creates a strong affiliation to country and community. In this way we can give our children a strong future in two worlds, bininj and balanda.

Our supporters were eager to support this new idea and we have been operating the Nawarddeken Academy for almost three years now, without any government support. It's been a trial program funded through the Karrkad Kanjdji Trust and all of us, including people who put money in, are really proud of it.

Now the government needs to see and understand how important education is for homelands. We are a high calibre organisation, and this model of education can be used at other schools. We are leading the way.

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

Dean Yibarbuk
CHAIRPERSON



Elica Djogiba completing a rainbow literacy puzzle.
Photo by Jodie Ranford

CEO's Report



Shaun Ansell

Warddeken Land Management Limited is committed to providing sustainable, strong pathways for education and employment in any place we may work. The Nawarddeken Academy allows our people to live and work full time in an incredibly positive environment in West Arnhem Land with their families and children.

Having access to quality education is a right of all children, no matter where they live. It has been a long-held vision and desire of traditional owners of the Kuwarddewardde to provide education on country, that doesn't require children leave their identity and culture at the door. Our aim is to raise proud, strong and independent Aboriginal people, who are fully prepared to engage with the world we live in today.

We are incredibly grateful for the significant resourcing and support provided by the Karrkad Kanjdji Trust and friends, and the Gunbalanya School for their support. This journey would not be possible without our talented team of educators, traditional owners and community of Kabulwarnamyo. My sincere gratitude to everyone involved.

A handwritten signature in white ink, appearing to read 'Shaun Ansell', written over a dark teal background.

Shaun Ansell
CHIEF EXECUTIVE OFFICER

Ranger Terrah Djogiba and students Delsanto Ambidjambidi, Tyson Maralngurra and Mitchell Ngaboy flattening bark in preparation for painting.
Photo by Daniel Constantinou



EO's Report



Olga Scholes

I am pleased to present the inaugural annual report for the Nawarddeken Academy. The Academy is a very important piece of social infrastructure that supports the strong, vibrant and growing community of Kabulwarnamyo. We are giving West Arnhem families, who very deliberately choose to live on remote homelands or outstations, greater choice in terms of what's best for their children.

At the Academy, education is not a service delivered by an external agency. It is developed hand in hand with the community and remote teaching professionals,

and delivered on country. Our parents are closely involved in, and in control of, their children's education.

2017 was a particularly transformative year as we embarked on developing an application for Independent School Registration. We planned for the future and implemented many new policies and procedures. The Nawarddeken Academy Limited Company was registered as a wholly owned subsidiary of Warddeken Land Management Limited, and our own Board was established. We continue to operate under an MOU with Gunbalanya School who have kindly shared their incredible curriculum with us to support those students moving between the two communities.

I would like to personally thank the Kabulwarnamyo community, Traditional Owners, all our teachers, members of our former Steering Committee, the Nawarddeken

Academy board of directors, Warddeken Land Management Limited and our CEO, for their vision, persistence and guidance over the last three years. I would also like to thank the Karrkad Kanjdji Trust and all our supporters for their unwavering support. Without you none of this would be possible.

I look forward to continuing to work together to achieve the Academy's vision. We are committed to giving our children the knowledge, skills and experience they need to live and work confidently within Bininj and Balanda cultures well into the future.

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

Olga Scholes
EXECUTIVE OFFICER

Student Jemimah Djojiba and
Warddeken Ecologist Alys
Stevens surveying the local fauna.
Photo by David Hancock



Growth & Attendance

It was both exciting and reassuring to see a consistent growth in attendance in 2017. This year, we had a total of 46 students at the Academy, including 11 core students.

This is indicative the increased awareness of the school and the opportunities it provides for people wanting to live and work on country.

The Academy plays a vital role in providing consistent and stable education for children in the West Arnhem region. A number of our students move between Nawarddeken Academy and Gunbalanya or Maningrida School. Student numbers also fluctuate seasonally as roads flood and open again, and families travel to other communities to fulfil cultural obligations and access services. In terms 3 and 4 our community was impacted significantly by

sorry business, which saw families travelling to other communities for extended periods.

Parents, assistant teachers, teachers and community members continue to support students' regular attendance whilst they are in Kabulwarnamyo, and report absenteeism to Academy staff. The Academy is also exploring the possibility of modifying the school term dates to accommodate family movements due to seasonal factors.

