

Annual Report 2024



NAWARDDEKEN
ACADEMY



Front cover: Mamadawerre student Craig confidently wields fire as a tool to manage Country on the 2024 Stone Country Bushwalk, which brought together rangers, students, Elders and families for a week of walking customary trade routes and visiting important sites. Image credit: Kane Chenoweth.

This page: Manmoyi student Tyler picks mandjurlukkurn (purple currants) - a favourite and nutritious food.

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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 southwest of Kabulwarnamyo.

Vision

Our schools and communities will work together to make our children strong in both Bininj (First Nations) and Balandá (non-First Nations) learning, so that when they leave the Academy, they have the knowledge, skills, and confidence that they need to make good life choices.

"WE ARE TEACHING YOUNG PEOPLE ABOUT THE WALKING ROUTES, THE PLACE NAMES, EXPERIENCES WITH THE COUNTRY AND THEN THEY IN TURN FOLLOW THIS WAY. THIS IS NOT A NEW THING. IT'S JUST WHAT OUR OLD PEOPLE BEFORE US TAUGHT US."

PROFESSOR MARY KOLKIWARRA
NADJAMERREK



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Manmoyi students enjoy the Mann River during a bush trip in Yekke (the dry season).

The Nawarddeken Academy Story

The Nawarddeken Academy was founded upon the tireless advocacy of Elders and families from across the Warddeken Indigenous Protected Area (IPA), who imagined a future where their children would receive a full-time education within their home communities. Established in 2015, the Nawarddeken Academy achieves this through delivering a unique model of bicultural, community-driven education, tailored to the children of remote First Nations communities in west Arnhem Land.



The vision

The vision of an on Country learning place for children of the Kuwarddewardde (Stone Country of the west Arnhem Plateau) originated in 2002, when esteemed Elder and Professor Bardayal Lofty Nadjamerrek AO led a movement of Traditional Owners back to his Mok clan estate.

Despite government funding for homeland communities having ceased entirely, Bardayal and his wife Mary Kolkiwarra, their children, grandchildren, and extended family from across the Kuwarddewardde fought against the odds to establish the small homeland community of Kabulwarnamyo. For Bardayal, building Kabulwarnamyo allowed him to return to his beloved Mankungdjang (Native Honey Dreaming) Country. It also represented his opportunity to establish a place of deep learning, where he and other Professors could share their unparalleled kunmayali (knowledge) with younger generations.

With a deep commitment to caring for their Country, Bardayal, his peers, and a small handful of non-Indigenous supporters established the Manwurrk ranger program in 2004, which would later become Warddeken Land Management Limited. The Warddeken rangers, who now deliver one of Australia's most significant landscape-scale conservation programs in their management

of the Warddeken IPA, also played a pivotal role in creating the world first customary fire and carbon offsets program - the West Arnhem Land Fire Abatement project (WALFA). Revenue generated through WALFA has been instrumental in enabling Nawarddeken Traditional Owners to live, work on, and visit their custodial estates within the Warddeken IPA.

Warddeken have three ranger bases at the communities of Kabulwarnamyo, Manmoyi and Mamadawerre. Despite the steady growth and success of ranger programs within these communities, there remained a glaring gap in the social infrastructure – there was no regular schooling.

Warddeken rangers and their families advocated for many years for education to be delivered on Country in IPA communities – pointing out that this would give their children the right to schooling that they deserved, whilst allowing families to remain on their homelands where many were permanently employed. Elders and parents championed the need for bicultural education to strengthen their children in both worlds, tirelessly lobbying across all levels of government without success.

The Nawarddeken Academy Story



Achieving the dream

The dream of full-time schooling in the Kuwarddewardde was finally realised in 2015, when Warddeken received support from the Karrkad Kanjdji Trust (KKT) to undertake the extraordinarily ambitious goal of building and creating a new bush school. The first Nawarddeken Academy school at Kabulwarnamyo saw bicultural learning commence in a modest ‘bush classroom’ built with native cypress poles and a tarpaulin, marking the beginning of a new era for learning in the region.

After three years of steady growth and consolidation, in 2017 the company Nawarddeken Academy Limited (NAL)

was registered as a wholly-owned subsidiary of Warddeken, and a Board of Directors was instated. The initial goal was to formally obtain Independent School Registration for Kabulwarnamyo School. This required upgrading infrastructure to meet government standards, and sustained work by passionate Biniñ and Balanda staff and experts to prepare an application and the necessary supporting documents. These extraordinary efforts were rewarded when, in late 2018, Independent School Registration for Kabulwarnamyo was gained.



Expanding education across the IPA

Seeing the opportunities, benefits and successes of Kabulwarnamyo school, Traditional Owners from Manmoyi and Mamadawerre communities requested Nawarddeken Academy schools of their own, to provide year-round, full-time education for their children. The Nawarddeken Academy board responded to this request, resolving to support Manmoyi and Mamadawerre on their journey to educational independence. This came to fruition with the establishment of two new Nawarddeken Academy Schools at Manmoyi and Mamadawerre, with both gaining Independent School Registration in late 2021.

Importantly, registration has secured recurrent government funding, ensuring the financial future of the Academy and, more importantly, providing the children of the Kuwarddewardde with the education that all children in Australia are entitled to.

Each Nawarddeken Academy School now operates with permanent qualified teachers and up to five casual First Nations teaching assistants, who play a crucial role in delivering the Indigenous Language and Culture (ILC) component of the curriculum. Across the three school sites, approximately 60 students are enrolled. In addition to ongoing government funding, the Academy continues to receive generous financial and logistical support from both Warddeken and Karrkad Kanjdji Trust (KKT).

Leading the way with bi-cultural teaching and learning

Nawarddeken Academy schools are a deep source of pride for community members. Communities have joint ownership of Nawarddeken Academy, actively overseeing the direction of the schools and participating in the education of their children.

Elders and community members from across the Kuwarddewardde were involved in developing a cutting-edge bicultural curriculum structured around the Kuwarddewardde Malkno (Stone Country Seasonal Calendar), with teaching of the Kuwarddewardde Malkno Curriculum commencing in 2021.

The Kuwarddewardde Malkno Curriculum sees Australian Curriculum learning outcomes delivered through the lens of seasonality and the deep cultural knowledge of the Traditional Owners of the Warddeken IPA. The model exposes Nawarddeken Academy students to experiential, place-based programs of learning, where First Nations knowledge, languages, and modes of teaching and learning are celebrated.

The future of life in the remote Kuwarddewardde depends on children and young people 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.



Objectives & Guiding Principles

Elders and community members sat down in late 2014 to talk about the unique opportunities of establishing a school on Country, and to outline what they wanted schooling to deliver for the young people of the Kuwarddewardde.

These conversations, alongside extensive community consultations and workshops, outlined a set of Objectives and Guiding Principles that reflect the aspirations of Nawarddeen Traditional Owners.

They provide a clear foundation for what Nawarddeen Academy will achieve as we work towards our vision.



Mamadawerre students Bundy and Craig at a bim (rock art) site during our annual collaborative bim camp with Warddeen.



Objectives

- Advance Indigenous education in west Arnhem Land.
- Support the social, cultural, emotional and physical wellbeing of every child.
- Promote intergenerational education where families and communities share learning experiences to conserve First Nations knowledge and languages.
- Empower young people to be strong and confident in western and First Nations knowledge systems.
- Preserve Nawarddeken languages and Culture through bicultural experiential learning.
- Develop clear pathways for young First Nations people of west Arnhem Land that match their aspirations and the aspirations of their families.
- Contribute to the conservation of landscapes through maintenance of First Nations cultural and ecological knowledge.

Bini teacher Michelle sits with her granddaughter Deequanisha as she draws animals she can see on bush trip.

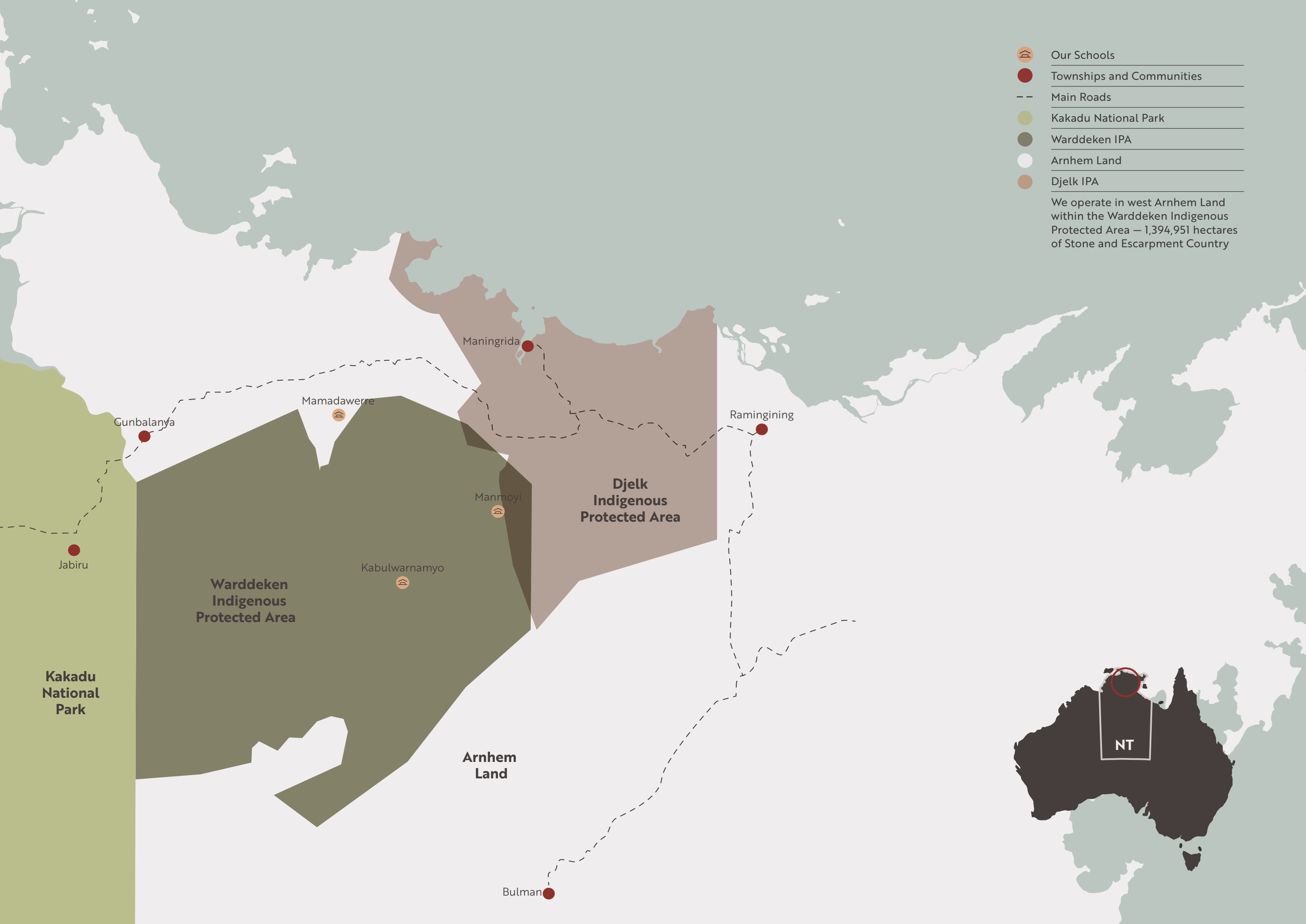
Guiding Principles

- 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.

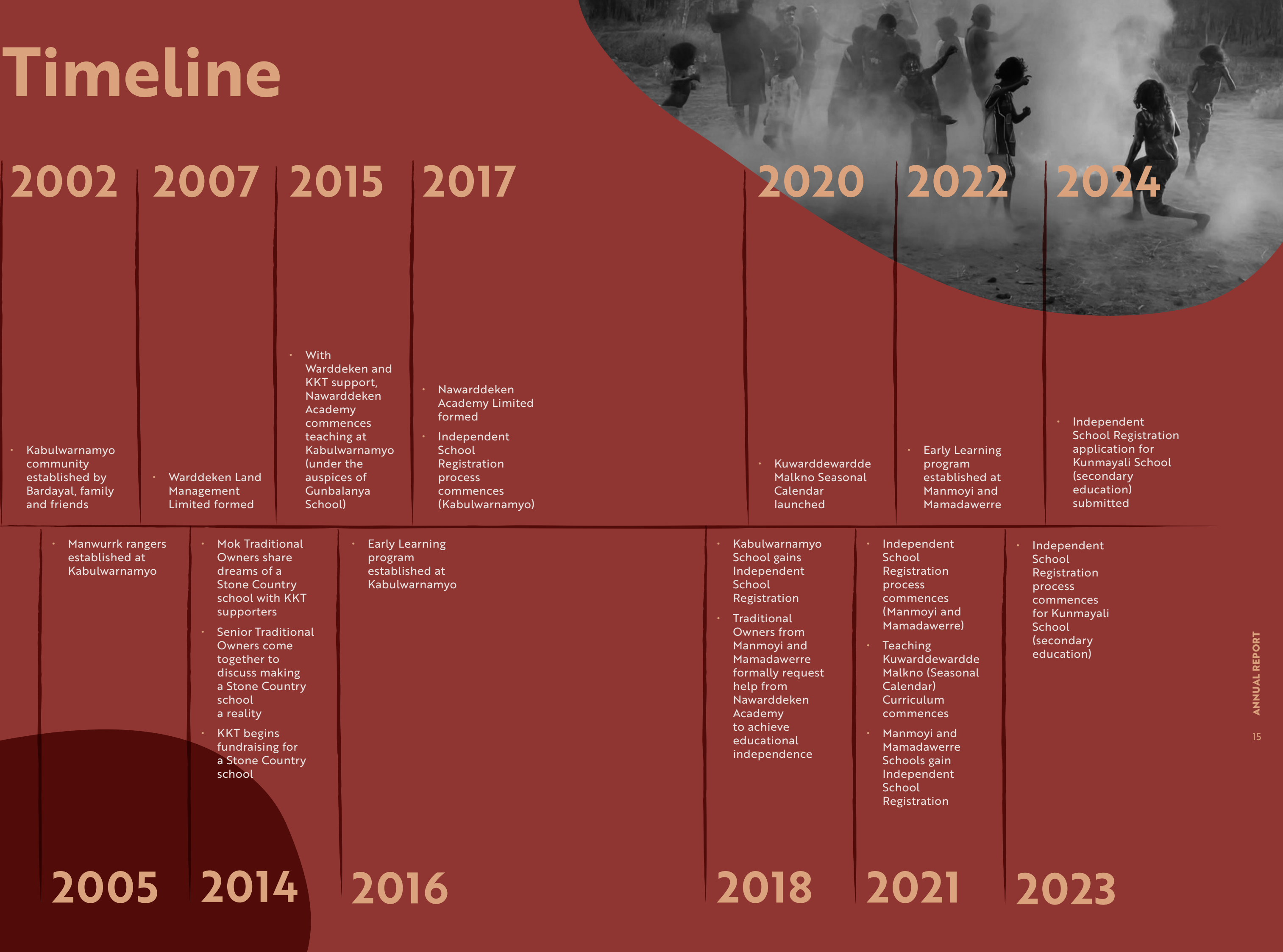


-  Our Schools
-  Townships and Communities
-  Main Roads
-  Kakadu National Park
-  Warddeken IPA
-  Arnhem Land
-  Djelk IPA

We operate in west Arnhem Land within the Warddeken Indigenous Protected Area – 1,394,951 hectares of Stone and Escarpment Country



Timeline



Board of Directors



CONRAD MARALNGURRA
CHAIR

Conrad Maralngurra is a senior Traditional Owner of the Ngalngbali clan estate and resides in 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.



MICHELLE BANGARR
DEPUTY CHAIR

Michelle is connected to the Warddeken IPA through her father's Marrirn custodial estate and her mother's Bordoh Country. With a lifelong passion for education, Michelle has worked as an educator for over two decades across many critical roles, including as coordinator of the Families as First Teachers program in Gunbalanya, and currently as a senior educator with Nawarddeken Academy. Also passionate about creating futures on Country for young people, Michelle brings a wealth of experience in Bininj and Balanda education to our board.



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 Limited, 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 the next generation of leaders.



NEIL LEEK

Neil has spent the past 35 years in Business Management at 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 Northern Territory and Western Australia, Block Grant Authority NT Board, and Treasurer and board member of Baptist Care NT Limited 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 Njanjma 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 Limited and sitting on the company's board since 2007. He is also a current Director of Adjumarllarl Aboriginal Corporation and Njanjma Aboriginal Corporation.



MARGIE MORONEY

Margie has been on the board of the Nawarddeken Academy since it commenced in 2015 (initially as a steering committee). She and her family were the first donors to the school, and remain long-term supporters of the Nawarddeken Academy. Margie has also been on the board of the Karrkad Kanjdi Trust since 2015, which provides ongoing funding and other support to Nawarddeken Academy and other projects in west and central Arnhem Land. With a background of over 30 years in finance and agribusiness, Margie is also a member of the NAL Audit and Finance Committee.



LORINA MARALNGURRA

Lorina grew up in Mamadawerre and is a Traditional Owner of the Ngalngbarli clan estate, which is in the northern ward of the Warddeken IPA. Lorina completed her secondary education in Gunbalanya and was part of the 2016 graduating class. Since then, she has worked as a ranger with Warddeken and plays a critical role in linking ranger work with the school, working closely with Board members and teachers to create a safe and strong place for students to learn and grow. She regularly takes students out on weekly bush trips, where she passes on cultural knowledge and important ranger skills. Lorina’s dream is to see kids go to school every day out on Country and to grow up strong so they can have a better future.



MILLY NABORLHBORLH

Milly is a Bordoh Traditional Owner of Manmoyi and has been working with Nawarddeken Manmoyi since it opened in 2021. She loves working with wurdurd, supporting them with their learning in English and teaching them cultural knowledge out on Country. Milly started working as a Warddeken ranger at 17 years of age and continues to engage in rock art and biodiversity conservation projects. Milly also loves fishing and camping with family and friends.



