

NAWARDDEKEN  
ACADEMY

# NAWARDDEKEN ACADEMY

Annual Report 2021

# 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.**

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#### **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: Students from Kabulwarnamyo Nawarddeken Academy at Kundjorlomdjorlom rock art and occupation site, on a trip to learn from Professor and Elder Mary Kolkiwarra Nadjamerrek about the history of the IPA.

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**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 Kolkiwarra  
NADJAMERREK

Left page: Berribob Danabungala Watson, a revered cultural leader, instructs students from Manmoyi on a bush trip.

Spread over page: A group shot of students, their families and Traditional Owners on a rock art camp at Aldadubbe



# The Nawarddeken Academy Story



**The Nawarddeken Academy offers a unique model of bi-cultural, community-driven education in remote Indigenous communities in west Arnhem Land. The Nawarddeken Academy was established at the request of Indigenous Elders of the Warddeken Indigenous Protected Area (IPA), who wanted desperately for children to be able to access full-time education in their home communities.**

Above: Bardayal Lofty Nadjamerrek, our late leader and visionary.

Top right: Kabulwarnamyo Nawarddeken Academy classroom at sunrise.



The idea of a learning place for the children of Kuwarddewardde (stone country) began back in 2002, when the eminent professor Bardayal Lofty Nadjamerrek OAM led a return of Nawarddeken Traditional Owners to his country at Mankungdjang (native honey dreaming) 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 Kolkiwarra and their children, grandchildren and other families from across the plateau established a life on country. Deeply committed to caring for the Kuwarddewardde, in the early 2000s Bardayal and his supporters established a ranger program at Kabulwarnamyo, which evolved into Warddeken Land Management Limited (WLML).

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 Agreement (WALFA). Ever since, income generated through WALFA has supported Nawarddeken Traditional Owners to live and work on country.

For many 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 and Gunbalanya School, the Nawarddeken Academy was established at Kabulwarnamyo. Our beginnings were humble – a one-teacher classroom under a tarpaulin, with minimal resources. The following year, at the request of community Elders and mothers of young children, an Early Learning Program was established, which also provides valuable training and part-time employment opportunities mothers of young children.

After a number of years of growth and consolidation, 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 for Kabulwarnamyo, which commenced in January 2019. Seeing the success at Kabulwarnamyo, rangers and Traditional Owners from Manmoyi and Mamadawerre requested that Nawarddeken Academy schools be established at their homeland communities, so that their children would also be able to access fulltime education. This request for help resulted in the NAL board resolving to support Manmoyi and Mamadawerre on their journey to independence. Manmoyi and Mamadawerre Nawarddeken Academy schools followed, both gaining Independent School Registration in late 2021.

Registration has brought recurrent government funding that secures the financial future of the Academy and, more importantly, provides the children of west Arnhem Land with the education they so rightly deserve. Each Nawarddeken Academy school now operates with two permanent qualified teachers; up to four casual Indigenous teaching assistants who amongst other roles deliver the Indigenous Language and Culture (ILC) component of the curriculum; and up to 20 students. In addition to Government recurrent funding, the Academy continues to have the financial and logistical support of both WLML and KKT.

The Academy represents both a deep source of pride and critical socioeconomic infrastructure for the communities. Communities have joint ownership of Nawarddeken Academy, actively overseeing the direction of the school and participating in the education of their children on a daily basis. Since 2015, NAL has employed 209 people, 177 of whom are Indigenous.

In late 2021, teachers began delivering an exciting new curriculum centred around the Kuwarddewardde Malkno (Stone Country

Seasonal Calendar), where Australian Curriculum learning outcomes are delivered through the lens of seasonality and the deep cultural knowledge of the Traditional Owners of the Warddeken IPA. This unique curriculum model will expose Nawarddeken Academy students to experiential, place-based programs of learning, where Indigenous knowledge, language, and modes of teaching and learning are celebrated.

Thanks to the Nawarddeken Academy, our children are now receiving a first-rate education on country. Our bi-cultural approach to education engages Indigenous leaders, rangers and skilled teachers, it encourages and supports communities to be actively involved in delivering their children's education.

The future of Bininj Nawarddeken depends on our children learning to live, work, and thrive within two knowledge systems – by equipping them with the knowledge and skills to do just this, Nawarddeken Academy is ensuring that the future of west Arnhem Land is strong.



Right: Delsanto uses red ochre to paint during a cultural art lesson at Kabulwarnamyo.

## Bininj Kunwok – Languages of the Kuwarddewardde

Whilst Kundedjnjenhmi is the original language of the Kuwarddewardde, the majority of young Nawarddeken are not fluent speakers. At Mamadawerre, Kunwinjku is the primary language, given its location at the base of the escarpment. Additionally, some of our students have family connections to other languages such as Kuninjku, Rembarnga, Dalabon and Maung.

A concern shared across our communities by old people and cultural leaders is that younger generations are not learning and practicing enough Bininj language. At Nawarddeken Academy we are playing a vital role in helping to reduce the loss of customary languages through the delivery of our bi-cultural curriculum.

At the behest of Traditional Owners, in 2022 we will be working closely with the Bininj Kunwok Regional Language Centre to create learning resources and classroom activities focusing on two endangered, specialised respect language registers – Kun-balak (avoidance/mother-in-law) and Kun-derbuy (triangular kinship). These registers can take decades for Bininj to master, and so this important work must begin when our students are young. This exciting program will represent the first attempt to teach Kun-balak and Kun-derbuy within the western education system.

We have put together a glossary of words commonly used at Nawarddeken Academy and found in this report.

### Bininj Kunwok Glossary

<b>Balabbala</b>	Type of dwelling; Safari tent
<b>Balanda</b>	Non-Indigenous; European
<b>Barrk</b>	Black wallaroo
<b>Bininj</b>	Indigenous; Male
<b>Bobo</b>	Goodbye
<b>Bukkan</b>	Learn
<b>Daluk</b>	Female
<b>Djenj</b>	Fish (generic)
<b>Karribolbme</b>	Teach
<b>Kamak</b>	Good
<b>Kamak Rowk</b>	Quality
<b>Karldurrk</b>	Kookaburra
<b>Kukku</b>	Water; Freshwater place
<b>Kunj</b>	Kangaroo (generic)
<b>Kunmayali</b>	Knowledge
<b>Kunred</b>	Home; Community
<b>Kundayarr</b>	Pandanus (generic)
<b>Kunwarddebim</b>	Rock Art
<b>Kunborrk</b>	Dance
<b>Kunwok</b>	Language
<b>Kuwarddewardde</b>	Stone country of west Arnhem Land
<b>Larrk</b>	Nothing
<b>Ma</b>	Okay

<b>Malkno</b>	Seasons
<b>Manme</b>	Food
<b>Manrakel</b>	Food and/or medicine plants
<b>Manwurrk</b>	Bushfire
<b>Mayh</b>	Native animals
<b>Mankung</b>	Sugarbag; Native honey
<b>Nawarddeken</b>	People of the stone country
<b>Wurdurd</b>	Children
<b>Yowayh</b>	Yes; Agree

### Glossary of Abbreviations

<b>ACNA</b>	Advisory Committee to Nawarddeken Academy
<b>ACNC</b>	Australian Charities and Not-for-profit Commission
<b>AISNT</b>	Association of Independent Schools NT
<b>ILC</b>	Indigenous Language and Culture
<b>IPA</b>	Indigenous protected Area
<b>KKT</b>	Karrkad Kanjdji Trust
<b>NAL</b>	Nawarddeken Academy Limited
<b>SIP</b>	Strategic Implementation Plan
<b>WLM</b>	Warddeken Land Management



Nawarddeken children are taught to respect fire, and how to use it responsibly. Here, Stacey lights cool dry season fires under the tutelage of family.



Stacey with freshwater prawns collected during a bush trip at Mamadawerre. Students used their maths skills to record and count the total amount of each species caught.

# 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, 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.





## 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 Nawarddeken 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



Vernon Garnarradj and his daughter Vinesha Garnarradj on a bushwalk to Djurika - Vinesha's first trip to her country.

# Board of Directors



## Chair – Conrad Maralngurra

Conrad Maralngurra is a senior Traditional Owner of the Ngalngbali clan estate and resides at the homeland community of Mamadawerre. Conrad has worked as an educator, previously holding assisting teacher positions at Gunbalanya School and Mamadawerre Homeland Learning Centre. Conrad is multilingual, speaking Kunwinjku, Maung, Yolngu Matha and English. He is a talented musician who plays the didgeridoo and guitar. He has been a Director of WLML since 2013, and has previously been a regional representative on the Northern Land Council, a Director of Demed Aboriginal Corporation and a member of Norforce.



## Leonie Jones

With 40-years experience working in Aboriginal education in the NT as teacher, principal, curriculum developer, HR manager and Regional Director, Leonie brings a wealth of skills and knowledge to the board. Leonie currently runs a bespoke educational consultancy that works to provide training, mentorship and support primarily to principals of schools with Aboriginal students. Leonie has dedicated her life's work to Indigenous education and is passionate about a child's right to access quality education, no matter where they live.



## Mavis Jumbirri

Mavis is a Traditional Owner of the Djorrorlom clan and a leader of the Barunga and Manyallaluk communities where she resides. Mavis is experienced in governance, also sitting on the boards of WLML and Mimal Land Management Ltd, having customary responsibilities for country in both management areas. Mavis has worked for many years as a youth worker, facilitating back to country trips and diversionary programs for at risk youth. She is passionate about the education of next younger generation of leaders.



## Neil Leek

Neil has spent the past 35 years in Business Management in independent schools in Darwin, Alice Springs, Perth, and Adelaide. After qualifying with a Bachelor of Business from Curtin University, Neil looked for more meaningful employment than taking up pure accounting, commencing his new career in independent schooling in Darwin in 1986. Over the years Neil has built up significant experience in the many aspects of school operations including financial management, strategic planning, master planning and the development of new schools. Neil has been actively involved in the Associations of Independent Schools in the NT and WA, Block Grant Authority NT Board, and Treasurer and Board member of Baptist Care NT Ltd, and Foodbank NT.



## Kenneth Mangiru

Kenneth Mangiru is a Traditional Owner of the Danek clan's Kudjumarndi estate and lives in Gunbalanya. Kenneth speaks Kunwinjku and English, and is well respected for his cultural knowledge. He is an experienced board member, currently working at Njanma Rangers as part of a team responsible for environmental and cultural heritage protection. Kenneth has extensive governance experience, having been a founding Director of Warddeken Land Management and sitting on the company's board since 2007. He is also a current Director of Adjumarllarl Aboriginal Corporation and Njanjma Aboriginal Corporation.



