

# Annual Report 2023




NAWARDDKEN  
ACADEMY

# Vision

Our schools and communities will work together to make our children strong in both Bininj (First Nations) and Balanda (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.

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WARDDEKEN COMMUNITIES



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

#### Our Logo

The Nawarddeken Academy logo depicts a hunter spearing barrk (black wallaroo) painted by Warddeken founder and patron, Bardayal Lofty Nadjamerrek OAM (1926–2009). Painted by Bardayal as a gift for his grandchildren in 2003, the original white ochre image can be seen on an escarpment wall two kilometres to the southwest of Kabulwarnamyo.

Front cover: Manmoyi student Keishon learning how to make a traditional spear, under the guidance of Cultural Professor Berribob Watson and Warddeken ranger Andy Wood.

This page: Yawurrinj (young men, boys) performing a fireside kunbarrk (dance) at our Aldaddubbe camp.

"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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MAMADAWERRE SCHOOL  
This School Was Opened By  
CLANCY DJAYGHURNA  
President of Damed Association Inc.  
On  
31st October 1991  
Funding: Department of Education  
Builders: Sunshin Homes Pty Ltd



Mamadawerre secondary students showcasing their art after a week of workshops with Marrawuddi Art Centre, who collaborated with the school to design a book about endangered and extinct animals of the Warddeken IPA.

# The Nawarddeken Academy Story

**The Nawarddeken Academy was established in 2015, at the request of Elders of the Warddeken Indigenous Protected Area (IPA), who had long dreamed of their children receiving full-time education in their home communities. The Nawarddeken Academy delivers a unique model of bicultural, community-driven education to these remote First Nations communities in west Arnhem Land.**



The idea of a learning place for children of the Kuwarddewardde (Stone Country of the west Arnhem plateau) began back in 2002, when eminent Elder and Professor Bardayal Lofty Nadjamerrek AO led a return of Traditional Owners to his Mok clan estate, Mankungdjang (native honey dreaming). Despite the discontinuation of government funding for homeland communities, Bardayal, alongside his wife Mary Kolkiwarra, their children, grandchildren, and other family members from across the Kuwarddewardde, collectively founded the small community of Kabulwarnamyo. Deeply committed to caring for the Kuwarddewardde, in the early 2000s Bardayal and his supporters launched the Manwurrk ranger program, which would later evolve into Warddeken Land Management Limited (WLML).

The Warddeken rangers, now one of Australia's most prominent ranger programs, were fundamental to establishing the world's first customary fire and carbon offsets program – the West Arnhem Land Fire Agreement (WALFA). Since 2008, income generated through WALFA has been a major contributor to supporting Nawarddeken Traditional Owners to live, work on and visit their custodial estates in the Warddeken IPA.

Warddeken rangers and their families lobbied for many years for education to be delivered on Country, so they could remain living and working at homelands, and not face the difficult decision of sending their children away to larger towns to access schooling. Elders and parents dreamed of bicultural education to make their children strong in two worlds, advocating across all levels of government to no avail.

The dream of full-time schooling in the Kuwarddewardde was realised when, with the generous support of the Karrkad Kanjdji Trust (KKT), the first Nawarddeken Academy school was established at Kabulwarnamyo in 2015. In a scarcely resourced one-teacher 'classroom', under native cypress poles and a tarpaulin, full-time education in the Kuwarddewardde commenced under a Memorandum of Understanding with Gunbalanya School.

The Academy's humble beginnings are reminiscent of establishing Kabulwarnamyo and then the Warddeken rangers – each a seemingly impossible feat, overcome by Nawarddeken leaders with the vision and commitment to overcome a scarcity of resources, funding, and the tyranny of distance.

## The Nawarddeken Academy Story



After three years of steady growth and consolidation, Nawarddeken Academy Limited (NAL) was registered in 2017 as a wholly-owned subsidiary of WLML, and a Board of Directors was instated. To allow the school to formally obtain Independent School Registration, the infrastructure at Kabulwarnamyo School was upgraded to meet government standards, and passionate and sustained work by Bininj and Balanda staff and experts went into preparing an application and the necessary supporting documents. These extraordinary efforts were rewarded when in late 2018,

Independent School Registration for Kabulwarnamyo was gained.

Seeing the opportunities and successes of the school at Kabulwarnamyo, rangers and Traditional Owners from Manmoyi and Mamadawerre homeland communities requested Nawarddeken Academy Schools in their homeland communities, to provide year-round full-time education for their children. This appeal resulted in the NAL board resolving to support Manmoyi and Mamadawerre on their journey to independence. This resolution came



to fruition with the establishment of two new Nawarddeken Academy Schools at Manmoyi and Mamadawerre, both gaining Independent School Registration in late 2021.

Registration has brought recurrent government funding that secures the financial future of the Academy and, more importantly, provides the children of the Kuwarddewardde with the education that all children in Australia are entitled to. Each Nawarddeken Academy School now operates with at least two permanent qualified teachers; up to four casual First Nations teaching assistants who amongst other roles deliver the Indigenous Language and Culture (ILC) component of the curriculum; about 60 students at all three sites. In addition to government recurrent funding, the Academy continues to have the financial and logistical support of both WLML and KKT.

The Academy represents both a deep source of pride and critical socioeconomic infrastructure for the communities. Communities have joint ownership of Nawarddeken Academy, actively overseeing the direction of the school and participating in the education of their children.

In late 2021, teachers began delivering an exciting new curriculum structured around the Kuwarddewardde Malkno (Stone Country Seasonal Calendar), where Australian Curriculum learning outcomes are delivered through the lens of seasonality and the deep cultural knowledge of the Traditional Owners of the Warddeken IPA. This unique curriculum model will expose Nawarddeken Academy students to experiential, place-based programs of learning, where First Nations knowledge, languages, and modes of teaching and learning are celebrated.

Thanks to the Nawarddeken Academy, our children are now receiving a first-rate education on-Country. Our bicultural approach to education engages First Nations leaders, rangers and skilled teachers. It encourages and supports communities to be actively involved in delivering their children's education.

The future of Bininj Nawarddeken depends on our kids 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

In late 2014, community members and Elders sat down to talk about what they wanted a school to deliver for the young people of the Kuwarddewardde, and the unique opportunities presented by establishing a school on-Country. These conversations, along with community consultations and workshops, led to the development of a set of Objectives and Guiding Principles that reflect the aspirations of Nawarddeken Traditional Owners. They provide a clear foundation for what the Nawarddeken Academy will achieve as we work towards our vision.



Our littlest learners getting involved in a bim (rock art) lesson at the Aldaddubbe site, outside Kabulwarnarnyo.

## Objectives & Guiding Principles



## 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.

## Guiding Principles

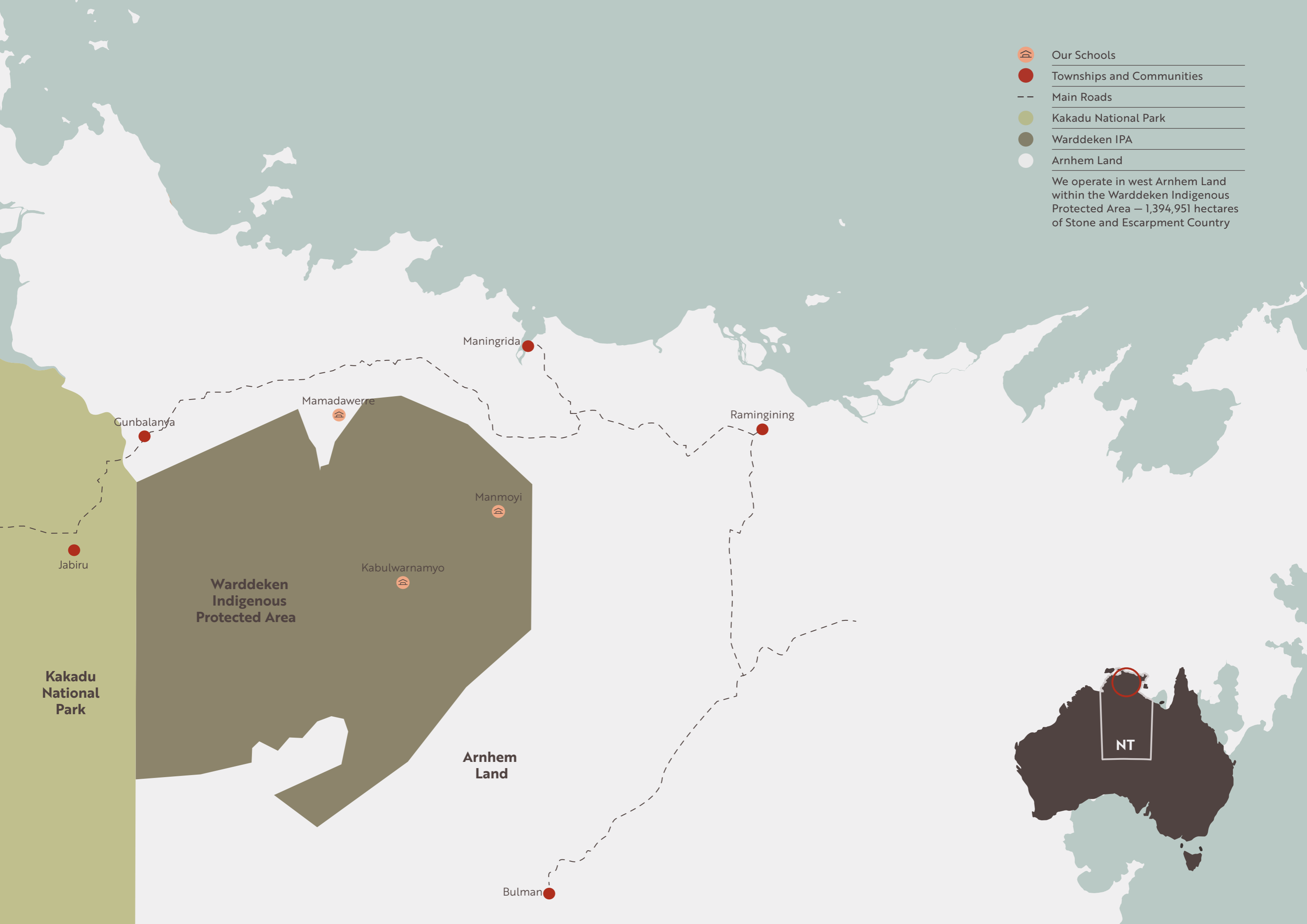
- Respect, and the ability to integrate customary modes of learning guided by our old people with a 'western' educational curriculum.
- Facilitate a unique curriculum based on our land, language and Culture, using formal and informal teaching and learning approaches, emphasising mental and physical health, while cultivating individual and collective respect and responsibility.
- Incorporate flexibility, enabling continuous improvement and positive responses to changing circumstances.
- Access all available technology to overcome the disadvantage of our geographical remoteness, and to ensure our resilience.
- Recruit, support and retain high-quality staff underpinned by strong leadership and competent governance.



Left: Respect is an important concept to learn for our students, from both a Bininj and Balanda perspective.

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

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



# Timeline



2002

- Kabulwarnamyo community established by Bardayal, family and friends

2007

- Warddeken Land Management Limited formed

2015

- With Warddeken and KKT support, Nawarddeken Academy commences teaching at Kabulwarnamyo (under the auspices of Gunbalanya School)

2017

- Nawarddeken Academy Limited formed
- Independent School Registration process commences (Kabulwarnamyo)

2020

- Kuwarddewardde Malkno Seasonal Calendar launched

2022

- Early Learning program established at Manmoyi and Mamadawerre

- Manwurrk rangers established at Kabulwarnamyo

- Mok Traditional Owners share dreams of a Stone Country school with KKT supporters
- Senior Traditional Owners come together to discuss making a Stone Country school a reality
- KKT begins fundraising for a Stone Country school

- Early Learning program established at Kabulwarnamyo

- Kabulwarnamyo School gains Independent School Registration
- Traditional Owners from Manmoyi and Mamadawerre formally request help from Nawarddeken Academy to achieve educational independence

- Independent School Registration process commences (Manmoyi and Mamadawerre)
- Teaching Kuwarddewardde Malkno (Seasonal Calendar) Curriculum commences
- Manmoyi and Mamadawerre Schools gain Independent School Registration

2005

2014

2016

2018

2021

# 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**

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 worked as a finance industry professional for almost 30 years, at first with global banking organisations including Prudential-Bache Securities, Baring Securities and Hambros Bank. Subsequently, she specialised in corporate advisory work in the agribusiness sector, consulting to organisations including the European Bank for Reconstruction and Development (EBRD), AMP private investments, the Australian Primary Trust, plus a large range of government and semi-government bodies, and Statutory Marketing Authorities. Margie has been on the boards of Wool International, a range of Pooled Development Funds and investment vehicles, and was the inaugural Chair of the CSIRO Textile, Clothing and Footwear Sector Advisory Committee.

## Board Of Directors



### 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 played 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.



### ELIZA NAWIRRIDJ

Eliza is a Wurrik Traditional Owner for Mandedjkadjang in the north of the Warddeken IPA and began working with Nawarddeken Academy in 2015, leading the Early Learning program in Kabulwarnamyo. Eliza contributes weekly to Bush Trips and has strong cultural knowledge of family kinship and the history of the IPA. Eliza has two young sons who are Traditional Owners of the Mok clan estate, and she loves going fishing with her extended family out on-Country.



### 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.





Sentence reading is a vitally important part of our daily literacy lessons.

# Chairperson's Report



My name is Conrad Maralngurra. My Bininj name is Namardowad. My skin name is Nawamud in the low Country, or Kodjok in the Stone Country. My clan is Ngalngbali, my Country Kudjekbinj – land of Baby Dreaming and Old Man Dreaming. My language is Kunwinjku and my kunkoymud, or totem, is Kundung (Sun). I am also chairperson of Nawarddeken Academy, and deputy chair of Warddeken Land Management.

These are all important parts of my identity – things that make me strong and help me understand where I fit into Country and Culture. I'm taking the time to share them with you here because I think it helps demonstrate what we are doing at Nawarddeken Academy – teaching young people about who they are, and where they fit in, and most importantly, giving them pride in having these special connections.

Throughout my life I have taken every opportunity to learn from my Elders about Country, about songlines and about creation stories. I have also learnt from many Balanda, and spent a lot of my childhood in the then-mission community of Gunbalanya.

I love my role at Nawarddeken Academy. I care deeply about the work that we are doing, and I believe that this amazing company and these incredible schools are making a huge impact on our young people.

As we finish up a very successful year in 2023, I will continue working in the space that I love most – sharing knowledge through storytelling, and helping wurdurd understand our deep ancestral connections with the Kuwarddewardde.

**Conrad Maralngurra**

# Chief Executive Officer's Report



By the time this report is received, a decade would have passed since Senior Traditional Owners came together to discuss the vision of making a Stone Country school in Kabulwarnamyo a reality. Warddeken Land Management and the Karrkad Kanjdji Trust have worked unwaveringly alongside the Nawarddeken Academy, every year since, to make education accessible to children across the Warddeken Indigenous Protected Area.