Projections

Student number projections suggest we will have 20 primary and secondary students regularly attending the Academy in 2020. Currently, the maximum capacity of the school balabbala (safari tent structure) is 20 students. However, as we experience spikes in attendance during the dry season, we will need to expand facilities to accommodate 20-plus students at any one time.

TOP: The Academy visit a rock art site painted by Bardayal 'Lofty' Nadjamerrek. The image is used as the Academy's Logo. *Photo Steven Bird*

BOTTOM LEFT: Mitchell Naboy exploring on a bush trip. *Photo Steven Bird*

BOTTOM RIGHT: Kabulwarnamyo Arial (Kabulwarnamyo grows with an additional balabbala built annually). *Photo by Shaun Ansell*





Teacher Daniel Constantinou with Nawarddeken students. Photo by David Hancock

Attendance Statistics 2016 & 2017 Term by Term Comparison

	Term 1 2016	Term 1 2017	Term 2 2016	Term 2 2017	Term 3 2016	Term 3 2017	Term 4 2016	Term 4 2017
Weekly Attendance Data								
Average weekly attendance (enrollment based)	60%	84%	72%	79%	64%	69%	44%	78%
Average weekly attendance (whilst in Kabulwarnamyo)	84%	88%	88%	91%	77%	75%	74%	85%
Student average attendance								
Whilst enrolled at NWA	60%	81%	77%	81%	60%	61%	51%	77%
Whilst at Kabulwarnamyo	87%	87%	89%	92%	72%	69%	86%	81%
Core student data (attended for more than 5 weeks)								
While enrolled at Nawarddeken (more than 5 weeks)	72%	86%	78%	81%	68%	70%	68%	87%
Whilst at Kabulwarnamyo (more than 5 weeks)	86%	88%	89%	90%	76%	78%	77%	91%
General data								
Total students that attended that term	18	24	17	28	21	19	19	29
Average weekly class size	8.18	10.10	9.36	13.09	10.4	11.22	7.33	12.38
"Core" students	8	9	10	14	11	11	4	9
End of term currency (on roll)	8	15	13	20	12	15	12	12

Attendance Statistics 2016 & 2017

		2016 Average	2017 Average
Weekly Attendance Data	Average weekly attendance (enrollment based)	60%	78%
	Average weekly attendance (whilst in Kabulwarnamyo)	81%	85%
Student Average Attendance	Whilst enrolled at NWA	62%	75%
	Whilst at Kabulwarnamyo	84%	82%
Core student data (attended for more than 5 weeks)	While enrolled at Nawarddeken (more than 5 weeks)	71%	81%
	Whilst at Kabulwarnamyo (more than 5 weeks)	82%	87%
		2016	2017
General data	Total students attending per term	18.75	25.00
	Average weekly class size	8.82	11.70
	"Core" students	8.25	10.75
	End of term currency (on roll)	11.25	15.50
		2016	2017
Total	Total number of students who attended NA	36	46

Note: These statistics do not include Early Learning numbers

Teaching and Learning

The Nawarddeken Academy teaching and learning program is linked to the Gunbalanya School curriculum map. In line with Gunbalanya, we are using the Australian Curriculum and working towards implementing the new NT Indigenous Language and Culture curriculum framework.

In 2016-17 we completed the first round of data aggregation and analysis, which highlighted some of the challenges we face in this unique school environment, such as the movement of students across multiple schools, and extended seasonal absences. We are committed to developing and implementing strategies to mitigate these challenges.

In 2018, we will be implementing number of key improvements, including school administration software, PCSchool, that provides centralised record keeping and ensures consistency of the type and frequency of data collected, e.g. assessment and attendance data. Once registered, the Academy will also be able to administer online

assessments such as the Progressive Achievement Test (PAT).

These changes will assist the Academy to track and document the development of students in a meaningful way, and plan for individual student needs.

Literacy

In Kabulwarnamyo, Kunwinjku is spoken at home; students only speak English in the classroom. To teach Standard Australian English, we use the Aboriginal Literacy Strategy (ALS), which involves two-way learning and the gradual release model of instruction, incorporating modelling, sharing, guiding and independent practice.

As we have many year levels in the one classroom, our teachers

need to use a combination of age-appropriate English as a Second Language (ESL) methodologies within the overarching ALS model to achieve a balanced literacy approach.