## Margie Maroney

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

## Board Of Directors



**Lois Nadjamerrek**

Lois Nadjamerrek is a senior Traditional Owner of the Mok clan estate in which Kabulwarnamyo is situated, and a pillar of the Gunbalanya community where she resides. Reverend Lois Nadjamerrek is also an Anglican Priest in Gunbalanya at the Emmanuel Anglican Church and is highly respected in this role. Lois is passionate about providing safe and strong communities for families and children and works tirelessly in her twin roles as Directors of Nawarddeken Academy and Warddeken Land Management to provide opportunities for Bininj people. Lois is also a Director of Adjumarllarl Aboriginal Corporation and is a member of the Stronger Communities for Children Reference Group and the Gunbalanya Housing Reference Group. Using her strong linguistic skills Lois also works closely with linguist Dr Murray Garde on the Bininj Kunwok Language Project.



**Naomi Nadjamerrek**

Naomi 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, and a new mother to Jonno Junior who was born in 2021. Naomi worked for many years as a Warddeken ranger, with a particular interest in digital technology, and in 2017 also commenced work as an educator at Nawarddeken Academy.



**Rick Tudor OAM**

Rick was Headmaster of Trinity Grammar School for 15 years and has extensive experience as an educator and school leader. Rick has also contributed to the broader educational arena through involvement in the Association of Heads of Independent Schools, the Council of the Centre for Strategic Education, the Anglican Coordinating Committee on Education, and as Chair of the Victorian Branch of the Anglican Schools' Network. He is currently Chair of the ConocoPhillips Science Experience, is a Board Member of the Victorian Registration and Qualifications Authority, Ivanhoe Girls' Grammar School, the King David School, the Anglican Diocesan Schools' Commission, Trinity College (University of Melbourne) and the Melbourne Indigenous Transition School.



**Freddy Nadjamerrek**

Freddy is a Mok clan Traditional Owner who is widely respected throughout western Arnhem Land for his commitment to Nawarddeken culture and country. Freddy has the honour of being the longest serving staff member of Warddeken Land Management, having worked with the ranger program in a senior capacity for more than fifteen years. Along with his father Bardayal Nadjamerrek and mother Mary Kolkiwarra Nadjamerrek, Freddy was one of the founding members of the Kabulwarnamyo community, where he still lives today with his wife Jenny. Freddy is also a renowned artist with the permission to paint a number of motifs specific to his native honey dreaming estate.



## Remembering Paul Josif (PJ)

It is with great sadness that we acknowledge the passing of our longtime friend and mentor Paul Josif, in December 2021. It has been an absolute privilege having PJ in our camp as our board facilitator since the first Nawarddeken Academy board meeting in October 2017.

As facilitator and governance trainer, he mentored many of us on how Bininj and Balanda governance can work together to strengthen the foundations of our company. A storyteller, an inspirational leader and a lover of every moment life had to offer. PJ never shied away from cultural complexity. Rather, he shone through it with his incredible aptitude for finding the unique fibres which could weave together people from diverse backgrounds.

PJ leaves an admirable legacy, not only within Arnhem Land, but throughout the NT.

# Chairperson's Report



In my first year as Chairman of Nawarddeken Academy, I'd like to take the time to introduce myself. My name is Conrad Maralngurra and I'm Na-wamud/Kodjok subsection from the Ngalngbali clan, who own Kudjekbinj estate in the north of the Warddeken IPA.

I've been married to my wonderful wife Rosemary Nabalwad since I was 22, and we share three children – Nick, Lorina and Tyson. Rosemary and I have lived at Mamadawerre Outstation community since the very beginning, when it was established in 1973.

In the time of the Homeland Movement, from the 1970s to early 80s, life was good. Leaders like the late Timothy Nadjowh AM and Bardayal Nadjamerrek OAM had inspired us to leave the missions and return to our country. People knew that out bush they had the knowledge and skills to survive – they could harvest and hunt food and in doing so pass this valuable knowledge down to their children. In those days, this was the education that we received – our first education was from our grandparents and parents, who taught us what we needed to know to survive out bush, and how to care for the country and ancestors so it would continue to provide for us.

Sadly, those early days of the west Arnhem Homeland Movement did not last. Government support dried up and homeland communities were impacted by the priorities and functionality of organisations set up to assist them. By the late 80s, many communities had been abandoned or were only seasonally occupied due to the difficulties of life on

country. For those communities that managed to survive, such as Mamadawerre and Manmoyi, the services we received were inconsistent. This is especially true of education.

In the earlier years, there were some times when Mamadawerre had good teachers and consistent education. However, the priority has always been education in the big community of Gunbalanya - outstations such as ours were expected to be happy with whatever we got. This simply was not good enough for us. This stop and start education was the reality for us until Warddeken Land Management and Nawarddeken Academy stepped in.

Being part of this movement to bring education to our Homelands is probably the most important thing I've ever been part of. It is hard to explain how much it means to us Biniñ that every child at Mamadawerre, Manmoyi and Kabulwarnamyo now has access to full time education. Speaking for myself, I am happy and filled with pride when I talk about this achievement. It brings me so much joy knowing that my son Tyson and other Nawarddeken children are receiving the education they deserve.

Conrad Maralngurra



Students enjoy swimming in the crystal clear waters at the Kabulwarnamyo spring.

# Executive Officer's Report



This year, a tremendous collective effort saw us take major steps towards the realisation of Bardayal and other Professors' dream to see Bininj living, learning and thriving on country – now, and into the future.

Firstly, we made significant advances in the journey to help Manmoyi and Mamadawerre communities have their very own schools. This involved working with the NLC to finalise Aboriginal Land Use Agreements for the purposes of operating schools, submitting applications for both schools, and modifying our constitution to allow the operation of all three schools under one governing body.

Secondly, we completed the Kuwarddewardde Malkno. This seasonal calendar now sits at the epicentre of our curriculum planning processes, prioritising place-based, seasonally responsive, culturally-driven learning experiences that are thematically linked to the Australian Curriculum.

Finally, in Term Four, we opened Manmoyi and Mamadawerre schools. These two homeland communities now have access to the education they deserve for the first time in decades. All this, despite the hurdles of the COVID-19 pandemic.

These achievements are testament to the gritty determination of all of our staff, directors, and community members; each of whom has worked exceptionally hard to make 2021 an historical year in the Kuwarddewardde.

The most inspiring aspect of working with this incredible team is the authentic commitment to a two-way learning journey. Embracing this

approach across all levels of our company: governance, administration, operations and in the teaching space, has grounded our commitment to promote and conserve intergenerational transfer of Indigenous ecological and cultural knowledge through two-way education.

I'd like to express my deep gratitude to the Karrkad Kanjdji Trust team and to Warddeken staff and rangers who continue to support us in maintaining a strong cultural and operational foundation for all our schools.

The future is exciting as the Nawarddeken Academy can now turn our focus to supporting the whole education journey of a child; from birth onwards. We look forward to exploring how the Academy can better cater for our older students by investigating senior secondary options, engaging vocational education and meaningful employment pathways, as well as working with Manmoyi and Mamadawerre to establish Early Learning Programs.

Our resilience and our passion to provide children with the opportunities they deserve will continue building strong communities, as emerging generations of young land managers are empowered with their Indigenous knowledge and language.

Olga Scholes



Mitchell shooting hoops at Kabulwarnamyo

# 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 Non-for-profits Commission (ACNC). This year, the board transitioned to a new structure and is now comprised of four Warddeken directors, three School Council directors and up to five Recruited directors. All members of the NAL board of directors are listed with the ACNC. In 2021, the board met 2 times, with meetings being cancelled due to sorry business and Covid-19.

## Independent School Registration - Kabulwarnamyo School

In January 2019, Nawarddeken Academy began operating as a Registered Independent School. This registration offered us the freedom to further tailor education of wurdurd 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, ensuring students in the most remote parts of the Northern Territory have access to full-time, culturally responsive education.

## Independent School Registration - Manmoyi and Mamadawerre schools

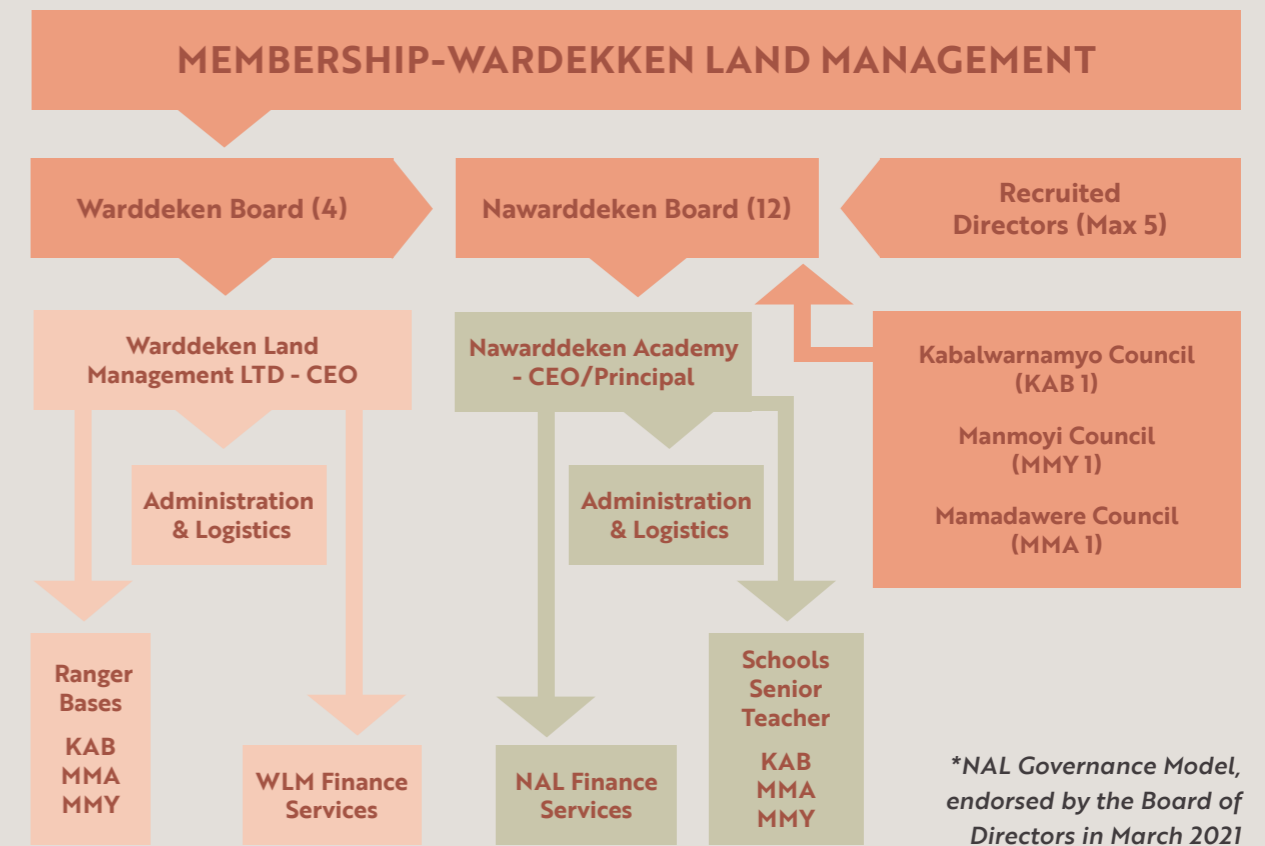
In early 2021, applications were submitted to register two new independent schools in Manmoyi and Mamadawerre. Directors and Nawarddeken staff met with the Registrar to talk about the new schools and the applications. The Registrar assigned a panel to access both applications working with the Department of Education. We also liaised with the Northern Land Council and the NT Department of Education to secure the use of pre-existing infrastructure for the purposes of education. In mid-September we were advised that both applications were successful, and commenced delivering education for the children of Mamadawerre and Manmoyi on the 29th September and 18th October respectively. Throughout the year, the Nawarddeken Board endorsed updates to our constitution and governance structure to allow for the establishment of three School Councils (Kabulwarnamyo, Manmoyi and Mamadawerre).