In 2023, the Nawarddeken Academy had a total of 103 indigenous employees in either a casual, part-time or full-time capacity, together with a total of 64 enrolments across our three schools. This growth and engagement speaks resoundingly to the desire of Bininj families to have education for their children that is not only on-Country, but also respects identity and Culture.

Above all, the greatest source of joy has been to see the growth of our students, particularly their confidence in engaging in two worlds. From using technology to capture and create cultural resources that Elders share during on-Country learning, through to navigating the streets of Melbourne on our first ever, interstate excursion. With a Secondary School and a Bush University just around the corner, ensuring continuity of education, the sky is the limit for Nawarddeken (people of the Stone Country).

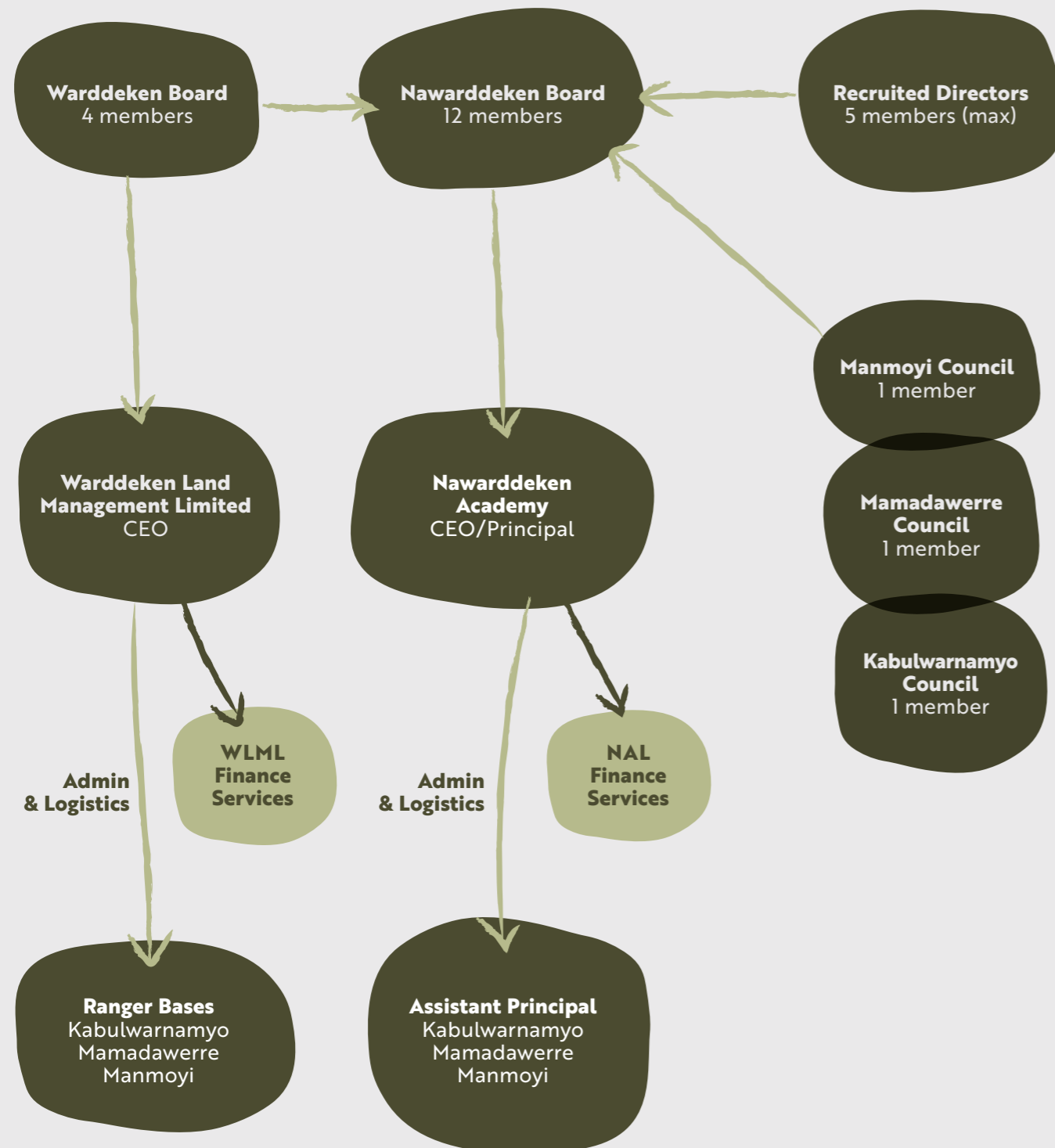
The story of our growth is now extending beyond the borders of the Warddeken IPA. Supported by KKT, Nawarddeken and Bawinanga Aboriginal Corporation, the Homelands School Company was registered in 2023, with its geographic footprint within the Djelk Indigenous Projected Area. Having seen what's possible, numerous homelands in this region are inspired to embark on their own journey to ensure their children have access to full-time education, regardless of geographical location.

I continue to be humbled, working alongside the remarkably inspiring and dedicated educators, directors and Elders, and our exceptionally devoted Darwin staff. As usual, I'd like to extend my deepest gratitude to WLML, KKT, and the Association of Independent Schools NT who are committed to expanding the vision of enabling the next generation of land Custodians to walk confidently in two worlds.

**Olga Scholes**



# Governance



## Nawarddeken Academy Limited

The Nawarddeken Academy Limited (NAL) was registered as a public company limited by guarantee in August 2017. In November of that year, NAL was registered with the Australian Charities and Not-for-profits Commission (ACNC). Last year, the board transitioned to a new structure and is now comprised of four Warddeken directors, three Parent directors and up to five Recruited directors. All members of the NAL board of directors are listed with the ACNC. In 2023, the board met three times. Term four, 2021 was our first full school term operating three registered independent schools under the Nawarddeken Academy.

## Independent School Registration — Kabulwarnamyo School

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

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



### Independent School Registration – Manmoyi and Mamadawerre Schools

In early 2021, applications were submitted to register two new independent schools in Manmoyi and Mamadawerre. Nawarddeken Directors and staff met with the Registrar to discuss the need for the new schools, and the applications. We also liaised with the Northern Land Council and the Northern Territory Department of Education to secure the use of pre-existing infrastructure in both communities, for the purposes of education.

The Northern Territory (NT) Department of Education assigned a panel to assess the applications and help the Registrar make a decision. In mid-September 2021 we were

advised that both applications were successful, and commenced delivering education for the children of Mamadawerre and Manmoyi on the 29th of September and 18th of October 2021 respectively.

The approval of our three independent, community-led schools demonstrates the Northern Territory Government’s ongoing commitment to the Education Department’s Strategic Plan and Indigenous Education Strategy, ensuring students in the most remote parts of the Northern Territory have access to full-time education.



Great excitement as students learnt how to collect water from the djidjrok tree, near our Manmoyi school.

# Committees

To ensure that the voices of parents and the local community are given primacy in the Academy's operations, there is strong Bininj representation on all NAL committees, as well as on the Board of Directors.

## 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 four Directors and three non-voting staff. In 2023, 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 2023
- 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 six full-time teachers, a teaching Assistant Principal, an Executive Officer and CEO, and ten Bininj teachers.**

In 2023, 103 Bininj with kinship connections to our students worked as casual educators or support staff. Our regular and casual Bininj teachers play an integral role in delivering education and translating curriculum content and concepts into Bininj Kunwok, the first language of our students.

We continue to work in collaboration with community Elders, cultural leaders and rangers, who assist in planning and delivering teaching programs. They are supported to do so through our partners Warddeken Land Management Limited and Karrkad Kanjdji Trust.

Our inclusive, kin-centric employment model celebrates family-based learning experiences, supports families to be actively involved in children's educational journeys, and ensures that the classroom is always a welcoming and supportive space for all our students.



## Academy Staff



**OLGA SCHOLES**  
Principal and CEO  
(FT)



**JODI VALLAK**  
Teaching Assistant Principal  
(FT)



**ADELAIDE FORD**  
Kabulwarnamyo Classroom Teacher  
(FT)



**CODY THOMAS**  
Mamadawerre Classroom Teacher  
(FT)



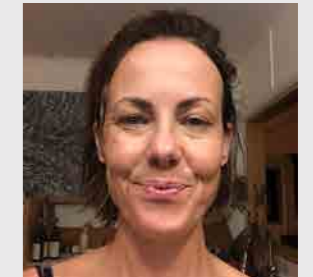
**MOLLIE TEALE**  
Mamadawerre Classroom Teacher  
(FT)



**MADELEINE LOGAN**  
Manmoyi Classroom Teacher  
(FT)



**ROSE JOHNSON**  
Manmoyi Classroom Teacher  
(FT)



**MELANIE COLE**  
Learning Support Coordinator  
(FT)



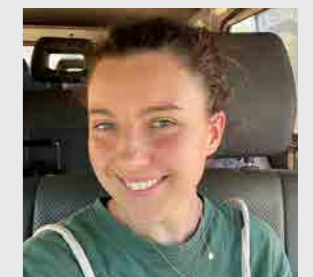
**ATEF ROSTOM**  
Secondary Engagement Coordinator  
(PT)



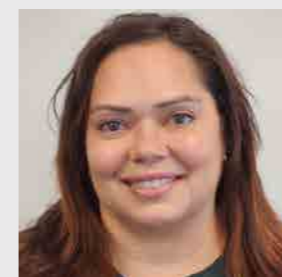
**KAREN KEHOE**  
Business Manager  
(FT)



**TRACEY PAGE**  
Administration Officer  
(FT)



**LIZZIE HADDEN**  
Secondary Engagement Teacher  
(FT)



**TERRI ANDERSON-MULLETT**  
Finance Officer  
(PT)



**JARRAH MAYARI**  
Early Learning Program Coordinator  
(PPT)

## Our People

### Bininj Teachers (regular)



**ADA  
NABULWAD**



**COLLEEN  
NAGURRGURBA**



**ELIZA  
NAWIRRIDJ**



**GLENDA  
GURRUWIWI**



**LORNA  
NABULWAD**



**MARLENE  
CAMERON**



**MICHELLE  
BANGARR**



**MILLY  
NABORLHBORLH**



**ROSS  
GUYMALA**



**JODI  
BANGARR**



**ALEXIA  
GUMURDUL**

### Governance Facilitators



**DANNY  
KEEP**



**DEAN  
YIBARBUK**

### Cultural Professors



**BERRIBOB  
DANGBUNGALA  
WATSON**



**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)

Alexandria Namarnyilk  
Alfred Nalorlman  
Amaziah Nadjowh  
Andy Wood  
Anthony Billis  
Arijay Nabarlambarl  
Asheena Guymala  
Aspelta Guymala  
Benita Alangale  
Cammie Wood  
Carol Nayilibidj  
Chantel Nabalwad  
Charlene Bangarr  
Charlton Namundja  
Christella Namundja  
Cody Namundja  
Conrad Maralngurra  
Damazine Alangale  
Dean Yibarbuk  
Delvina Guymala  
Denell Djumburri  
Deonus Djandjomerr  
Derek Guymala  
Dick Djogiba  
Dominic Narorrnga  
Doreen Nayilibidj

Drusilla Nadjamerrek  
Dylan Cameron  
Enosh Nadjamerrek  
Evelyn Narorrnga  
Frankie Nadjamerrek  
Frederick Nadjamerrek  
Gabriella Maralngurra  
Gavin Namarnyilk  
Gavin Bonson  
Glenda Gurruwiwi  
Jady Girrabul  
Jamie Billis  
Jayden Wurrkgidj  
Jenkin Guymala  
Jenny Nadjamerrek  
Jezariah Nabegeyo Nalorlman  
Jobie Managku  
Josh Namarnyilk  
Joson Naborlhborlh  
June Nadjamerrek  
Katra Nganjmirra  
Kayla Nagurrurrba  
Kaywanna Gamarrwu  
Leanne Namarnyilk  
Lesley Phillips  
Lorina Maralngurra  
Manoah Nawilil  
Maria Lippo  
Marshall Bangarr  
Mickayla Mardinga

Naomi Nadjamerrek  
Paul Alangale  
Penelope Yibarbuk  
Peta-Anne Nalorlman  
Ray Ashley  
Recain Nabarlambarl  
Rhonda Nadjamerrek  
Rodney Naborlhborlh  
Sara Cooper Billess  
Sarah Billis  
Stuart Guymala  
Suzannah Nabalwad  
Sylvaris Gumurdul  
Tahnee Nabalwad  
Tinnesha Narrorrnga  
Vernon Garnarradj  
Vietta Bangarr  
Wendy Namarnyilk  
Zachariah Namarnyilk  
Zara Anne Nalorlman

#### Early Learning Educators (casual)

Jean Burrenali  
Alexia Gumurdul  
Rosie Nabegayo  
Coleen Nagurrurrba  
Marlene Cameron  
Regina Wilson

# Languages of the Kuwarddewardde



Kudedjnjenghmi is the original language of the Kuwarddewardde, however, the majority of young Nawarddeken are not fluent speakers. At Mamadawerre and Manmoyi, Kunwinjku is the primary language spoken, given its location at the base of the escarpment. Additionally, some of our students have connections to other Bininj Kunwok languages such as Kuniinju, Rembarnga, Dalabon and Maung.

A concern shared across our communities by old people and cultural leaders is that younger generations are not learning or practising enough Bininj Kunwok languages. Nawarddeken Academy is therefore playing a critical role in reducing the loss of customary languages through the delivery of our bicultural curriculum.

At the behest of Traditional Owners, in 2023 worked closely with the Bininj

Kunwok Regional Language Centre to create learning resources and classroom activities to build and enhance students' proficiency in Bininj Kunwok languages, with a focus on Kudedjnjenghmi and Kunwinjku.

This work includes the development of resources to support the teaching and learning of two endangered, specialised respect language registers — Kunbalak (avoidance/mother-in-law) and Kunderbuy (triangular kinship). These registers can take decades for Bininj to master, and so this important work must begin when our students are young. This exciting program will represent the first attempt to teach Kunbalak and Kunderbuy within the western education system.

We have compiled a glossary of Bininj Kunwok words commonly used at Nawarddeken Academy and found in this report.

## BININJ KUNWOK GLOSSARY

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



# Parents & Community

“MY SONS LIKE GOING EVERY DAY TO SCHOOL. THEY GET UP EVERY MORNING FEELING FRESH, SAYING ‘HURRY UP, I WANT TO GO TO SCHOOL’, JUST LIKE I’M GOING TO WORK EVERY MORNING TOO.”

**MANOAH NAWILIL**  
WARDDEKEN SENIOR RANGER  
& FATHER OF KAYLESS AND ELI



“WHEN I GROW UP, I’LL BE WORKING AS A WARDDEKEN RANGER LIKE MY DAD.”

**KAYLESS NAWILIL**  
NAWARDDEKEN ACADEMY STUDENT

## School Assemblies

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

Assemblies are also an opportunity for students and members of the community to come together and perform kunborrk — ceremonial songs and

dances. Assembly kunborrk performances encourage students to practice, and several yawurrinj (boys and young men) made noticeable progress in their cultural singing and dancing skills throughout the year. Schools also hosted community nights throughout the year, including community discos and movie nights.