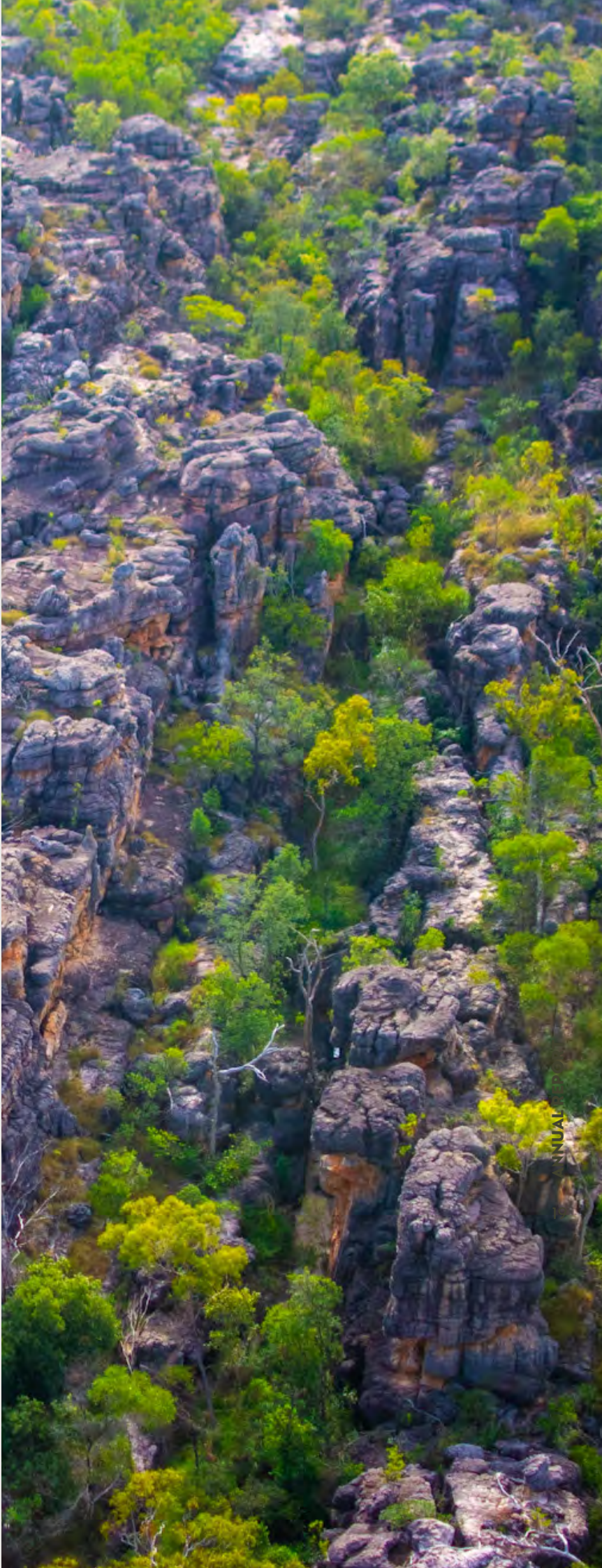
TAHNEE NABULWAD

Tahnee is a Traditional Owner of Kurruwil in the north of the Warddeken IPA. She is a Djungkay for the Mok Clan Estate, and the granddaughter of Mary Kolkiwarra Nadjamerrek. Tahnee started working as a Daluk Ranger in 2016 and has a passion for education. She continually shares her strong working knowledge of land management and conservation practices with Nawarddeken students both in the classroom and out on Country and is an integral part of the School Council in Kabulwarnamyo.



TERRAH GUYMALA

Terrah is a Bordoh clan member and Traditional Owner of the Ngorlkwarre estate within the Warddeken IPA. Terrah has worked with Warddeken since 2007, and is a senior ranger at the Manmoyi ranger base. He is deeply passionate about building Warddeken and Nawarddeken into strong companies that can assist Bininj to continue living and learning on their homelands. Terrah has been a director of Warddeken since its inception, and is also a director of Arnhem Land Fire Abatement (NT) and Indigenous Carbon Industry Network. Terrah is also a professional musician, with an impressive career performing solo and with the rock band Nabarlek.



Chairperson's Report



I am a proud father of three wurdurd. I have passed on to them membership to the Ngalngbali clan, and custodianship of our Country Kudjekbinj. Ten years ago, when my daughter Lorina decided she wanted to complete her education, we were forced to make the decision to let her move away from our home at Mamadawerre to the larger community of Gunbalanya – there was no way for her to finish secondary school out bush. Like any parents, my wife Rosemary and I worried about her all the time when she was away.

My youngest child Tyson is a teenager now; almost the same age Lorina was when she had to move away for her final years of high school. But now I'm feeling excited because after lots of thinking, planning and hard work, Nawarddeken Academy has submitted an application to open a secondary school in the IPA. Our three schools now have early learning and primary school education, and our communities knew that the next step needed to be secondary education. Lots of our students are now moving up into their senior years of school, and we know that the best place for them to continue learning is with us, their families, on Country. We are hopeful that the

Kunmayali Secondary School is approved for 2025, which means Rosemary and I can keep living and working at Mamadawerre, while Tyson finishes his education here with us.

Alongside the successes of the year came a lot of sadness. Sometimes it feels like too much sadness. Our communities suffered the loss of numerous loved ones and leaders and we were all deeply impacted by grief, including our wurdurd. I want to thank the staff and teachers at Nawarddeken Academy for listening and responding to the needs of our communities, and making sure students were supported and able to continue learning throughout this challenging time.

I would also like to thank my fellow directors for another year working together to make our schools stronger, and for their ongoing commitment to growing and strengthening our company.

Conrad Maralngurra
Conrad Maralngurra



Mitchell from Kabutwarnanyi assists in documenting birl during a rock art survey on a bush trip.

Chief Executive Officer's Report



As I reflect on 2024, I am filled with deep appreciation for the strength and resilience of our communities, our wurdurd, and our staff. This year marked some truly historic moments for Nawarddeken Academy and for the broader story of Bininj-led education in west Arnhem Land.

One of our most significant achievements was the submission of our application to register the Nawarddeken Academy Kunmayali School as an Independent Secondary School. This application marks the culmination of years of community vision to enable wurdurd to graduate on Country, and months of behind-the-scenes work and curriculum development. We now await the decision from the NT Department of Education with hope and confidence, buoyed by the 25 letters of support we received from community members, Traditional Owners, partners and friends of the Academy.

In June, we celebrated our first ever Bininj Teacher Graduation on Country at Manmoyi. This was a powerful and

emotional day, full of kunborrk, speeches, and buffalo cooked in a ground oven. We shared the pride of our Bininj staff donning graduation gowns and receiving certificates, and we congratulate a generation of educators shaping the future of learning on the Kuwarddewardde.

We were thrilled to receive national recognition this year, being winners of the ACEL Excellence in Leadership Award, and celebrating individual staff in receiving the national Schools Plus Teaching Fellowship and NEiTA's Remote Teacher of the Year. These honours recognise the incredible commitment of our staff, both Bininj and Balanda, and the powerful partnerships that drive our work.

Our Early Learning Programs have continued to flourish. We saw the opening of a new early learning space in Mamadawerre, as well as a new adventure playground in Manmoyi. Our youngest learners continue to thrive under the incredible leadership of our early learning team, through strong routines coupled with high-quality Abecedarian teaching and learning strategies.



On Country learning remains at the heart of our approach. This year's rock art camp, a Culture Day at Kalardadj, and regular bush trips brought students, families, and Elders together. Whether it was creating animation using iPad applications, building fishing lures in Tinker CAD, or co-designing allied health programs with CDU, our curriculum and programs continue to evolve in exciting, culturally grounded ways.

This year saw the completion of major infrastructure projects across all three sites. New Early Learning and Secondary classrooms were opened, undercover outdoor learning spaces were built in all three communities, and two teacher balabbala dwellings were finalised. These upgrades are already having a significant impact, providing safe, engaging spaces for learning, play, and community gatherings, further strengthening our capacity to deliver high-quality education in the most remote parts of our country.

As always, we faced challenges—logistical, seasonal, and personal. But through it all, attendance remained strong, especially at

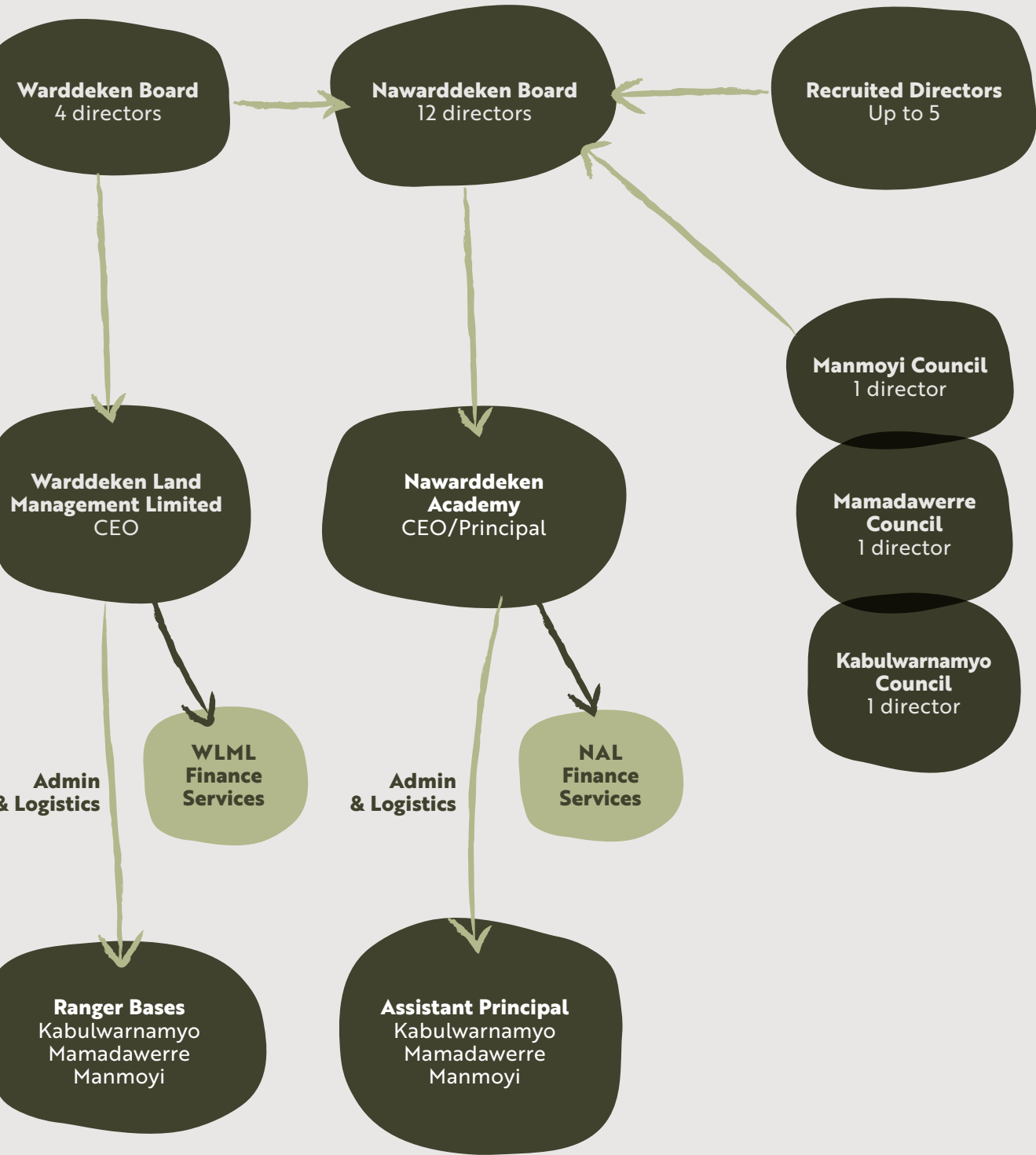
Mamadawerre and Manmoyi, and Bininj employment held steady, with nearly seven full-time equivalent positions across our schools in peak terms.

We farewelled much-loved staff this year and look forward to welcoming new faces in 2025. We also continued to invest in the next generation of Bininj educators and leaders through consistent training, mentorship, and leadership opportunities, from bush classrooms to board meetings.

To our board, partners, staff, and communities: thank you. Nawarddeken Academy continues to be a place where Country, culture, language, and identity are at the centre of learning. Together, we walk strong on this path.

Olga Scholes

Governance



THE NEW NAL GOVERNANCE MODEL WAS
ENDORSED BY THE BOARD AND ADOPTED
INTO THE CONSTITUTION IN JULY 2022.

Nawarddeken Academy Limited

Nawarddeken Academy Limited (NAL) was registered as a public company limited by guarantee in August 2017 and registered with the Australian Charities and Not-for-profits Commission (ACNC) in November 2017. In 2022, the Nawarddeken Academy 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 2024, the board met three times. Term four of 2021 was the first full school term operating three registered independent schools under the Nawarddeken Academy.



Committees

Nawarddeken Academy ensures there is Bininj representation on all NAL committees, as well as on the Board of Directors. Strong Bininj representation ensures the voices of parents, Elders and the local community continue to direct the Academy's operations and strategic direction.

School Councils

Following the registration of two new schools and the implementation of updates to our constitution and governance structure, the Advisory Council to Nawarddeken Academy (ACNA) was dissolved to allow for the establishment of three respective school councils (Kabulwarnamyo, Manmoyi and Mamadawerre). This structure allows each school community to have a voice locally and to the Nawarddeken Board.

School councils meet regularly to:

- Discuss the curriculum
- Discuss events and operational matters
- Identify opportunities for culturally appropriate training
- Provide non-binding advice to the board
- Elect one director per school community to the board.

Audit and Finance Committee

Following the registration of Kabulwarnamyo School, the board endorsed the creation of the Audit and Finance Committee (AFC) including directors and non voting staff. In 2024, the committee met twice and continued to provide financial oversight and advice to the board and staff in the following areas:

- Monitor cash flow
- Review budgets for 2024
- Review and update finance policies
- Ensure all financial reporting and statutory requirements are met.

Our People

Our team of highly experienced remote teaching staff includes:

- Five full-time primary and middle school teachers
- Two full-time secondary teachers
- Nine part-time Bininj teachers
- Assistant Principal
- Principal and CEO
- Two specialist teachers

Nawarddeken Academy's inclusive, kin-centric employment model values family-based learning experiences, encourages families to actively engage in children's educational journeys, and ensures that the classroom remains a welcoming and supportive space for all our students.

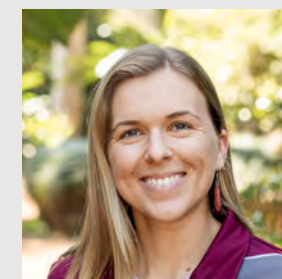
In 2024, 148 Bininj with kinship connections to our students worked as educators or support staff. Our part-time

and casual Bininj teachers play a vital role in delivering education, translating curriculum content and concepts into Bininj Kunwok, the first language of the majority of our students.

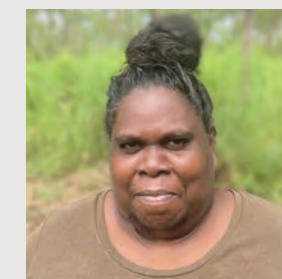
We value our continued collaboration with community Elders, cultural leaders, and rangers, who enthusiastically engage in planning and delivering bicultural teaching programs.



Academy Staff



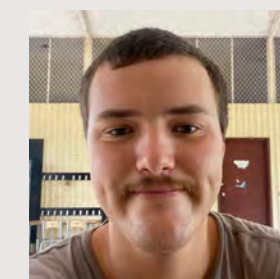
ADELAIDE FORD
Lead Literacy Teacher



ADA NABULWAD
Bininj Teacher (part-time)



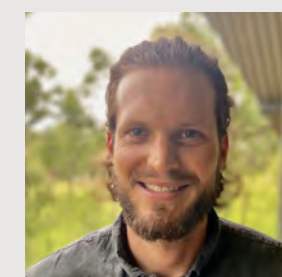
ALEXIA GUMURDUL
Bininj Teacher (part-time)



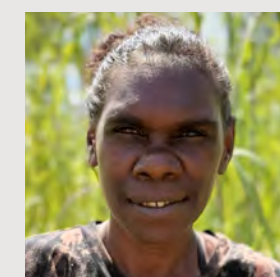
ALISTER FULLER
Maintenance Officer



APRIL STONEHOUSE
Manmoyi Classroom Teacher



CODY THOMAS
Mamadawerre Classroom Teacher



GLEND A GURRUWIWI
Bininj Teacher (part-time)



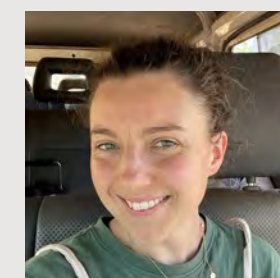
JODIE BANGARR
Bininj Teacher (part-time)



JODI VALLAK
Teaching Assistant Principal



KAREN KEHOE
Business Manager



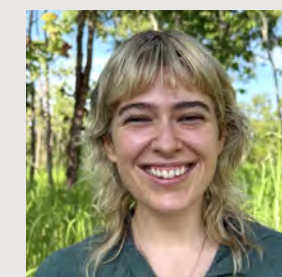
LIZZIE MORONEY
Manmoyi Classroom Teacher



LOREDANA DUCCO
Manmoyi Secondary Teacher



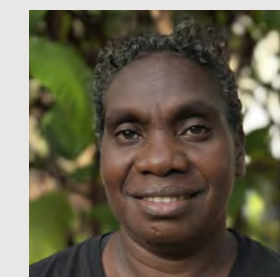
LORNA NABULWAD
Bininj Teacher (part-time)



LYNLEY EXTON
Mamadawerre Secondary Teacher



MELANIE COLE
Learning Support Coordinator



MICHELLE BANGARR
Bininj Teacher (part-time)

Academy Staff



MARLENE CAMERON
Bininj Teacher
(part-time)



MILLY NABORLHBORLH
Bininj Teacher
(part-time)



MOLLIE TEALE
Mamadawerre
Classroom Teacher



OLGA SCHOLES
Principal and CEO



ROSE JOHNSON
Manmoyi
Classroom Teacher



ROSS GUYMALA
Bininj Teacher
(part-time)



SARAH SAMMUT
Manmoyi
Secondary Teacher



**SKYLAR WARREN-
BLAKE**
Early Learning
Program Coordinator



**TERRI ANDERSON-
MULLETT**
Finance Officer



TRACEY PAGE
Administration
Officer

Governance Facilitators



**KATHRYN
JACOBSEN**



**DEAN
YIBARBUK**

Cultural Professors



**KAMARRANG
NAWURRBARN**



**CHRISTOPHER
NGABOY**



**JANICE
NALORLMAN**



**MARGARET
NABULWAD**



**MARY
KOLKIWARRA
NADJAMERREK**



**DEBORAH
NABARLAMBARL**



**LEANNE
GUYMALA**



**DON
NAMUNDJA**



**ELIZABETH
BANGARR**

Community and family
educators and support
staff (casual)

Christine Alangale, Damazine Alangale, Paul Alangale, Priscilla Badari, Sylvia Badari, Marshall Bangarr, Vietta Bangarr, Sara Cooper Billess, Jamie Billis, Sarah Brennan Guymala, Judith Burrenjuck, Annie Cameron, Joylene Cameron, Alicia Davis, Jonathon Djogiba, Dorita Djorlom, Gillian Galaminda-Watson, Zecchaeus Garlngarr, Carmen Garnarradj, Joshua Garnarradj, Micah Garnarradj, Tyrone Garnarradj, Vernon Garnarradj, Theophilus Gulamuwu, Anthony Gumurdul, Bridgette Gumurdul, Margaret Gumurdul, Sheniah Gumurdul, Sylvaris Gumurdul, Glenda Gurruwiwi, Adeline Guymala, Ashalina Guymala, Asheena Guymala, Derek Guymala, Jeraiah Guymala, Leanne Nabarlambarl Guymala, Leron Guymala, Lester Guymala, Stuart Guymala, Zario Guymala, Shemaiah Guymala/ Wurrldj, Ezariah Kelly, Jalisa Koimala, Carmila Lindjewanga Namundja, Karl Makin, Kurt