Left: Learning from the master, Professor Mary Kolkiwarra Nadjamerrek.

Right: Students concentrate on building mathematical skills in counting by ones, tens and hundreds.



## Governance Model





Keishon Bangarr during a ceremony at Manmoyi community.

# Committees

To ensure that the voices of parents and the local community are given primacy 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 were eligible members of the ACNA. The committee met twice per term. The purpose of the ACNA was to:

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

Two parent directors were elected by the ACNA to sit on the Nawarddeken Board in 2021. They were: Freddy Nadjamerrek and Naomi 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 alongside the curriculum. In acknowledgment of the variety and depth of customary language, skills and cultural knowledge within the respective communities and the wider Warddeken IPA, the committee has a flexible membership made up of elders, rangers, parents, families, teachers and community members. The focus of the ILC committee in 2021 was to finalise the Kuwardde wardde Malkno and begin mapping local Indigenous ecological and cultural content alongside the Australian Curriculum.

## Audit and Finance Committee

Following the registration of Kabulwarnamyo School, the Board endorsed the creation of the Audit and Finance Committee (AFC) including four directors and three non-voting staff. Due to Covid and Sorry business the committee was unable to meet face to face but continued, providing

financial oversight and advice to the Board and staff, as follows:

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

## School Councils

Following the registration of the new schools and the implementation of updates to our constitution and governance structure, the ACNA was ceased to allow for the establishment of three respective School Councils (Kabulwarnamyo, Manmoyi and Mamadawerre). This structure allowed for each school community to have a voice locally and to the Nawarddeken Board. School councils meet regularly with the same purpose as the ACNA and elect 1 director to the Board as described in the Governance Model infographic on page 25.

# Our People

For most of 2021, our team of highly experienced remote teaching staff included two teachers (full-time), an Executive Officer (part-time) and Bininj assistant teachers (casual), who play integral roles in delivering education and translating curriculum content and concepts into Kunwinjku, the first language of our students. In October, we engaged two additional contract teachers to allow us to commence full-time schooling at Manmoyi and Mamadawerre. These positions will be filled in a permanent capacity in preparation for the 2022 school year.

In 2021, Bininj with kinship connections to students continued to work as casual educators or support staff. This model encourages family-based learning experiences, supports families to be actively involved in children's educational journeys, and ensures that the classroom is always a welcoming and supportive space for all our students. We were joined this year by two wonderful new teachers, Jodi Vallak and Adelaide Ford, who

quickly established strong relationships with Kabulwarnamyo families and the broader Nawarddeken community.

We continued to work together while Elders, cultural leaders and rangers continue delivering teaching programs, supported by our partners Warddeken Land Management and Karrkad Kanjdji Trust.

## Academy Staff



**Executive Officer (0.8 FTE)**

**Olga Scholes** is 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). Olga has been the Executive Officer of Nawarddeken Academy since 2016.



**Senior Teacher (1.0 FTE)**

**Jodi Vallak** has been a primary educator for over 15 years, teaching alongside Elders in Yuendumu and Wilcannia, and with community teachers in both Laos and Fiji. Jodi loves working with Elders and communities to create teaching and learning experiences on country. She is passionate about the Seasonal Calendar curriculum and feels privileged to be working together with the Nawarddeken community in this exciting period of time.



**Classroom Teacher (1.0 FTE)**

**Adelaide Ford** graduated university and immediately moved to the Kimberley, where she spent four years teaching alongside Walmajarri people in a small community on the edge of the Great Sandy Desert. She has also taught at the Juvenile Prison in Perth. Adelaide is passionate about teaching using evidence-based practices whilst integrating traditional knowledge, language and culture into the classroom.



## Our People

### Assistant Teachers (casual)



**Ross Guymala** is a Bordoh Traditional Owner of Manmoyi and has been working in education since the 1980s, when he was one of the leaders of the Manmoyi Homeland movement. Ross is skilled at helping students learn through cultural stories, songs and dance and often has his guitar at hand during the school day. He has extensive knowledge of country and songlines, which he passes onto his students. A member of Narbalek band, Ross is also a widely respected ceremonial man and an asset to the school.



**Naomi Nadjamerrek** started working at Nawarddeken Academy in 2017 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, working across a range of administrative duties, on the cultural heritage database and in the analysis of ecological data.



**Michelle Bangarr** started teaching in Manmoyi at 19 years of age and discovered she wanted to study more about teaching. She enrolled in a diploma of education, has been studying a teaching degree part-time and dreams of one day teaching a class of her own. She has previously worked as an Aboriginal resource officer at Jabiru Area School and ran the Families as First Teachers program in Gunbalanya for ten years, where she was also Chairperson of the Gunbalanya School Council. As a Djungkay for Manmoyi, Michelle is passionate about quality, bi-cultural full-time education on country for the kids of Manmoyi.



**Annie (Ella) Cameron** began working at Nawarddeken Academy in 2021 and has brought with her fantastic skills in supporting students with their early literacy and numeracy learning. Ella has two grandchildren who attend the school in Kabulwarnamyo, and is excited about being part of their learning journeys. With incredible cultural knowledge of the flora and fauna of the Kuwarddewardde, Ella is also an exceptional language teacher in the classroom, translating content for both students and staff.



**Milly Naborlhborlh** is a Traditional Owner of Manmoyi and has recently been appointed as the youngest ever Director for Nawarddeken Academy, reflecting the community's belief in her as an emerging leader. Milly started working as a ranger with Warddeken at 17 years of age, and has also been working casually in schools since 2017. She has a natural ability to share her cultural knowledge and teach wurdurd. As a young person herself, Milly is also demonstrating to the students how to respect old people.



**Lorna Nabalwad** has been working with Nawarddeken Academy since 2018, and has worked at both Kabulwarnamyo in the Karldurrk Early Learning Program and at Mamadawerre School. Lorna is a skilled bushwoman, adept at customary harvesting of food and medicine and making items of material culture. Lorna has many years experience as a ranger working in rock art, biodiversity monitoring, early burning and cultural learning programs. She loves teaching students about language and culture and seeing wurdurd learn and grow every day. Lorna is fantastic at sharing her Bininj knowledge and skills out on country and in the classroom.

### Parent and family participants (casual)

Paul Alangale  
Priscilla Badari  
Sylvia Badari  
Jodie Bangarr  
Michelle Bangarr  
Charlene Bangarr  
Vietta Bangarr  
Sarah Billis  
Leanne Guymala  
Terrah Guymala  
Ross Guymala  
Andrew Maralangurra

Conrad Maralangurra  
Josie Maralangurra  
Lorina Maralangurra  
Elizabeth Nabarlambarl  
Sertita Naborlhborlh  
Rosemary Nabalwad  
Suzannah Nabalwad  
Drusilla Nadjamerrek  
Freddy Nadjamerrek  
Hagar Nadjamerrek  
Jenny Nadjamerrek  
June Nadjamerrek  
Lois Nadjamerrek  
Mary Kolkiwarra Nadjamerrek

Ray Nadjamerrek  
Kimberely Namarnyilk  
Merril Namundja  
Connie Nayinggul  
Christella Namundja  
Andy Wood

### Early Learning Educators (casual)

Eliza Nawirridj  
Christine Alangale  
Sharna Dakgalawuy  
Rosie Nabegayo  
Martha Cameron

### Administration Officer (1.0 FTE)



**Tracey Page** started working as the administration officer shortly after the announcement of the registration of the two additional schools. Tracey has lived in Darwin for 25 years, and is originally from the hills of South Australia. She came to the Academy after working for five years at

a boarding school in Darwin. Tracey enjoys working within education where she can provide administrative support to teachers, parents and students. Tracey loves the outdoors, travelling, especially road trips within Australia and listening to music.

# Parents & Community



## New School Uniforms

At the beginning of 2021, teachers worked with the community to design new school uniforms. On the back is a beautiful painting of the Wakkewakken ancestor spirit by Bardayal Lofty Nadjamerrek. Wakkewakken are honey spirit beings who have no body below the waist, long fingers to collect honey from hives, and are associated with sites in the Mok clan's Mankung Djang estate. Many thanks to the Nadjamerrek family for their permission to use the image, and to Jodi, Sarah and the team at Brandit NT in Darwin for all their hard work in bringing our uniforms to life.

## 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 one to 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 continue to receive a lot of positive feedback about the newsletters from the community.