## Social Media

Nawarddeken Academy has an active social media presence on Facebook and Instagram, averaging three to four posts per week updating followers on the most recent goings on at our three schools. Our social media audience is a mix of Bininj families from our school communities and

beyond, and other followers and supporters from across the country. Our social media accounts enjoy strong engagement, particularly from our Bininj members, and have steadily grown to become a vital communication tool for sharing the incredible activities happening across our schools and the Warddeken IPA.

## Garma Festival

Nawarddeken students, staff and board members attended this year’s Garma Festival, with the support of our partners at the Dusseldorp Forum. Senior students Maureen Namarnyilk, Ashalina Guymala and Mitchell Ngaboy attended the Youth Forum, participating in a welcome Ceremony



NAWARDEKENA WARDDEKEN

Freshwater swimming up in the Stone Country is kinga (crocodile) free — yet another reason to jump for joy!



and a perseverance/ determination Ceremony. They also attended a beat making workshop using iPads, and listened to the keynote speech by the Prime Minister. Mamadawerre student Maureen Namarnyilk, bravely stood up and asked a question about funding for remote First Nations schools during the live filming of ABC television show Q+A.

Nawarddeken directors Conrad Maralngurra, Michelle Bangarr and Dean Yibarbuk presented as part of the key forum event on grassroots education in the NT, alongside Dhupuma Barker College. A short documentary by Emma

Masters was launched at the key forum event and it was very well received by the full audience in attendance, bringing to light some of the benefits and challenges of education in Arnhem Land.

### Bush Walk

A major community highlight this year was a week-long bushwalk, where students participated alongside Warddeken rangers and community members, totalling over 50 walkers. The group walked south west from Mamadawerre, following the escarpment's edge until they reached the important cultural site

of Kabbari. Along the way students got to listen to old stories about how Bininj used to live, saw the old shelters they inhabited, and made spears for fishing. Students learnt how to look after the ancient Anbinik (*Allosyncarpia ternata*) trees and took part in daily cool burning to care for Country.

### Songlines Workshop

At the completion of the bushwalk, families from Goulburn Island, Katherine and Jabiru met the walkers at Kabbari — a sacred celebratory place for Maningburru people. It was an opportunity for family to reconnect, to share the Lonely Boy Dreaming story, and to



learn to sing the culturally important Indjgalarrku song, which was at risk of being lost to younger generations. The current senior Custodians of Indjgalarrku, a song cycle about mermaids, led workshops for adults and children to learn and perform the song. This was an extremely special experience for students.

### Hip Hop Workshop: Our Next Generation song and video production

To the delight of our students, Indigenous Outreach Projects (IOP) Hip Hop again visited

to facilitate a week-long workshop for students and families from all three schools and create a hip hop video about learning from our Elders, and living in the Kuwarddewardde. IOP workshops are a fun-filled celebration of music and dance, and a wonderful opportunity for families from across the Kuwarddewardde to spend time together. The video was screened to the delight of everyone, and has since become one of the most popular videos in west Arnhem!

### Cultural Camp

Manmoyi and Kabulwarnamyo schools came together for a camp

at Aldaddubbe on Mok Clan Estate mid-year. Students and their families camped alongside the beautiful creek and participated in many fun activities including lots of swimming, making of manbudbud (traditional string) under the careful eye of master weaver Jodi Bangarr and other Daluk, rock art observations with Lois Nadjamerrek (Lofty and Mary's daughter), storytelling, collecting and eating mankung (sugarbag), raft making with paperbark and an evening kunborrk led by Elder Don Namundja.

It was really special to see Year 6 student Richard Nadjamerrek perform blessings for both students and adults. For many



Manmoyi students, it was their first time to Aldaddubbe.

### NT Health

For the first time, an audiologist and clinical nurse from NT Health travelled to Manmoyi and Mamadawerre schools to check the kunkanem (ear) health and hearing of our students. They also helped wurdurd to learn how to blow their nose, breathe through their nose, and cough to help keep kunkanem healthy.

### Film-making

The Storey Players visited Manmoyi and Mamadawerre schools to make a short film based

on traditional stories of the custodial estates on which the schools are based. Senior Elders guided the production, with students acting, recording voice-overs, and designing sets for the films. Each school then had an opening night under the stars with the whole community and all films were launched online in December.

### Learning Yarns

In late 2022, we initiated 'learning yarns' – informal yet candid conversations between families and teachers, used to highlight student strengths and establish learning goals. These yarns also provide an opportunity for families

to ask questions and raise any concerns. Both teachers and families have really enjoyed these yarns, and for some parents it is the first time they've had a chance to talk about the education of their child in a positive light.

# Kabulwarnamyo School

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



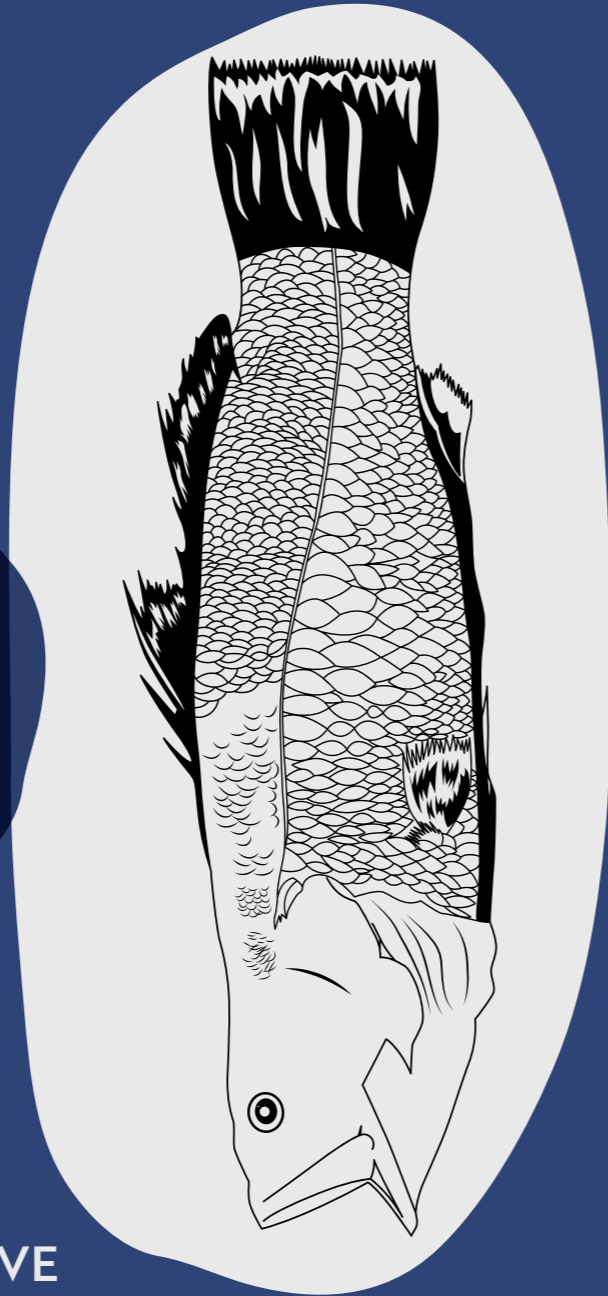
"I'M REALLY SUPPORTING MY DAD'S VISION ALL THE TIME; I'M CARRYING IT WITH ME. THIS IS THE IMPORTANT THING FOR US — TO TEACH OUR KIDS NOT ONLY IN OUR BININJ CULTURE BUT ALSO IN BALANDA EDUCATION. BOTH. WE LIKE TO SEE THAT, SO OUR KIDS CAN MOVE FORWARD BOTH WAYS."

**LOIS NADJAMERREK**  
WARDDEKEN DIRECTOR AND  
SENIOR TRADITIONAL OWNER



# 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



Bininj Teacher Conrad pointing out seasonal indicator plants to Bundy.

# 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



Shenia and Lemaine  
with delicious mankung  
(native honey!)

# 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



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

Using Bininj seasonal knowledge as the foundation, the Kuwarddewardde Malkno (KWWM) forms the epicentre of the curriculum and framework of learning at Nawardeken Academy. With six Bininj seasons forming the teaching and learning structure of the school year, the Culturally oriented curriculum runs on a three-yearly cycle centred around 18 unique conceptual units, each focused on Bininj Lore and knowledge. Developed in collaboration with Elders, rangers and community leaders, this pioneering curriculum allows us to coordinate and

structure cultural learning priorities within a framework that drives and informs all learning experiences at Nawardeken Academy.

Running on a three-year cycle, each year the KWWM Curriculum includes six thematic units, linked directly to the Arnhem Land Plateau seasons. These integrated units unpack important seasonal indicators and explore customary stories, songs, skills, sacred sites and cultural knowledge prevalent in that particular season, whilst explicitly linking this learning with the Australian Curriculum Key Learning Areas and Northern Territory Indigenous Language and Culture frameworks.

We have continued to grow our database of mixed-media cultural resources for each conceptual unit, to support staff deliver quality bicultural teaching and learning experiences.

In addition to the seasonally thematic curriculum, a custom IT scope and sequence has been developed to enhance learning experiences by embracing an array of apps and



## Kuwarddewardde Manme Curriculum



software programs, whereby students are supported to use technology to tell their stories and create multimodal texts to share cultural knowledge.

After receiving training in specific apps, students can create unique, individualised content from the KWWM curriculum to be loaded on the Kunmayli app and shared amongst the communities.

This year, examples of culturally oriented iPad learning activities included:

- Using Garage Band to create soundscapes for different seasons that can then be used across a range of different apps
- Using Sketches School for selecting and replicating traditional brush types and art forms in a localised context, to produce authentic digital art
- Using Numbers to record water testing data on freshwater field trips with rangers, and translate data into visual interactive graphs.

Designing, developing and implementing an entire curriculum around priority Bininj cultural and ecological knowledge has been an ambitious undertaking, and we are grateful to the Traditional Owners, educators and rangers who have made it a reality. Our second full year of teaching the KWWM Curriculum has proven that the effort of all involved was certainly worth it, with our students now engaged in an innovative, thriving program of learning scaffolded around culturally important themes, knowledge and skills.

This cutting-edge approach to learning, blending ancient wisdom and modern technology in engaging ways, would not be possible without our ongoing partnership with Culture Tech. We look forward to continuing this enriching and exciting partnership in 2024.



Eli, with his manboyberre (white bush apples) he collected on a bush trip to the Mann River.



When developing the original Kuwarddewardde Malkno seasonal calendar, which focused on seasonal indicators, the Elders and cultural advisors requested that additional sub-calendars be created to more adequately represent the breadth of knowledge regarding seasonality. Working with Barb McKaige and the Bininj Kunwok Regional Language Centre, the team who helped bring the original calendar to life, three new thematic calendars have been created and launched this year. These amazing resources will provide greater depth and detail about the six seasons of the Kuwarddewardde, extending the ecological and cultural knowledge included in thematic units of the Kuwarddewardde Malkno Curriculum.

1. **Kuwarddewardde Manme Manbu Kurorrewaken dja Kukkuwaken: Yams and 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. **Kuwarddewardde Manme Manbu Manbarnem Beh: Fruits and 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. See page 54.
3. **Kuwarddewardde Mayh Karringun: Food Animals**  
This calendar provides information about the availability and behaviour of the many animal species that are hunted across the Kuwarddewardde. See page 55.



Stone Country fruits and above ground foods.



Stone Country food animals.

**KUWARDDEWARDDE MALKNO  
CONCEPTUAL UNITS 2023**

**Kudjewk:  
Mid wet season  
Freshwater Aquatic Life**  
Term 1 (weeks 1–8)



**Bangkerreng:  
Late wet season  
Medicine Men & Women**  
Term 1 (weeks 9–10)



**Kunumeleng:  
Early wet season  
Cooking Manme**  
Term 4

**Yekke: Dry season  
Extinct & Endangered  
Species of the  
Kuwarddewardde**  
Term 2



**Thylacine**



**Kurrung: The hot  
season or 'buildup'  
Reptiles & Crocodiles**  
Term 3 (weeks 6–10)

**Wurrkeng:  
Mid dry season  
The Changing Climate**  
Term 3 (weeks 1–5)

# Kudjewk: Mid Wet Season

CONCEPTUAL UNIT —  
FRESHWATER AQUATIC LIFE  
TERM 1 (WEEKS 1–8)



Kudjewk is a time of monsoonal rains and tropical storms, when the river systems and waterways interlacing the Kuwarddewardde swell, waterfalls cascade over escarpments, Country shimmers neon green, and all roads leading in and out of the Warddeken IPA are closed.



Onenita with her beeswax kunj (kangaroo) created during a workshop in Kabulwarnamyo with Marrawuddi Art Centre.



The conceptual unit for Kudjewk was Freshwater Aquatic Life. Nawarddeken consider themselves freshwater people, and the thriving freshwater ecosystems of the Warddeken IPA have sustained life in this rugged landscape for millennia. This term, the curriculum centred on culturally significant freshwater animal and plant species, with structured literacy, numeracy, science and art activities exploring the topic. Weekly Bush Trips allowed students to learn about important freshwater food sites from Warddeken rangers and community cultural leaders.

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

## KUDJEWK TEACHING & LEARNING HIGHLIGHTS



Wurdurd visited different water sources around community and carried out a number of freshwater investigations and experiments.

Initially, learning centred on producer organisms and predator species in and around the water, with wurdurd creating food chains/webs based on the linear networks and web links of how animals, fish, birds, reptiles, and insects survive.

Students surveyed the variety of animals living in and around freshwater sources including the spring in Kabulwarnamyo and the billabong at Mamadawerre. Students then researched freshwater animals and created Keynote posters highlighting habitat, diet, and life span.

Throughout the term, wurdurd also investigated where community drinking water comes from and made site visits to the generators and bores at each community drinking water source. Rangers explained how water is pumped from the river/aquifer and students illustrated flow chart diagrams of the water journey from collection and storage points, through to community taps.

Learning also focused on how pollution harms freshwater animals and plants and makes the water unsafe for drinking or swimming. Classes discussed ways that people can reduce pollution and protect freshwater resources and tested the pH, temperature, and

dissolved oxygen levels of different bodies of freshwater using simple testing kits. Additionally, students engaged in weed identification and removal with WLML Rangers. Rangers demonstrated the technology used to manage and control invasive weeds and safe removal and disposal processes, important for the health of freshwater across the IPA.

### Science

Students incorporated the theme of aquatic life during weekly science lessons. This involved identifying common aquatic plants and animals that can be found within the IPA, and sorting them according to different classifications, such as — if they can be eaten, how they are cooked, whether they

## Kudjewk Teaching & Learning Highlights



live in salt or freshwater, and how they grow/breed.

With the support of Traditional Owners and Warddeken rangers, and with resources sent from our partners at the Bininj Kunwok Regional Language Centre, students at Mamadawerre explored a favourite aquatic animal, namarnkol (barramundi). They learnt about the purposes of external body parts, internal organs and the skeletal system, as well as its lifecycle and the water quality of its habitat down at the local manlabbarl (billabong). To finish off the unit, students worked in small groups to dissect a large namarnkol, where they had to locate and sort key internal and external organs onto a chart. This activity was a highlight of the term.