Manakgu, Tim Manakgu, Canon Manyita, Andrew Maralngurra, Arthur Maralngurra, Darius Maralngurra, Gabriella Maralngurra, Nick Maralngurra, Terry Maralngurra, Ezra Marrray, Arijay Nabarlambarl, Deborah Nabarlambarl, Recain Nabarlambarl, Joson Naborlhborlh, Lewis Naborlhborlh, Morrison Naborlhborlh, Sophie Naborlhborlh, Wynita Naborlhborlh, Tinnesha Nabolwad Narrorrnga, Chantel Nabolwad, Gerred Nabolwad, Jason Nabolwad, Lorna Nabolwad, Margaret Nabolwad, Rosemary Nabolwad, Suzannah Nabolwad, Drusilla Nadjamerrek, Enosh Nadjamerrek, Estella Nadjamerrek, Faith Nadjamerrek, Jenny Nadjamerrek, Lois Nadjamerrek, Mary Kolkiwarra Nadjamerrek, Naomi Nadjamerrek, Ray Nadjamerrek, Rhonda Molly Nadjamerrek, Josephine Nadjorngorle, Selina Nadjowh, Clifton Gulbirrbirr Nagurrurrba, Kayla Nagurrurrba,

Alfred Nalorlman, Diane Nalorlman, Janice Nalorlman, Jezariah Nabegeyo Nalorlman, Obi Nalorlman, Zara Anne Nalorlman, Alexandria Namarnyilk, Justina Namarnyilk, Leanne Namarnyilk, Lorraine Namarnyilk, Serina Namarnyilk, Shaun Namarnyilk, Terracia Namarnyilk, Wendy Namarnyilk, Zachariah Namarnyilk, Beatrice Nayilibidj Namundja, Charlton Namundja, Christella Namundja, Don Namundja, Garry Namundja, Dominic Narorrnga, Jodie Narorrnga, Manoah Nawilil, Eliza Nawirridj, Staceyanne Nawirridj, Bradley Nayilibidj, Enoch Nayilibidj, Gwen Nayilibidj, Jaclyn Nayilibidj, Jessica Nayilibidj, Wetala Nayilibidj, Herman Nayilibidj, Maxine Nganjmirra, Edward Phillips, Berribob Watson, Seraphina Watson, Shaun Watson, Rodriguez Wilson, Monica Wilton, Andy Wood, Besilina Wood, Cammie Wood, Jayden Stevie Wurrkgidj, Kersey Yaraga, Dean Yibarbuk, Natasha Namarnyilk Yibarbuk, Gina Yulidjirri

Languages of the Kuwarddewardde



The Bininj Kunwok language group is a mutually intelligible group of six languages spoken in west Arnhem Land. There are approximately 2000 Bininj Kunwok speakers, with the majority speaking Kunwinjku.

Kundedjnjenghmi is the original language of the Kuwarddewardde and is still spoken by older adults at Kabulwarnamyo and Manmoyi. Unfortunately, fluency among younger Nawarddeken has declined rapidly, and Nawarddeken Academy is playing a key role in the maintenance of this endangered language.

In Mamadawerre, Kunwinjku is the predominant language due to its proximity to the lowlands and the larger township of Gunbalanya.

Additionally, some students have linguistic ties to other Bininj Kunwok languages, including Kuninjku, Rembarrnga and Maung.

Elders and cultural leaders within our communities have expressed their deep concern over the diminishing use of Bininj Kunwok amongst younger generations.

Nawarddeken Academy plays a vital role in local language preservation through the delivery of the bicultural Kuwarddewardde Malkno Curriculum. We are supported in linguistic work and resource development by the Bininj Kunwok Regional Language and Culture Centre.

BALABBALA Type of dwelling; Safari tent	KARLDURRK Kookaburra	MALKNO Seasons
BALANDA Non-First Nations; European	KUKKU Water; Freshwater place	MANME Food
BARRK Black wallaroo	KUNJ Kangaroo (generic)	MANRAKEL Food and/or medicine plants
BININJ First Nations person; Male	KUNMAYALI Knowledge	MANWURRK Bushfire; controlled burning
BOBO Goodbye	KUNRED Home; Community	NAMARNKOL Barramundi
BUKKAN Learn	KUNDAYARR Pandanus (generic)	MAYH Native animals
DALUK Female	KUNWARDDEBIM Rock Art	MAYHMAYH Native birds
DJENJ Fish (generic)	KUNBORRK Dance	MANKUNG Sugarbag; Native honey
KARRIBOLBME Teach	KUNWOK Language	NAWARDDEKEN People of the Stone Country
KAMAK Good	KUWARDDEWARDDE Stone Country of west Arnhem Land	WURDURD Children
KAMAK ROWK Quality	LARRK Nothing	YOWAYH Yes; Agree
	MAH Okay	



Parents & Community



School Assemblies

Assemblies were held regularly across all Nawarddeken Academy schools, providing a platform to share news and celebrate student achievements with parents and the wider community. Students collaborated with educators to plan and present at assemblies, sharing insights into their work. This experience has helped them build confidence in public speaking and develop a strong sense of pride in their accomplishments. Assemblies

also served as an opportunity for students and community members to come together and perform kunborrk—ceremonial songs and dances. These performances encouraged students to practice, with many yawurrinj (boys and young men) making significant progress in their cultural singing and dancing skills throughout the year. In addition to assemblies, schools hosted community events, including discos and movie nights, further strengthening connections between students, families, and the broader community.

Social Media

Nawarddeken Academy maintains an active presence on Facebook and Instagram, posting regular updates to keep followers informed about activities across our three schools. Our audience includes Bininj families from our school communities and beyond, as well as supporters from across the country. Our social media platforms receive strong engagement, particularly from Bininj community members, and



have steadily grown into a vital communication tool for sharing the remarkable work happening across our schools and the Warddeken IPA.

Bush Walk

An annual community highlight is the week-long Stone Country bushwalk, where students, rangers and community members traverse customary trade routes known as bininj manbolh. Stone Country bushwalks have a long history in the Kuwarddewardde, with a walk held nearly every year

since 2006. Originally a Warddeken initiative, in recent years these major cultural events have been jointly facilitated by Warddeken and Nawarddeken Academy. This year, 70 walkers journeyed from Kurruwil to Makkalarl.

Storey Players

Our ongoing partnership with Storey Players continued, with communities creating short cultural films related to the Kuwarddewardde Malkno Curriculum.

At Mamadawerre, senior students wrote a film called Nganabbarru, and then filmed it with the local community. In Manmoyi the junior primary cohort worked with family and community to record the film Modjarrkki dja Berredberred, and a special behind-the-scenes Making of Modjarrkki dja Berredberred. Additionally, Storey Players produced a short photographic and audio record of the Stone Country bushwalk.



Yawurrinj (young boys) kick up dust during kunborrk.



Learning Yarns

Educators at Nawarddeken Academy schools continued to facilitate regular informal Learning Yarns, sitting down with parents and families - often by a fire with a cup of tea - to have open conversations about individual student learning journeys. Learning Yarns strengthen the connection between community and Nawarddeken Academy, and ensure our staff and

community of parents and caregivers are able to continue working together to offer wurdurd the best possible support.

Bim Camp

In late July, Nawarddeken and the Warddeken rock art team worked collaboratively to bring together 75 people from across the IPA to camp at Kudjekbinj in the Ngalngbali clan estate. Students and

families visited two significant rock art sites, Djadngalwang and Naworo, to listen to Traditional Owners and Elders share stories about the paintings at these sites, and their spiritual meanings. The community also engaged in cultural activities including spear making, target practise and campfire kunborrk (song and dance) over the four days.



NAWARDEKEN ACADEMY

Warddeken and Nawarddeken Academy students, staff and families at Naworo bim site during bim camp.

ANNUAL REPORT

Kabulwarnamyo School

- 2002** Kabulwarnamyo community established
- 2005** Warddeken ranger base established
- 2015** Kabulwarnamyo school opened
- 2018** School Registered



"I'M REALLY SUPPORTING MY DAD'S VISION ALL THE TIME; I'M CARRYING IT WITH ME. THIS IS THE IMPORTANT THING FOR US — TO TEACH OUR KIDS NOT ONLY IN OUR BININJ CULTURE BUT ALSO IN BALANDA EDUCATION. BOTH. WE LIKE TO SEE THAT, SO OUR KIDS CAN MOVE FORWARD BOTH WAYS."

LOIS NADJAMERREK
SENIOR TRADITIONAL OWNER



Kabulwarnamyo student Delsanto assists in bim surveys near Kurrukkurduk waterfall.

Mamadawerre School

- 1971** Mamadawerre community established
- 2018** Warddeken ranger base established
- 2021** School Registered



"IT'S A GREAT THING IN OUR LIFE NOW ALL BININJ KIDS HAVE FULL-TIME EDUCATION IN OUR OUTSTATIONS. THERE ARE NO DISTRACTIONS, NO VIOLENCE AND ALL THE PROBLEMS CAN BE SOLVED HERE."

CONRAD MARALNGURRA
NAL CHAIRMAN, WLML SENIOR
RANGER AND DIRECTOR



Senior student Maureen helps Vinniesha learn to use a drone controller in Mamadawerre.

Manmoyi School

- 1978** Manmoyi community established
- 2012** Warddeken ranger base established
- 2021** School Registered



"THE OLD PEOPLE ARE HERE NOW WATCHING US AND ARE VERY PROUD THAT WE ARE HERE TODAY LEARNING ABOUT COUNTRY."

ROSS GUYMALA
BININJ TEACHER AND
SENIOR TRADITIONAL OWNER



Tyler on an ecology bush trip helping to survey the plants and vegetation around a motion sensor camera trap. Image credit: Kane Chenoweth.

Kuwarddewardde Malkno Curriculum

"THE CALENDAR IS ABOUT TWO-WAY LEARNING BECAUSE WE NEED OUR KIDS TO WALK IN TWO WORLDS."

TERRAH GUYMALA
WARDDEKEN CULTURAL PROJECTS
MANAGER AND DIRECTOR



Initiated by Elders and community members across the Warddeken IPA, the Kuwarddewardde Malkno (Stone Country Seasonal Calendar) was developed to address the decline of cultural knowledge among younger generations. While seasonal calendars exist for neighbouring regions, there was no comprehensive framework specific to the Stone Country, where ecosystems, natural resources, and languages differ significantly from lowland areas.

Built on Bininj seasonal knowledge, the Kuwarddewardde Malkno serves as the foundation of both the curriculum and the learning framework at Nawarddeken Academy. The school year is structured around six Bininj seasons, with a three-year cycle of 18 unique conceptual units, each focused on Bininj Lore and knowledge. Developed in collaboration with Elders, rangers, and community leaders, this pioneering curriculum provides a structured approach to cultural education while aligning with broader academic goals.

Each year, the Kuwarddewardde Malkno Curriculum delivers six integrated thematic units, directly linked to the Arnhem Land Plateau seasons. These units explore key seasonal indicators, customary stories, songs, skills, Sacred Sites, and cultural knowledge relevant to each season. Learning is explicitly aligned with the Australian Curriculum Key Learning Areas and Northern Territory Indigenous Language and Culture frameworks.

To enhance bicultural education, we continue expanding our database of mixed-media cultural resources, ensuring staff have the tools to deliver high-quality, engaging lessons. Additionally, a custom Digital Technologies scope and sequence has been developed, leveraging digital tools to support student storytelling and cultural knowledge-sharing.





When developing the original Kuwarddewardde Malkno seasonal calendar, Elders and cultural advisors requested that additional sub-calendars were created to more adequately represent the breadth of knowledge regarding seasonality. These three calendars bring additional depth to the Kuwarddewardde Malkno Curriculum.

1. Manme, Manbu Kurorrewaken dja Kukkuwaken: Yams & Water Foods

This calendar displays both the above ground flowers and leaves by which yams can be identified, as well as the yams themselves. This provides the information necessary so students can learn what to look for when harvesting yams.

2. Manme Manbu Manbarnem Beh: Fruits & Above Ground Foods

This calendar includes the wide variety of fruits available in the stone country, as well as the most significant bush food and medicine plants.

3. Mayh Karringun: Food Animals

This calendar provides information about the availability and behaviour of the many animal species that are hunted across the Kuwarddewardde.

2024 was our third full year of delivering the Kuwarddewardde Malkno Curriculum, which represents completion of the first full three-year cycle of learning. This model of learning continues to engage students in dynamic, culturally rich learning experience that integrate ancient wisdom with modern technology.



Ross teaches Manmoyi student Tyler how to make fire using traditional methods.

KUWARDDEWARDDE
MALKNO CURRICULUM
CONCEPTUAL UNITS 2024

1. Kudjewk:
Mid wet season
We are Freshwater People
Term 1 (weeks 1–8)



2. Bangkerreng:
Late wet season
Harvesting Manme (food)
Term 1 (weeks 9–10)



3. Yekke:
Dry season
Wind & Fire Energy
Term 2



4. Wurrkeng:
Mid dry season
Kunj (kangaroos & wallabies)
Term 3 (weeks 1–5)

6. Kunumeleng:
Early wet season
Mayhmayh (birds) & Mankung (bush honey)
Term 4



5. Kurrung: *The hot season or 'buildup'*
Wurdurd (children)
Past & Present
Term 3 (weeks 6–10)

Literacy and Numeracy Curriculum



The quality teaching we deliver at Nawarddeken Academy requires that our classrooms are safe, predictable, and culturally responsive to the linguistic and cultural backgrounds of our students.

We recognise that we need to support a team of teachers who understand both the content of the Australian Curriculum, as well as the key knowledge, skills and understandings that students must master at each stage of learning. Effective educators draw on evidence-based instructional strategies, and understand these will have the greatest impact on student wellbeing, engagement, progress, and achievement.

In 2024, Nawarddeken Academy published a Curriculum Implementation Guide with the goal of building and supporting a team of effective teachers across our school sites. The guide provides teachers with an overview of the expectations for teaching and learning of English and Mathematics at the Academy.

To enable clear guidance and reflection, it also provides links to checklists, school documents and other resources that teachers will use to implement the required classroom practices and strategies each day. Underpinning the Implementation Guide is the need for a low variation approach, and quality research base to teaching and learning across all year levels.

Literacy and Numeracy Curriculum



English

In 2024, teachers at all schools continued to implement the Read Write Inc. (RWI) program. RWI is a systematic and consistent approach to teach synthetic phonics, the most effective method of teaching students to read and write.

In daily RWI lessons students learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Form their letters accurately

Adelaide Ford, Lead Literacy teacher at the Academy, has also been developing literacy units linked to our Kuwarddewardde Malkno Curriculum. These units explicitly teach students vocabulary, background knowledge and

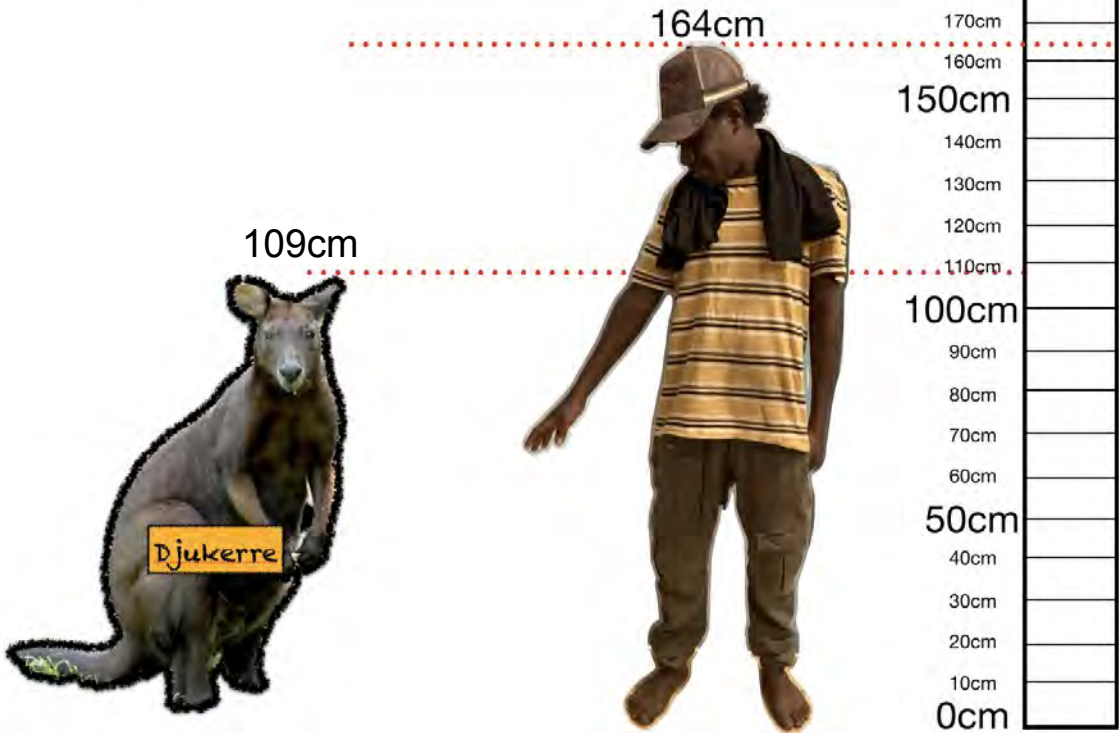
reading comprehension through linking the Kuwarddewardde Malkno Curriculum with a high-quality piece of children’s literature. This work is followed up with explicit writing lessons from ‘The Syntax Project’, which are linked to students’ Individual Learning Plan goals.

A favourite of 2024 was the Yekke Kuwarddewardde Malkno Curriculum unit on wind and fire energy, and the effect that they both have on the environment. This literacy unit was linked to the book ‘Cyclone’ by Jackie French, which is a story of Darwin’s indomitable spirit and the powerful force of Cyclone Tracey. Students learnt Tier 2 vocabulary from the text, engaged in class discussions and learnt more broadly about natural disasters, other major cyclones across Australia and how they affected the environment around them.

Mathematics

In Maths this year, staff received in-house professional development on implementing Daily Reviews and explicit maths lessons from Ochre Education. Teachers continue to use their students Schedule for Early Number Assessment

Measure yourself against a Macropod.



(SENA) data, assessed twice yearly, to create a number automaticity goal and an operations goal for each students’ Individual Learning Plan. Ochre Education provides high quality, evidence-based, flexible and free content for teachers around Australia. The professional development also gave schools printable maths games for Bininj staff to deliver parts of the daily maths lesson in small groups. Bininj staff received training on running these games at each school site by teachers.

As part of our ongoing professional development, teachers learnt how to implement Daily Reviews. This is also known as interleaved practice, and has been shown in research to improve students recall and automaticity skills. This is a quick 10-15 minute activity that happens at the beginning of every maths lesson.

We teach new mathematics concepts using explicit instruction, which breaks down skills into small, manageable steps taught in a logical sequence. It teaches students the skill they need to learn and how to do it, rather than leaving students to discover on their own. Students get lots of opportunities to confidently practice

their skills independently and with timely and accurate feedback from their teachers. The research also shows that students make greater gains in mathematics when taught explicitly.