## Aldadubbe Rock Art Camp

During Term 3, Nawarddeken Academy and the Warddeken Bim (Rock Art) Team, camped out at Aldadubbe on the Mok clan estate. 17 students and their families attended the camp and travelled from across the IPA to attend. During the three days, the wurdurd explored numerous galleries and listened to the Traditional Owners tell stories about the different aspects of this special place, the important features of the bim, and about the ancestors who currently watch over the site. Additionally, there were numerous opportunities for everyone to swim in the crystal-clear waters at the crossing and along the sandy beach.

## Literacy Information

This year Nawarddeken Academy introduced a new pedagogy of teaching English and literacy skills. Science of Reading sessions were held with parents and families to share this new way of teaching phonemic awareness and phonics skills to all students and explaining why and how this pedagogy will develop and improve student literacy skills. Based on current empirical research and structured synthetic phonics, the Science of Reading is a highly explicit instruction methodology and supports differentiated targeted learning opportunities for all learners. Students learn how to hear, pronounce and write sound/letter correlations, whilst blending and segmenting words for reading and writing.

## Kunborrk (traditional song and dance)

This year Nawarddeken students had several opportunities to participate in ceremonial dance activities held in Manmoyi. Community Elders led wurdurd through several important creation stories, focusing on the songlines of the Nabarlek (a tiny and endangered macropod species), and Wak Wak (crow). Bininj and Daluk taught wurdurd key elements of the dances, the rhythm of the songs, and how to sing out the messages. Wurdurd further developed their body painting techniques, using white clay on their arms, legs and face. Additionally, other family groups from Central and East Arnhem land visited the IPA to share their own songs and dance with the Nawarddeken community.

## Campfire Learning Nights

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.

## Celebrating two new schools at Manmoyi and Mamadawerre.

# We Did It!

*“In the early 80s I moved to Manmoyi and helped establish this community, it has been my home ever since. Our families have been asking for full-time education for our children for over thirty years. Over the decades we have rarely had consistent education here at Manmoyi, and in recent years we’ve gone for long periods with no teacher at all. This wouldn’t be acceptable anywhere else in Australia, and it was not acceptable to us.*”

*When we received the news that our application to register Nawarddeken Academy at Manmoyi was successful, our whole community was overjoyed. The kids even performed a kunborrk (traditional dance) on the spot! I feel relived and happy that we have finally done it. We finally have a new school here at Manmoyi and another at Mamadawerre, where our kids can learn and live on country. This is a very proud achievement for all Nawarddeken “*

**Ross Guymala, Senior Bordoh Traditional Owner**

Since 2015, members of the Manmoyi and Mamadawerre communities have been observing the Nawarddeken Academy’s journey, expressing a keen interest in the establishment of the Academy and the process of independent school registration.

Historically, education at these communities was delivered through Homeland Learning Centres, serviced by Gunbalanya School. Homeland Learning Centres are not deemed official schools, and as such are subject to intermittent, truncated service delivery. In recent years, students residing at Manmoyi and Mamadawerre have had sporadic access to a qualified teacher. Understandably, families wanted their children to have the opportunity to access full-time schooling while living on country.

To address this disparity in education delivery, in 2018 Traditional Owners, Elders, community members and families from Manmoyi and Mamadawerre 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.

In early 2021, applications were submitted to register two new independent schools; one at Manmoyi and one at Mamadawerre. Directors and Nawarddeken staff met with the Registrar to talk about the new schools and the applications. The Department of

Education in mid-September, we were advised that both applications were successful, and immediately sprang into action, commencing full-time education on the 18th September at Manmoyi, and on the 18th October at Mamadawerre. Contract teachers were engaged to commence delivering education for the children of Manmoyi, where the class size in the first week was 22 students! Kabulwarnamyo teacher Adelaide Ford shifted to Mamadawerre for the remainder of the year, where she worked tirelessly with the community to clean the school buildings and create a functional and motivational learning space.

We are thrilled to finally be able to offer the children of Manmoyi and Mamadawerre access to the quality, full-time, bi-cultural

education they deserve. It has been a joy to see three campuses of Nawarddeken Academy operational. 2022 will certainly be an exciting year for us too, with educational opportunities spreading far and wide across the communities of the Kuwarddewardde.



Top: Students, families and Nawarddeken Academy staff on the first day of education at Manmoyi.

Below left: The first day of school at Mamadawerre Nawarddeken Academy.

Below right: Inside the spruced up classroom at Mamadawerre.

# Kuwarddewardde Malkno

## Stone Country Seasonal Calendar

The development of the Kuwarddewardde Malkno (Stone Country Seasonal Calendar) was requested and initiated by Elders and community members from across the Warddeken IPA as a response to the rapid decline of cultural knowledge in younger generations. Although seasonal calendars exist for neighbouring regions, there was no comprehensive seasonal calendar for the stone country, where the resources, ecosystems and languages are very different from lowland regions.

The project began with initial discussions in 2019, with the process formalised in 2020 with the attainment of project-specific funding, and the widespread collection of Indigenous Ecological Knowledge with Nawarddeken from across the IPA.

At the start of 2021, Barb McKaige commenced working with the NAL Board to develop the Kuwarddewardde Malkno seasonal calendar. Traditional Owners, Djungkay and senior knowledge holders from across western Arnhem Land came together for a workshop in Mangingrida, to collectively identify the significant weather patterns and select the most important flora and fauna indicator species, for the traditional six seasons that make up the Bininj calendar. Follow-up consultations extended to clan groups across west Arnhem, with final edits and key knowledge holder approvals sought before finalising the product.

The Kuwarddewardde Malkno has been presented in a range of formats. Large, digitally-printed colour aluminium posters with a rotating centre face were designed to allow students and community members to physically interact with them. These posters will now be installed at a number



of sites across the IPA, including in schools and ranger offices. A run of large and medium sized posters were also printed and distributed to families and communities across west Arnhem Land.

In 2022, Barb McKaige will return to the IPA to work with Elders and senior knowledge holders to develop additional calendar resources focused specifically on the knowledge sets related to Wind and Mayh (Animals), Kunak (Fire), and Manrakel (Plants).

In the coming year the calendar will also be adapted and enhanced to become a digital interactive learning experience. The future digitising of resources related to the Malkno Curriculum will be fully accessible to all community members at Kabulwarnamyo, Mamadawerre and Manmoyi through NUC (local WIFI networks that allow access to these resources without internet).

Additionally, many resources will be added to the Kunmayali App and made available to the wider community to access.

Above: A major contributor to the Kuwarddewardde Malkno, Berribob Dangbungala Watson examines the final draft.

Right: Barb McKaige with Mary Kolkiwarra Nadjamerrek, Rhonda Nadjamerrek and Jean Burrunali during the development phase.





Credits Kuwarddewardde ecological information has been provided by senior knowledge holders from the Arnhem Land Plateau in the NT. The language used in the calendar is Kundedjenghmi. Compilation and production: Barbara McKaige, Calytrix Communication, Darwin NT. Graphic design: First Class Communications. Images: Craig Nieminski, David Hancock, Gary Fox, Ian Morris, Jacinda Brown, Nick Smith, Nic Gambold, Finn Andersen, Ian Bool, Henry Cook, Anders Zimny, Russell Cumming, Ryan Francis, Eric Wahlgren, Geoff Whalan, Glenn Wightman, Shutterstock and Firefly/Dreamstime. © Copyright owned by the Nawarddeken Academy (2021). This calendar was funded by the Karkad Kanjiji Trust and their generous supporters. It cannot be reproduced without prior informed consent www.nawarddekenacademy.com.

# Developing the Kuwarddewardde Malkno Curriculum

Building on the seasonal calendar resource, the Kuwarddewardde Malkno (KWWM) Curriculum is a local language and culture curriculum framework taught collaboratively by teachers and Traditional Owners across the Warddeken IPA. It is a place-based approach to education that prioritises Bininj ecological and cultural knowledge as the key theme through which students engage in learning.

Each seasonal theme from the Kuwarddewardde Malkno is integrated across both the NT Indigenous Languages and Culture Curriculum (NTILC) and the Australian Curriculum (AC). This provides a foundation for strong bi-cultural education delivery where a student's cultural identity and physical environment, the incredible Kuwarddewardde (Stone Country of West Arnhem), form the foundational themes from which students learn and connect knowledge.

In August 2021, Georgia Vallance travelled to Gunbalanya, Manmoyi, Kabulwarnamyo and Mamadawerre to run a series of workshops further drawing out elements of seasonally specific Kunmayali (Knowledge) and Kunwok (Language) that Nawarddeken think are important for wurdurd to learn and identify. The content was then clustered into themes and topics creating the 18 unique Conceptual Units that will comprise the Kuwarddewardde Malkno Curriculum.

The outcome of these workshops informed a draft Scope and Sequence, which will be formalised in 2022. Additional workshops will be held in 2022, to build up and integrate the curriculum and gather more kunmayali resources.

Kuwarddewardde Malkno resource development in the latter half of 2021 focused on each conceptual unit identified in the Scope & Sequence, specifically, collating existing cultural resources for the purpose of

teaching and learning; and identifying gaps in these resources where new resources will need to be developed.

These resources will be used by teachers and curriculum experts when devising activities linking them to the Australian Curriculum's learning outcomes.

Examples of resources gathered and/or developed through the above process include:

- Audio recordings of professors and cultural leaders singing morrdjdjanjno. Morrdjdjanjno are a genre of clap stick accompanied songs in the public domain, relating to animal species and associated with good fortune or increase ritual in hunting.
- Kunwinjku pamphlets and posters about different stone country ecosystems, plants and animals.
- Video footage documenting protocols for ceremonial increase rituals at sacred sites.
- Dictionaries (Kunwinjku and Kundedjnjenghmi vocabulary) for each of the 18 conceptual units in the curriculum, highlighting the specialised cultural, ecological and social language related to each theme.
- Instructional videos on harvesting and preparing a range of bush food and medicine plants.

Excitingly, Nawarddeken Academy formally commenced teaching the cultural curriculum in Kunumeleng this year.

We are all looking forward to 2022, when we commence the first full year of learning based on the Kuwarddewardde seasons, environment and culture.



Above: The Kuwarddewardde Malkno was awarded the 2021 Northern Territory Tidy Towns Award for Culture and Heritage

**Example: Conceptual unit Cycle 1, Yekke - KUNJ (kangaroo or 'macropods'). Taught in Yekke because that's when people mainly hunt them, and could include all of the following kunmayali about kunj (see chart below).**

## SEASON: YEKKE (YEAR 1)

### THEME: KUNJ (macropods)

Learn the Bininj Kunwok and common names for all species of stone country macropods - nabarlek, agile wallaby, black wallaroo, antilopine kangaroo, common wallaroo (euro).