### Literacy

Nawarddeken Academy places significant emphasis on reading and literacy as integral components of daily learning for its students. In the dedicated literacy block each morning, students actively engage in honing both their oral English language and English literacy skills. The commencement of the school year coincides with Kudjewk, and with the operation of three schools, substantial efforts have been invested in evaluating literacy levels. A comprehensive plan has been devised to facilitate individualised reading and writing journeys, reflecting the commitment to supporting each student's unique learning path.

Literacy focuses this term included:

- Learning the sounds of the alphabet using lots of hands-on learning, repetition and reading apps on iPads.
- Reading decodable books.
- Taking part in rich oral English discussions using The Guardian Global News Photos of the Day, allowing students to broaden their vocabularies and gain a deeper understanding of the world around them.
- Upper primary and secondary students focused on creating engaging texts.
- Early Years literacy groups focused on learning English sounds, blending them and forming some basic English words.



- Taking part in daily phonics and reading lessons using the explicit literacy program 'Read Write Inc'.

### Information Technology with Culture Tech

In collaboration with Culture Tech, students at Kabulwarnamyo created a Freshwater Mayh (Species) book in both eBook and hard copies. Students worked on Sketches Schools to create the illustrations, with Year 4 student Richard Nadjamerrek doing a fantastic job at narrating the book. The book has also been published in hard copy form and is now available at the libraries at each school to assist in future learning of this topic.

Mamadawerre Students also created eBooks with Culture Tech, continuing their focus on namarnkol (barramundi). Students created individual informational eBooks depicting what they had learnt over the course of the term. This was a fantastic activity to complete the integrated learning experience of Kudjewk, which provided students the opportunity to learn about the local environment by both their Bininj and Balanda teachers.

In 2023, we continued to collaborate with Culture Tech to embed authentic technologies across our teaching and learning. This term, students were supported in upskilling their iPad capabilities using apps such as Keynote,

Sketches School, Book Creator, Reality Composer and Minecraft Education. Another popular activity was undertaking a digital dissection of a kordbolbol (green tree frog), using the Froggipedia App, apple pencils and screen recording.

Students conducted research projects about their favourite freshwater mayh (animal). Onenita Nayinggul, a year 3 student, researched warradjan (pig-nosed turtles). She created a mini book using the Pages app, and was able to confidently navigate through apps on the iPad including Keynote, Safari and photos to independently complete individual slides using her English literacy skills and spoken Kunwinjku.



### Music

This term at Manmoyi, students and community members have been participating in a new music program on Friday afternoons. Richie Guymala from the Black Rock Band, Zario Guymala from Nabarlek, and Warddeken ranger Lesley Phillips shared their talents, teaching the wurdurd how to sing and play guitar. Bininj teacher Ross Guymala also ran individual guitar lessons for some of the older yawurrinj (young boys).

### Marrawuddi Art Workshop

Wurdurd from Kabulwarnamyo participated in painting and sculpture workshops with Marrawuddi Art Centre, and Warddeken rangers. Marrawuddi, who are based in Jabiru, support artists in communities across the IPA. Workshops used clay and beeswax to create art and sculptures centred around Ankung Djang (Sugar Bag Dreaming). Ankung is the Djang (Dreaming) for Kabulwarnamyo, with many related significant sites in

the surrounding Mok clan estate. The workshop included a trip out bush before Marrawuddi's visit to collect birdi (beeswax) for use in the sculpture sessions. Students enjoyed seeing some toys made in the olden days by daluk (women) using birdi, including a spinning top. Students created their own artworks of mayh (animals) such as kunj (kangaroo) and manimunak (magpie goose), as well as sculpting and painting totems linked to Ankung Djang, such as Wakkewakken, the Sugarbag Spirit.



Manmoyi students amongst the tall manbedje (spear grass) during kudjewk.

# Bangkerreng: Late Wet Season

CONCEPTUAL UNIT —  
MEDICINE MEN AND WOMEN  
TERM 1 (WEEKS 9–10)



**A short season in the Bininj calendar, Bangkerreng sees howling nakurl (knock-em-down) winds blow, bending tall stands of manbedje (spear grass) and signalling the last of the wet season storms.**

During Bangkerreng, students notice derrko (dragonflies) filling the air and the flowering of anlerrele (Holly-leaved pea flower), marking the end of the rains and the imminent arrival of the dry season.

The conceptual unit for Bangkerreng this year was Medicine Men and Women, celebrating the collective, generational kunmayali (knowledge) about medicinal plants and treatments of the Kuwarddewardde. Supported by Elders and cultural leaders, students observed and participated in the harvesting, preparation and application of a range of customary medicines and first aid.

shut chop with much  
song ring fang wish  
that chip rich long  
thong  
15/3/23

## BANGKERRENG TEACHING & LEARNING HIGHLIGHTS



### AMRRIC vets

Veterinarians from Animal Management in Rural and Remote Indigenous Communities (AMRRIC) visit IPA communities annually to check the health of duruk (dogs) and budjiked (cats). The vets also provide an animal education program, where students learnt all about parasites (mites, worms and ticks) and how important it is to treat pets with the right medicine, feed them regularly and keep them clean by giving them a wash.

### Maths

This term in maths (Kudjewk and Bangkerreng) students explored many new mathematical ideas, wherever possible integrating this learning

with hands-on, on-Country activities. Daily maths rotations allowed students to spend quality time with both Bininj and Balanda teachers, learning new concepts and refining knowledge in Kunwinjku, with many students making huge strides in their learning this term.

Secondary students built their multiplication skills and our upper primary students worked on subtraction, and counting forwards and backwards. In lower primary, students focused on counting up to the number 20. This year, teachers aimed to use more technology in maths instruction, making lessons engaging for students, and allowing them to work on their own goals independently.

### Kabo (green ants)

Manmoyi school held a Bush Trip along the Mann River with senior Warddeken Professor Deborah Nabarlambarl, assisted by Bininj teachers. Students explored the importance of kabo (green ant) and manboyberre (white bush apple), two major seasonal indicators for Kudjewk season along the mankabo (river). Students learnt how to harvest kabo and make them into a tea, used for medicinal purposes in treating colds and respiratory illness.

### Information Technology with Culture Tech

A favourite activity this term was using Minecraft



to build freshwater ecosystems and habitats. Students at Kabulwarnamyo recreated the local spring at Kabulwarnamyo.

### Bush Trips

This term's Bush Trips provided many opportunities to visit freshwater places around each of the school sites, including waterfalls, springs, billabongs and rivers. Students surveyed freshwater animals at these places, and foraged for ripe

fruits and berries. Bush Trips also focused on medicinal plants and their various uses, drawing on the knowledge of Elders and cultural leaders in the community.

Mankung (native honey) is a favoured bush food as well as a key medicinal resource. Students spent time on-Country this term, hunting for mankung, and learning from rangers and Professors about the various medicinal uses of different parts of the hive.

Students also learned to collect bark from the eucalyptus tree, crush it and make it into a tea. This is used as a remedy for the flu and respiratory issues — during the pandemic, it was even used to relieve symptoms of COVID-19. One student was suffering from a head cold during the Bush Trip, and gladly drank several cups of the tea and took the remainder home.

# Yekke: Early Dry Season

CONCEPTUAL UNIT – EXTINCT  
AND ENDANGERED SPECIES  
OF THE KUWARDDEWARDDE  
TERM 2



In Yekke, the strong, cool dalukorro wind blows, drying up Country and bringing an end to the rains. Ankarnbirr (*Acacia oincinocarpa*) shrubs flower yellow, signalling the dry season has arrived.

Bininj Teacher Ross Guymala explaining the importance of birm sites in the IPA.



Across the Kuwarddewardde, Yekke is the time when Bininj begin lighting small, cool fires to clean and manage Country, just as they have done for countless generations. The conceptual unit for Yekke was Extinct and Endangered Species of the Kuwarddewardde. Learning activities explored animals that once lived in the Kuwarddewardde, such as djankerrk (Thylacine), paintings of which are present in numerous rock art galleries, as well as endangered and threatened animal species of the IPA.

The roads and tracks of the IPA open in Yekke, allowing us to travel further for Bush Trips. Just as Yekke was once a time for Bininj to travel across Country to visit cultural sites and neighbouring clans, Yekke is now a time for Nawarddeken Academy to bring our three schools together for on-Country events.

## YEKKE TEACHING & LEARNING HIGHLIGHTS



### Controlled burning

Older students from all schools spent time with Warddeken rangers on-Country learning about cool early dry season burning practices. Students were supported to examine the curing of different habitat types and identify when an area was dry enough to burn. Rangers also taught students about plants that need to be protected from fire, such as Anbinik and Anlarrh (native cypress). Students were mentored in practical skills such as how to use drip torches and backpack leaf blowers to safely burn dry leaf litter and spear grass. Fire management and the blending of customary and contemporary practice have long

been the cornerstone of Warddeken's land management program, and many of our students will go on to work as rangers who will need to be skilled in this field. Exposing our students to work experience and opportunities to be mentored by experienced rangers is one of the strengths of working in close partnership with Warddeken.

### Anbinik forest site visit

Kabulwarnamyo and Manmoyi Schools joined up with Warddeken rangers to visit an Anbinik forest called Yidngarremarneng, with many Bolmo Traditional Owners from Marlkawo joining the trip.

Anbinik (*allosyncarpia ternata*) are large, ancient, endemic rainforest trees that only grow in fire protected forests on the Arnhem Land Plateau. The protection of Anbinik is an important part of the Warddeken work program, with large fire breaks made around entire patches of forest to protect them. This Bush Trip was a fantastic learning opportunity for students to be part of the fire break created, and to hear from rangers and Traditional Owners about the importance of Anbinik to Bininj people. Students learnt that Anbinik provided a cool shelter when people were travelling through Country, and was also a place for sourcing food, including nayin (snake)

## Yekke Teaching & Learning Highlights



and mankung (sugar bag). Rangers and students walked and drove around the Anbinik patch, marvelling at the trees – some with trunks more than three metres wide.

### Rock art surveys

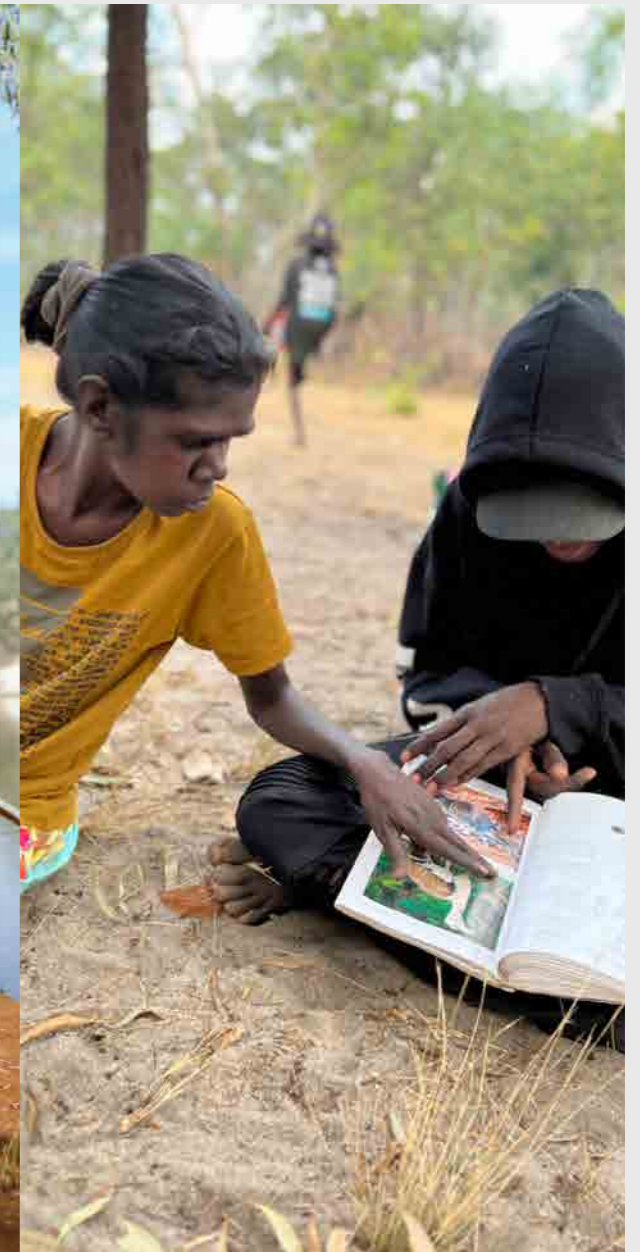
Warddeken's rock art team regularly supports Bush Trips to rock art galleries that contain paintings or artefacts relevant to the season and conceptual unit; they also work with students to mentor and build skills in rock art survey techniques and conservation management.

Some of our students have demonstrated a keen interest in rock art and we're grateful for our ongoing partnership with Warddeken to support their learning in this area.

### Learning about Yirlinkirrkirr (White throated grasswren)

Kabulwarnamyo and Manmoyi schools came together to learn about yirlinkirrkirr (white throated grasswren). Yirlinkirrkirr are an endangered mayhmayh (bird), endemic to the Arnhem Land Plateau. They are also culturally

important, appearing in songlines, stories and ceremony. In preparation for the Bush Trip, students from both school sites learnt all about yirlinkirrkirr in the classroom. This was consolidated through practical on-Country learning from rangers about the management actions that can protect yirlinkirrkirr habitat, and the technology that helps monitor this important bird. Under the guidance of rangers, wurdurd had the opportunity to light a fire break using traditional methods, with a bark drip torch. This cool burning



practice is used to preserve pockets of long-unburnt spinifex and rocky country habitat. Wurdurd were also shown how to install a song meter, and how they are being used by rangers to detect if yirlinkirrkirr exist in a specific area by using a 'call back strategy', where rangers play a specific call and listen for the mayhmayh (birds) to respond back.

### Extinct Megafauna

Mamadawerre students have been focusing on extinct megafauna

that once lived within Australia. They worked with local rangers and community Elders to bush walk out to nearby bim (rock art) sites along the escarpment, listened to Bininj teacher Conrad read the Djankerrk (Tasmanian Tiger / Thylacine) Story in Kunwinjku, explored timelines of when these animals last inhabited the earth and compared how Australia's landscape has changed over the past 20,000 years. Students thoroughly enjoyed taking part in a virtual excursion run by the Australian Environmental Education

team, where they were able to see fossils of Australian megafauna, and consolidate their understanding of the characteristics of these animals.

### Information Technology with Culture Tech

Technology has also been integrated in students learning of the topic through exploring extinct animals in a Minecraft Museum, creating short stop motion animations and developing Keynote slides comparing themselves to a chosen extinct animal and its characteristics.



Early Learner Jeremy harvesting mandudjmi (green plum).



### **Bininj Manbolh (Bushwalk)**

Once again, a highlight of the school year was joining forces with Warddeken for the annual Bininj Manbolh (Stone Country Bush Walk). Traditional Owners, community members, Warddeken rangers, school

kids and visitors took part in the week long walk with over 50 people participating. The group walked southwest from Mamadawerre, following the escarpment's edge until they reached the important cultural site of Kabbari. Along the way students got to listen to

old stories about how Bininj used to live, saw the old shelters they inhabited, and made spears for fishing. Students learnt how to look after the ancient Anbinik (*Allosyncarpia ternata*) trees and took part in daily cool burning to care for our Country.