Multiple points of assessment give teachers a clear picture of where each student is up to, and the logical next step in their learning journey. For example, the PM Benchmark is a reading test that measures students' decoding (sounding out) skills, and comprehension (making meaning). The test produces a number that correlates to the appropriate reader level. Other tests are used to pinpoint student progress in speaking and listening, reading and writing, creating a clear picture of each child's development.



Numeracy

For numeracy, we use the professional learning program Count Me In Too (CMIT) along with elements of other programs. Count Me In Too (CMIT) is a program designed to assist teachers to broaden their knowledge of how students learn mathematics.

As part of this program, teachers use the Schedule for Early Number Assessment (SENA) to assess students' understanding of mathematics and progress over time, including:

- Forward and backward number sequencing;
- Subitising;
- Early arithmetic strategies;
- Place value;
- Combining and partitioning strategies; and
- Multiplication and division.

Teacher Daniel Constantinou starting the morning in the classroom. *Photo Steven Bird*

Indigenous Language and Culture

The Academy’s vision and community aspiration is to provide bilingual education that supports the intergenerational transfer of knowledge and language. To this end, we are committed to building a strong Indigenous Language and Culture (ILC) program. We recognise that this will require a long-term commitment and local capacity building.

Every week (usually on Thursdays), we head out bush to learn on country. The wonderful Warddeken rangers support these trips, both on country and afterwards in class. Some highlights of the ILC program this year were:

Kamerrhdjadbi rock art

Students travelled to Kamerrhdjadbi on the Mok Clan Estate. The purpose of this trip was to erect a fence around the kunwarddebim (rock art) to prevent feral animals (pigs and buffalo) from causing damage to the artwork. Students learnt the stories behind some of the artwork, and some upper primary students presented their reports to the class, rangers and community members.

BOTTOM LEFT: Students collecting Dikala (bush potato) on a bush trip. *Photo by Olga Scholes*

Collecting Pandanus and Stringybark

With the guidance of Elders and Rangers students collected The girls engaged in the process of collecting Pandanus, stripping it, collecting natural dyes, dying the Pandanus, drying it and finally using it as a fibre for weaving. Meanwhile the boys went out with the rangers to collect Stringybark (Eucalyptus Tertradonta) and prepare it for painting.

BOTTOM RIGHT: Students Rosita Badari and Timikar Johnson learn about camera trap technology with Warddeken ranger Georgia Vallance. *Photo by David Hancock*





Tyson Maralngurra having a Bordomo ceremony mask fitted by Ranger Lorina Malarngurra.
Photo by Steven Bird

TOP: Performing the Bordomo Ceremony with students. *Photo by Steven Bird*

BOTTOM LEFT: Preparing the mask for the Bordomo Ceremony. *Photo Steven Bird*

BOTTOM RIGHT: Preparing the paper bark to make the masks for the Bordomo Ceremony. *Photo Steven Bird*



Biodiversity surveys

Students helped Daluk (women) rangers and ecologist, Alys Stevens, to set up camera traps and collect vegetation samples at camera sites. This is important work, as the images captured will help WMLM evaluate the impact of fire and feral management regimes on native species within the Warddeken IPA.

Cultural identity project

Students used ipads to make personal introductory videos and oral presentations in Kunwinjku (local language). For this project, students spoke to elders, assistant teachers and community members to learn about their individual kinship, clan, country, moiety and totem.

Kunborrk at the Mahbilil Festival

In preparation for the Mahbilil Festival in Jabiru, rangers and students from Kabulwarnamyo and Manmoyi communities practiced kunborrk (dancing) and the song cycle of the Kuwarddewardde, and collected karlba (yellow ochre) and delek (white ochre) to make bokngarru (grass skirts). In September, their performance was a highlight of the festival.

Bordomo ritual

On an Academy bush tucker trip, our professor, Mary Kolkiwarra Nadjamerrek, began telling the story of the Bordomo increase ritual, which had not been performed for many decades. It was decided that students should be shown how to make the headdress and perform the ritual. To achieve this, students participated in a number of steps, including:

- An evening cultural lesson where elders formally spoke about the Bordomo ritual and its significance;

- Trip to Malkawo (homeland south east of Kabulwarnamyo) to collect paperbark and stringybark necessary to make the headdress;
- Context-specific bilingual classes identifying both the Kinwinjku and English terminology relating to the ceremony;
- Afternoon lessons where students and community members were shown how to make the headdress; and
- Finally, performing the Bordomo ceremony.