Work alongside rangers to identify animals including macropods from camera trap images (data collected from biodiversity surveys)

Identify macropod species using rock art images, learning the identifying features of each species

Cultural leaders teach morrdjdandjdo - increase songs/chants for various macropods such as barrk, djukerre, nabarlek

Learn specialised Bininj Kunwok verbs that describe the hopping of different Kunj species, eg. Mawudme - hop of karddakidj male antilopine wallaby

Hunting Kunj with spears - learn the many different kinds of spears and spear throwers, learn from cultural leaders how to make and use spears (bininj only)

Kangaroo fire drives - historic fire drive locations, how to manage sites to preserve fuel loads in man-bambarr (gullies suitable for fire drives) so fires can be lit at the time of the hunt, cultural protocols of participating in fire drives, performing a fire drive with senior cultural leaders and rangers (bininj only)

Kunborrk - learn and practice the dances and songlines associated with Kunj

# Mapping the Kuwarddewardde Malkno Curriculum

The marebu (traditional pandanus woven mat) was suggested as a motif around which to develop the KWWM Curriculum - symbolising the importance of sharing and linking knowledge systems with common threads. A single thread of pandanus begins at the centre of a marebu, and is connected and woven through the three rings representing the importance of a two-way teaching and learning approach.

Each of the three cycles of the KWWM Curriculum are taught as six distinct theme-based units linked directly to the relevant Arnhem Land Plateau season. These integrated units unpack important seasonal indicators and explore customary stories,

skills and cultural knowledge prevalent in that given season, whilst explicitly linking with the AC Key Learning Areas and NTILC frameworks.

To illustrate this, the teaching and learning in Kudjewk (or 'wet' season) focuses on the theme of water.

The conceptual unit in Cycle A, the first year of teaching Kudjewk, centres on freshwater; Bininj living with water on Country, drawing from the Natural Environment strand in the NTILC framework. This application of knowledge and education also ties directly to Science, Maths, Language, ICT and Art learning outcomes of the Australian Curriculum.

**CURRICULUM MAPPING - CONNECTING KNOWLEDGE**



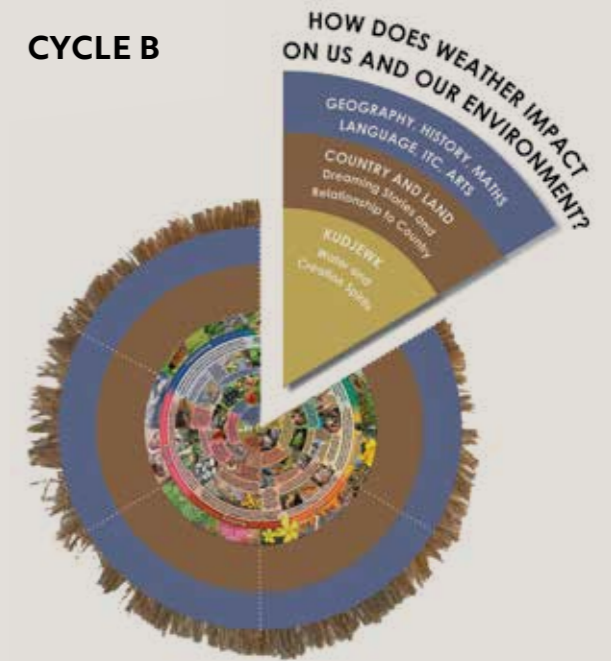
**CURRICULUM MAPPING - BUILDING KNOWLEDGE**



Cycle B, the second year of teaching, explores the cultural significance of water and its relationship to Dreamings and Country. Wurdurd engage in learning experiences connecting water spirits and creation stories (NTILC - Country and Land), with links to thunderstorms and weather patterns of the Kudjewk season (Australian Curriculum-Geography, History, Maths, Language, ICT and Art).

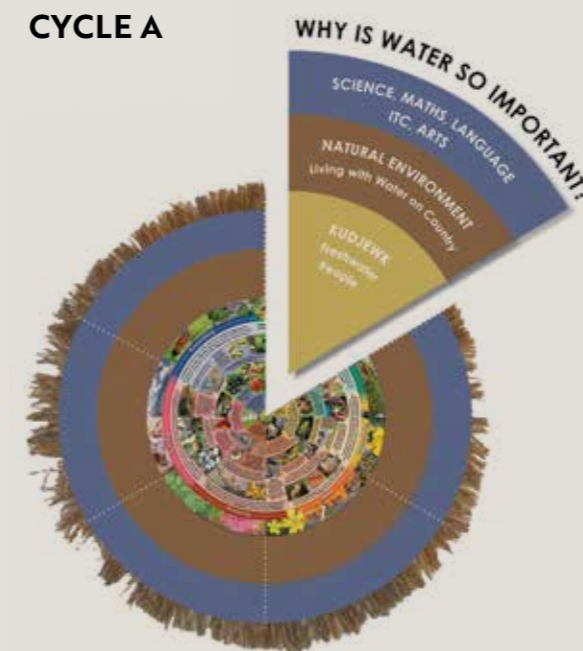
In the third and final year, or Cycle C, wurdurd explore the seasonal indicators of Kudjewk and how Bininj connect to the broader ecosphere through water. Learning centres on Djang and totems (NTILC - People and Kinship) and deepens knowledge around the importance of aquatic plants and animals of the Kuwarddewardde (NTILC - Australian Curriculum - Science, Maths, PDHPE, Language, ICT, Art).

**CYCLE B**



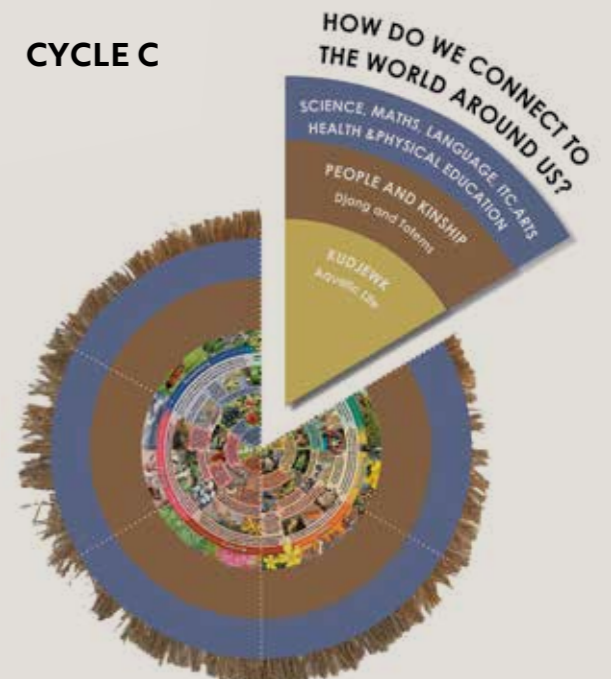
1. How does weather impact on us and our environment?
2. Geography, History, Maths, Language, ICT, Art
3. Country and land - dreaming stories and relationships to country
4. Kudjewk- water and creation spirits

**CYCLE A**



1. Why is Water so Important?
2. Science, Maths, Language, ICT, Art
3. Natural Environment- Living with water on Country
4. Kudjewk- Freshwater People

**CYCLE C**



1. How do we connect to the world around us?
2. Science, Maths, PDHPE, Language, ICT, Art
3. People and Kinship - Djang (Sacred Sites) and Totems
4. Kudjewk - Aquatic Life

# Teaching & Learning

## Term One

Term One saw us focus on Kudjewk, the mid wet season. Kudjewk is a time of extended periods of monsoonal rains, and rivers and waterways swell, making accessing country difficult. Throughout this term, our Bush Trip days were centred around learning from the daluk (women) about collecting, preparing and dying pandanus, which is woven and used for a range of material culture items. Students also built kodbarre (bark shelters) which are made with paperbark during Kudjewk.

In English, students focused on building oral language skills, such as hearing all the sounds in words, and being able to sound them out. Students learned the 26 sounds of the alphabet through fun, fast paced lessons where they were able to stand in front of the class and be the teacher! All students worked hard daily on their reading skills, such as sounding out words and blending words together.

The Academy worked closely with the Warddeken daluk rangers and ecologist, to learn more about the biodiversity monitoring program that they run. This learning experience involved setting motion sensor camera traps to monitor small mammals

close to Kabulwarnamyo community. Students learnt how to set the cameras, how to clear fire breaks around the cameras, and used their maths skills in measuring distances between the cameras and the baits.

In the classroom, we studied a book called "Collecting Colour", which is a story about harvesting pandanus and colour, based in East Arnhem Land. Students were easily able to relate to the text and were excited to discover that the book also had some words in Kunwinjku! Students learned what some of the important English words in the story meant, and wrote their own sentences using those words.







In Maths this term, students focused on number work, such as writing numbers correctly, counting forwards and backwards from 10, 20, 100 and skip counting by 2's and 5's. Some students also learned addition strategies to complete addition in different ways. The entire class learned all about patterns, using blocks, painted pasta and uno cards to make and describe patterns.

Emma Masters from ABC News also visited Nawarddeken Academy this term, to record a news story about the importance of bi-cultural learning, which also featured the Yirrakala Bilingual School. This story aired on the ABC in April and is available online.



This page: Kabulwarnamyo Academy students workshop aspects of the seasonal calendar curriculum with Teaching Assistants Tahnee and Christella.

Opposite page: Warddeken's Monitoring Officer Cara and Daluk Rangers work alongside students, teaching them how to set up motion sensor camera traps to monitor biodiversity around the community.

## Term Two

In Term Two, the weather changes into Bangkerreng (late wet season) and then to Yekke (early dry season). Professor Mary Kolkiwarra taught a series of lessons about the seasonal indicators that show us Yekke is coming, such as man-bedje (spear grass) browning and falling over, and the beautiful man-birrbirr (*Verticordia cunninghamii*) flowering.

We studied a book about kookaburras called "Silly Birds", and created artwork related to the text, working on our fine art techniques. During other art lessons this term, we used watercolours and 3-D paint to create beautiful artworks of some of the seasonal indicator plants for Yekke, such as flowering man-birrbirr.