## Yekke Teaching & Learning Highlights



### Songlines Workshop

At the completion of the bushwalk, families from Goulburn Island, Katherine and Jabiru met the walkers at Kabbari — a sacred celebratory place for Maningburru people. It was an opportunity for family to reconnect, to share the Lonely Boy Dreaming story, and to learn to sing the culturally important Indjidalarrku song, which was at risk of being lost to younger generations.

The current senior Custodians of Indjidalarrku, a song cycle about mermaids, led workshops for adults and children to learn and perform the song. This was an extremely special experience for students.

### Michael Long Leadership Camp

Twenty wurdurd from across the three Academy schools were selected to attend the Michael Long Leadership Centre for a

week-long camp in Darwin. Students were selected for attending school every day, and demonstrating positive school behaviours. Throughout the week students developed their leadership skills through daily workshops.

Students also had the opportunity to spend quality time with the Gold Coast Suns AFL team, where they kicked the footy around with players, joined in training sessions, and



interviewed the players. Students also had a busy week exploring Darwin, participating in a surf lifesaving and first aid course at Lake Alexander, daily AFL and umpire training, visiting Parliament House, tasting delicious food at Bush Traders, watching the sunset at Mindil Beach Market and going tenpin bowling.

On the Saturday night, students were invited to be the guard of honour for the Gold Coast Suns AFL game against the Adelaide Crows — Richard Nadjamerrek was even selected to run out on the field with the players. The girls played Auskick at half time, and during the third quarter break, Andrick Nadjamerrek was chosen to compete in a goal kicking challenge!

Nawarddeken staff who attended the camp watched the kids' confidence grow throughout the week, and were proud of each of them for stepping up, being brave and cheering each other on. It was an incredible experience for everyone involved.

# Wurrkeng: Late Dry Season

CONCEPTUAL UNIT —  
THE CHANGING CLIMATE  
TERM 3 (WEEKS 1–5)



In Wurrkeng, the southerly Lidjalidja winds arrive, swinging from the easterly winds of Yekke, and bringing warmer and drier temperatures across the Kuwarddewardde.



Customary practice dictates that fires are no longer lit, as vegetation has become too dry. On Bush Trips, students looked for the pink anbarayalak flowers that signify the dry conditions, and anbulkung (fern rhizomes), a specialised Stone Country food that is pounded and roasted for eating.

The conceptual unit for Wurrkeng was The Changing Climate, inspired by the work of Warddeken rangers in addressing climate change through their pioneering savanna burning program. Learning activities this term explored the concept and causes of climate change, and introduced students to the very real impacts of a warming climate on our Stone Country home.

## WURRKENG TEACHING & LEARNING HIGHLIGHTS

### Hip Hop Workshop at Mamadawerre

Our students and communities were thrilled to again have the Indigenous Outreach Projects visit this year, for another fantastic week of hip hop workshops and activities. Nearly sixty students from all three schools, along with their families, came together on Djalama clan estate to write and record a song, and shoot a video clip about Nawarddeken people and Country.

Students, families and community were engaged in writing and recording lyrics, dance workshops and filming to produce this year's hip hop video titled 'Our Next

Generation'. The song's lyrics centred on concepts recently learnt by wurdurd across the Indigenous Languages and Culture (ILC) curriculum including protecting Anbinik forests, cool burning, reptiles and the Djang (sacred sites). The love of hip hop runs deep for Nawarddeken students and families, and the excitement felt during the week was infectious. Wurdurd were grouped by age, with each group learning a new hip hop sequence across the five days. Everyone put in a huge effort to learn their routine and showed confidence performing in front of a crowd.

A highlight of the camp was filming the kunborrk on the Mamadawerre airstrip at sunset. Delek (white ochre) was used to paint up singers and dancers, a fire was lit, and everyone joined in to create some very special video footage. On the final night, a bush disco was held outside the school where everyone was able to showcase their new moves in the dust.

### Aldaddubbe Camp

Manmoyi and Kabulwarnamyo schools came together for a camp at Aldaddubbe on Mok Clan Estate. Students and their families camped alongside the beautiful creek at a site once used by old



people. The week involved activities such as making manbudbud (traditional string) with the women, searching for and observing bim (rock art), story-telling, raft making with paperbark, and an evening kunborrk (traditional singing and dancing). Unlike many other creeks in Wurrkkeng, Aldaddubbe still has flowing water, meaning everybody was able to enjoy many hours of swimming in the cool water. The camp was a beautiful few days out on Country with our students and their families.

### Garma Festival

At Garma Festival, Nawarddeken Academy presented as part of a key forum event on grassroots education in the Northern Territory alongside Dhupuma Barker College. We presented a documentary, made by Emma Masters which highlighted the journey of Nawarddeken along with some of the challenges Homelands face when trying to establish their own independent schools.

Students also participated in some Youth Forum event workshops, listened live to Anthony Albanese, PM of Australia speak, watched Warwick Thornton's new film New Boy, watched J-Milla and King Stingray perform, attended a corporate dinner with KKT and 650 other people and watched some incredible bunggul from Aboriginal and Torres Strait Islander groups from all over Australia!

## Wurrkeng: Teaching & Learning Highlights



Maureen Namarnyilk also presented a question at Q+A and spoke the next day to the Indigenous Correspondent ABC team.

Huge thank you to Dusseldorp Forum for funding the tickets for Nawarddeken Academy to attend Garma this year.

### Science Week

Nawarddeken Academy partnered with Culture Tech to run our very first Science Week event. With the support of Inspired NT, we ran a week-long, hands-on STEM program.

Students, rangers and community members from Mamadawerre, Manmoyi and Kabulwarnamyo explored the theme of 'Innovations on Country' in a colourful combination of traditional and future-focused learning. The aim of the week was to reflect on the types of STEM careers our students can pursue living and thriving in the Warddeken IPA, whilst engaging them in the fun side of science. The week featured activities

that showcase the work and careers of ecologists, archaeologists and environmental scientists in the IPA.

Contextualised science activities for students of all ages included making guitar picks on Tinkercad and printing them with our new 3D printer for the music-loving Manmoyi School; taking microscopic photos using new camera attachments on our iPads; learning about helicopters and how they fly; and making our own choppers. The Warddeken Mayh Species



Recovery Program team spoke to students about the journey to becoming an ecologist, what role ecologists and scientists play at Warddeken, and the different projects the Mayh team runs. Students went out into the field with rangers and Mayh Program staff to collect different bug and insect species. The week highlighted for our students, the unique scientific work being undertaken by rangers here in remote Arnhem Land.

### Literacy

This term, lead English teacher Adelaide and Manmoyi classroom teacher Madeleine came together to create a whole-school English unit of work linked to the Kuwarddewardde Malkno calendar and curriculum. The focus text for Wurrkeng was 'Flood' by Jackie French, based on the 2011 Brisbane floods. Through the themes of the book, students explored the theme of weather events becoming worse due to climate

change, and asked the inquiry question 'what is the impact of floods?'

Students explored real life examples of how floods impact communities across Australia and the world, as well as how wet season flooding events can impact our own Kuwarddewardde communities.

# Kurrung: The Hot Season or 'Build Up'

CONCEPTUAL UNIT — REPTILES  
TERM 3 (WEEKS 6-10)



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

## Kurrung: The Hot Season or 'Build Up'



With the seasonal shift, wurdurd collect anngohngo (pandanus fruit), breaking them open to extract the edible seeds inside, which are roasted and eaten. Kurrung is when clans from the Kuwarddewardde and beyond come together for important regional gatherings such as initiation ceremonies, and historically, would meet to perform kangaroo fire drives and large-scale fish trapping events.

The conceptual unit for Kurrung was Reptiles, with students exploring the various snakes and lizards of the Kuwarddewardde, and their ecological and cultural importance to Bininj. Students learnt the Kunwinjku and Kundedjnjenghmi names of Stone Country reptiles and were introduced to the clan and totemic affiliations of different species of snakes and lizards. Alongside ceremonial singers, students performed customary songs such as the bongolinj bongolinj song cycle, which includes the special language of madjandemed (Gilbert's dragon or 'tata' lizard).

## KURRUNG TEACHING & LEARNING HIGHLIGHTS



### Literacy

Students have been learning about the KWWM curriculum through the daily English block. In Kurrung, the focus was on reptiles, the importance of reptiles to Nawarddeken people, and reptiles around the world. Students learnt the difference between sentence statements and question statements and then developed their own questions about reptiles.

### Information Technology

At Mamadawerre and Kabulwarnamyo, students explored Procreate with the guidance of Kiri from Culture Tech, to develop their own 3D art pieces. In time for Science Week in Wurrkeng, we purchased a 3D printer, allowing for some incredible creations. Manmoyi students designed and printed guitar picks, and Mamadawerre students made snake skin templates to use for print making.



Ambrose painted in delek (white clay)



### Bush Trips

One of the most memorable bush trips this term was when Manmoyi students travelled to visit a sacred Ngalyod (rainbow serpent) rock form near Yikarrakal community. Elder and Bininj teacher Ross Guymala told the story, along with old people from Yikarrakal. Young people climbed to the top of the hill to locate the tail of the serpent, and following instructions from Elders, put their ears to the egg to listen for the sound of Ngalyod.

### Storey Players

The Storey Players, a drama troupe from Melbourne, visited Manmoyi to create a film based on the modjarrkki (fresh crocodile) story. The modjarrkki story was featured in a Kunwinjku-English picture book created by three of our senior Professors. The children's acting skills were featured in the film. Our teacher Ross Guymala and two Elders Lewis Naborlhborlh and Leanne Guymala took the lead directing and ensuring the cultural appropriateness of the film. The film premiered at a community movie afternoon to a lot of laughter and applause.

### Snakes in a classroom

Warddeken ranger Jayden Wurrkkidj is passionate about nayin (snakes) and delivered some very engaging lessons to students in Kunwinjku. Jayden independently created interactive presentations including 'Snakes of the Warddeken IPA', which taught wurdurd about which snakes live in the Stone Country, their Kunwinjku name, whether they are venomous or not, and whether they are used for manme (food) or not. He also taught students about snake first aid, shared lots of fun facts about his favourite snakes, and bought in a non-venomous snake to show the wurdurd.

# Kunumeleng: Early Wet Season

CONCEPTUAL UNIT —  
COOKING MANME  
TERM 4



**Kunumeleng is the season that finally brings relief to the residents, plants and animals of the Kuwarddewardde with the arrival of the first rains of the wet season. In between sporadic storms, Kunumeleng is hot, humid, and bountiful, with many favourite plants beginning to fruit with the onset of mandjewk (rain).**

## KUNUMELENG TEACHING & LEARNING HIGHLIGHTS



During Kunumeleng, teaching focused on cooking manme in the Stone Country, as well as the importance of food for different cultures from around the world. Wurdurd learnt that Nawarddeken people are experts at sourcing food from the land, using different hunting and cooking methods for different species. Warddeken rangers coordinated their aerial culling operations so they could tutor students in how to correctly butcher nganabbaru (water buffalo) and bulukki (scrub cattle).

### Solar Car Challenge

In week two of term four, ten students from across the Academy travelled to Darwin through a partnership between the Academy and InspiredNT, to participate in the solar car challenge. In teams, students created their own solar cars which they then raced against other Darwin schools. We saw some incredible results, with the Nawarddeken team of Rossanna, Zackarakis, Ashalina and Shenia receiving the fastest time overall for their car and placing third in the finals. Students also participated

in activities including VR experiences, video games, driving simulations and drone flying throughout the day. Students also got the opportunity to go down into the pits at Hidden Valley Racecourse to see solar cars which had travelled to Darwin from all over the world.

### Bush Medicine

Great excitement on Manmoyi's Bush Trip where students learnt how to collect water from a special tree! The water from this tree can be used to treat dehydration and tastes a little salty.

## Kunumeleng: Teaching & Learning Highlights



### Melbourne Interstate Trips

This term, our highest attending students across our three Academy schools went on our first ever interstate trip! For all of our students, it was a week of firsts, from flying on a big QANTAS plane, getting on the cool double decker Skybus, getting the adrenalin pumping on roller coasters at Luna Park, watching penguins being fed at the SEA LIFE Aquarium, travelling around on trams, seeing lions at the zoo, getting up high at Eureka Skydeck, plus much, much more!!

All of the wurdurd and staff had an excellent time and the trips won't be

something forgotten in a hurry! Huge thanks to the Melbourne Trip Committee for organising such a fantastic week for both our juniors and seniors, it is greatly appreciated!

Other activities & things to note:

- MCG Tour (seniors)
- BBC Earth experience @ Convention Centre
- Shopping at DFO & Bourke Street
- Melbourne Museum & iMAX movie (juniors)
- Educational lesson at the zoo about animal adaptations & features
- Stayed at the CYC City on Collins St
- Chinatown visit (Seniors).

### Meatworks excursion

Students also travelled into the township of Gunbalanya to visit the Meatworks for a site tour. Students and staff dressed in full PPE gear and learned from local Bininj workers how meat is carefully butchered, prepared for selling, stored, and then sold. The Meatworks tour prepared everyone for the annual Warddeken aerial cull, where students were able to carefully learn from both bininj (men) and daluk (women) rangers how to butcher fresh meat. All students were supported to safely have a go at skinning, identifying, and butchering the meat, and then had



to correctly sort the meat cuts out onto large pieces of labelled butchers' paper before it was packed for families to eat. The following day, students got to enjoy beef cuts and tongue cooked in a ground oven on the weekly Bush Trip.

### Literacy

This term, students used the iconic Australian children's book Wombat Stew, by Marcia Vaughn, to learn about recipes and the structure of a recipe. Students learnt key vocabulary used in recipes including imperative verbs such as dice, chop and peel and adjectives to describe their cooking such as gooey, delicious and crunchy. With the support of Culture Tech,

students used Garage Band to record Nganabbarru (Buffalo) Stew – the Academy's own, Kunwinjku version of Wombat Stew. Students also used online tools to learn about Artificial Intelligence (AI) and created images for our Nganabbarru Stew book using AI art generators.

### Information Technology with Culture Tech

This term, students had a fantastic time exploring the use of iPads to connect to the Cooking Manme conceptual unit, which coincided with the aerial culling work performed by rangers across Warddeken

IPA. With the support of Culture Tech, students first used the app Keynote to draw in the meat cuts of a bulikki, and then used Reality Composer to transfer this in to Augmented Reality (AR), before finally transposing the AR image over the top of the culled bulikki. Wurdurd used Screen Recordings and the iPad camera to film and narrate each part of the butchering process and turned these into short documentaries using iMovie. Kiri from Culture Tech also worked with the wurdurd on their extended coding skills, making an animation of an aerial cull using Scratch and Scratch Junior.

# Karldurrk Early Learning Program



NAWARDEKEN ACADEMY

Early Learning Teachers Colleen (L) and Marlene (R) cooking with Ernest.