In an exciting development, the Australian Curriculum strands of Measurement & Geometry and Statistics & Probability were woven into the Kuwarddewardde Malkno Curriculum throughout 2024, with activities planned for weekly bush trips for students to learn these maths skills in a relevant and culturally engaging manner. These will be implemented during bush trips in 2025. Examples include:

- measuring manbedje (spear grass) during Kudjewk.
- creating, designing and measuring shelters and dwellings during the Bangkerreng unit on kodbarre & shelters.
- measuring speed and distance of fire using formal and informal units in the Yekke unit on ‘Relationship between fire, plants and animals’.
- mapping on Country bush walks, tracking emu populations using Warddeken ranger data and representing this data in tallies and graphs.

1. Kudjewk Mid Wet Season

CONCEPTUAL UNIT:
WE ARE FRESHWATER PEOPLE
TERM 1 (WEEKS 1–8)



Kudjewk is a season of monsoonal rains and storms, when rivers and waterways across the Kuwarddewardde flow in torrents, closing all access roads to the Warddeken IPA.

Kudjewk is closely associated with the creation spirit Namarrkon (Lightning Man), who is responsible for the lightning, thunder and rain-bringing storms that replenish Country.





This Kudjewk, students across the Academy schools learnt about the many ways Biniŋ Nawarddeken identify as Freshwater People, with a particular focus on learning about each individual student’s family relationships, skin name connections, clan groups, Country, and Djang (Dreaming). Kudjewk offered many opportunities for students to get out and visit freshwater places on Country, learning about local water sources and freshwater sites including springs, creeks, waterfalls and rock holes. Of course, there was also plenty of wet season swimming to be enjoyed – always a favourite activity at this time of year.

Wurdurd across the three schools engaged in learning activities about seasonal indicators of Kudjewk—changes in the natural environment representing the start of a new season. For Kudjewk, seasonal indicators include kabo (green ants) proliferating and manboyberre (white apple) ripening.

Throughout the *We Are Freshwater People* conceptual unit students were supported by adult family members to identify their different connections to Country using both digital and hard copy maps. In the Kuwarddewardde, people have connection to and responsibility for their father’s, mother’s, grandmother’s and great grandmother’s Country. Through delivering lessons such as this via the Kuwarddewardde Malkno Curriculum, Nawarddeken Academy actively support the maintenance of young people’s connection to, and knowledge of, Country.

KUDJEWK TEACHING & LEARNING HIGHLIGHTS



Working with Rangers

Students at Kabulwarnamyo school worked closely with Warddeken rangers on a range of Learning on Country activities including undertaking weed removal and control around the community, installing and monitoring cane toad tadpole traps in the local spring, and recording bim (rock art) at the top of Kurrukurduk waterfall – the first formal documentation of these sites. Bringing this on Country learning back to the classroom, students graphed the number of cane toads and other freshwater invertebrates found in the traps, and were supported to upload photos and data about the rock art sites into the Bidwern bim database.

Literacy

Wurdurd showed determination and focused hard on their reading skills and working independently. Older students have been beginning to learn components of morphology, including suffixes such as -er and -est, and prefixes like un- and dis-, as well as a range of spelling rules that apply with different morphemes.

Mamadawerre Photography Project

During weekly Creative Arts lessons, students at Mamadawerre school took part in a kinship-oriented photography project, learning the theory and practice of different photography techniques and styles. New skills were combined with learnings about kinship, with students visually documenting their family connections within the community, and their connections to Country, using film cameras. The developed photos represent a moving photographic essay about Mamadawerre and its people, and were turned into community family albums, valued keepsakes for the community.

MAMADAWERRE KINSHIP
PHOTOGRAPHY PROJECT

All photos by Mamadawerre students





Digital Badges

Students at Mamadawerre completed training and successfully earned their digital badges in the units ‘Site Survey Using Drones’ and ‘Mapping with TouchGIS’, as components of the Healthy Country AI Program. All students engaged in the CDU Drone STEM program during their time at school, with members of the Mayh Ecology Team leading exciting activities centred on using drone technology for land management. Exposing our students to practical training in skills they will be able to use in future jobs is a priority at

Nawarddeken Academy, particularly when so many students express interest in working as rangers. Reflecting on their journey, the senior students shared, “First, we learned about the parts of the drone. Then we learned the rules. After we had a yarn with the TOs about not flying drones in sacred sites. Finally, we flew the drones!”.

Job Readiness

Nawarddeken Academy secondary students considered the future jobs they are interested in, and brainstormed skills they would like to learn at school to help them

reach these goals. Careers identified by students include becoming an aerial feral animal shooter, a school principal, a teacher, a community leader, and, unsurprisingly, several students want to become rangers! Students asked for additional skills in financial literacy, computers and technology, ranger work experience, leadership skills and cooking, alongside literacy, numeracy and sport. This important feedback provided a basis upon which to structure training and support for the remainder of the year.

Secondary students learnt how to fill in the different forms they will encounter as they move into employment, including tax file number applications, bank accounts and identification documents. Students also began preparing for work experience opportunities to support their career aspirations.

Community Housing Stories Video

Manmoyi senior students Tommy and Casey joined classroom teacher Michelle Bangarr to assist in filming community stories about the housing problem at

Manmoyi. The resulting footage was used when Michelle and other NAL staff travelled to Alice Springs to present at the Aboriginal Housing and Homelands Conference. Here, they shared stories from the community, requesting funding for renovations, reliable power and water, and more housing in Manmoyi.

Bininj Teacher Training Camp

Manmoyi school hosted nine Bininj teachers for their third training camp in February. This unit, delivered once again by Robyn Ellis from

Ninti training, was all about digital skills used by educators in the workplace. Our teachers used both iPads and laptops to share their existing IT knowledge, and were supported to learn new skills. Bininj teachers ran mock video calls on Teams, created documents in Word and PowerPoint, and learnt how to send photos and voice memos on Teams. Registered teachers from all schools have been mentoring Bininj teachers to practise these skills, and supporting their use in working with wurdurd, connecting with other staff, and for use in Bininj staff meetings.

MIYENE ROCK ART & OCCUPATION SHELTER



In November 2024, beloved and irreplaceable Professor, leader and teacher Kamarrang Na-Wurrbbarn tragically passed away. It is with permission of his family that we share this story, to honour the instrumental role Kamarrang played at Nawarddeken Academy and Warddeken. A generation of young people will grow up stronger for having had Kamarrang as their teacher, and through them his legacy will live on.

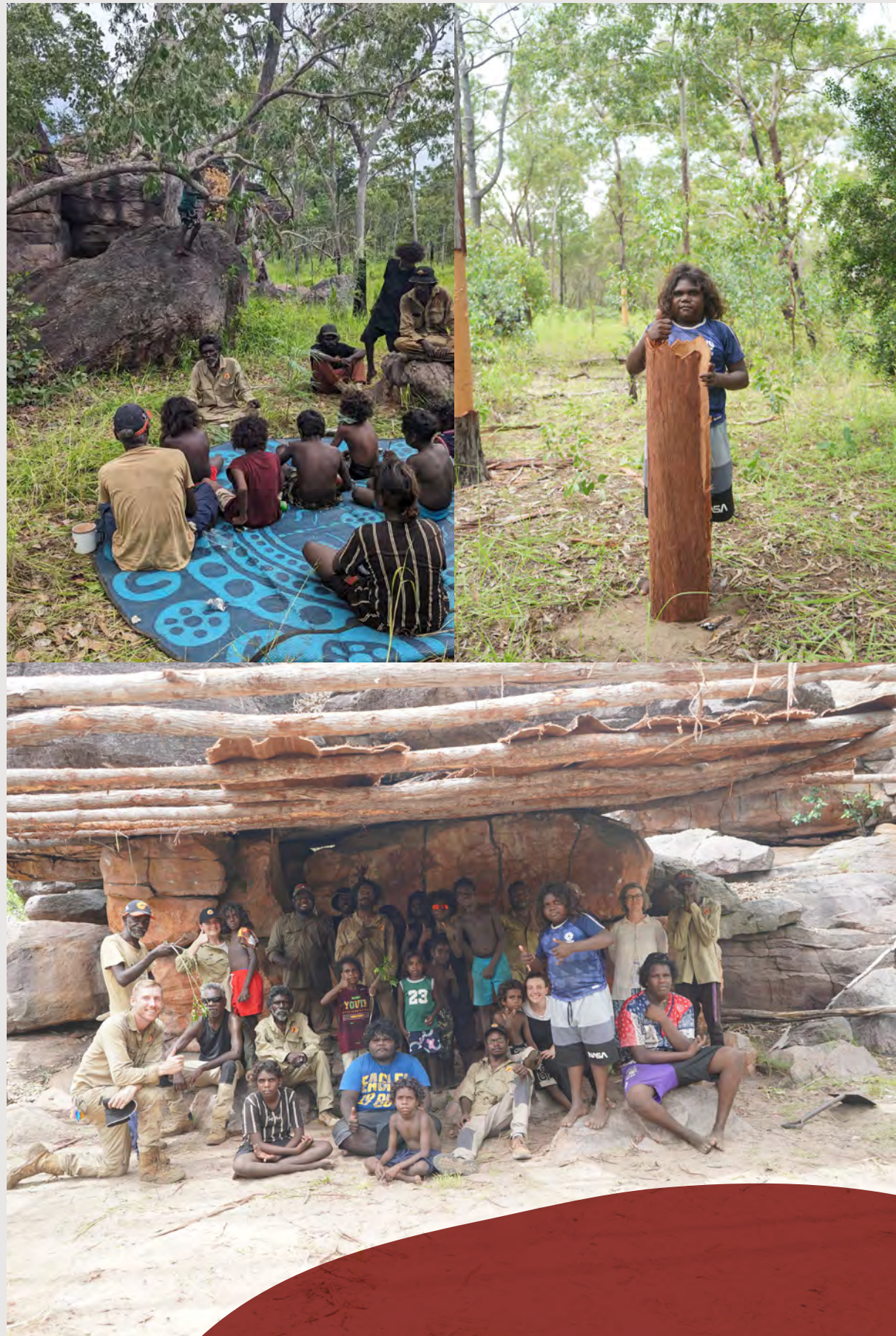
Kamarrang was widely regarded as one of the most skilled bush craftsmen of the Kuwarddewardde, and for over a decade initiated a program dedicated to intergenerational knowledge transmission of material culture production, food harvesting, bush skills and cultural knowledge. This term, supported by the Warddeken's rock art team, Kamarrang oversaw an important project initiated by Bordoh Traditional Owners to protect an at-risk rock art

site at Miyene, through the construction of a balabbala, or traditional shelter, to protect the paintings.

Traditional building techniques were employed to replicate occupation shelters, with the natural protection of the rock expanded through the construction of a roof to protect people from the weather. Kamarrang Na-Wurrbbarn, who grew up camping in such shelters with his family, oversaw and guided the entire project.

Collecting bark is quite a skill!

MIYENE ROCK ART & OCCUPATION SHELTER



Nawarddeken Academy students were thoroughly engaged in the project, learning from Kamarrang Na-Wurrbbarn and rangers the skills of rock shelter protection, and why sites such as Miyene are so important to Bininj. Bark cutting was a meticulous procedure involving 25 rangers, both bininj (male) and daluk (female). Bark was extracted from numerous

paperbark trees - cut from the top of the tree to the bottom - and then stripped down the middle. The strips of bark were peeled to release them from the fibres of the tree trunk, and then burnt over a hot fire to flatten and harden, so as to be strong enough to use for the roofing of the shelter extension.

The event was a celebration of culture, where rangers and students alike were able to learn customary building methods from Kamarrang, who as always was willing to share his unparalleled kunmayali (customary knowledge and skills) with younger people. The event was documented in detail to allow for the creation of learning resources for ongoing use.

2. Bangkerreng Late Wet Season

CONCEPTUAL UNIT —
HARVESTING MANME (FOOD)
TERM 1 (WEEKS 9–10)



Bangkerreng is a brief but dramatic season in the Bininj calendar, characterised by the fierce nakurl (knock-em-down) winds that flatten the tall manbedje (spear grass). These powerful gusts herald the final storms of the wet season, clearing the way for drier months ahead.

As floodwaters recede and streams run clear, Country remains lush and teeming with life.

During Bangkerreng, teaching and learning was centred around the conceptual unit harvesting manme (food). Through exploring archival resources and media, and through lots of hands-on experience, wurdurd learnt that Nawarddeken are experts at harvesting food from the land, and still use a range of different methods to do so.

On bush trips, students loved being able to harvest and feast on a range of healthy wet season bush foods including dikkala (bush potato), man-korrowan (white currants) and delicious mankurndalh (black currants).

BANGKERRENG TEACHING & LEARNING HIGHLIGHTS



Literacy

Teachers and students across school sites read *Waterlillies* by Diane Lucas & Colwyn Campbell as their focus text, with linked vocabulary lessons centred on what verbs and adjectives can be used when describing how to harvest manme in the bush. Wurdurd then took this knowledge out on Country.

Manmoyi school learnt how to collect yams by spotting the right grass and flower above the ground, then digging carefully for the yams. Back in the classroom students created scientific drawings of the yams they collected. Mamadawerre school used the three new Manme Malkno Calendars to help identify Bangkerreng seasonal indicators while harvesting manme on bush trips.

Working with Warddeken Rangers

This term students from Manmoyi worked with Warddeken’s Mayh Ecology team to learn how to set up motion sensor camera traps and undertake water testing around various sites on Bordoh clan estate.

Students of all ages learnt each step to set up an animal survey camera - how to put up the camera on a tree, clear the area, prepare the bait, turn on the camera and test to check it’s working. Students were also taught how to log the location and other information into the Warddeken database using the iPad.

The testing was set up to track animal species in the area, to help in conservation efforts. The senior students used this experience as a springboard to create their own procedural text about how to set the traps up, and this book was distributed to the community.

Maths

In Maths, students focussed on data collection and graphing results. On bush trips, wurdurd tallied the number of djalangkarridj (dragonflies), which are a seasonal indicator for Bangkerreng. The data collected on Country was used by students to display the outcomes in both picture and bar graphs.

Social Stories

Everyone at Manmoyi school worked hard to create social stories, which students love to read as a whole school or one on one. Bininj teachers added Kunwinjku voice overs to make the stories more accessible to younger wurdurd when reading together on the iPad. These social stories were created to consolidate regular Social & Emotional Wellbeing lessons, where this term wurdurd learnt different ways to keep their bodies calm.

Work Experience

Maureen, a year 11 student at Mamadawerre, proudly worked alongside her father Zachariah, a Warddeken ranger, to conduct consultations with Traditional Owners in Gunbalanya about fire management and early dry season burning. Maureen, who aspires to be a ranger like her dad, has previously undertaken work experience with Warddeken’s Mayh (Native Species) team to set up motion sensor cameras to monitor animals in different habitats. When Maureen graduates and becomes a ranger, she will be equipped with a range of skills that will help her thrive in the workplace.

Cooking

On Wednesdays, secondary students at Mamadawerre worked to develop their hospitality skills. This included learning to find recipes, plan ingredient quantities and calculate food order costs. Students worked

hard to make each of the selected meals for the whole school and Warddeken rangers each week. The community was thrilled to enjoy healthy, delicious tacos, spaghetti bolognese, lasagne, and satay chicken, and students gained confidence in cooking healthy family meals.

Integrating Culture and Technology

Our partners Culture Tech kicked off the 2024 digital integration program with a new focus and refreshed content, aiming to upskill and empower Bininj teachers in the use of iPads as part of the Kuwarddewardde Malkno Curriculum, Early Learning Program and Nutrition Program.

In the first session, Bininj teachers from across school sites learnt how to use the app Book Creator to make their own cultural learning resources, which were then used in the classroom with students.

Bininj teachers then each led a lesson with students at their own school to teach them how to use an iPad to complete their activity. This further builds on the Ninti Training digital skills program, where our Bininj staff transition workplace training knowledge to their classroom teaching skillset. Bininj teachers also learnt how to create their own bush trip reflection clips in iMovie – a regular activity completed by students on and after bush trips. Early Learning teachers and parents also learned how to take high-quality-photos using brand new iPads, and how to store and save student photos and work samples into photo albums on the iPad.

Yekke: Early Dry Season

CONCEPTUAL UNIT —
WIND & FIRE ENERGY
TERM 2



During Yekke, the strong, cool dalukorro winds sweep across the Kuwarddewardde, drying out Country and marking the end of the rains. Ankarnbirr (*Acacia ostenocarpa*) shrubs bloom with bright yellow flowers signalling the arrival of the early dry season, and Bininj across the Kuwarddewardde commence the ancient practice of managing Country with fire.



Mamadawerre yawkyawk
(young girls) participate in
traditional fire lighting



This term’s conceptual unit of Wind & Fire Energy explored one of the most important themes in Bininj life, both culturally and contemporarily. Fire has always been used to manage the Kuwarddewardde, with seasonal knowledge of when fires burn at low intensity under the right wind conditions. Cool burns are carried out in small patches, creating a mosaic across the IPA of burnt and unburnt areas that at a landscape scale protect sacred sites, promote fauna regeneration, and support animal populations.

Fire is also associated with spirit beings, songlines and ceremony. Ancestral spirits created fire and passed on the knowledge of how to use it properly—when, where, and how to burn. For Nawarddeken, fire is an act of caring for Country guided by practices linking lore, ancestors, and today’s Traditional Owners. Customary burning practices have evolved into pioneering Indigenous-led fire programs such as the West Arnhem Land Fire Abatement (WALFA) project, which is internationally recognised for its carbon abatement achievements and ecological impact.

YEKKE TEACHING & LEARNING HIGHLIGHTS



Storey Players

In Term 2, the Storey Players returned to all three Nawarddeken Academy sites, facilitating a dynamic blend of storytelling, drama, and digital creativity. In Mamadawerre and Manmoyi, students co-wrote and filmed engaging stories with strong cultural foundations, building their confidence and collaborative skills. Elders in Kabulwarnamyo worked alongside the Storey Players to create a powerful film capturing the community’s Connection to Country. These projects not only celebrated oral traditions and community knowledge, but also introduced students to practical media

production, including storyboarding, filming, and editing—providing a modern platform for preserving and sharing cultural narratives.

Bush Trips

Bush trips this term were deeply rooted in cultural learning and hands-on exploration. Students joined families, rangers, and elders to visit significant sites, where they participated in activities like bim conservation, fire management, and seasonal tracking. One major highlight was the Mamadawerre Bush Walk—an immersive 12-day journey through ancestral Country. Students learned from landowners about walking tracks, traditional

camping knowledge, and customary ways of lighting fires. These experiences strengthened connections to land and language, reinforced classroom learning in science and geography, and offered authentic opportunities for oral language development, storytelling, and cross-generational knowledge sharing.

Maths

This term’s maths learning was themed around Yekke —focusing on fire and wind energy—which linked numeracy concepts to real-world and cultural contexts. Students collected and analysed data during bush trips, using it to build graphs and interpret seasonal patterns.