During the ritual, a large fire was built around a large flowering tree to 'cook the honey' and everyone sang and danced around it. Elder and Academy Chairperson, Dean Yibarbuk, led the ritual, distinguished by his gabarmbu bordomo, paperbark headdress, representing a bee's head.

We would like to extend our thanks to the Warddeken Rangers, elders, community members, teachers and linguist, Dr Steven Bird, for their support of the ILC Program.

Nawarddeken Early Learning Program

At the request of community elders and mothers of young children, the Nawarddeken Early Learning Program commenced in November 2016. 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.

The Early Learning Program targets 0-5 year olds living in Kabulwarnamyo and is delivered between 9:00am and 12:00pm on weekdays during school terms. 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.

The Early Learning Program is staffed at a ratio of at least 1 educator per 3 children. The table below shows the growing number of participants per week, including children and adults accessing the program.

BOTTOM LEFT: Early learner Georgia Nadjamerrek and Suzanna Nabalwad exploring the play doh they have just made. Photo by Olga Scholes

BOTTOM RIGHT: Early Learner Shari Maralingurra. Photo by David Hancock





Early learning staff and students making and playing with play doh. Photo by Olga Scholes

2017 Early Learning program participation

In 2017, we operated out of the WLML training balabbala and while this was adequate it is not a long-term option. Early Learning needs a space of its own. The Kabulwarnamyo community requested a purpose

built balabbala for the program and, thanks to the funding received through Adjumarllarl Aboriginal Corporation, the new balabbala is scheduled for completion in 2018. It will be well furnished and able to accommodate all program needs and resources.

The Nawarddeken Early Learning Program has resulted in additional

employment opportunities in Kabulwarnamyo. Depending on student numbers and program requirements, we have 2-3 educators working every day for 3-4 hours. In 2017, 9 women were engaged in Early Learning employment and training, and 4 people were able to join the Warddeken rangers.

	Term 1	Term 2	Term 3	Term 4
Children	2.25	4.3	5.1	5.7
Adults	2	2.4	3.7	2.6

Professional Development

Advanced First Aid

In November, the Nawarddeken Academy, along with the Warddeken Daluk rangers, completed Advanced First Aid training. Our wonderful trainer, Jodie Ranford from First Aid 4 Everyone, stayed at Kabulwarnamyo for two weeks to deliver the training.

Rangers, staff and kids enjoyed the hands-on training, which had them responding to simulated emergency situations out bush, complete with wounds and fake blood. There were mock near-drowning situations with the kids involved in resuscitation and defibrillation, as well as car crashes, snake bites, other biting critters, sickness, heat stress, and a myriad of other injuries and predicaments that can occur in this remote setting.

Students and community members showed leadership and teamwork, making decisions about how to manage each situation from start to finish. They used radios and satellite phones, blanket lifts, and improvised with clothes and objects at hand to take care of casualties.

Discussions and practical activities were conducted focused on public health issues such as worms and germs, diabetes, asthma, allergies, wound care, scabies, boils and hygiene practices. Afterwards, some of the ladies expressed the desire to become Health Workers for the community.

For adults and children alike, there were prizes for the best teams, plenty of laughs amongst the 'red stuff', and a presentation evening and barbeque for all. The most senior Traditional Owner Mary, awarded the certificates.

From the two communities:

- 10 x adults completed Advanced First Aid Training (4 days)
- 6 x adults completed Provide First Aid
- 7 x adults completed Asthma & Anaphylaxis Program
- 10 x children (5-13yrs) completed Skill Sets in First Aid

Gunbalanya School

Academy staff continues to partner with Gunbalanya School for the purposes of professional learning via school visits, video link-up, phone and e-mail to discuss pedagogy, planning, programming and assessment.

Early Learning Training

In 2017, Early Learning staff focused on capacity building through training and professional

development. In Semester 2, staff worked with early learning trainer, Nina Zepnick, to implement and refine the Abecedarian Approach Australia (3a) and Early Learning strategies. Over a four-week period, Nina worked collaboratively with the staff and students in Kabulwarnamyo developing and implementing procedures and strategies to facilitate the achievement of the program aims.