We also studied a book called "Kookoo Kookaburra", exploring the concept of how kindness can be like a boomerang. Students learned what some of the important English words in that story mean, and worked with Assistant Teachers to translate these words into Kunwinjku. Students have been writing recounts and narrative sentences, and leading oral discussions to develop their grammar and vocab skills. With the beginning of Yekke, we were thrilled when we heard lots of kaldurrk (kookaburras) calling out around the school balabbala.

Bush Trips involved visiting a range of different locations where we investigated the changes in the environment we could see as the seasons changed from Kudjewk to Bangkerreng to Yekke, including the new bush foods we could harvest and consume as the seasons progressed.

In English, students learned explicit ways to sound out and write words, which is a great way to support targeted learning opportunities for our Bininj students. Students used both the 'Sounds Write' and 'Heggerty' programs to learn phonemic awareness and phonics skills. We have also been learning how to hear, pronounce and write sound/letter correlations, whilst blending and segmenting words for reading and writing. This term, students worked hard on reinforcing reading skills and alphabet sounds, and progressed to practice fluency in reading short words.





Mahalia preparing bacon and egg muffins to be shared with families during morning tea at the Kabulwarnamyo Academy.

## Teaching & learning - Term Two



In Maths, students developed addition skills such as counting on, double-digit addition and 'friends of 10'. Younger students worked on learning the numbers 6 to 10 and understanding their value. We also practiced skills in telling the time. Younger students made an analogue clock, and moved the hour and minute hands to learn how to recognise time at o'clock and half past, while older students worked on quarter past and quarter to the hour. All students continued to work hard on their number skills, and were excited when they were able to see improvements in their results through the ACARA Learning Progressions.

Throughout this term we planned and then cooked a range of healthy foods, including banana muffins, fruit smoothies, bacon and egg muffins, pancakes and tzatziki dip using cucumber. We shared these foods at morning teas, where families joined students to share the healthy treats.

During an incredible STEM workshop this term, Jennyfer Lawrence Taylor worked with students to create an animation. Students decided to animate a Wakkewakken spirit, depicted on our school uniform, which is a creation ancestor related to native honey, and has strong links to Mankung Djang estate where Kabulwarnamyo is based.



# Kunmayali App

The Kunmayali App has gathered momentum and since its inception there has been great enthusiasm from our school communities and rangers to be involved. The last 12 months has seen a continued building of content, including uploading the new Kuwarddewardde Malkno (Seasonal calendar) onto the platform. We are deriving resources from the vast community knowledge bank, school curriculum activities and an archive of valuable language resources, some dating back to the 1970s.

In October, we spent a week at Manmoyi coinciding with the start-up of the new school.

We worked closely with community leaders Michelle Bangarr, Sarah Bobalarr Nabarlambarl and Berribob Dangbungala to start creating resources for local seasonal bush foods. Recording in audio and video the different plants, berries and animals available to eat in Kunumeleng (October to December). Each of them expressed a desire to see their ancient knowledge of land and language preserved and accessible to all, and to have it engaging for the next generation of digitally literate students.

In the process of populating the App and making it relevant we have also been mentoring a recent student of the Nawardekken Academy. She has been learning how to create content to potentially support the needs of the teachers and the curriculum in the future.

Last year our software developer configured three NUC's, or mini intranets that can store the App for local use without the need of the internet. The internet is required to download the Kunmayali App initially but then the general community can log on locally with their own devices and stream from the NUC's directly without using up their phone data. Now the COVID restrictions have eased for communities we are hoping our IT team will be able to install the NUC's across all three schools. This will give people greater access and hopefully ignite a wider community involvement.

Note that not all of our material is uploaded. There is content in the background that is waiting for completion when community access opens up. Some requires approval from community leaders and some of the product needs permissions. The next

6 months our primary aim is to build on what we already have and see it used more extensively as an ILC resource for the school and a tool for the rangers. Kunmayali is a portal into another culture for those who download it from outside the community, giving them a small insight into the extensive knowledge and culture of the Bininj of West Arnhem Land.



The Kunmayali App can be downloaded on Andriod and Apple IOS devices.



## Term Three

Unfortunately, ongoing COVID-19 restrictions meant some of our much-anticipated workshops from interstate scheduled for Term Three were cancelled. However, we didn't let this stop us from making our own fun! Activities this term included designing our own graffiti names, jewellery making, painting on canvas and wood, lots and lots of bush trips and swimming, a camp at Aldadubbe and the First Aid workshop.

At the beginning of Term Three, Nawarddeken and the Warddeken Bim (rock art) team headed out to beautiful Aldadubbe on Mok clan estate, and camped at a nearby rock art complex and occupation site, where students and their families explored the numerous galleries and listened to senior Traditional Owners tell stories about the different paintings, and the importance of this particular bim site.

The theme of NAIDOC Week this year was Heal Country! We celebrated the ongoing work of our partners at Warddeken Land Management in healing country, with wurdurd collaborating to come up with four things they could do to help protect the Kuwarddewardde, and their own individual clan estates.

1. Put all rubbish in the bin
2. Be kind to animals
3. Keep the plants and trees alive
4. Help protect the bim (rock art) sites

During the NAIDOC week bush trip to Kulnguki, students cleared the site of old tins, plastic bottles and some broken glass, and talked about how they should be mindful of stepping on the small plants in the area. Each student also made a poster of their own, and contributed to the painting of a large school banner, which we proudly displayed in the classroom.

We also had great fun working together to make a short video highlighting each of our ideas of how to Heal Country!, which we



## Teaching & learning - Term Three

This page: Delsanto swims in the crystal clear waters of the Kabulwarnamyo spring.

Opposite: I pads and technology are used in our classrooms to enhance learning and equip students to thrive in the modern world.



shared with our followers on the Nawarddeken Academy Facebook page.

In art workshops this term, wurdurd made colourful jewellery including necklaces and bracelets, by painting wooden beads in block colours and patterned design. The beads were strung together using fishing line, with older students expertly tying them off with their incredible fishing knot skills. Each wurdurd also made their own wooden name block using timber pieces and graffiti stencils. Carbon paper helped in tracing the outline, while black marker pens defined the bold graffiti text. Student name plates highlighted their own unique styles using flare, tilt and fade methods.

Then, as the ground further dried out this term, students were able to access Yenamarraway, Bukbuk and Nakulkbuy historical bim and occupation sites, in Djordi clan estate. Wurdurd revisited these

important places with Warddeken Rangers and the Bim Team to learn the history of the area and do maintenance work, further aligned to the NAIDOC theme.

At Yenamarraway the painting of a djarrang (horse) by Bardayal 'Lofty' Nadjamerrek, is believed to be one of his last paintings before he passed away in 2009. Close by are the tracks left by the Yawkyawk (freshwater mermaid), and further upstream as far as the Kamarrkawarn crossing, she left a footprint on the rock before jumping into the waters again of the Mann River. When visiting Nakulkbuy, elders showed wurdurd the available fruits growing along the way such as manmobban (bush pear) and pointed out important piles of stones used as cutting tools and axe heads. At Bukbuk students then explored a cold cave tunnel used to escape the dry heat and spotted several dragonflies and small white bats living inside.

## Term Four

**Term Four represented two major milestones for Nawarddeken Academy – the opening of our two new schools at Manmoyi and Mamadawerre, and the formal commencement of the first unit of our Kuwarddewardde Malkno curriculum. We focused specifically on the plants and animals that are active, or are considered food and/or medicine sources in Kunumeleng, the season of first storms of the wet season. It is a productive time of year, with many trees fruiting and fresh green pick attracting animals such as kunj (kangaroo) and barrk (black wallaroo) coming down from the stone country.**

With the opening of two new schools, significant time was spent cleaning and preparing the existing infrastructure at both communities for learning. Students from Manmoyi and Mamadawerre were also assessed on their reading and maths levels, so that appropriate resources and learning materials could be ordered in preparation for the 2022 school year, and consolidation on foundational literacy and numeracy skills could begin.

Under the thematic unit of Kunumeleng: Mayh dja Manrakel (Animals and Plants of Kunumeleng), students undertook a range of classroom activities that incorporated national curriculum learning outcomes into cultural learning activities. Students created

information reports on djaddi (green tree frog) and alyurr (Leichhardt's grasshopper) using Book Creator and Keynote on their iPads. Djaddi is a totem for some clan groups in the IPA, and is an important seasonal indicator animal, while alyurr is significant both culturally (considered to be a child of Namarrkon, the Lightning Man) and ecologically (Leichhardt's grasshoppers are endemic to the Kuwarddewardde).

Students also researched the plant life cycle to gain a greater understanding of how fruiting trees such as man-dudjmi (green plum) and man-djarduk (red bush apple) grow and survive.

Bush Trips took place this term at each of the three school sites, to consolidate and