In class, they explored wind directions and measured changes over time, incorporating tools like thermometers and wind vanes. Additionally, students applied their mathematical thinking through hands-on projects, such as calculating materials for building tackle boxes and measuring bush foods. This integrated approach made maths meaningful and engaging, while reinforcing literacy, science, and technology through cross-curricular learning.

Creative & Digital Expression

Term 2 saw a vibrant blend of artistic and technological creativity across the Nawarddeken Academy schools. In art, students created self-portraits that reflected their cultural identity—integrating skin names, favourite bush foods, and personal dreaming stories. These artworks were a powerful expression of self and community. The Culture Tech program further enhanced creative learning, as students used digital tools like Keynote, Flipaclip, iMovie, and Book Creator

to document stories, cool burning practices, and community knowledge. They experimented with animation, photography, and video editing. This dual focus on traditional and digital expression helped students build confidence, cultural pride, and multimedia storytelling skills.

Collaborations with Rangers

This term, students worked closely with Warddeken rangers on a range of practical activities that connected classroom

learning with caring for Country. A key focus was on weed removal, where students helped clear invasive plants from around community spaces and bim sites. This was tied into learning about cool burning, as students observed how low-friction fire techniques are used to maintain healthy landscapes. With dalukorro winds blowing through Yekke season, the timing was perfect to explore wind direction and fire behaviour. These collaborations gave students practical experience, cultural

knowledge, and a deeper appreciation of their land management responsibilities.

Secondary Building & Construction Projects

Secondary students at Manmoyi took part in a practical construction project this term, working alongside Nawarddeken’s Maintenance Officer, Alister Fuller. Over several weeks, students built their own fishing tackle boxes and

bedside tables, learning how to measure, mark, and cut materials accurately. The project began with lessons on hazard identification and worksite safety, helping students understand the importance of safe tool use and planning. Through this project, students developed new maths and problem-solving skills, gained confidence using power tools, and saw the real-world value of hands-on learning. The finished products were a source of pride and accomplishment for all involved.



Stone Country Bushwalk

Stone Country bushwalks are a vitally important part of how Warddeken and Nawarddeken Academy support Bininj to look after both culture and Country in west Arnhem Land. These walks give Traditional Owners, rangers, and families the chance to get out on Country, following old walking routes and spending time on the land their ancestors walked. Along the way, they care for important places—like rock art sites—and keep an eye on plants

and animals. They also practise cool burning and other traditional ways of managing Country. For young people, the bushwalks are a chance to learn directly from Elders—hearing stories, learning language, and understanding how to live on and care for Country. It's practical, experiential learning that builds pride, confidence and a strong sense of identity. These walks connect people, protect culture, and make sure important knowledge is passed down, all while keeping the Stone Country strong.



Craig carries spear grass to light another fire.

STONE COUNTRY BUSHWALK





Craig and Joseph go hunting for fish.



Cultural Weekends on Country

Manmoyi staff and families spent a weekend camping along the Mann River, collecting pandanus and swimming. These informal gatherings build relationships, support wellbeing, and reinforce kinship networks in an out-of-school context, strengthening the bonds between teachers, students, and families.

Culture Tech Curriculum

As part of the Kuwarddewardde Malkno cultural curriculum, students studied wind and fire energy in both English and Kunwinjku. They created windsocks, mapped fire paths, and explored the role of fire in seasonal management. This unit blended science with Indigenous fire practices and environmental literacy.

Traditional Fire-Making Workshop

Led by local experts, students practiced making kunak (fire) using traditional materials and tools. Though they didn't achieve full ignition, they generated smoke and gained insight into cultural fire techniques aligned with this term's fire and wind studies.

Wurrkeng: Mid dry season

CONCEPTUAL UNIT —
KUNJ (KANGAROOS & MACROPODS)
TERM 3 (WEEKS 1–5)



In Wurrkeng, the southerly lidjalidja winds arrive, bringing warmer and drier temperatures across the Kuwarddewardde.



The Wurrkeng conceptual unit across schools was Kunj, which is the generic Biniñ Kunwok term for all macropods. The male and female of each species of Stone Country kunj has a unique name, with some species even having special names for exceptionally large specimens. There are also special Biniñ Kunwok verbs which describe the individual 'running' or hopping of each kunj species. The extensive vocabulary associated with kunj demonstrate their fundamental significance to Biniñ.

Kunj are extremely important to Biniñ for a range of reasons. In old times they were a primary source of protein, and remain part of the diet of Biniñ living on Country today. Kunj feature in Djang Bim (dreaming stories), kunborrk (song and dance) and are one of the most common motifs depicted in kunwarddebim (rock art).

The Kunj conceptual unit was filled with cultural, scientific, and linguistic learning with key themes including:

- **Cultural Protocols** Students learned traditional rules around hunting and sharing kangaroo meat. For example, a young man's first kangaroo kill is celebrated, and its parts are distributed according to kinship. Certain family members cannot eat the meat due to cultural laws.
- **Traditional Hunting Knowledge** Lessons included how Biniñ used clay to mask their scent and how kangaroos are called using vocal techniques before dawn.
- **Kunj Anatomy** In the classroom, students studied both internal and external body parts, connecting traditional hunting to modern science.
- **Use of Kunj Materials** Students explored how kangaroo bones are used, for example to make nose piercings, or for yam preparation.

WURRKENG TEACHING & LEARNING HIGHLIGHTS

Soccer Workshops – Football NT

Thanks to support from the NT Sporting Grant, students at both Manmoyi and Mamadawerre had the opportunity to participate in soccer workshops delivered by Ben from Football NT. The sessions were energetic, fun, and skill-focused, giving wurdurd a chance to build fitness, teamwork and confidence. For many students, this was a highlight of the term—bringing community together through sport and encouraging active, healthy lifestyles.

Science Week – Species Survival in the Warddeken IPA

Science Week was an exciting and hands-on highlight this term, led by Kiri from Culture Tech alongside the Warddeken Mayh (Ecology) team. Students took part in an engaging presentation on species survival in the Warddeken IPA, closely connected to the Wurrkeng unit of our Kuwarddewardde Malkno Curriculum.

At Mamadawerre, Arijay, our Feral Mayh Coordinator, joined students to explore kangaroo anatomy and share Kunmayali (cultural knowledge) about kunj (kangaroos). Students also had the chance to learn about the Bidwern biodiversity database and the Feral Cat Project, gaining insight into real-life conservation efforts happening across the IPA.

In one of the most popular activities, wurdurd worked in teams to build model cardboard



traps – just like those used by rangers to help slow down feral cat movement after bushfires. This hands-on challenge sparked creativity, teamwork and critical thinking.

To round out the week, students took part in a DNA extraction experiment and had thoughtful conversations about species diversity. Science Week brought together Western science and Indigenous knowledge in a way that inspired curiosity and pride in looking after Country.

Mamadawerre

This term, students at Mamadawerre have been immersed in learning about kunj (kangaroo)

as part of the Macropod unit. The topic has sparked strong engagement across the school and community, with many Traditional Owners, rangers and family members generously sharing their knowledge and skills.

Students had the opportunity to learn how to make spear throwers and spears, and practised their technique during a community spear-throwing event guided by Bininj rangers. On bush trips, they explored and identified different kunj habitats, and learnt the cultural protocols for butchering and sharing kunj meat with family. Back in the classroom, this was extended through lessons on the internal and external anatomy of the kangaroo.

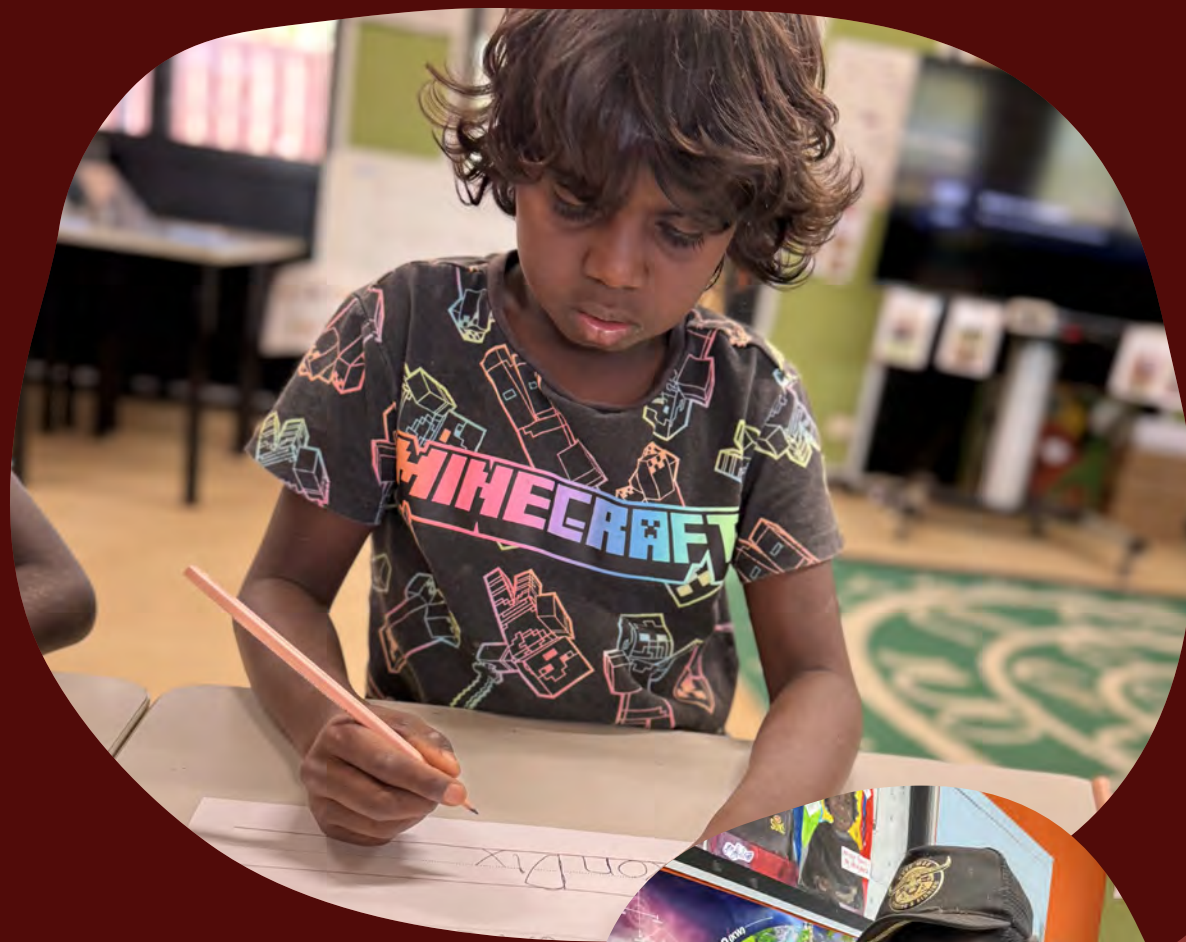
Literacy – Growing Confidence

Earlier in Term 3, Keishon proudly volunteered to read his decodable reader to the rest of the class. It was a beautiful moment that reflected his growing confidence and love of learning. What made it even more special was that the choice came from Keishon himself—no teacher prompting required. His enthusiasm inspired his peers and reminded us of the importance of creating safe, encouraging spaces for students to thrive as readers.



Kurrung: The Hot Season or 'Build Up'

CONCEPTUAL UNIT — WURDURD
(CHILDREN) PAST & PRESENT
TERM 3 (WEEKS 6–10)



Kurrung is the hottest
season of the year,
when temperatures and
humidity soar and the
warm walirr winds blow.



Mamadawerre students
hanging out.



During Kurrung, students explored the theme of play across time by engaging in both traditional and contemporary games. The conceptual unit *Wurdurd Past & Present* was a joyful learning theme that celebrated traditional games and the science behind how things move. Students across schools played countless rounds of the high-

octane game Tin Tin, practised spear throwing, made bush string, and crafted toys from beeswax - activities that brought laughter, focus and pride in Bininj knowledge. These experiences weren't just fun - they helped our students build fine motor skills, learn about physics in an engaging manner, and reaffirmed cultural connections across time.

KURRUNG TEACHING & LEARNING HIGHLIGHTS



Learning through Play

Students played Traditional Indigenous Games promoted by the Australian Sports Commission (2000), learning the rules and stories behind games passed down through generations. They observed and explored movement patterns using toys like spinning tops,

marbles, propellers, boomerangs and rolling targets—many of which are inspired by, or directly connected to, traditional Bininj play. Using these everyday materials, students learnt key scientific ideas like movement, force and balance, while also investigating the role of play in different cultures. This conceptual

unit helped wurdurd connect deeply with where they come from. It reminded them that their Elders were once wurdurd too—playing, learning and growing strong through the same games that now shape their own learning journeys.



Rodriguez using a satellite map to explain the different ecosystems around Mamadawerre.



Mamadawerre – Daluk (female) Cultural Camp

This term, Mamadawerre secondary yawkyawk (young women) took part in an overnight Daluk Camp, led by senior senior Traditional Owners Margaret and Janice Nabulwad. The camp was supported by the Gunbalanya Clinic, which provided women’s health resources, while Daluk rangers shared advice on wellbeing, sexual health and important cultural knowledge.

The experience provided a safe and supportive space for intergenerational learning and connection. It was a beautiful one-night camp for everyone involved, and the group expressed a strong desire to make the Daluk Camp an annual tradition.

Waterlilies and Cultural Knowledge

The unit Wurdurd Past & Present introduced students to the ways people once spent their time on Country.

Manmoyi teacher Michelle Bangarr led a bush trip to a freshwater place where waterlilies grow, where she shared stories from her own childhood. She showed students how to carefully collect the flowers and thread them into necklaces—a practice she had enjoyed as a child.

As everyone sat together, Michelle also shared cultural knowledge about which parts of the waterlily are safe to eat. Students tasted the stem and seeds, engaging all their senses in a learning experience that connected history, culture and Country.

Kunumeleng: Early Wet Season

CONCEPTUAL UNIT —
MAYHMAYH (BIRDS) & MANKUNG
(NATIVE BEES AND HONEY)
TERM 4



Kunumeleng brings some relief to the hot and dry Kuwarddewardde, with the arrival of the first rains of the wet season. In between sporadic storms, the season is hot, humid and bountiful, with many favourite plants fruiting.



The Term 4 conceptual unit across the Nawarddeken Academy focused on mayhmayh (birds) exploring the ecological and cultural roles of native birds, and mankung (bush honey) the most popular bush food of all, and a source of deep cultural importance for many students.

This term, learning emphasised hands-on biodiversity work alongside the Warddeken rangers, and traditional ecological knowledge and practice. Students continued to participate in bush trips alongside

family, while also engaging in contemporary activities, reinforcing our bicultural approach.

Students participated in bird surveys and tech-integrated projects including creating a bird-facts app and Minecraft bird environments. Under the framework of the Kuwarddewardde Malkno Curriculum, Kunumeleng learning supported knowledge transfer between Elders, teachers, and wurdurd; highlighting how bi-cultural, place-based learning can foster both scientific inquiry and cultural pride.

KUNUMELENG TEACHING & LEARNING HIGHLIGHTS



Work with Warddeken rangers

Despite sorry business impacting term rhythm at Mamadawerre, students remained engaged in meaningful activities, with wurdurd joining the Warddeken mayh (biodiversity) team on bird surveys and ecosystem explorations. This work provided space for Indigenous scientific methods such as close observation and seasonal knowledge, while teaching Western concepts such as ecological diversity and

species classification. Checking pig traps alongside rangers also introduced students to the management of feral animals, which is crucial in both ranger work and improved ecological outcomes across the IPA.

Culture Tech
1. Mayhmayh Kahoot Quiz
Students from both Mamadawerre and Manmoyi collaborated to design and co-write a Kahoot quiz all about local bird species. They discussed what makes a strong quiz question and tested each other's knowledge of mayhmayh.

This activity offered a fun and interactive way to consolidate learning and practise communication and digital skills.
2. Exploring Bird Environments with Minecraft
Continuing their exploration of birds, students researched different bird habitats and used Minecraft to design and build their own bird environments. This creative project helped students visualise ecosystems and apply ecological knowledge through digital storytelling and problem-solving.

3. Bird Photography with iPads
During a bush trip, Mamadawerre students practised nature photography using iPads to capture images of birds in their natural environments. They learnt about framing, angles, and patience, and then edited their photos to create a visual record of their fieldwork.

Bush Trips
This term, bush trips focused on Mankung (bush honey) and Mayhmayh (birds), with students supported to put traditional ecological knowledge into practice — learning to identify the

various species of native bees, harvest sustainably, and understand the roles these animals play in the environment of the Kuwarddewardde. True to our bi-cultural approach, students used apps and field guides to conduct bird surveys, building skills in scientific observation, data collection, and digital literacy—key elements in science education.

Kalardadj Culture Day
Manmoyi school coordinated a culture day at Kalardadj on the banks of the Mann River,

which celebrated kinship connections, and provided extended opportunities for intergenerational learning. Senior men from the Bordoh clan, including educator Ross Guymala, shared the local song series, and Elders guided gender specific weaving and didgeridoo making activities. Community cultural days teach social responsibility, gender roles, and collective identity in an authentic learning environment, and in 2025 we will aim to host more such events, which ensure ancestral songs, stories and lore remain alive.

Karldurrk Early Learning Program



**"I NEED TO LEARN MORE—
I HAVE SO MUCH TO LEARN
ABOUT EARLY LEARNING."**

MARLENE CAMERON
MANMOYI EARLY LEARNING EDUCATOR



In 2024, Nawarddeken Academy's Early Learning programs continued to prioritise strong foundations for wurdurd in their early years. With a focus on belonging, language, and identity, early childhood education at the Academy is grounded in both Bininj and Western pedagogies.

Each day, young wurdurd participated in structured play-based learning that supported the development of fine motor skills, early numeracy and literacy, social-emotional regulation, and cultural knowledge. Language-rich environments ensured children were immersed in both Kunwinjku and English, with daily routines, songs, and stories reinforcing vocabulary and comprehension in both languages.

Learning was guided by the rhythm of the seasons, with activities reflecting the seasonal indicators and natural events of the Kuwarddewardde. Children explored their surroundings through bush walks, arts and crafts using natural materials, and storytelling connected to ancestral knowledge and Country. Elders and family members played an active role in the Early Learning space, supporting cultural learning and strengthening intergenerational ties. This culturally grounded approach ensures our youngest students grow up strong in both ways—with the confidence to engage with Western education and a deep understanding of who they are as Bininj.

KARLDURRK EARLY LEARNING PROGRAM HIGHLIGHTS



Bush Play and Exploration
Daily outdoor learning gave wurdurd opportunities to explore plants, animals and bush foods, learning names and stories from parents and family in Kunwinjku.

Language Development through Song and Story
Bilingual storybooks and songs helped children build vocabulary and develop a love of storytelling.

Art Projects
Children created artworks using clay, ochre and bush materials, learning about pattern, form, and traditional symbolism.

Family Involvement
Parents and family members regularly joined for storytime, singing, and seasonal celebrations, strengthening connections between home and school.