In November, two Early Learning staff attended the Abecedarian

Approach Australia (3a) Practitioner training in Jabiru. This three-day training unpacked the research and theory underpinning 3a, the teaching strategies that make up 3a, and how to plan for, implement and evaluate these strategies in early childhood programs. We are very proud to announce that our Early Learning Leader, Kyrin Bulliwana, achieved 100% in her 3a exam after completing the training.



LEFT: Nawarddeken Students, staff and rangers practicing practicing first aid response scenarios. *Photo by Jodie Ranford*

RIGHT: Nawarddeken Staff and Warddeken Rangers in the First Aid Course. *Photo by Jodie Ranford*

Planning & Evaluation

Being a small community and school, there are many opportunities for teachers to provide both informal and formal feedback to parents about student progress. Informal feedback occurs at assemblies, at the spring, during bush trips, when parents visit the school, and through assistant teachers at home with their families and community.

Formal reporting is based on assessments and individual student portfolios. Students regularly engage in learning conversations (feedback) with their teacher based on their portfolio. Targets are set and progress is tracked so that students can evaluate their own learning and understand how to progress further. This is also an opportunity for teachers to receive feedback and evaluate their teaching.

In 2017, we developed our vision, 2018 Operational Plan and 2018-2020 Strategic Improvement Plan, which includes school-wide goals and a comprehensive monitoring and evaluation plan. Once these

processes have been embedded, we will begin formally assessing progress towards 2018 targets through formal parent, teacher and student satisfaction surveys.

In 2018, we will also be working with Dr John Guenther, Research Leader, Education and Training, Batchelor Institute to begin the development of a participatory evaluation framework. The aim of Dr Guenther's work will be to develop an evidence-based approach to governance, teaching and learning, and community engagement.

The evaluation framework is an exciting development for the Academy. It will help build a shared understanding of our long-term vision and aspirations, whilst developing rigorous framework for monitoring, evaluation and planning. Importantly, it will also enable us to demonstrate and promote outcomes of our work to the community, funders and other key stakeholders.

Risks & Challenges

The Nawarddeken Academy faces challenges due to its remote location and unique cultural setting. Standard policies and procedures are often inadequate.

Our unique context presents a challenge in terms of Work Health & Safety and emergency procedures. In 2017, we worked with education consultants, the Association of Independent Schools NT and stakeholders to develop Work Health & Safety policies and procedures specific to our needs. These are now being implemented.

Retention of remote education staff is another challenge faced by all remote schools. This year, Warddeken and the Academy have developed a staffing structure with appropriate access to release time, professional development and entitlements. We have ensured our staff agreements have more parity with the NT Public Sector Teachers and Educators Agreement.

An unexpected challenge faced by the school and the Kabulwarnamyo community is the emerging pattern of students coming to school here, despite their immediate families living in Gunbalanya or Maningrida. While this trend encouraging and

welcomed, it often puts strain on extended family living in Kabulwarnamyo. Community elders and families have started looking at ways students and families in these circumstances can be supported.

At this point, overall the Academy is operating to plan. We are all very hopeful for a positive outcome to the Independent School Registration application. However, we must also be prepared in case the process takes longer than expected, or the application is unsuccessful. The Academy will be working with partners and stakeholders to plan for all possible outcomes.

BELOW: Nawarddeken Academy Staff and Students. Photo by David Hancock





Teacher Rhonda Nadjamerrek assisting Mitchell Ngaboy. Photo by David Hancock

Facilities

Nawarddeken Academy currently occupies three 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.

A fourth Nawarddeken Academy balabbala is currently under construction adjacent to the school. Our Early Learning Program will operate out of this new space three hours a day. It will also serve as a

small group teaching and learning space, and cater for dry season spikes in attendance, avoiding overcrowding in the classroom. The building is almost complete, with plumbing, sinks and benches to be installed in early 2018.

With continued growth, we also needed additional storage to keep resources protected from the elements. In November, the Academy acquired a 20-foot shipping container that will be lined with shelving once the roads open in 2018.

Technology

In 2017, we improved our information and communication technologies, including phone and classroom internet access. The Nawarddeken Academy now has a functioning VoIP phone which has

made communications with parents, other schools, businesses and service providers much easier for staff at Kabulwarnamyo.

Very few Nawarddeken students have access to a computer at home. To augment our classroom set of 15 iPads, we purchased two new laptops and, in late September, our 65-inch BenQ interactive whiteboard arrived. It was a challenge to find a charter plane large enough to fit the whiteboard, but small enough to land on our tiny airstrip – but we did it.