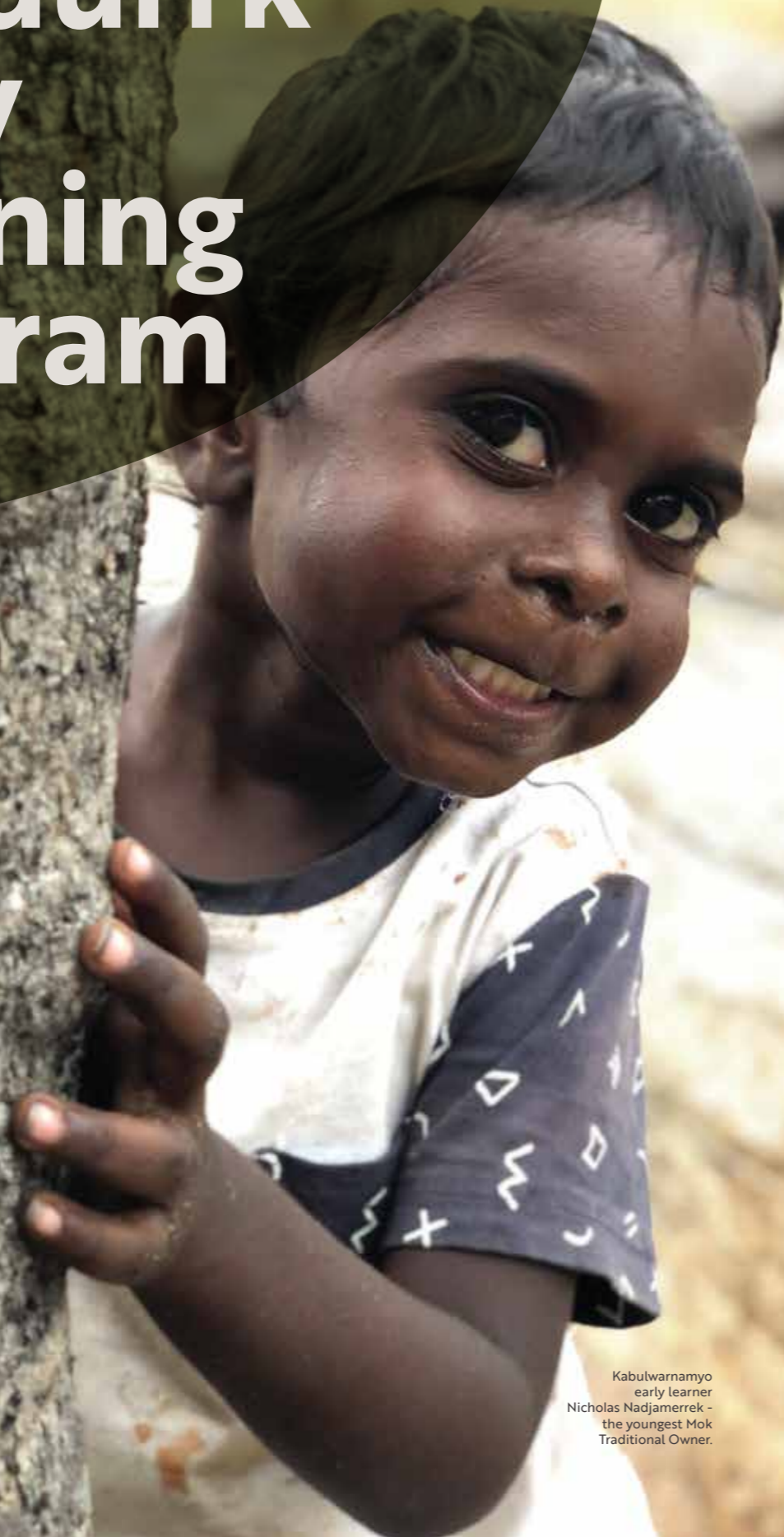
enhance the learning activities undertaken in the classroom. Students travelled with Elders, rangers and their families to visit important sites including Muddum and Wuyhkabambuldi, sites in the Kudjekbinj area, which are both Wurdyaw Djang (Baby Dreaming) sites; Kabbari, country of the 'lonely boy' or 'orphan boy' stories, where students searched for the elusive alyurr; and Kundjorlomdjorlom, where students learned about the important rock art in the area, as well as respectful behaviour at sites containing human remains.

Trips such as these are integral to our philosophy of respecting Bininj modes of learning. Traditional Owners and Elders feel strongly this learning happens best when on country, when students are actively engaging with the Kuwarddewardde's ecological and cultural landscape. Our regular trips to a range of places across the Warddeken IPA allows for the continued transfer of knowledge between older and younger

generations, and critically, maintains students' and families' connection to country. The rich learning experiences garnered on these trips ensure that when learning occurs in a classroom-based setting, that it is contextual and relevant to students.

In term four, the Academy was visited by a team from National Geographic including documentary photographer Matthew Abbott, who has had a connection to Nawarddeken communities for over a decade. The visit was part of the production of a larger story about customary fire management by Warddeken rangers, and the importance of education on country. Students were excited to be involved, joining in on camping events, bushwalks and day trips with rangers and families, to demonstrate to National Geographic the hands-on educational approach shared by Warddeken and Nawarddeken. We look forward to seeing the story, which will be released globally in 2022.

# Karldurrk Early Learning Program



Kabulwarnamyo  
early learner  
Nicholas Nadjamerrek -  
the youngest Mok  
Traditional Owner.



The Karldurrk 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 Karldurrk, which means kookaburra in Kunwinjku, because the children are often laughing loudly. At the beginning of Yekke, we were thrilled that there were lots of kaldurrk (kookaburras) calling out around the school balabbalas, making our early learners laugh along with them!

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 2021, six early learners engaged with their mums in the program at Kabulwarnamyo. Wurdurd participated in formalised play-based learning activities in developing their gross motor competency, early literacy and numeracy skills, and listening and speaking capacity. Free play is the other main component of the programme where wurdurd learn important skills in building positive relationships, resilience and problem-solving skills.

Early Learners also participate in weekly Bush Trips with Nawarddeken students. These on country opportunities offer our Early Learners with experiences that develop their cultural knowledge and traditional skills-based development.

We would like to thank the Cages Foundation, KKT and WLML, acknowledging that their ongoing support enables the Kaldurrk Early Learning Program program to operate.

We look forward to supporting Manmoyi and Mamadawerre in the establishment of an Early learning Program in 2022.





Aldadubbe - once a camping spot for old people, and now a favourite swimming spot for our students!

# Planning, Evaluation & Self-Assessment

The Academy's Business Plan, Strategic Improvement Plan (SIP) and subsequent Annual Operational Plans (AOPs) 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 objectives, vision, values and guiding principles.

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



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 feedback is collected.
- Planning meetings with Warddeken rangers and coordinators ILC planning with parents, Rangers and community members.
- Curriculum and program planning.

Our 2021 priorities and achievements were:

- Completion of Kuwarddewardde Malkno Seasonal Calendar.
- First draft of the Kuwarddewardde Malkno Curriculum - Scope and Sequence complete.
- Finalise Section 19 Aboriginal Land Use agreement at Mamadawerre for



the establishment and operation of an independent school.

- Finalise and implement modification to our governance structure and our constitution to allow for the operation of three schools under one governing body.
- Submit applications for the registration of independent schools at Manmoyi and Mamadawerre with the intention of commencing time education at both sites as soon as practical;
- Continue developing ILC resources through the use of technology making them more accessible to Bininj and Balanda;
- Once all three schools are registered, explore options for the provision of education for older students.

## Nawarddeken Academy Evaluation

### Nawarddeken Academy Evaluation

The evaluation of Nawarddeken Academy has been led by Batchelor Institute, and was set up to inform the Academy's governance and operation. The evaluation process has several uses, but one of the key benefits is that it provides a basis for ongoing strategic planning. During 2021, community-based researchers and Batchelor researchers concluded their work on the Nawarddeken Academy evaluation.

Over two years, the evaluation team interviewed 67 participants, most of who were local Bininj from the Warddeken IPA Homelands (including school staff, students,

elders, parents, rangers and community members) from Kabulwarnamyo, Manmoyi, Mamadawerre 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 responses provided detailed information about the vision, purpose and benefits of Homeland education, the aspirations of Bininj, stories of success, and how to best support young people through education. The evaluation made recommendations for strategic development of the Academy. These included the need to:

1. Focus on Kunwinjku literacy (reading and writing) as a priority, not just for children but for adults as well;
2. Recruit more Bininj teachers;
3. Create training pathways for existing Bininj staff based on an assessment of current skills;
4. Support Balanda teachers with their learning of Bininj culture and language;
5. Ensure that Bininj histories and stories are reflected in the ongoing development of the Academy; and
6. Make the connection between learning at school and future on-country work clearer.

The evaluation findings provide a benchmark for future evaluative work, and importantly too, provide a rich evidence base for the improvement of Homeland education across the Northern Territory more generally.

### Strategic Improvement Plan Review

This year, the Nawarddeken Academy's Business Plan and SIP were due for review and renewal. The process of evaluating these core strategic documents is well underway and will continue into 2022. As a result of two new schools at Manmoyi and Mamadawerre being registered in 2021, the scope of both the SIP and Business Plan has increased significantly, and will require further work in 2022 to reflect this growth.

The formal review of our existing plans (partial) was confirmed and endorsed by the Board of Directors at the final meeting of 2021, with a caveat that further work will be necessary to develop documents which comprehensively cover all three schools and the communities in which they're based. This process will involve the creation of more opportunities for parents and community members from all schools to have equal input in the assessment process, the creation of new documents, and the implementation of the recommendations of the evaluation.

Some of the long-term priorities, goals and key learnings that were identified as foci for the next Strategic Improvement Planning cycle include:

- The ongoing 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, Culture Tech and explore other partnerships.
- Provide a quality Early Years program in a dedicated balabbala at Manmoyi and Mamadawerre.

Another important planning document contributing to the SIP is the Warddeken 2021-2025 Plan of Management, which identifies core areas where Warddeken's work programs and student learning opportunities at Nawarddeken Academy should be strengthened. These units have been specifically identified by Traditional Owners as being top priorities for cultural and ecological learning, and important in the creation of meaningful employment pathways.

Some of the collaborative strategies identified in the Warddeken Plan of Management are:

- In collaboration with Nawarddeken Academy, identify at least three key locations of significant bush food indicator species, and monitor annually in the appropriate season for abundance and health of each food.
- Develop Kuwarddewardde Malkno learning units on Manwurrk to be taught at Nawarddeken Academy, including: the cultural significance of early burning, how to make and carry fire, and the history and importance of kangaroo fire drives.
- By 2022, develop age-appropriate teaching and learning resources for Kunbalak (mother-in-law) and Kunderbuy (triadic kinship) respect registers to promote their understanding and use.

ATTENDANCE DATA:				
	2020	2021	2020	2021
	No. of Students	No. of Students	% Attendance	% Attendance
Term 1	18	15	93%	83%
Term 2	12	32	82%	88%
Term 3	35	47	85%	88%
Term 4	17	51	78%	86%

\* All attendance data relates only to periods when students are present within communities.

\* Attendance data for Term Four is skewed in comparison to previous three terms due to commencement of education at Mamadawerre and Manmoyi.

### Attendance

Attendance strategies were implemented and adapted throughout the year, and we will continue to work collaboratively with community, families and Warddeken to develop further strategies speaking to the unique sociocultural context in which we operate.

### Critical Incidents

There were no critical incidents to report in 2021.

### Professional Learning and Development

#### First Aid

As in previous years, students, teachers and community members completed a custom designed Remote Area First Aid training course run by long-time partner Jodie Ranford. Jodie designs workshops based on real-life situations children might face living remotely in the bush.

### Bronze Medallion

NAL requires teaching staff to have a Bronze Medallion, a nationally accredited lifesaving award that teaches skills and knowledge to perform safe and effective aquatic rescues. Teachers spent a weekend in Darwin, participating in the course run by the Royal Life Saving NT trainers. Staff swam 400m of safety strokes and completed patient tow methods in the pool. Outcomes for staff and NAL included strengthened water survival capacity, executing judgement in case of emergency, safer risk practices in saving lives, and updated CPR accreditations.