Emotional Regulation through Routine
Clear daily routines helped children develop independence and confidence, with visual supports and Kunwinjku instructions helping them follow routines with pride.

This year, the Mamadawerre Early Learning team were thrilled to move into a vibrant new classroom, purposefully set up with beautiful and engaging resources for wurdurd and their families. The space has quickly become a warm and welcoming hub where children feel safe, supported, and proud of their place.

We are especially proud of Manmoyi cultural educator Marlene Cameron, who showed incredible

growth in confidence and capability—stepping outside her comfort zone, embracing new learning, and becoming a leader within the program. Her journey reflects the dual success of the Early Learning Program—supporting strong outcomes for wurdurd and building local capacity in early childhood education.

The involvement of cultural educators and local resources ensured that learning remained

grounded in kinship and culture. These experiences laid strong foundations for identity and supported smooth transitions into formal schooling.

In 2025, all three early learning sites will continue strengthening daily routines and expectations to ensure every wurdurd becomes a confident, capable, and culturally connected learner.

EARLY LEARNING PROGRAM HIGHLIGHTS



EARLY LEARNING SHARED LEARNING EXPERIENCES



Maningrida Excursion

In Term 3, our youngest learners embarked on their very first excursion. Families from both the Manmoyi and Mamadawerre Early Learning Programs travelled to Maningrida to visit the local Families as First Teachers (FaFT) program. The wurdurd were full of excitement as they explored a new space filled with toys, books and learning resources. For the daluk, it was a valuable opportunity to share ideas and gather inspiration to strengthen their own programs in community.

After a morning of play, learning, and connection, everyone cooled off with a swim at the Maningrida Pool before making the journey home. It was a joyful day that brought families, educators and children together in a celebration of shared learning.

Child Development Workshop

In Term 4, Louise Cooke and Simone Pedder from the Northern Territory Department of Education delivered a parent capacity-building workshop in Manmoyi. The workshop focused on child development and

the Abecedarian Approach Australia — two key elements of the Academy's Early Learning Program. It was a meaningful day of learning and connection, with respectful and insightful conversations between daluk, educators, and wurdurd. Many women expressed greater confidence in supporting their children's development, particularly in understanding how learning builds strong neural pathways. The day reinforced the importance of collective support and shared knowledge in raising strong, capable children.

Secondary Education



"SEEING STUDENT PRIDE IN CULTURE AND CONNECTION TO COUNTRY, COUPLED WITH THEIR DEVELOPMENT AND GROWTH IN OTHER LEARNING AREAS, HAS BEEN TRULY SPECIAL. LEARNING ON COUNTRY HAS BEEN A HIGHLIGHT FOR ME SO FAR — THIS IS WHERE MY STUDENTS BECOME MY TEACHERS!"

LIZZIE MORONEY
CLASSROOM TEACHER, MANMOYI



In 2024, Nawarddeken Academy continued its progress toward securing full registration for secondary education. As the first school to engage with the Northern Territory's newly introduced non-government registration standards, the Academy worked in close communication with the Registrar's Office throughout the process. Staff adapted documentation practices, curriculum planning, and policy alignment to meet evolving requirements, while ensuring everything remained grounded in a remote, community-led context. This work not only prepared the Academy for registration—it also contributed to shaping how the new standards might be applied in similar settings across the NT.

We are very grateful for our partnership with the Northern Territory School of Distance Education NTSDE, for providing initial access to seeing your content. As a part of this transition, it was important for us to transition to a face-to-face group based learning model that reflects Bininj way of teaching, learning and encompass the importance of cultural and community connection. This further reinforce the need for a place based senior program tailored to local priorities.

Nawarddeken Academy strengthened its Middle Years curriculum (Years 7–9) in preparation for this shift. Staff developed learning plans grounded in the Kuwarddewardde Malkno seasonal calendar, using Learning

Progressions rather than fixed year levels to support individual learning goals. A continued focus was the implementation of an evidence-based literacy approach for EALD learners across all sites. Drawing on frameworks such as Scarborough's Reading Rope, Read Write Inc, and The Writing Revolution, teaching was designed to be explicit, systematic, and locally relevant. These foundations ensured a smooth transition into senior secondary preparation.

Building on this, the Academy began preparing Learning and Assessment Plans (LAPs) for future delivery of senior subjects (Years 10–12), in anticipation of formal registration and a SACE partnership in 2025. Planning focused



on three core Stage 1 SACE subjects: Essential English, Essential Maths, and the newly rejuvenated Personal Learning Plan (PLP). Integrated Learning was selected as a key focus for elective areas due to its flexibility and strong alignment with seasonal cycles embedded in the Kuwarddewardde Malkno framework.

All senior curriculum planning was structured to ensure continuity from the Middle Years, using Learning Progressions and conceptual units that flow across the school. This foundation ensures the Academy is well-prepared to deliver senior secondary education that walks in both worlds—meeting educational expectations while staying rooted in culture and place.

None of this progress would have been possible without the commitment of a strong team—on the ground and behind the scenes. Across all sites, teaching staff worked closely with students to test new ideas, adapt learning plans, and bring the curriculum to life in ways that felt real and connected. While that work was happening in classrooms, another team was busy pulling the threads together—coordinating policy, compliance, finance, and documentation from Darwin, West Arnhem, and beyond. It was a truly collective effort.

After months of collaboration and preparation, the Academy submitted its full application for secondary registration in August

2024—marking a major step toward realising the vision of community-led secondary education on Country.

Secondary Program — Highlights

Students at Manmoyi actively explored future careers, naming aspirations such as becoming a teacher, ranger, community leader, aerial feral animal shooter and school principal. They identified the skills required for each goal—financial literacy, computer skills, leadership, cooking, and hands-on learning—both in the classroom and on Country. Throughout the year, students practised completing key employment documents including bank forms, tax file number applications

and birth certificates. These foundational tasks support independence and job readiness.

A highlight involved working with Nawarddeken Maintenance Officer Alister Fuller to build tackle boxes and bedside tables. Students learned to assess worksite hazards, use power tools safely, and apply mathematical concepts to real-world tasks.

Tommy and Casey, two secondary students, also contributed to a community advocacy project. With teacher Michelle Bangarr, they helped gather housing stories from local families for presentation at the Aboriginal Housing and Homelands Conference in Alice Springs. Their involvement highlights the

growing role of young people in community leadership.

Mamadawerre students played a key role in shaping their new learning environment, selecting colours and layouts for their secondary classroom. With water and power now connected and scaffolding complete, students are looking forward to moving into their dedicated learning space in 2025.

Each Wednesday in Term 2, students lead cooking sessions for the school and ranger teams. They research recipes, calculate ingredient quantities and costs, and prepare meals such as tacos, spaghetti Bolognese, satay chicken and lasagne. These sessions support teamwork, confidence, and hospitality skills.

Students also engaged in work experience preparation. A standout example is Year 11 student Maureen, who participated in early burning consultations with Warddeken rangers and Traditional Owners in Gunbalanya. She also worked with the Mayh ecology team to install motion-sensor cameras for wildlife monitoring—gaining firsthand experience in conservation and land management.

Digital Learning

Students used iPads to collect, represent and analyse real-world data, helping them understand how numbers can be used to make sense of their environment. By engaging with digital



tools, they explored concepts such as graphing, measurement and percentages in an interactive and meaningful way.

One of the most engaging and hands-on projects was the design and production of fishing lures. Students used Keynote to sketch their designs and then transitioned into TinkerCAD, a 3D modelling program, to bring their ideas to life. These prototypes were printed using the school’s 3D printer and then tested for functionality. The project combined creativity, digital literacy and applied STEM skills, and was directly linked to the cultural and economic

importance of fishing in community life. This locally relevant learning experience demonstrated how technology can be used not only to build practical skills, but also to strengthen connections between curriculum and life on Country.

Michael Long Leadership Camp

In Term 3, senior students from across Nawarddeken Academy travelled to Darwin to take part in the Michael Long Leadership Camp—an immersive program designed to build confidence, leadership capacity and personal wellbeing among Aboriginal and Torres Strait Islander youth. The camp provided students with valuable exposure

to civic structures and leadership pathways, beginning with a guided visit to Parliament House. There, students gained insight into the workings of government and the role that Indigenous voices can play in political decision-making.

A key component of the camp was combat therapy, a structured martial arts-based activity that combines physical training with mental resilience. Students learnt to manage stress, regulate emotions, and support one another in a team environment. These sessions were complemented by daily gym workouts that promoted healthy routines and personal discipline.

Nutrition workshops added another dimension,

encouraging students to think critically about food choices and how diet affects energy, mood and long-term wellbeing. Through these experiences, students not only strengthened their physical fitness but also developed self-awareness and life skills that support positive decision-making.

The Michael Long Leadership Camp reinforced cultural pride and identity while introducing students to new opportunities and challenges beyond their home communities. It was a transformative experience that empowered young people to step into leadership roles with confidence, and to see

themselves as future changemakers—both on Country and in broader society.

Homelands School Company – Djelk Homelands

In 2024, Nawarddeken Academy partnered with the Homeland Schools Company to submit a joint letter of intent to register four independent schools across the Warddeken and Djelk Indigenous Protected Areas. This letter was sent to senior political and education leaders, including:

- Federal Minister for Education, Jason Clare
- NT Minister for Education, Mark Monaghan

- Registrar of Non-Government Schools, Tony Considine
- Chair of the Northern Land Council, Matthew Ryan
- Local MLA, Manuel Brown
- Minister for Housing and Homelands, Selina Uibo

This collaboration between two Indigenous-led organisations reflects a shared commitment to culturally safe, high-quality education for homeland communities. The registration of these schools will allow students to remain on Country while pursuing meaningful educational and employment pathways.

Planning, Evaluation and Self-Assessment

The Academy's planning framework consists of three key documents that outline both long and short-term goals: the Business Plan, the Strategic Improvement Plan (SIP), and the Annual Operational Plan (AOP).

Our participatory evaluation and self-assessment framework provide valuable insight and direction regarding the needs and aspirations of students, families, and the communities in which we operate. Our strategic planning is shaped by the company's objectives, vision, values, and guiding principles.

Within the Strategic Improvement Plan, the Nawarddeken Academy board has identified and endorsed four primary goals to guide strategic planning, with Kamak Rowk meaning "quality" in Kunwinjku.

At the start and end of each year, as well as at the beginning of each term, whole-of-organisation planning takes place across all levels and through various channels, including:

- Reviewing and updating the AOP to align with the goals outlined in the SIP.



- Conducting meetings and surveys with students, staff, parents, and the community
- Holding planning meetings with Warddeken rangers and coordinators
- Engaging in ILC (Indigenous Learning Centre) planning with parents, rangers, and community members
- Developing and refining curriculum and programs

Some examples of our 2024 priorities and achievements include:

Nawarddeken Secondary School Registration

Priority — Employ a project officer to complete a submission for the registration of a Nawarddeken Academy secondary school.

Outcome — An application to the Registrar of the NT Association of Independent Schools was submitted in August 2024.

Kuwarddewardde Malkno Curriculum

Priority — Formally embed Literacy and Numeracy across each of the

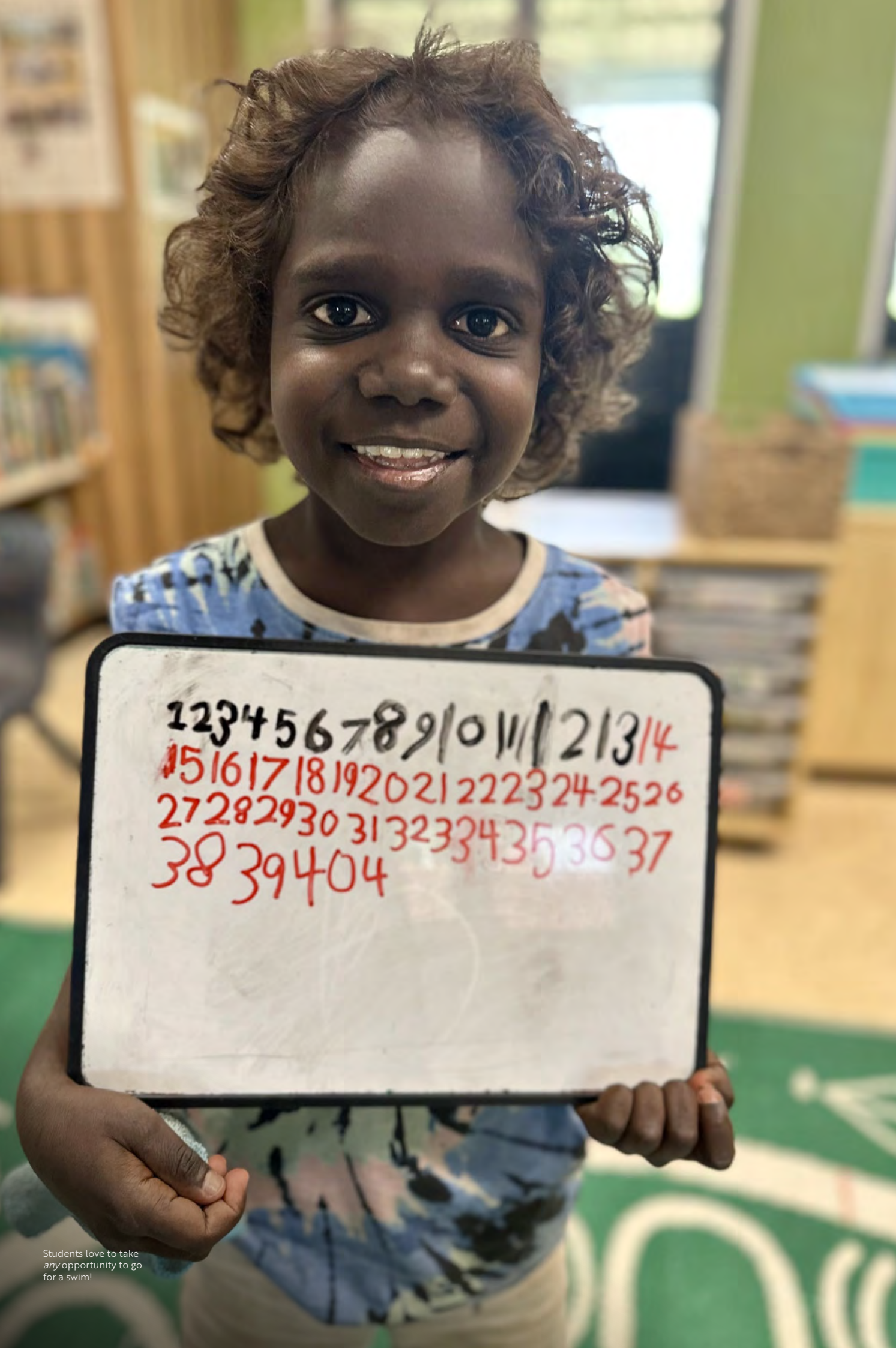
18 Conceptual Units that form the three-year seasonal curriculum.

Outcome — Numeracy concepts and activities were explicitly linked to the theme of each Conceptual Unit, and were rolled out throughout the year. Literacy activities for most conceptual units have been developed, utilising high quality literature and knowledge building to teach vocabulary, contextual writing activities and reading comprehension.

Develop Whole School Early Learning Program

Priority — Employ a Senior Teacher to coordinate and facilitate the development and growth of the EL program across all three Nawarddeken school sites.

Outcome — Quality Senior Teacher hired and has provided mentoring and upskilling of Bininj EL staff across all schools to run programs with increasing independence.



Students love to take any opportunity to go for a swim!

RESEARCH, MONIOTRING AND EVALUATION SUB-COMMITTEE



In 2022, Nawarddeken established a dedicated Research, Monitoring and Evaluation Subcommittee – the Nawarddeken Kanahnan dja mak Karrmorokme Sub-committee (known as NaKaDjaKa). The NaKaDjaKa Subcommittee work together on an overall annual evaluation process, conducting community research, collecting data, reviewing materials, making recommendations and reporting to the NAL Board. NaKaDjaKas focus is specifically on the Bininj-identified priorities that were identified through an extensive three-year community research project and subsequent report, facilitated by Batchelor Institute.

Kinship Workshop

Since the establishment of Nawarddeken Academy, Elders and the wider community have consistently emphasised the need to actively teach and promote Kunwok(language) and Kunmayali (knowledge), particularly around kinship and classificatory systems. These are not only cultural

imperatives but essential foundations for the personal identity, wellbeing and belonging of young people growing up on Country.

In 2023, Bininj community feedback gathered through the NaKaDjaKa sub-committee's research and evaluation process reaffirmed that many want to see more explicit teaching of kinship structures – particularly kun-derbuy (triadic kinship) and kun-barlak (mother-in-law respect register) – embedded across both education and ranger programs.

At the final NaKaDjaKa meeting of 2023, members resolved to hold a dedicated workshop on Kunwok and Kunmayali to address gaps in cultural transmission, explore strategies for strengthening intergenerational learning, and begin creating culturally appropriate teaching resources.

The workshop was held in July, bringing together Elders and cultural leaders – Professors Leanne Guymala (Ngarridjdjan Ngal-bularlhdja), Lewis Naborlhborlh (Kela Na-bordoh), and

NAKADJAKA SUB-COMMITTEE
RESEARCH OUTCOMES



Deborah Nabarlambarl (Kalidjan Ngalborrdoh) - alongside co-facilitators Georgia Vallance and Michelle Bangarr, and a number of other knowledgeable Bininj. Their work focused on documenting kinship knowledge and exploring how WLML and NAL can better support young people - particularly wurdurd and young adults - to grow up with a deeper understanding of their identity, their obligations to others, and their place within the kinship system.

For students, learning kinship is not just about cultural pride – it is a vital roadmap for how to navigate the world. Kinship teaches respect, relationship responsibilities, and social protocols. It underpins decision-making, behaviour, and social cohesion in community life. By learning their skin, kin and Country connections, students are equipped to walk confidently in both worlds—able to participate in Western education systems while holding strong to Bininj values and law.

The two-day workshop resulted in several critical outcomes:

- Recommendations for urgent further research
- Confirmation of sacred/secret categories of Kunwok and Kunmayali
- A draft Skin, Kin & Country cultural identity chart, now under review by senior Bininj and linguist Dr Murray Garde (BKRLCC), which will be developed into a classroom and office resource for use at NAL and WLML
- An updated Cultural Identities Form, to support student profiling at NAL and employee onboarding at WLML
- A Skin, Kin & Country Guide, explaining each kinship category and designed to be used in school and ranger inductions

These tools will ensure that kinship and identity remain central to learning at Nawarddeken Academy, helping Bininj students recognise their roles and relationships in community, and strengthen the transmission of cultural knowledge from Elders to the next generation.

Attendance



Nawarddeken Academy schools continuously implement and adapt attendance strategies throughout the year, working collaboratively with the community, families, and Warddeken to develop approaches that reflect the unique sociocultural context in which we operate.