The interactive whiteboard is far more productive than huddling around the teacher's computer. It gives Nawarddeken students immediate, online, whole-class access the resources they need to succeed in today's world.

Karrkad Kanjdji Trust Report

The Karrkad-Kanjdi Trust (KKT), was established in 2010 for the purpose of fund raising in order to protect, restore and enhance the unique natural environment of West and Central Arnhem Land. We take a holistic view of this environmental mission, which therefore includes the people who live in, depend on, and protect this environment. Bininj people 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. In addition, we believe that traditional knowledge and modern science should jointly inform the work, and notions of knowledge, culture and environment are intertwined.

KKT's most significant project to date has been the formation of the Nawarddeken Academy, undertaken in partnership with Warddeken Land Management Limited. The establishment of this new and unique school is enabling Warddeken Rangers with young families to remain in their meaningful jobs and for their children to receive a high quality education on their ancestral land. To date, the Nawarddeken Academy has enabled 19 ranger jobs to be retained or created.

Thanks to our committed supporters, KKT has raised over \$1.3 million for the Nawarddeken Academy over the last three years. KKT would like to express its sincere gratitude to its highly

dedicated group of supporters, all of whom play a vital role in funding and guiding this valuable work. In particular, we would like to thank Warddeken Land Management for its key partnership role, contributions both financial and in-kind, and for its clear guidance to bring this long-awaited school to reality.

Together we share the hope that the ongoing success of the Nawarddeken Academy might provide inspiration, and a template, for the improvement of remote Indigenous education across this region and beyond to wider Australia.



Kabulwarnamyo. Photo by David Hancock

Financial Report

The activities associated with the operation of Nawarddeken school during the period 1 January 2017 to 31 December 2017 were conducted by Warddeken Land Management Ltd for the period 1 January 2017 to 8 November 2017. Nawarddeken Academy Ltd commenced operating the school on 9 November 2017. This unaudited financial statement represents the transactions of Warddeken Land Management Ltd and Nawarddeken Academy Ltd in relation to the operations of the school for the reporting period.

Financial statement for the 12 months to 31 December 2017

Incorporating the transactions of Warddeken Land Management Ltd and Nawarddeken Academy Ltd.

Income	
Grants received	693,159
Expenditure	
Wages and oncosts	433,152
Consultants	24,482
Equipment and consumables	36,927
Operational	12,384
Administration	6,457
Travel and freight	68,542
Total expenditure	581,944
Result	111,215

Extract from the Financial Statements

For the Period Ended 31 December 2017

Income Statement	2017
	\$
Revenue	-
Employee benefits expense	(67,285)
Repairs and maintenance	(1,818)
Other expenses	(961)
(Loss) before income tax	(70,064)
Income tax expense	-
(Loss) after tax	(70,064)

Statement of Financial Position	2017
	\$
ASSETS	
Current assets	
Cash and cash equivalents	5,524
Total current assets	5,524
TOTAL ASSETS	5,524
LIABILITIES	
Current liabilities	
Trade and other payables	17,637
Borrowings	23,707
Employee provisions	34,244
Total current liabilities	75,588
TOTAL LIABILITIES	75,588
NET (LIABILITIES)	(70,064)
EQUITY	
Retained earnings	(70,064)
TOTAL EQUITY	(70,064)

Notes to the Financial Statements

For the Period Ended 31 December 2017

1 Basis of preparation of the financial report

This summary financial report is an extract from the full financial report for the period ended 31 December 2017.

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

The operations of the academy were conducted by Warddeken Land Management Ltd from August 2015 to 8 November 2017 with the operation of the Academy being transferred to Nawarddeken Academy Ltd on 9 November 2017.

During the period from 1 January 2017 to 8 November 2017 income in relation to the Academy has been brought to account in the books and records of Warddeken Land Management Ltd.

Subsequent to the reporting date the assets pertaining to the operation of the Academy were transferred to Nawarddeken Academy Ltd and funding has been received in its own right.

Warddeken Land Management Ltd will continue to support the Academy with "in kind" assistance and operational support.

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 2017, the income statement for the year then ended and related notes are derived from the audited financial report of Nawarddeken Academy Limited for the period 31 December 2017.

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 October 23, 2018.

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 day of October 23, 2018



NAWARDDEKEN
ACADEMY

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