The Karldurrk Early Learning Program (ELP) was established in November 2016 to care for and teach 0-4 year olds in the Kabulwarnamyo community. The community named the program Karldurrk, which means kookaburra in Kunwinjku because the children are often laughing loudly. Excitingly, in 2022, ELPs were rolled out at both Manmoyi and Mamadawerre Schools.

The ELP is delivered from 8.30 – 11.30am Monday to Friday during school terms, staffed locally and supported by Nawarddeken’s full-time registered teachers. Based on the Families as First Teachers model, the ELP aims to equip children with the social, cognitive and

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

During 2023, more than 20 early learners engaged in the ELP across the three schools, along with their parents or caregivers. The ELP continued to allow wurdurd to participate in play-based learning activities, develop their gross motor competency, introduce them to early literacy and numeracy skills, and encourage listening and speaking capacity. Free

## Karldurrk Early Learning Program



play is the other key component of the ELP, where wurdurd learn important skills in building positive relationships, resilience and problem-solving skills. Early learners also participate in Bush Trips with Nawarddeken students. This time on Country offers our early learners experiences that support the development of their cultural identity, introduces them to customary knowledge and encourages traditional skills-based development.

This year, our ELP grew from one program in Kabulwarnamyo, to a formal program running across all three Nawarddeken Academy schools. Early Learning in Manmoyi and Mamadawerre commenced under the shade of a tree or kodbarre

(paperbark shelter), whilst planning and building of new infrastructure began.

To support the ongoing growth of this program, seven daluk (women) travelled to Darwin to participate in training for the Abecedarian Approach with other early childhood educators from across the Northern Territory. Participants learnt a set of evidence-based teaching and learning strategies for early childhood educators and parents to use with children from birth to five. This involved new approaches to engaging families on outstations, and hearing from other early childhood educators about the unique challenges within remote communities. All of the daluk returned

home with new ideas and a greater sense of confidence in their ability to deliver a culturally rich educational program.

Early learning programs such as this are not eligible for government funding in the same way as independent primary and secondary schooling. KKT, thanks to the generosity of donors, supports the basic services, infrastructure, salaries and resources required to effectively prepare young children to learn and grow on Country, to be strong in both the Bininj and Balanda worlds.



# 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**  
SECONDARY ENGAGEMENT TEACHER, MANMOYI



## Attendance

This year, we saw 28 secondary students from Year 7 – 12 enrolled across our three schools, and up to 39 secondary students engaged over the dry season.

Nawarddeken Academy is currently registered to provide primary education, however our goal has always been to provide quality secondary education, so we will be able to support the learning journeys of our wurdurd, into their teenage years and early adulthood. This year, we began building the foundation for providing secondary education, developing tailored responses to the individual learning needs and academic and vocational aspirations of high-school-aged students in the Warddeken IPA. We look

forward with anticipation to welcoming two new secondary teachers to the team next year, who will be able to build on this foundation and bring expert guidance and support for our students.

## HEAL Secondary Program

This year, our high-school-aged students came together from all three schools to participate in the NT School of Distance Education’s HEAL program as a trial. HEAL is a flexible intervention program for students who encounter barriers to accessing the standard curriculum. This means our students can stay living with their families in the Warddeken IPA. The HEAL program focuses on English,

numeracy, literacy, health, and technology skills. Each unit increases the literacy skills of EAL/D (English as additional language or dialect) students and provides a pathway for enrolment into high school certificate subjects, the NT Certificate of Education and Training (NTCET), and beyond. HEAL also equips students with the literacy skills to independently navigate the responsibilities of family, community, and work.

In week four and week eight of term two, all high-school-aged students from across the Academy came together in Kabulwarnamyo and Mamadawerre respectively to participate in our first HEAL units, supported by the NT School of Distance Education teachers



and our own Academy teachers. Each unit successfully completed accrues points towards students' final education certificates in Years 11 and 12. We are so proud of the students and their efforts from these weeks, which focused on numeracy and literacy. In the maths unit, students learnt many fantastic life skills including how to fill in timesheets, calculate daily earnings and about tax contributions to name a few! In the English unit, students learnt how to write recounts, which coincided perfectly with their return from the Michael Long Leadership camp in Darwin. Some of the learning was tricky, but they all tried their best and persevered to learn new skills.

As our HEAL trial continued, senior students from across the IPA travelled to Darwin to participate in week-long intensive study camps. Students spent the weeks

learning face to face with their HEAL educators and left feeling positive and motivated to continue their study on their return back home. After busy days of learning, students and staff managed to squeeze in some fun Darwin highlights such as Mindil beach markets, eating fish and chips at Stokes Hill wharf, visiting CDU, bowling and checking out the museum.

The HEAL trial was a success, with positive feedback from students, families, teachers and the HEAL team in Darwin. Two of our students, Maureen Namarnyilk and Estella Nadjamerrek received awards at the NT School of Distance Education student award ceremony for 2023, which they joined online. Estella won an Outstanding English award and Maureen won both an Outstanding English and Outstanding

Maths award for achievements this year – a fantastic accomplishment.

### Looking Forward

Accessing HEAL provided an avenue for interested students to continue developing the skills they will require for their secondary education, until Nawarddeken Academy is ready to launch its own custom-built secondary teaching program.

However, as our secondary program moves into the future, we envision delivering a flexible, place-based secondary curriculum that is centred around our seasonal calendar, while at the same time offering vocational education and work experience alongside Warddeken rangers in their various capacities. With Warddeken offering diversified work activities such as biodiversity monitoring and botany; rock art and cultural heritage protection; administration and IT; and mechanical work, our

students and families will have the choice to combine the elements that match their future aspirations, interests and strengths. If a student aspires to complete their NT Certificate of Education and Training (NTCET), we want them to be able to achieve this from their homeland community.

### Work Experience

Our relationship with the Warddeken rangers in each homeland is an important piece of the school to work pathway for our secondary students, many who aspire to be rangers like their family members. They shine when they're on Country, learning through the lens of the Kuwarddewardde Malkno curriculum and this year we saw secondary students at each school engage in work experience with Warddeken rangers.

- Mapping & GPS training facilitated by CDU in partnership with Warddeken at Kabulwarnamyo
- Visiting Alangale country and the ancient Anbinik forest which is being preserved through cool burning. Three of our Manmoyi senior students are Traditional Owners of this country and were helping rangers with the burning this year. They and their family proudly welcomed their peers to experience the Anbinik.
- Nawarddeken will continue to work closely with Warddeken to formalise work experience agreements and provide flexible options for our senior students that match their dreams for the future.

### New secondary engagement teacher at Manmoyi

Manmoyi school welcomed Lizzie Moroney in Term 3, to support secondary students at Manmoyi to engage with the HEAL program.

### Awards

Sham Mangiru and Maureen Namarnyilk flew to Darwin to accept their awards for the SCOPE photomicrography (the art of taking photos through a microscope) competition. Sixty smartphone microscope converters were distributed to 30 remote and rural schools, giving kids the opportunity to explore the world of minutia around them and share their experiences with the whole of the Northern Territory. Both Sham and Maureen won their age category across the NT for taking the winning photos of the tiniest details in their community of Mamadawerre, with Sham taking a photomicrograph of a buffalo bone.

# Planning, Evaluation and Self-Assessment

The Academy has three key planning documents, which together set out long and short-term goals — our **Business Plan, Strategic Improvement Plan (SIP) and subsequent Annual Operational Plan (AOP).**



Our framework of participatory evaluation and self-assessment provides important insight and direction in terms of student, family and community needs and aspirations. Our strategic planning is guided and informed by the company's objectives, vision, values and guiding principles which guide and inform strategic planning.

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



At the beginning and conclusion of each year, as well as at the beginning of each term, whole-of-organisation planning occurs across all levels and through various channels, for example:

- The AOP is reviewed and updated to reflect the goals set out in the SIP
- Student, staff, parent and community meetings and surveys are conducted
- Planning meetings with Warddeken rangers and coordinators
- ILC planning with parents, rangers and community members
- Curriculum and program planning

Our 2023 priorities and achievements were:

- Explore and provide opportunities for our senior secondary students to engage in either the Northern Territory certificate of education or employment pathways.
- Develop the foundation for a Bininj led Wellbeing and Inclusion Framework to be implemented across the IPA.

- The Nakadjaka Monitoring and Evaluation Sub-committee to identify key priorities and complete the first round of research.
- Commence formal accredited Bininj training through Ninti to provide local staff with specific workplace skills.
- Upgrade all of our IT hardware and systems so that they are networked across all three sites, ensuring safe connectivity and the ability for Culture Tech to provide remote technical support.
- Support our neighbours and families within the Djelk IPA establish a company with the purpose of ensuring children residing on Homelands also have access to full-time education.



Delsanto reading his decodable reader during daily reading sessions.

## NAKADJAKA MONITORING AND EVALUATION SUB-COMMITTEE



2022 saw the culmination of three years' of collaborative research between Batchelor Institute of Indigenous Tertiary Education, Nawarddeken Academy and the homelands of Kabulwarnamyo, Mamadawerre and Manmoyi, to assist the Academy to

- learn from and develop our governance, academic and community engagement processes; and
- determine what Bininj believe to be the outcomes and values of our work.

Overall, the evaluation's findings pointed to a range of strengths and opportunities for education in the Warddeken homelands. The evaluation reinforced the strong aspirations for education held by Traditional Owners across Warddeken homelands, and the expectation that the Nawarddeken Academy will support young people by being centred around local customary knowledge (kunmayali) and learning in Kunwinjku language (kunwok). Findings emphasised strong and widespread support for cultural values derived from learning on Country.

The evaluation also highlighted the community's expectation to see Bininj remain in control of the direction of the Academy, and the desire to see pathways for young people to engage in work on Country and at school.

We welcomed the final evaluation report, not only because it provided participative, evidence-based feedback on how Bininj feel about the work of Nawarddeken Academy, but also because the report identified where there is room for improvement in how we operate. As a proud Bininj-led organisation, we are always receptive to the feedback of our constituents, and we embrace opportunities for growth. Strategic planning processes were immediately initiated to address some areas for improvement. This work was augmented by the establishment of a dedicated Monitoring and Evaluation Subcommittee in 2023, to provide an ongoing cycle of self-assessment and improvement.

## NAKADJAKA OUTCOMES



The Nakadjaka sub-committee held three meetings in 2023.

- 1. A combined workshop with Batchelor Institute of Indigenous Education at Maningrida in March.**
- 2. A workshop at Jabiru in June to establish Terms of Reference, confirm membership and plan for mid-year community research.**
- 3. A workshop at Manmoyi in August, followed by ten days of community research.**

In 2023, the Nakadjaka sub-committee decided the monitoring and evaluation priority was to go back to the IPA communities and talk with Bininj stakeholders about the key themes identified in the Batchelor Evaluation Report. The Nakadjaka subcommittee also agreed that its research, monitoring and evaluation should focus on cultural and social aspects of the school, as these are the areas that only Bininj community members can speak to.

Over ten days in late August and early September, Nakadjaka facilitator Georgia Vallance travelled to all communities in the IPA to work alongside community-based researchers and conduct community research regarding the

progress of Nawarddeken Academy against key elements identified in the Batchelor Evaluation Report.

The research targeted Bininj parents, educators, cultural leaders and other people involved in the operation of Nawarddeken Academy.

These consultations led to updated rankings for each Bininj-identified social and cultural priority theme, with the evaluation's outcome demonstrating significant growth against many themes. Two of the biggest improvements, according to our Bininj membership, are in the recruitment and professional development of Bininj staff. In the 2020 evaluation, these themes were ranked one star – the 2023 evaluation ranked both at four stars.

Nakadjaka also made several recommendations to the Nawarddeken Academy board based on the outcomes of sub-committee meetings, all of which were actioned. Nakadjaka will continue to meet at least three times annually, as well as facilitate ongoing community research and evaluation, to ensure we keep track of our progress on delivering the vision, priorities and strategies laid out in our foundational documents.

## ATTENDANCE

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



TERM 1	Kabulwarnamyo	Manmoyi	Mamadawerre
Number of students attended this term	17	18	21
% Attendance whilst in Community	93%	83%	97%
Core Students (attended more than 5 weeks)	0	13	7
Average weekly class size	2	6.5	4.5

TERM 2	Kabulwarnamyo	Manmoyi	Mamadawerre
Number of students attended this term	15	34	27
% Attendance whilst in Community	95%	90%	95%
Core Students (attended more than 5 weeks)	5	14	14
Average weekly class size	3.5	8.5	8.5

TERM 3	Kabulwarnamyo	Manmoyi	Mamadawerre
Number of students attended this term	15	36	35
% Attendance whilst in Community	92%	76%	93%
Core Students (attended more than 5 weeks)	4	10	18
Average weekly class size	3	9.5	10

TERM 4	Kabulwarnamyo	Manmoyi	Mamadawerre
Number of students attended this term	12	21	25
% Attendance whilst in Community	74%	71%	91%
Core Students (attended more than 5 weeks)	4	6	12
Average weekly class size	2.5	5	7.5

## CRITICAL INCIDENTS

There were no critical incidents to report in 2023.





NAL Staff completing Trauma Informed Practiced training in Darwin.

## PROFESSIONAL LEARNING AND DEVELOPMENT



This year, a primary focus has been offering enhanced professional development and formalised training for our staff, particularly for our Bininj educators. Throughout the year, staff from each school participated in a range of specialised training, attended conferences, and shared the Nawarddeken Academy story with people across the country.

### Ninti Training for Bininj Teachers

On-Country training for Bininj educators was identified as a top priority through our three-year school evaluation process – however, accessing on-Country training has proven to be an ongoing challenge due to our remote setting and small number of participants. In an extremely exciting development, this year ten Bininj educators from Manmoyi and Mamardawerre participated in a series of three-day study camps with Ninti One Training, who specialise in delivering on-site, work-based training in remote First Nations communities.

Participants completed the first units of the Foundation Skills for Your Future training program, which focused on developing workplace skills such as reading workplace forms, teacher planning documents and school policies. Trainer Robyn Ellis, who travelled from Alice Springs, formed a fantastic rapport with participants and supported the team to develop IT skills across laptops and iPad devices, including using Teams meetings. For some of our Bininj educators, this was their first time engaging with IT in a workplace, and they were able to learn essential skills such as sending and receiving emails. Participants felt that they gained skills and confidence throughout the year, and this critical training partnership with Ninti One will continue into 2024 and beyond.



### Early Learning Families as First Teachers (FaFT)

Lead by NAL Teacher and EL Specialist Mollie, the EL team at Manmoyi spent two days upskilling around formalised FaFT processes, observing and practicing the implementation of learning activities and planning/ resourcing for the upcoming year.

### Early Learning Abecedarian Training

Seven daluk (women) who work in Early Childhood at the Academy, then travelled into Darwin from all three schools and spent the week completing their Abecedarian (3a) Training with other Early Childhood educators from across the Territory. It was a fantastic week of learning how to positively engage with and educate our Early Learning families back at home and we all enjoyed learning and hearing from other Early Childhood Educators.