TERM 1	Kabulwarnamyo	Manmoyi	Mamadawerre
Number of students attended this term	7	23	18
Attendance whilst in Community	93%	73%	78%

TERM 2			
Number of students attended this term	8	24	25
Attendance whilst in Community	85%	74%	95%

TERM 3			
Number of students attended this term	15	43	34
Attendance whilst in Community	63%	74%	95%

TERM 4			
Number of students attended this term	0	24	27
Attendance whilst in Community	NA	83%	77%

CRITICAL INCIDENTS

There were no critical incidents to report in 2024.

Wellbeing & Inclusion

Nawarddeken Academy continued to foster a strong culture of wellbeing across the school community, encompassing staff, families and wurdurd (children).

Building on previous work, the Karrinahnarren (Wellbeing and Inclusion) framework was further developed to include more Kunwinjku language, ensuring that it reflects local culture and identity in a meaningful way. This work was led by Cultural Education Lead Michelle Bangarr, in collaboration with Learning Support Coordinator Melanie Cole. Together, they developed Kunwinjku terms for each pillar of the framework, strengthening its cultural relevance and accessibility.

Our ongoing partnership with Be You continued to support this work. Consultant Michaela Greening provided invaluable support throughout the year, helping staff use the Karrinahnarren framework to guide whole-of-school wellbeing practices and initiatives. This culturally grounded approach to wellbeing is central to the Academy's commitment to holistic, community-led education.

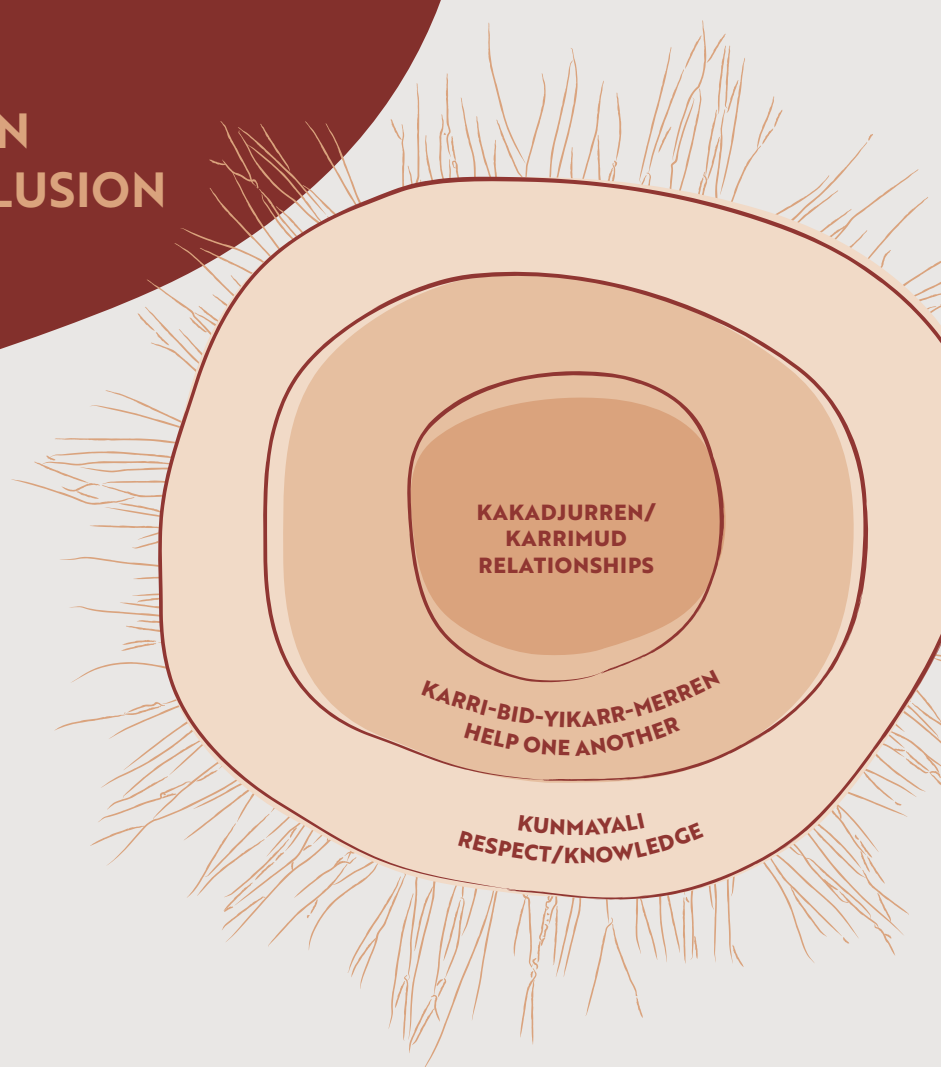
Youth Mental Health and Social & Emotional Wellbeing

In Term 2, all secondary students at Nawarddeken Academy participated in the Deadly Thinking Youth program.

Designed specifically for Aboriginal and Torres Strait Islander communities, this evidence-based social and emotional wellbeing program provided a culturally safe space for wurdurd to explore mental health topics relevant to their age and experience.

Throughout the sessions, students discussed the unique challenges faced during adolescence, including peer pressure, identity, family responsibilities and feelings of isolation. They also explored strategies for staying strong, connected and "deadly" — drawing on both cultural and contemporary strengths. The program encouraged open dialogue about mental health and helped build confidence, resilience and self-awareness among students. It also reinforced the importance of speaking up, seeking help when needed, and supporting each other as a community. Integrating programs like Deadly Thinking Youth aligns with our broader wellbeing approach, embedding culturally appropriate support within the daily life of the school.

KARRINAHNARREN WELLBEING & INCLUSION FRAMEWORK



Combat Therapy Workshops

"It's been wonderful to see students grow in confidence during Combat Therapy. They're learning how to express boundaries and support each other—skills that will help them in and out of school."

— Adelaide Ford, Lead Literacy Teacher

In Term 2, Nawarddeken Academy welcomed Combat Therapy Centre facilitators Matt and Mariah, who delivered a series of interactive workshops blending physical activity with social and emotional learning. These sessions provided students with essential tools for self-awareness, emotional regulation, and respectful relationships—foundational skills for leadership and community engagement. Concepts explored included personal safety, respect, consensual play, conflict resolution, and "Stop, I don't like it" language. The approach was practical and accessible, with sessions incorporating movement, role-play and storytelling. Feedback from students and educators reflected high engagement and enthusiasm. Importantly, the workshops also modelled trauma-informed approaches for staff, contributing to stronger relational pedagogy and staff-student connection across the schools.

Social & Emotional Learning through Digital Stories

At Manmoyi, students engaged in a creative digital storytelling project aimed at supporting social and emotional learning. Using iPads and culturally responsive learning apps, students co-created short social stories with embedded Kunwinjku voiceovers. These stories reinforced key wellbeing strategies such as emotional self-regulation, respectful communication, and problem-solving.

The project was particularly focused on supporting younger wurdurd, helping them to navigate everyday social situations both at school and at home. By hearing and seeing familiar scenarios told in their own language, students were able to better understand and reflect on positive behaviours. This approach not only strengthened emotional literacy but also affirmed the value of Kunwinjku language and cultural perspectives in guiding everyday interactions.

Training and Professional Development



In 2024, Nawarddeken Academy continued to prioritise capacity building and knowledge sharing across its Bininj and non-Indigenous staff through a range of targeted training and professional development programs. These initiatives supported both individual growth and community-led educational excellence.

Foundation Skills for Your Future Program — On-Country Bininj Graduation Ceremony

Over 10 months, Bininj educators from Manmoyi and Mamadawerre participated in the *Foundation Skills for Your Future* program delivered by Ninti One. The year culminated in a heartfelt on Country graduation at Manmoyi, honouring the dedication of participants and celebrating culturally grounded professional growth. Three educators earned their certification, with many others progressing toward completion. The event honoured personal achievement and community-wide investment in professional growth and education leadership.



Digital Skills and Culture Tech Training

Professional learning in digital literacy continued across the year through Culture Tech programs, where Bininj educators learned to create teaching resources using iPads, Book Creator, iMovie, and Keynote. These resources, rooted in seasonal curriculum and Country-based learning, were used in classrooms with students—bridging workplace skills and classroom practice.

Early Learning Professional Development

Early Learning educators received ongoing coaching in 3a (Abecedarian Approach Australia), including workshops on Conversational Reading, LearningGames®, and Enriched Caregiving and Language Priority. Educator Alexia Gumurdal commenced her Certificate III in Early Childhood Education and Care at Batchelor Institute, reflecting our commitment to building a strong, local early years workforce.

Bininj Staff Meetings and Leadership Development

Bininj educators held structured, twice-termly staff meetings focused on curriculum planning, seasonal unit development, and professional collaboration. These spaces enabled peer mentoring, built governance capacity, and reinforced the vision of Indigenous-led schooling. Roles such as chairperson, note taker, and timekeeper were rotated, promoting leadership and ownership. These meetings created structured spaces for Bininj educators to share knowledge, plan culturally relevant curriculum, and build leadership skills.

Awards and Recognition



This year, Nawarddeken Academy and its educators were recognised nationally for excellence in community-driven, bi-cultural education. These awards celebrate our commitment to Indigenous leadership, cultural knowledge, and innovation in some of the most remote classrooms in Australia. These accolades reflect the strength of our educators, our communities, and the transformative power of Bininj-led education on Country.

NEiTA Terry O'Connell Award – Melanie Cole

Our Learning Support Coordinator Melanie Cole received the Terry O'Connell Regional and Remote Teacher Award at the National Excellence in Teaching Awards (NEiTA). Melanie was recognised for her collaborative work across health, education, and cultural wellbeing, and her leadership in embedding trauma-informed, culturally safe practices into daily school life.



ACEL Excellence in Leadership Award

The Academy was honoured with the prestigious Excellence in Leadership Award by the Australian Council for Educational Leaders (ACEL). This national award acknowledges excellence in educational leadership and is named from the Ndjebbana language, meaning "those who move about, all-seeing, all-knowing." The award recognises the Academy's bold, culturally grounded model that combines Bininj knowledge systems with the Australian Curriculum, empowering students to thrive in both worlds. Representatives Michelle Bangarr, Lorna Nabulwad, Jodi Vallak, and Olga Scholes attended the Adelaide ceremony on behalf of the team.

Schools Plus Commonwealth Bank Teaching Award – Adelaide Ford

Lead Literacy teacher Adelaide Ford was one of only 12 educators nationwide to receive a Teaching Fellowship from Schools Plus, supported by the Commonwealth Bank. This prestigious recognition is awarded to educators demonstrating extraordinary impact in disadvantaged communities. Adelaide's innovative, culturally responsive teaching at Nawarddeken Academy has supported significant student growth and staff collaboration. The fellowship includes funding to expand her work and participation in a 12-month national professional development program.

Facilities and Resources



In 2024, Nawarddeken Academy achieved significant infrastructure milestones that continue to transform learning environments across our three homelands schools. Guided by community aspirations and cultural priorities, these projects were designed to support strong, sustainable education for future generations living on Country.

A major highlight was the completion of Outdoor Learning Spaces at Manmoyi, Mamadawerre, and Kabulwarnamyo. These culturally responsive, multi-purpose facilities have become vibrant community

hubs, used daily for sport, gatherings, and educational programs. At Manmoyi, the school community celebrated with an opening event featuring a friendly teachers vs. students basketball match—an expression of shared joy and pride. The completion of these incredible Outdoor Learning Spaces would not have been possible without the generous support of our partners at Karrkad Kanjdji Trust.

Manmoyi also saw the construction of a new playground and pump track, promoting early childhood development through gross motor



skills, imaginative play, and social interaction. Upgrades to teacher accommodation, school plumbing, and gas lines further enhanced functionality and staff wellbeing.

At Mamadawerre, the completion and grand opening of the new Secondary and Early Learning building marked a transformative step in delivering high-quality education in a purpose-built setting. This space includes classrooms, a kitchen, and accommodation, all designed to support community-driven schooling.

Kabulwarnamyo infrastructure works included screening teacher balabala

walls, installing new gas lines, and completing the site's own outdoor learning area, despite the access challenges posed by weather and remote logistics.

These projects were made possible through the dedication of local builders, support from philanthropic partners, and the ongoing leadership of our Bininj board. The design and delivery of all infrastructure works remained anchored in cultural integrity and community engagement, reinforcing our long-term vision: to provide safe, inspiring, and culturally rich environments for Bininj children to thrive on Country.

Karrkad Kanjdji Trust Report



Today, KKT is a shared resource to eight First Nations community-controlled organisations in Arnhem Land, including the Nawarddeken Academy. Their work spans 50,000 square kilometres of land and sea Country and encompasses traditional land management; on Country employment; carbon abatement; bi-cultural education and the preservation of Indigenous languages. This breadth of focus reflects a more holistic approach to conservation, wherein each part strengthens the whole.

KKT's First Nations-led approach to safeguarding vital ecosystems for future generations consists of six key funding pillars, one of which is 'Educating future custodians'. This is because KKT recognises the implicit link between cultural heritage, community strength and conservation outcomes, and is therefore committed to providing support for bi-cultural education where government funding is insufficient.

Since supporting the Nawarddeken Academy to first open its doors in 2015, KKT has continued to connect likeminded funders with this exceptional model of bi-cultural education, gradually ensuring that all wurdurd across the Warddeken IPA can access full-time, on Country schooling that is taught 'both ways'.

Over time, philanthropic seed funding has enabled primary schools at Kabulwarnamyo, Mamadawerre and Manmoyi to become successfully registered as independent schools, meaning they are now effectively funded by the Australian Government in perpetuity. The past 12 months marked another exciting chapter in this journey, as KKT supported the Nawarddeken Academy to progress towards expanding the schools' registrations to include secondary education.

Once this process has concluded and the registrations have been approved, the Nawarddeken Academy will be able to deliver formal, on Country secondary education—which will mean families will be able to send their wurdurd to school



on their homelands from early childhood all the way through to Year 12. This will be an extraordinary milestone for the Nawarddeken Academy; an organisation that has already achieved so much - especially when considering that just over a decade ago, there was no full-time education anywhere in the Warddeken IPA.

In the meantime, KKT is proud to continue our support of the Nawarddeken Academy's efforts to welcome and support every child who wishes to learn. Over the past year, this has involved the employment of secondary teachers at both Mamadawerre and Manmoyi, as well as providing key operational funding for the Karldurrk Early Learning Program.

Our partnership with the Nawarddeken Academy remains an incredibly important part of KKT's story and ongoing purpose—and its success, as always, relies on the belief and dedication of our philanthropic supporters. As we look toward the future, we are as committed as ever to supporting this transformative work that is investing in the future generations of knowledge holders, leaders and custodians of the Kuwarddewardde.



STACEY IRVING
KKT CEO

Financial Report

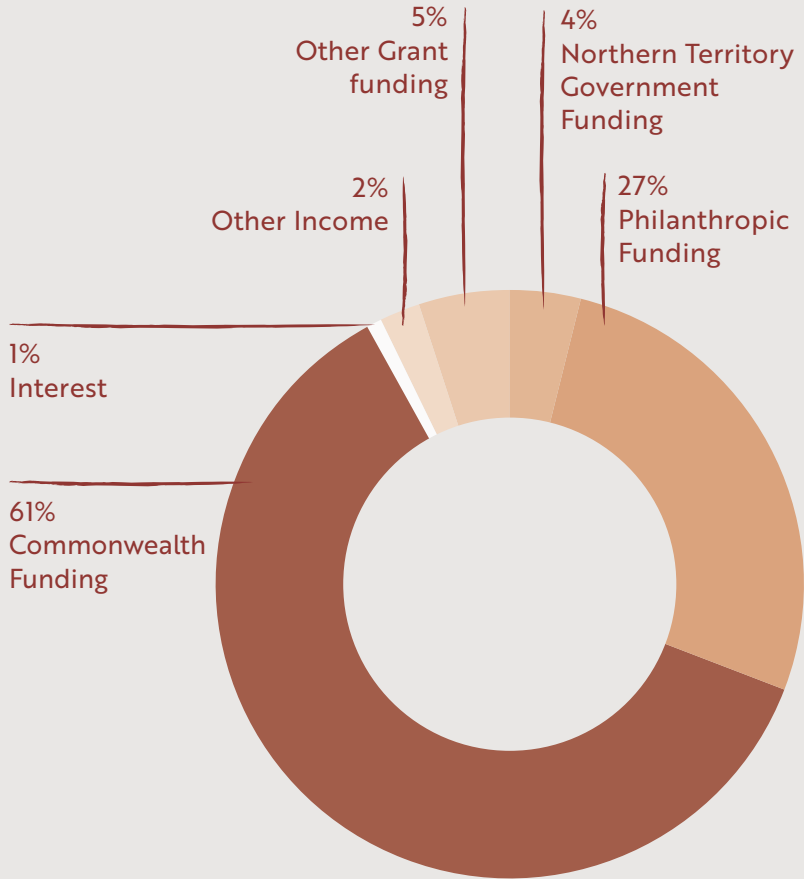
Operating Income

Nawarddeken Academy Limited received **\$6,188,085.95** in revenue for the 2024 financial year.

Figure 1 shows the composition of total operating income for 2024.

Revenue was received from three main sources: Commonwealth funding (\$3,767,499.33), Northern Territory Government funding (\$264,044.35) and Philanthropic Funding (\$1,671,040.00).

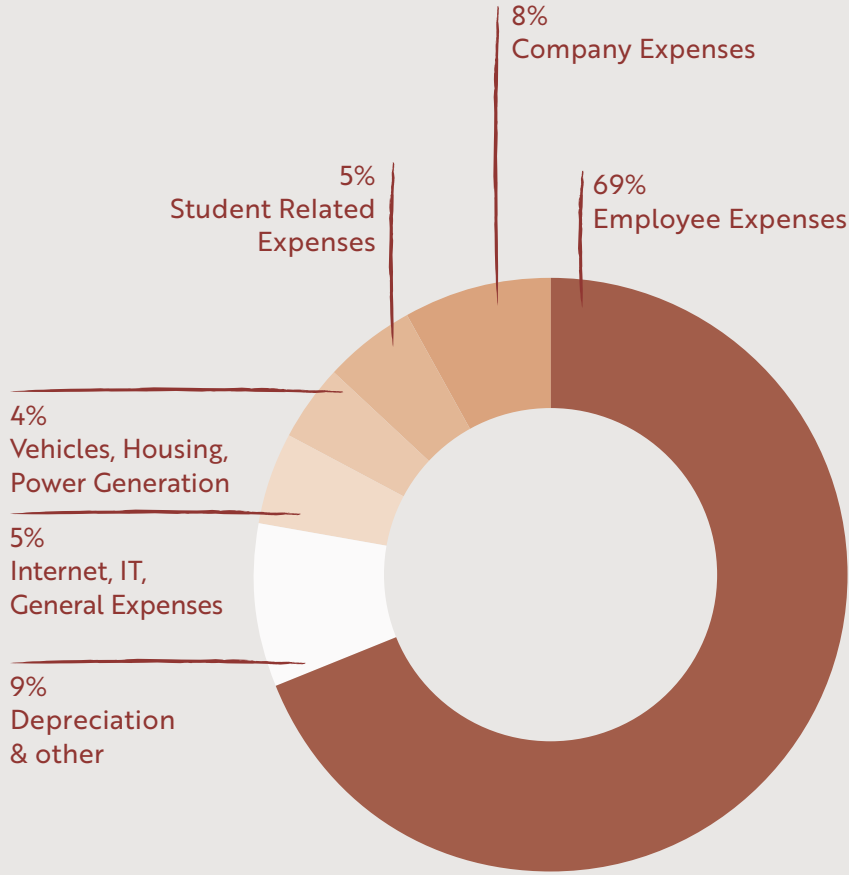
These sources represent 92% of Nawarddeken Academy's total revenue.