# Facilities & Resources

In accommodating staff on site, a new balabbala was built at Manmoyi to house one of the teachers at the school. Construction by contractors took a matter of weeks and included a fully equipped kitchen and bathroom facilities. In early 2022, plans have been approved for additional teacher balabbalas to be built at Manmoyi, and one in Mamadawerre.

This year we partnered with Culture Tech, a tech company whose services are designed enhance student outcomes, teaching practice and school culture with technology.

On their initial visit to Kabulwarnamyo in the first half of 2021, they installed a NUC at the school and another at the WLML ranger office. The NUC allows cultural content created by students, rangers and the wider community to be accessed on the Kunmayali app by the NUC's own internal wifi, negating the need for internet access.

During this visit, they also set up all existing Apple devices onto Apple School Manager and JAMF, a mobile device management system. This allows the devices, including iPads, iPad Pro's and Macbooks across the three school sites to be centrally managed, updated and modified by either the school staff on site, or by the Culture Tech team off site in Darwin. The iPads now have a great range of educational, creative and evidence-based apps to support teaching and learning across all subject areas.

In July 2021, Nawarddeken Academy acquired two new V8 Toyota Troop Carriers to join the fleet of now four troop carriers. Manmoyi has two and Kabulwarnamyo and Mamadawerre schools now have one troop carrier each. The troop carriers allow for all students and additional community members to

join the schools on their weekly bush trips. Nawarddeken is looking to add additional vehicles to the fleet in 2022 to cater for the growing size of the schools.

In the latter part of the year, our focus turned to preparing the existing buildings and classrooms at Manmoyi and Mamadawerre for learning. We are grateful to the NT Education Department for partnering with us to allow for the lease of these facilities. However, the classrooms have been used intermittently over the years, and significant work was necessary to clean and prepare them for use. Beyond the deep clean and hiring of contractors for general maintenance work and the repainting of both school buildings, we wanted these places of learning to be inspiring and supportive spaces. With the help of rangers, future students and the broader communities we were able to fitout the classrooms and learning spaces with brand new classroom furniture including student desks and chairs, shelving systems, new white goods (fridges, washing machines and gas upright ovens), purchase new flooring, and replace window louvres and mesh screening to both waterproof and secure the buildings.

Student resources were another priority in preparing for the opening of the two new schools. Many hours were spent in ordering all new stationery supplies for teaching and learning programmes, and two very large additional orders for specialised key learning equipment required for literacy, maths, science, geography and technology. Furthermore, additional resourcing and procurement was required for all the art supplies, bush trip hardware, remote camping equipment, sporting apparatus, connected learning implements and tools for general maintenance.



Manmoyi Classroom



Kabulwarnamyo playground



Kabulwarnamyo classroom



Mamadawerre School



Mamadawerre Balabala



Mamadawerre Classroom

# Karrkad Kanjdji Trust Report

The Karrkad Kanjdji Trust (KKT) supports Country, culture and community. We connect philanthropy with remote Indigenous ranger communities in Arnhem Land. Working together, we address some of the most pressing issues addressing our region (and the planet), including environmental conservation, cultural heritage preservation, climate change and the intergenerational transfer of fragile Indigenous knowledge.



KKT is proud to partner with the Nawarddeken Academy. We harness the power of philanthropy to support the communities of Kabulwarnamyo, Mamadawerre and Manmoyi to deliver their vision for high-quality bicultural education for wurdurd on Country.

2021 was a monumental year for the Academy and KKT. Building on the success of the Nawarddeken Academy at Kabulwarnamyo, and after years of preparation, we were able to open two new schools. Thanks to our supporters and the hard work of the Manmoyi and Mamadawerre communities, the buildings that house the new schools are being upgraded, accommodation for teachers built, and classrooms kitted-out with great learning resources and technology. KKT also provided the funding to enable teaching in Term Four 2021, before government support kicked in for operational costs.

Alongside this growth, the delivery of bi-cultural education is underpinned by the development of a strong Indigenous Language and Culture curriculum. A major highlight of this program was the completion of the Kuwarddwardde Malkno, which has quickly become a key tool for both the Academies and the Warddeken Ranger program. We are also excited about the work the Academy is doing to digitise old resources and make them accessible, both for learning

and the wider community. We look forward to seeing the creativity of the Nawarddeken communities continue as more teaching tools are developed.

In 2022, we are looking forward to working with the Academy to expand access to early education to Manmoyi and Mamadawerre, to support families with young children to begin their education journey and set their children up for the transition to primary education at the Nawarddeken Academy.

Thank you to every KKT supporter. Together we have played a critical role in bringing education to the Warddeken Indigenous Protected Area.

Thanks to the generosity of our supporters, community-led education is ensuring the next generation of Traditional Custodians grow up strong 'both ways'.



**Karrkad  
Kanjdi  
Trust**

Supporting country,  
culture and community

# Financial Report

## Statement of Profit or Loss and Other Comprehensive Income

For the Year Ended 31 December 2021

	2021	2020
	\$	\$
Grant income	1,977,464	1,022,715
Interest Received	-	346
ATO Cash Flow Boost	-	94,432
Other Income	38,118	44,780
<b>TOTAL Operating Revenues</b>	<b>2,015,582</b>	<b>1,162,273</b>
<b>Operating Expenses</b>		
Accounting and Audit Costs	17,190	6,826
Bank Fees and Charges	403	384
Consultancy Costs	138,512	122,070
Computer Expenses	60,218	20,337
Consumable Expenses	27,722	30,226
Depreciation Expenses	29,055	17,883
Employee Benefit Expenses	725,945	622,498
Hire of Motor Vehicles and Aircraft	107,224	58,016
Insurance Expenses	7,613	14,836
Interest Expense	3,202	2,708
Legal Fees	20,129	10,468
Motor Vehicle - Fuel	2,409	459
Printing, Postage and Stationary Costs	13,090	17,964
Rent and Royalties	11,455	-
Repairs and Maintenance Expenses	72,005	14,542
Replacement of Equipment	48,918	16,189
Subscription Fees	28,039	20,247
Sundry Expenses	14,532	811
Telephone and Internet charges	9,406	3,349
Travel and Accommodation Expenses	56,948	16,433
<b>TOTAL Operation Expenses</b>	<b>1,394,065</b>	<b>985,248</b>
<b>Surplus for the year</b>	<b>621,517</b>	<b>177,025</b>

## Statement of Financial Position

As at 31 December 2021

	2021	2020
	\$	\$
<b>ASSETS</b>		
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	1,180,685	788,941
Trade and other receivables	41,169	4,320
Other Current Assets	48,264	-
<b>TOTAL CURRENT ASSETS</b>	<b>1,270,118</b>	<b>793,261</b>
<b>NON CURRENT ASSETS</b>		
Property, plant and equipment	372,561	77,366
<b>TOTAL NON-CURRENT ASSETS</b>	<b>372,561</b>	<b>77,366</b>
<b>TOTAL ASSETS</b>	<b>1,642,679</b>	<b>870,627</b>
<b>LIABILITIES</b>		
<b>CURRENT LIABILITIES</b>		
Trade and Other payables	166,133	55,392
Employee Provisions	37,618	19,932
Borrowings	86,172	111,802
<b>TOTAL CURRENT LIABILITIES</b>	<b>289,923</b>	<b>187,126</b>
<b>NON-CURRENT LIABILITIES</b>		
Employee Provisions	-	-
Borrowings	47,738	-
<b>TOTAL NON-CURRENT LIABILITIES</b>	<b>47,738</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>	<b>337,661</b>	<b>187,126</b>
<b>NET ASSETS</b>	<b>1,305,018</b>	<b>683,501</b>
<b>EQUITY</b>		
Retained earnings / (accumulated losses)	1,305,018	683,501
<b>TOTAL EQUITY</b>	<b>1,305,018</b>	<b>683,501</b>

## Independent auditor's report to the members of Nawarddeken Academy Ltd (Report on the audit of the financial report)

For the Year Ended 31 December 2021

### Opinion

We have audited the financial report of Nawarddeken Academy Ltd (the "Company"), which comprises the statement of financial position as at 31 December 2021, the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the directors' declaration.

In our opinion the accompanying financial report of Nawarddeken Academy Ltd, is in accordance with the requirements of Division 60 of the Australian Charities and Not-for-profits Commission Act 2012 and the Corporations Act 2001, including:

- (a) Giving a true and fair view of the Company's financial position as at 31 December 2021 and of its financial performance and its cash flows for the year then ended; and
- (b) Complying with Australian Accounting Standards to the extent described in Note 1, the Australian Charities and Not-for-profits Commission Regulation 2013 and the Corporations Regulations 2001.

### Basis for opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Company in accordance with the auditor independence requirements of the Australian Charities and Not-for-profits Commission Act 2012 and the Corporations Act 2001 and the ethical requirements of the Accounting Professional & Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (including Independence Standards) (the Code) that are relevant to our audit of the financial report

in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the Nawarddeken Academy Ltd financial reporting responsibilities under the Division 60 of the Australian Charities and Not-for-profits Commission Act 2012 and the Corporations Act 2001. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

### Other Matter

The financial report of the Company for the year ended 31 December 2020 was audited by another auditor who expressed an unqualified opinion on the financial report on 26 February 2021.

### Directors' responsibility for the financial report

The directors of the Company are responsible for the preparation of the financial report that gives a true and fair view – in accordance with Australian Accounting Standards to the extent described in Note 1, the Corporations Act 2001 and the Australian Charities and Not-for-profits Commission Act 2012; and is appropriate to meet the needs of the members. The directors are also responsible for such internal control as the directors determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intends to liquidate the Company or to cease operations or has no realistic alternative but to do so.

### Auditor's responsibility for the audit of the financial report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness

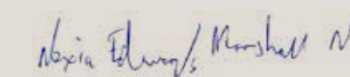
of accounting estimates and related disclosures made by those charged with governance.

- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

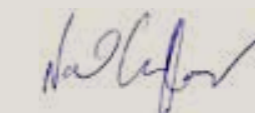
We communicate with the directors and management regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We also provide the directors with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, actions taken to eliminate threats or safeguards applied.

Nexia Edwards Marshall NT  
Chartered Accountants



Noel Clifford Partner



Dated: 30 March 2022



Tyson Maralngurra goes spear fishing during a bush trip with KKT to Kabbah in Term Four 2021







NAWARDDEKEN  
ACADEMY

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