### PULiiMA Indigenous Languages and Technology Conference

PULiiMA Indigenous Languages and Technology Conference is a biennial event aimed at bringing people together from across Australia and internationally. Michelle Bangarr, Melanie Cole and Kiri Marschall (from Culture Tech) attended along with an inspirational group of people who all share the common ambition of conserving and celebrating languages. We saw the opening of the International Decade of Indigenous Languages, listened to Mitch Tambo and Ngulyima perform and heard many inspiring stories from bi-lingual schools around the country. Michelle and Kiri gave a fabulous presentation on how Nawarddeken students use iPads as tools to learn and share their knowledge about the seasonal calendar in both Kunwinjku and English.



**“WE HEARD VARIED PERSPECTIVES ON HOW LANGUAGE HOLDS AND TRANSMITS KNOWLEDGE. I WAS TAUGHT THAT LANGUAGE CAN’T BE SEPARATED FROM CULTURE, STORY, ENVIRONMENT, ART, MUSIC, AIR, WATER OR COUNTRY — THEY’RE ALL CONNECTED.”**

**MELANIE COLE**  
LEARNING SUPPORT COORDINATOR



**Trauma Informed Practice**

In early March, 22 NAL staff members participated in a two day workshop with the Australian Childhood Foundation. Linked to the newly drafted NAL Wellbeing and Inclusion Framework, staff developed their understanding of trauma informed practice, and learnt skills for supporting students with challenging behaviour. In June, staff then followed up and workshopped the Balance Model and 10 Essential Steps for Managing Behaviour, led by Assistant Principal Jodi Vallak.

**ATSIMA Maths Conference**

In Term 4, Glenda Gurruwiwi and Mollie Teale travelled to Nhulunbuy in East Arnhem Land to attend the ATSIMA Biennial Maths Conference. The theme for this year’s conference was ‘Nhe Wanjana’ ‘Nhe Djamamirriyanja’—‘Speak it’ ‘You create it’ and was held at Yirrkala Community. Mollie and Glenda got to

listen to fantastic First Nations key note speakers who shared their stories around teaching maths through First Nations Pedagogies and approaches. Stand out sessions were listening to the Yolngu team discuss Garma Maths, listening to the QLD Solid Pathway STEM Program, learning from the Pitjantjatjara team at Areyonga who have crated Bi-bilingual mathematics resources with the support of CDU, and listening to the Winyama Digital Solutions who discussed using mapping in the classroom. The conference was a fantastic opportunity for Mollie and Glenda to learn from other teaching teams around Australia and gave them both great ideas to take back and share with Nawarddeken. Connections were also established between different teaching teams within the NT, which we hope to strengthen and work together on developing our knowledge around teaching maths next year.

# Facilities and Resources



This year the infrastructure and fleet developments have brought about a remarkable change for our schools and communities. The ability to transport more individuals at a time is proving to be a game changer in facilitating smoother on-Country learning experiences and fostering greater connectivity between schools. With improved infrastructure capacity, the schools are now better equipped to meet the needs of students, staff and community members. Both infrastructure and fleet developments are also preparing us for future growth as we expand laterally to support the continuity of learning for our Early Learners and our Senior Students.

## Infrastructure

On the first day of September, Manmoyi celebrated the opening of a brand-new multi-purpose Early Learning and Secondary balabbala (a secured safari tent style building). This much-needed infrastructure allows Early Learners in Manmoyi to have their own space to run FaFT each morning, broadening the range of EL activities able to be run. In the afternoons, the new balabbala becomes a breakout space available to older Secondary Students.

The 2023 dry season saw the completion of an additional accommodation balabbala at Mamadawerre to provide for additional staff. During the dry season of next year, we aim to build two additional balabbalas at Manmoyi and Mamadawerre to support the EL Coordinator and secondary school teacher. We will also build a long-

awaited multi-purpose Early Learning and Secondary learning space in Mamadawerre.

At Kabulwarnamyo, walls were retrofitted onto a teacher balabbala to provide more privacy and security, allowing the dwelling to be locked. Additionally, the Early Learning balabbala was upgraded to include overnight accommodation for visitors.

Manmoyi received a major solar upgrade in November, consisting of: 11.2 kW of solar panels, an inverter, batteries, back-up generator with large fuel capacity, and 2 new air conditioning units for the kitchen and teacher bedsit. This has increased the power capacity at Manmoyi school by 80% and will have a major impact on the smooth running and interruption free power supply at the school.

## Vehicle Fleet

Over the last two years, significant growth has occurred in the Academy's fleet. In 2022 a new troop carrier and 12-seater HiAce bus were purchased, and in 2023 an additional troop carrier and second 12-seater bus were added to the fleet. These acquisitions have greatly expanded Nawarddeken Academy's transportation capabilities, with the buses undergoing off-road conversions to ensure their suitability for traversing challenging terrains within the IPA and beyond.

# Karrkad Kanjdji Trust Report



**The Karrkad Kanjdji Trust (KKT) was established by Traditional Owners of the Warddeken and Djelk IPAs in 2010 to support their vision for healthy Country. Since then, KKT has maintained a majority Bininj board and continued to engage in holistic fundraising that supports both conservation efforts and the needs and aspirations of communities.**

Our partnership with the Nawarddeken Academy is an incredibly important part of KKT's history and future — we are proud to continue our support of the schools as they evolve and mature, and to extend that support to the wider communities of Kabulwarnamyo, Mamadawerre and Manmoyi.

For the first time since establishment, schools were able to offer formal secondary subjects. Thanks to generous philanthropic contributions of KKT's supporters, the schools have now employed secondary teachers at Mamardawerre and Manmoyi. KKT also supported Nawarddeken Academy to employ a Secondary Registration Manager to oversee the process of upgrading registration to include

secondary education. This will ensure that the funding of secondary education soon transitions from relying on philanthropic support to receiving ongoing government funding. These exciting developments are necessary steps in building the school-to-work pathways between Nawarddeken Academy and Warddeken.

As well as our financial support, myself and KKT's Impact Manager were fortunate enough to attend the 2023 Garma Festival alongside a small group from the Nawarddeken Academy and Warddeken Land Management. It is with deep gratitude that we thank the Dusseldorp Forum for supporting our attendance and enabling the Academy's teachers and students to hold a keynote session about the schools' journey and future ambitions.



At the beginning of 2023, KKT and Nawarddeken Academy were approached by a group of Traditional Owners from the Djelk IPA who expressed their desire to achieve full-time, on-Country education for their children. This group has now formally established the Homeland School Company and is now KKT's newest partner organisation. Through KKT's philanthropic support and the Nawarddeken Academy's expertise and mentorship, we look forward to together achieving the same opportunities and outcomes for the remote communities within the Djelk IPA.

The success of our ongoing partnership with the Nawarddeken Academy, and now the Homeland School Company, has always relied on a commitment to on-Country, bi-cultural education, which is shared by our philanthropic supporters. We express our heartfelt thanks to them for joining us in supporting community-owned and led solutions, and for recognising the critical, implicit link between investing in remote communities and positive conservation outcomes.

# Financial Report

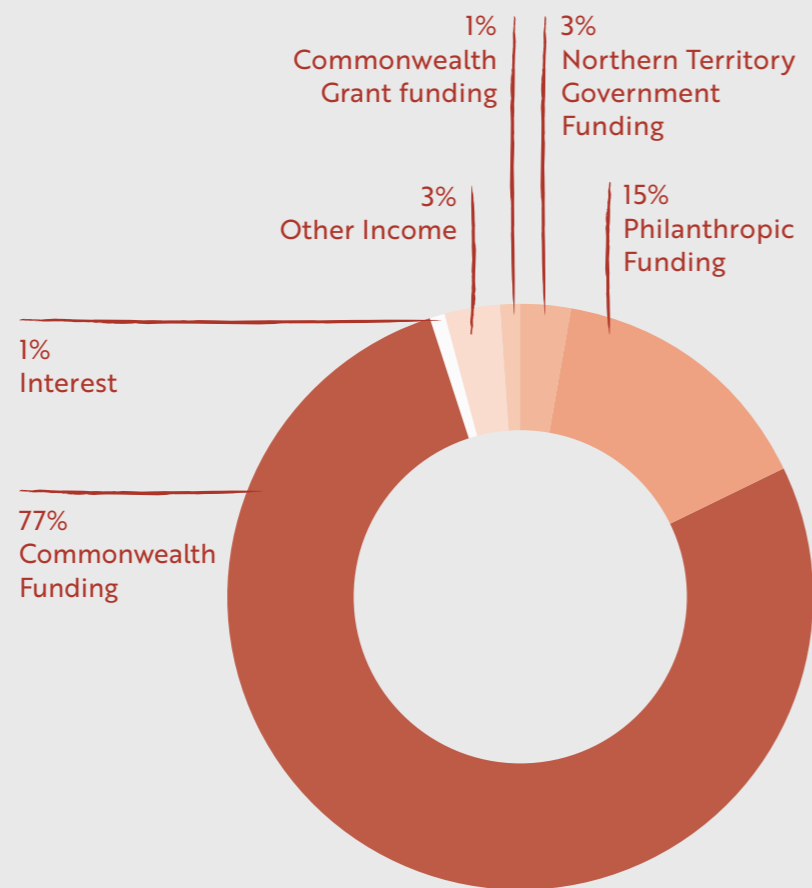
## Operating Income

Nawarddeken Academy Limited received **\$5,253,079.00** in revenue for the 2023 financial year.

Figure 1 shows the composition of total operating income for 2023.

Revenue was received from three main sources: Commonwealth funding (\$4,034,557.22), Northern Territory Government funding (\$183,796.34) and Philanthropic Funding (\$767,550.00).

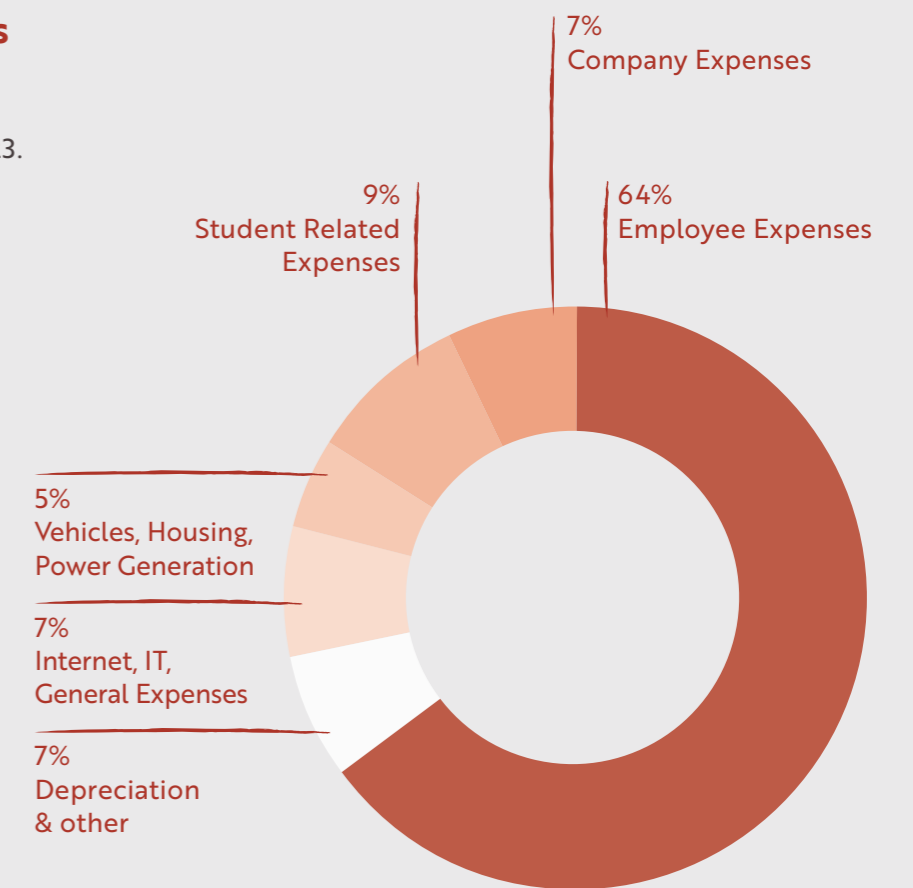
These sources represent 95% of Nawarddeken Academy's total revenue.



## Operating Expenses

Figure 2 shows the composition of total operating expenses for 2023.

Total expenses were **\$3,960,869.19**



# DIRECTORS DECLARATION FOR THE YEAR ENDED 31 DECEMBER 2023

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: Kenneth Mangiru  
Dated 23 April 2024



## Statement of Profit or Loss and Other Comprehensive Income for the year ended 31 December 2023

	2023 \$	2022 \$
<b>Revenue and Other Income</b>		
Grant Income	5,135,736	4,225,273
Interest Received	49,477	6,288
Profit on Sale of Assets	—	40,314
Other Income	67,866	71,190
<b>Total Operating Revenues</b>	<b>5,253,079</b>	<b>4,343,065</b>
<b>Operating Expenses</b>		
Accounting Costs	6,351	18,245
Advertising and Promotion Costs	66,598	15,018
Audit Fees — auditing the financial statements	18,300	17,600
Bank Fees and Charges	382	528
Board Meeting Costs	78,849	104,915
Classroom Furniture & Equipment — Minor	3,982	20,142
Consultancy Costs	7,577	131,277
Computer Expenses	68,010	44,244
Depreciation Expenses — Property, Plant and Equipment	182,122	82,534
Depreciation Expenses — Right of Use Assets	39,999	12,759
Employee Benefit Expenses	2,460,309	1,772,185
Equipment & Furnishings Replacement — Minor	29,582	6,527
Hire of Motor Vehicles and Aircraft	—	55,503
Insurance Expenses	44,155	43,792
Interest Expense — Borrowings	14,613	6,318
Interest Expense — Lease Liabilities	16,486	7,222
Motor Vehicle — Fuel & Registration Costs	32,641	12,953
Power	25,296	—
Printing, Postage and Stationery Costs	14,007	21,392
Recruitment and Relocation Costs	120,195	41,790
Rent	6,352	5,416
Repairs and Maintenance Expenses	120,555	80,242
School and Community Engagement Activities	181,357	71,810
Student Costs	86,975	62,147
Subscription Fees	35,455	14,371
Sundry Expenses	57,380	9,704
Teaching and Classroom Resources	40,140	41,265
Telephone and Internet charges	11,635	11,659
Travel and Accommodation Expenses	191,566	123,406
<b>Total Operating Expenses</b>	<b>3,960,869</b>	<b>2,834,964</b>
<b>Profit for the year</b>	<b>1,292,210</b>	<b>1,508,101</b>
<b>Other Comprehensive Income</b>	<b>—</b>	<b>—</b>
<b>Total Other Comprehensive Income</b>	<b>—</b>	<b>—</b>
<b>Total Comprehensive Income for the year</b>	<b>—</b>	<b>—</b>
<b>NET current year profit attributable to members of the entity</b>	<b>1,292,210</b>	<b>1,508,101</b>
<b>Total comprehensive income attributable to members of the entity</b>	<b>1,292,210</b>	<b>1,508,101</b>

## Statement of financial position as at 31 December 2023

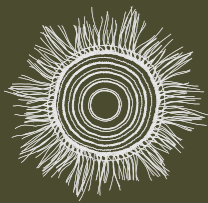
	2023	2022
	\$	\$
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and Cash Equivalents	2,819,787	2,148,873
Trade and Other Receivables	13,945	53,436
Other Current Assets	59,198	58,274
<b>Total Current Assets</b>	<b>2,892,930</b>	<b>2,260,583</b>
<b>Non-Current Assets</b>		
Property, Plant and Equipment	2,036,750	1,232,420
Right of Use Assets	261,807	123,507
<b>Total Current Assets</b>	<b>2,298,557</b>	<b>1,355,927</b>
<b>TOTAL ASSETS</b>	<b>5,191,487</b>	<b>3,616,510</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Trade and Other Payables	257,778	379,860
Employee Provisions	102,349	93,585
Borrowings	101,273	69,083
Lease Liabilities	36,315	9,344
<b>Total Current Liabilities</b>	<b>497,715</b>	<b>551,872</b>
<b>Non-Current Liabilities</b>		
Employee Provisions	205,889	—
Borrowings	143,942	133,275
Lease Liabilities	238,612	118,244
<b>Total Current Liabilities</b>	<b>588,443</b>	<b>251,519</b>
<b>TOTAL LIABILITIES</b>	<b>1,086,158</b>	<b>803,391</b>
<b>NET ASSETS</b>	<b>4,105,329</b>	<b>2,813,119</b>
<b>EQUITY</b>		
Retained Earnings	4,105,329	2,813,119
<b>Total Equity</b>	<b>4,105,329</b>	<b>2,813,119</b>



The beautiful rocky escarpment of the west Arnhem stone country.