Operating Expenses

Figure 2 shows the composition of total operating expenses for 2024.

Total expenses were **\$4,262,764.00**



DIRECTORS DECLARATION
FOR THE YEAR ENDED
31 DECEMBER 2024

The Directors of Nawarddeken Academy Ltd, declare that in the Directors’ opinion:

1. The financial statements and notes are in accordance with the Corporations Act 2001 and with the Australian Charities and Not-for-Profits Commission Act 2012 (ACNC Act) and:

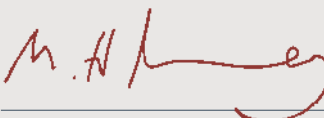
(a) comply with Australian Accounting Standards as applicable to the Company and as stated in Note 1; and

(b) give a true and fair view of the financial position of the Company as at 31 December 2023, its performance and cash flows for the year ended on that date.
2. In the directors’ opinion there are reasonable grounds to believe that the Company will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a resolution of the Board of Directors and with subsection 60.15(2) of the Australian Charities and Not-for-profits Commission Regulation 2022.



Director: Neil Leek
Dated 23 April 2024



Director: Margie Moroney
Dated 23 April 2024



Statement of Profit or Loss and Other Comprehensive
Income for the year ended 31 December 2024

	2024 \$	2023 \$
Revenue and Other Income		
Grant Income	6,002,584	5,135,736
Interest Received	86,802 49,477	49,477
Profit on Sale of Assets	18,530	—
Other Income	80,170 67,866	67,866
Total Operating Revenues	6,188,086	5,253,079
Operating Expenses		
Accounting Costs	5,320	6,351
Advertising and Promotion Costs	28,228	66,598
Audit Fees - auditing the financial statements	16,700	18,300
Bank Fees and Charges	242	382
Board Meeting Costs	99,272	78,849
Classroom Furniture & Equipment - Minor	18,297	3,982
Consultancy Costs	23,117	7,577
Computer Expenses	74,172	68,010
Depreciation Expenses - Property, Plant and Equipment	319,790	182,122
Depreciation Expenses - Right of Use Assets	46,644	39,999
Employee Benefit Expenses	2,826,183	2,460,309
Equipment & Furnishings Replacement - Minor	21,497	29,582
Insurance Expenses	59,371	44,155
Interest Expense - Borrowings	19,049	14,613
Interest Expense - Lease Liabilities	18,152	16,486
Motor Vehicle - Fuel & Registration Costs	27,248	32,641
Power	31,908	25,296
Printing, Postage and Stationery Costs	8,809	14,007
Recruitment and Relocation Costs	136,193	120,195
Rental Outgoings	48,455	6,352
Repairs and Maintenance Expenses	93,427	120,555
School and Community Engagement Activities	45,183	181,357
Student Costs	59,792	86,975
Subscription Fees	31,881	35,455
Sundry Expenses	6,678	57,380
Teaching and Classroom Resources	50,791	40,140
Telephone and Internet charges	13,378	11,635
Travel and Accommodation Expenses	132,987	191,566
Total Operating Expenses	4,262,764	3,960,869
Profit for the year	1,925,322	1,292,210
Other Comprehensive Income	—	—
Total Other Comprehensive Income	—	—
Total Comprehensive Income for the year	1,925,322	1,292,210
NET current year profit attributable to members of the entity	1,925,322	1,292,210
Total comprehensive income attributable to members of the entity	1,925,322	1,292,210

Statement of financial position
as at 31 December 2024

	2024	2023
	\$	\$
ASSETS		
Current Assets		
Cash and Cash Equivalents	2,754,732	2,819,787
Trade and Other Receivables	132,000	13,945
Other Current Assets	77,358	59,198
Total Current Assets	2,964,090	2,892,930
Non-Current Assets		
Property, Plant and Equipment	3,899,591	2,036,750
Right of Use Assets	499,061	261,807
Total Current Assets	4,398,652	2,298,557
TOTAL ASSETS	7,362,742	5,191,487
LIABILITIES		
Current Liabilities		
Trade and Other Payables	177,334	257,778
Employee Provisions	444,312	102,349
Borrowings	80,935	101,273
Lease Liabilities	61,940	36,315
Total Current Liabilities	764,521	497,715
Non-Current Liabilities		
Employee Leave Provisions	38,732	27,264
Borrowings	70,655	143,942
Lease Liabilities	458,183	238,612
Total Current Liabilities	567,570	409,818
TOTAL LIABILITIES	1,332,091	1,086,158
NET ASSETS	6,030,651	4,105,329
EQUITY		
Retained Earnings	6,030,651	4,105,329
Total Equity	6,030,651	4,105,329



Playful Krayden with beautiful pink eucalyptus flowers he collected on a bush trip.

Our Partners

Thank you to our supporters and partners



Department of
EDUCATION



Front cover: Mamadawerre student Craig confidently wields fire as a tool to manage Country on the 2024 Stone Country Bushwalk, which brought together rangers, students, Elders and families for a week of walking customary trade routes and visiting important sites. Image credit: Kane Chenoweth.

Left Page: Manmoyi student Tyler picks mandjurlukurn (purple currants) - a favourite and nutritious food.

Contents left: Bundy enjoys the sand and freshwater on a bush trip.

p.2-3: Manmoyi students enjoy the Mann River during a bush trip in Yekke (the dry season).

p.4: Johnny participating in a maths counting activity.

p.5: Deequanisha enjoys a swim during a bush trip.

p.6 Top: Manmoyi student Marsari displays some of her artwork. Bottom: Keishon enjoys using the iPad during a literacy learning activity.

p.7: Craig learning how to light fires using traditional methods.

p.9: Mamadawerre students Bundy and Craig at a bim (rock art) site during our annual collaborative bim camp with Warddeken.

p.10: Bininj teacher Michelle sits with her granddaughter Deequanisha as she draws animals she can see on bush trip.

p.11: Eli from Manmoyi proudly displays his self-portrait alongside the Aboriginal flag.

p.15 Top right: Students perform kunborrk (customary song and dance) on a cultural camp.

p.19: The Stone Country of the Warddeken IPA is a vast, remote and unique landscape.

p.20: Mitchell from Kabulwarnamyo assists in documenting bim during a rock art survey on a bush trip.

p.23: Caleb and his mother Dorita on a bush trip near Manmoyi.

p.25: Top — Bim officer, Jayden, shares information about bim surveys with the Mamadawerre students. Bottom — Rosalyn loves playing on the new Manmoyi Early Learning playground!

p.26: Manmoyi teachers and students amongst the beautiful manberrk (open eucalypt woodland) during a bush trip.

p.28: Early Learner Lemarcus joining his parents and Early Learning Coordinator, Skylar on a bush trip.

p.32: Djamar waterfall near Kabulwarnamyo on the Liverpool River.

p.33: Shaun teaches his son, Zakarakis how to make a spear.

p.34 Left — Lee with his father and Manmoyi Bininj teacher Ross on a bush trip. Right: Early Learner Jehoiachim with his mother, Jeraiah during Conversational Reading.

p.35: Warddeken Bim Officer Jayden with Mamadawerre student Torah during bim camp.

p.36: Yawurrinj (young boys) kick up dust during kunborrk.

p.37: Warddeken ranger Lindsay teaches his son, Anthony how to cut up a bullikki (cow) in Mamadawerre.

p.38-39: Warddeken and Nawarddeken Academy students, staff and families at Naworo bim site during bim camp.

p.41: Kabulwarnamyo student Delsanto assists in bim surveys near Kurrukkurduk waterfall.

p.43: Senior student Maureen helps Vinniesha learn to use a drone controller in Mamadawerre.

p.45: Tyler on an ecology bush trip helping to survey the plants and vegetation around a motion sensor camera trap. Image credit: Kane Chenoweth.

p.46: Keishon from Manmoyi holding handfuls of manmarlak (Billy goat plums).

p.47: Ambrose with his Learning on Country journal, which are completed each week on iPads after bush trips.

p.48: Mamadawerre students refer to one of the Kuwarddewarde Malkno (seasonal calendar) posters, focused on above ground plants.

p.49: Ross teaches Manmoyi student Tyler how to make fire using traditional methods.

p.50-51 From Kudjewk in clockwise order: 1. Mamadawerre students walk through flood water at the end of their airstrip. 2. Lemarcus with his mother, Charleene picking purple currants. 3. Senior Warddeken ranger Terrah Guymala is an expert in using fire for customary and contemporary reasons. 4. A bim painting of a nabarlek (brush tailed wallaby). 5. Early Learner Kesharni loves being out on Country. 6. A yirlinkirrkir (white throated grass wren), a culturally important bird species endemic to the Stone Country.

p.52: Literacy Lead teacher Adelaide running a Reading Daily Review at Manmoyi.

p.53: Bininj teacher Lorna working with her son, Bundy during a phonics lesson.

p.54: Deequanisha working on her number formation during maths.

p.55: Vince with a height comparison of himself against a djukerre macropod that he created on the iPad.

p.56 Left — Miles using his iPad to record a plant on bush trip. Right — Ambrose eating delicious purple currants on bush trip.

p.57: Audrey loves bush trips!

p.58: Royce helps Warddeken Bim Officer Chester record rock art on an iPad.

p.59: Left — Damaziah enjoys cooking at Mamadawerre. Right — Kayless and Lemarcus on beautifully green Bordoh clan Country.

p.60: Left to right clockwise — Sham with his yabok, Tinniesha. Zakarakis with his makka, Sylvaris. A wurdur holds up a crocodile skull found in a local billabong.

p.61: Left to right clockwise — Alexia and Landon pose for a photo, taken by Maureen. Bethany with her kokok, Jason. Vinniesha with her ngalkurrng, Janice.

p.62: Left to right — Eli at Manmoyi with his Valentines Day craft. Vietta takes Jehoiachim on a bush trip. Sham and Damaziah participate in shared partner reading as part of the morning Read Write Inc lesson.

p.63: The Manmoyi school team pose for a drone photo on the banks of the Mann River.

p.64: Left to right — Bininj carry a forked tree, which will become a support post for the shelter. Bininj flatten a piece of bark over the fire, which will become part of the roof.

p.65: Collecting bark is quite a skill!

p.66: Left to right clockwise — Kamarrang Na-Wurrbbarn tells one of his wonderful stories to students. Eli with his piece of bark. Bim team and Manmoyi staff, students and families under the completed shelter.

p.67: Kamarrang Na-Wurrbbarn, who was a holder of incomparable cultural knowledge. Axes are used to carefully peel the bark off the tree.

p.68: Left to right clockwise — A beautiful native turmeric plant (curcum australasica) commonly found across the Stone Country. Bundy draws ngalmangeyi (long neck turtle) during an art activity. Deequanisha completing her bush trip reflection journal on her iPad.

p.69: Measuring with a ruler is a precise skill to learn!

p.70: Chloe's piece of art featuring ngarderrrho (short neck turtle) and djenj (fish).

p.71: Left to right clockwise — A delicious wakih (freshwater prawn) caught on bush trip ready to be put on the fire. Student Rossanna, along with Sarah and Michelle participate in cultural learning about skin names and kinship. Keishon concentrating hard during his Kahoot! Quiz.

p.72: Left — Maureen works on building a structure using natural materials. Right: Ambrose watches a video on his iPad after performing kunborrk (customary song and dance).

p.73: Mamadawerre yawkyawkw (young girls) participate in traditional fire lighting.

p.74: Michelle and Kayless work together to tie bark together to light fires traditionally on Country.

p.75: Left — Mamadawerre students and Bininj teachers work together on a learning activity. Right: Jai enjoys a phonics activity in Kabulwarnamyo.

p.76: Left — Who doesn't love a face mask on a bush trip!? Rossanna certainly does! Right: Conrad helps Zakarakis tie bark together, before it's used to light fires.

p.77: Kerrida's artwork containing cultural information and her favourite bush food.

p.78: Bottom left to right clockwise — Arijay points out a landmark. Bushwalks provide lots of time to contemplate! Joseph uses his spear to find djenj (fish) for dinner.

p.79: Craig carries spear grass to light another fire.

p.80: From bottom right clockwise — Swimming holes are often hidden amongst the Stone Country landscape. Cody holds ngalmangeyi (long neck turtle) with Craig. Bundy has been attending Stone Country Bushwalks with his family since he was an infant.

p.81: Top left to right clockwise — Smoke is a constant part of the surroundings during the bushwalk as the Country is burnt as people walk through it. Sylvaris with a fresh catch of kunkanj (meat). Students enjoy stunning viewpoints as they rest during the bushwalk. Baby Landon's first experience on a bush walk, learning from Zachariah.

p.82: Craig and Joseph go hunting for fish.

p.83: Left to right clockwise — Mamadawerre students and rangers build a kodbarre (traditional shelter). Sylvaris shows his son, Sylvario a fire burning on Country. Maureen tries her luck fishing with a handline.

p.84: A rock art depiction of a black wallaroo near Kabulwarnamyo, painted by Bardayal Lofty Nadjamerrek. This special painting was used as our logo.

p.85: Mamadawerre students participate in a macropod art activity on Country.

p.86: Left — Yawurrinj (young boys) dance in celebration of the Bininj graduation. Right: Bundy and Sylvario participate in a science experiment during Science Week.

p.87: Left: Marsari with an ngalng (freshwater yabby). Right — Royce dressed up in a Warddeken uniform, ready for some work experience.

p.88: Top — Dixon practices his name writing skills. Bottom — We love cooking!

p.89: Mamadawerre students hanging out.

p.90: Top — Tyson walking beside a billabong on his way to check a pig trap. Bottom — Mamadawerre students participate in a soccer workshop.

p.91: Left — The spear throwing competition was a Mamadawerre highlight in 2024! Right — Torah with her homemade pizza, yum!

p.92: Rodriguez using a satellite map to explain the different ecosystems around Mamadawerre.

p.93: Left — Learning to butcher buffalo and cattle meat is an important life skill for our students living in the remote IPA. Right — Anthony using his iPad to create a pictograph based on the number of feral animals culled by rangers.

p.94: Vinniesha practices her handwriting every day!

p.95: Rossanna with some delicious munkung (wild honey).

p.96: Left — Many women from IPA communities are master weavers, and students often learn how to harvest, dye and weave pandanus artworks such as this. Right — Mamadawerre students measuring the new building site.

p.97: Celebrations for the opening of the new Secondary and Early Learning building in Mamadawerre.

p.98: Mums and bubs enjoying the Early Learning program in Manmoyi.

p.99: Students Rona and Millie enjoy going to Kabulwarnamyo Early Learning and playing with all the toys!

p.100: Left — Marlene watches over Lee as he stirs the banana bread. Right — Landon started walking this year — how exciting!

p.101: Lorina helps Landon with his painting.

p.102: Top — Baby Delilah — the cutest Halloween pumpkin we ever did see. Middle — Marlene helping to plan the Manmoyi Early Learning program. Bottom — Thomasina loves to build and create during Early Learning.

p.103: Lemarcus loves water play!

p.104: Manmoyi yawurrinj and bininj on a bush trip with the Warddeken ecology team setting up motion sensor camera traps to look for small mammals.

p.105: Nawarddeken Academy students and teachers at the Michael Long Leadership camp in Darwin.

p.106: Left — Secondary student, Bethany, from Mamadawerre. Right — Students help Erica, Warddeken's Ecology Officer, set up a drone ready for an aerial survey.

p.107: Manmoyi teachers and rangers look over a weed identification poster on bush trip.

p.108: Maureen focuses on a hands-on maths activity.

p.109: Mamadawerre students Maureen and Agnes film content from their bush trip to use back in the classroom.

p.110: Bottom — Michelle and Andy during a NaKaDjaKa monitoring and evaluation workshop held at Manmoyi during Yekke. Top — Bundy using a two-way radio to communicate with family on the bush walk.

p.111: Sylvario improved his number writing every day!

p.112: Students love to take any opportunity to go for a swim!

p.113: Left — The Stone Country glows as the evening sun begins to set — it truly is a spectacular landscape. Right — Professor Leanne Namarnyilk at the Manmoyi Kinship workshop with NaKaDjaKa facilitator Georgia Vallance and daughter Scout.

p.116: Vince and Andrick practice their body combat on the Michael Long Leadership camp in Darwin.

p.118: Left — Ninti trainer Robyn with Ross during the extremely special graduation ceremony on Country. Right — Alexia with her 3a training certificate.

p.119: Left — Lorna practicing her time telling skills as part of the foundational units with Ninti. Right — Trainer Robyn with all the graduates of the Ninti 'Foundation Skills for Your Future Program'.

p.120: Melanie with her National Excellence in Teaching award.

p.121: Left — Olga, Michelle, Lorna and Jodi receiving the ACCEL Leadership Award in Adelaide. Right — Adelaide receiving her award from Hon Jason Clare MP, Federal Minister for Education at Parliament House in Canberra.

p.122: Manmoyi school's new Outdoor Learning Space, complete with an all-weather basketball court and adventure playground.

p.123: Left — Manmoyi thanked Stephen with a party, for building the Outdoor Learning Spaces across the IPA. Right — Kaidem enjoys using the digger in the new sandpit!

p.125: Students wander down a small, freshwater stream on a bush trip.

p.128: Deequanisha with her mother, Cammie, drying off after a swim on a bush trip.

p.131: Playful Krayden with beautiful pink eucalyptus flowers he collected on a bush trip.

p.132: The brightly coloured, yet elusive Alyurr (Leichhardt's grasshopper), are said to be the children of Namarrkon, the Lightning Man.

p.134-135: Craig and Zakarakis prepare to throw their spears during the spear throwing competition.

Back cover: Tyler is helped by another student to peel bark off a tree, as his father Andy watches on with pride.



Craig and Zakarakis prepare to throw their spears during the spear throwing competition.
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'OUR KIDS WANT TO GO TO NAWARDDEKEN ACADEMY BECAUSE THEY'RE ON THEIR HOMELANDS. THEY'RE COMFORTABLE IN THEIR ENVIRONMENT AND THEY FEEL SAFE. SISTERS, BROTHERS, COUSINS, ALL IN THE SAME CLASSROOM, LEARNING TOGETHER ALONGSIDE THEIR FAMILIES. THIS IS WHAT WE'VE FOUGHT SO HARD FOR.'

MICHELLE BANGARR
NAWARDDEKEN ACADEMY
DIRECTOR, TRADITIONAL OWNER,
PARENT AND EDUCATOR



NAWARDDEKEN
ACADEMY

Nawarddeken Academy Limited
ABN 31 621 135 439
PO Box 37620 Winnellie NT 0820
Phone: 0459 216 141
Email: admin@nawarddeken.org.au
nawarddeken.org.au