# Our Partners

Thank you to our supporters and partners



**Karrkad  
Kanjdi  
Trust**



**CULTURE  
TECH**



Department of  
EDUCATION



Front cover: Manmoyi student Keishon learning how to make a traditional spear, under the guidance of Cultural Professor Berribob Watson and Warddeken ranger Andy Wood.

Inside Cover: Yawurrinj (young men, boys) performing a fireside kunborrk (dance) at our Aldaddubbe camp.

Contents Page: Sylvario learning how to use the Procreate app to design a label for a 3D object.

p.2-3: Mamadawerre secondary students showcasing their art after a week of workshops with Marrawuddi Art Centre, who collaborated with the school to design a book about endangered and extinct animals of the Warddeken IPA.

p.4: Top — Our students shine when they learn on Country and Rossanna is no exception. Bottom — Our ongoing partnership with Culture Tech means our students and teachers are gaining strong technology skills, and we now use iPads as learning tools in the classroom or on-Country every day.

p.5: Science week we learnt all about STEM careers in the IPA. Shantonia trying on helicopter pilot Seb's old helmet.

p.6: Top — Just a typical school day, riding bikes to local freshwater sites for water quality testing and surveys, during Kudjewk season. Bottom — Royce recording video content to share his learning about reptiles.

p.7: We also work with rangers from neighbouring IPAs. Mimal are on a language exchange with Kabulwarnamyo school.

p.9: Our youngest learners getting involved in a bim (rock art) lesson at the Aldaddubbe site, outside Kabulwarnamyo.

p.10: Respect is an important concept to learn for our students, from both a Bininj and Balanda perspective.

p.11: The music runs deep in Manmoyi and Marsari learns guitar during weekly music lessons, taught by members of Narbelek and Black Rock bands.

p.15: Kicking up some dust at a sunset kunborrk (dance) on the Mamadawerre airstrip, for the filming of this year's hip hop video.

p.19: Ancient anbinik tree towers over Miles and Richard, as they learn how to protect sensitive anbinik forests using cool patch burning, on Bolmo clan estate.

p.20: Sentence reading is a vitally important part of our daily literacy lessons.

p.23: Living and learning on-Country has so many advantages, including after school visits to the billabong.

p.25: Wurdurd and Bininj are always exploring the differing plant species found across the IPA.

p.26: Bininj teacher Alexia and our Mamadawerre early learners.

p.27: Great excitement as students learnt how to collect water from the djidjirook tree, near our Manmoyi school.

p.28: Lois Nadjamerrek shares her deep knowledge about bim (rock art) at the Aldaddubbe camp.

p.30: What a team! Our wonderful Manmoyi teachers - Rose, Milly, Madeleine and Jodi.

p.34: Nicholas with his great-grandmother Mary looking at a Dalabon language book together.

p.35: Students, family and community gather for filming during the Indigenous Outreach Project's visit in July.

p.37: Asheena with her son, Venton who are part of Manmoyi's Early Learning program.

p.38: Freshwater swimming up in the Stone Country is kinga (crocodile) free — yet another reason to jump for joy!

p.39: Top right — Chloe, Tyson and Bininj Teacher Conrad during a barramundi dissection activity in Mamadawerre. Bottom left — Johnny learning guitar with his father Zario during a music lesson in Manmoyi.

p.40: From top left clockwise — Damaziah, Delsanto, Tyson, Lemaïne and Miles (L-R) in Darwin for the Solar Car Challenge; Mahanna during IOP's audio recording sessions; Nawarddeken Academy with IOP in Mamadawerre.

p.41: Students from Mimal Learning on Country program and Kabulwarnamyo learn from Mary Kolkwarra Nadjamerrek about Dalabon language.

p.43: Mitchell at Maccassan Beach in East Arnhem Land during Garma Fest.

p.45: Bininj Teacher Conrad pointing out seasonal indicator plants to Bundy.

p.47: Shenia and Lemaïne with delicious mankung (native honey)!

p.48: Artwork by Kabulwarnamyo student, Cyril.

p.49: Margaret, Zakarakis, Lorna and Sham (L-R) discuss the Kuwarddewardde calendar.

p.50: Elijah with his thylacine digital artwork during the Yekke unit on extinct and endangered animals.

p.51: Eli, with his manboyberre (white bush apples) he collected on a bush trip to the Mann River.

p.52: Early Learners explore the Kuwarddewardde Malkno.

p.53: Students and families from Manmoyi and Kabulwarnamyo gather at Yidngarremarreg anbinik.

p.54: Stone Country fruits and above ground foods.

p.55: Stone Country food animals.

p.56 - 57: From top left clockwise — Ashalina with manboyberre she gathered during a bush trip; Native turmeric (Curcuma australasica) found in abundance

across the Warddeken IPA; Tyson with his digital art creation of himself with the extinct Thylacine; Kabulwarnamyo students digging for mankung (native honey); Siris with a goanna caught on the annual Mamadawerre Bininj Manbolh (bush walk); Mamadawerre students working to cut up a fresh bullikki (cow) caught as part of Warddeken's feral animal program.

p.58: Left — Leston removing dolobbo (bark) from a tree during a bush trip. Right — Delsanto holding up an ngalmangiyi (long neck turtle) caught during a bush trip.

p.59: Onenita with her beeswax kunj (kangaroo) created during a workshop in Kabulwarnamyo with Marrawuddi Art Centre.

p.60: Warddeken ranger, Gabriella, showing Kabulwarnamyo students the app used by rangers when they are doing weed management.

p.61: Left — Richard recording information about mankung (native honey) by Jill from Bininj Kunwok Regional Language Centre. Right — Gabriella showing students how to make a traditional spinning top toy using beeswax.

p.62: Left — Students use iPads to demonstrate their learning about fish organs. Middle — Students test the water of some local watering holes around community. Right — Mary Kolkwarra Nadjamerrek paints Ngalyod (Rainbow Serpent).

p.63: Left — Nicholas practices his sounds using the Reading Doctor app on the iPad. Top Right — Students consolidate their learning by creating in Minecraft. Bottom right — Students participating in a barramundi dissection as part of their Science unit.

p.64: Richard creating clay animals during the art workshop with Marrawuddi Art Centre.

p.65: Manmoyi students amongst the tall manbedje (spear grass) during kudjewk.

p.66: Richard exploring insect body parts; Onenita proud of her spelling using newly learnt sounds.

p.67: Cyril engaging in Art using Sketches School on the iPad.

p.68: Kabulwarnamyo wurdurd at Kurrukkurduk, on Mok Clan Estate.

p.69: Top — Kiri from Culture Tech embedding IT into classroom learning. Bottom left — WLML Rangers teaching tool maintenance. Bottom right — Testing the water quality of a Mamadawerre billabong.

p.70: Erica from the Ecological Monitoring Program teaching students how they monitor the endangered yirlinkirrkir (white throated grass-wren); Early Learner Jono with his mum Naomi.

p.71: Bininj Teacher Ross Guymala explaining the importance of rock art sites in the IPA.

p.72: Damaziah participating in early burn practices led by Warddeken rangers.

p.73: Mamadawerre bush walkers crossed several clan estates in the west of the IPA in 2023; The elusive and endangered Yirlinkirrkir (white throated grass-wren).

p.74: Top right — Interactive games are an important part of consolidating spelling skills. Bottom left — Harvesting bush potatoes.

p.75: Left — Sylvario is proud of his wooden spear. Right — Bininj Kunwok language integration is an integral part of the Nawarddeken ethos.

p.76: Early Learner Jeremy harvesting mandudjmi (green plum).

p.77: Bottom left — Andrick and Damaziah catching djenj (fish) for manme (dinner). Top right — Mamadawerre school community.

p.78: Nawarddeken students ran out with the Gold Coast Suns AFL team in Darwin; Maria supporting Rade with his early literacy skills.

p.79: Andrick showing off his signed jersey.

p.80: Learning Support Teacher Mel, implementing Read Write Inc as part of the whole-school Literacy programme.

p.81: Top Left — NAL students working altogether in Mamadawerre. Top Right — Lemaïne using Minecraft to map out the community of Manmoyi. Bottom Left — Tommy inspecting the benefits of slow fire burning for Climate Change. Bottom Right — Wurdurd learning about flight and aerodynamics from Seb Robinson, owner of Arnhem Helicopters. Bottom Centre — Students learning about identifying Wurrkeng seasonal indicators out on Country.

p.82: Left — Led by Bininj staff, student set camera traps to monitor feral animals in the area. Right — Michelle Bangarr — Lead Cultural Advisor for NAL, collecting anmarlak (billy goat plum).

p.83: Manmoyi students down at the Mann River; Ross leading young wurdurd to capture and identify flying insects during Science Week.

p.84: Johnny Guymala happy to be sitting within the Anbinik patch at Alangale.

p.85: Traditional Owner Deborah teaching Leston how to use a kunj (kangaroo) shoulder blade to slice bush manme (food).

p.86: Stewart learning how to ask questions during explicit writing lessons; Senior girls work with WLML Rangers in data collection and analysis.

p.87: Arijay explaining correct timber harvesting techniques to senior boys.

p.88: Top — Kabulwarnamyo and Manmoyi boys often collaborate on bush trips. Bottom — Wurdurd participating in an AFL workshop in Maningrida.

p.89: Top — Estella working on her Secondary Maths via Zoom. Bottom — Glenda leading Maths activities using her lessons created on the iPad.

p.90: Ambrose painted in delek (white clay).

p.91: Top Left — Wurdurd researching the endangered burarr (Mertens Water Monitor). Top Right — Tyler with props for the Storey Players filming in Manmoyi. Bottom Left — Acting out the traditional Modjarrki story in Manmoyi with The Storey Players. Bottom Right — Rosemary supporting Agnes with her Secondary studies.

p.92: Gabriella reading with her nephew Jai.

p.93: NAL students participating in the Solar Car Challenge in Darwin.

p.94: Far Left — Hold on tight Janeston!! — Luna Park Melbourne. Top right — Bundy and Lorna on the tram in Melbourne. Bottom Right — Roy and Tommy in Chinatown, Melbourne.

p.95: Junior visit to Luna Park, Melbourne. Top Right — Senior trip to Melbourne. Bottom right — Miles and an Emperor Penguin at the Melbourne Aquarium.

p.96: Early Learning Teachers Colleen (L) and Marlene (R) cooking with Ernest.

p.97: Early Learner Greg colouring in Kudjewk; Early Learner Nicholas learning to swim.

p.98: Top Right — Both daluk (women) and bininj (men) are an important part of early childhood development. Bottom Left — Group play builds creativity and confidence.

p.99: Top Left — Little Landon being read to by senior students. Top Right — Gabiana practising her pencil grip and name writing. Bottom Left — Lee collecting bush manme. Bottom Right — Mask making for imaginary play. Bottom Right of page — Cheeky Early Learners: Zoe, Lee and Venton.

p.100: Mamdawerre team (from L-R Mollie, Conrad, Lorna, Bethany, Estella, Kiri from Culture Tech, Sham and Maureen) winning the NT Science Week Award in Darwin.

p.101: Ashalina, Agnes, Maureen, Lemaïne and Estella completing HEAL units of work through the NTDSE.

p.102: Left — Senior Students working with Shannon from NTDSE in Darwin. Right — Frances from NTDSE supporting Tyson with his work.

p.103: Chloe identifying grasses.

p.105: Left — Bininj educators Jodi (L) and Alexia (R) participating in a study camp in Mamadawerre with Ninti Training. Right — Hon Selena Uibo with Nawarddeken CEO Olga Scholes and Chair Conrad Maralngurra in Canberra.

p.106: Delsanto reading his decodable reader during daily reading sessions.

p.107: Daluk Rangers on the Kuwarddwardde (Stone Country).

p.108: Left — Georgia leads the NaKaDjaKa Team in evaluating and monitoring NAL processes with community. Right — Bininj teacher Milly completing the Staff and Community survey.

p.109: Learning about the extinct djankerrk, an important Bininj species of the Warddeken IPA.

p.110: Left — Holly-Ann Martin teaching protective behaviour to students. Right — Cyril consolidating his single sounds and encoding cvc words.

p.112 - 113: NAL Staff completing Trauma Informed Practiced training in Darwin.

p.114: Bininj staff participating in Professional Development with Robyn from Ninti.

p.115: Left — Daluk participating in Abecedarian training in Darwin. Right — Nawarddeken teachers participate in a 4WD course in Mamadawerre.

p.116: Maureen introduces herself during the pre-filming of Q+A during Garma Fest.

p.117: Top left in clockwise direction — KKT, Warddeken and Nawarddeken staff and students together at Garma Fest; Adelaide and Mitchell with Warddeken Chair, Dean Yibarbuk and the KKT team at the Garma Corporate dinner; Jodie Bangarr and Robyn Ellis work together during a Ninti Bininj training session; Jodie Bangarr practices some of her digital skills during a Ninti Bininj training session.

p.118: The Early Learning balabbala at Manmoyi complete!

p.119: The interior of Manmoyi's new Early Learning balabbala.

p.121: Wurdurd participate in an evening kunborrk (ceremonial dancing) during a camp on Country.

p.124: Mamadawerre students observing spear grass.

p.127: The beautiful rocky escarpment of the west Arnhem Stone Country.

p. 128: Naomi reading a book with son Jono.

p. 130: Students from Manmoyi and Kabulwarnamyo during cultural camp at Aldaddubbe.

Back Cover: Mitchell lighting fires in a traditional manner using dolobbo (bark).



Students from Manmoyi and Kabulwarnamyo during cultural camp at Aldaddubbe.

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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



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