



NAWARDDEKEN
ACADEMY



Annual Report 2025

CELEBRATING

10

YEARS OF
NAWARDDEKEN
ACADEMY

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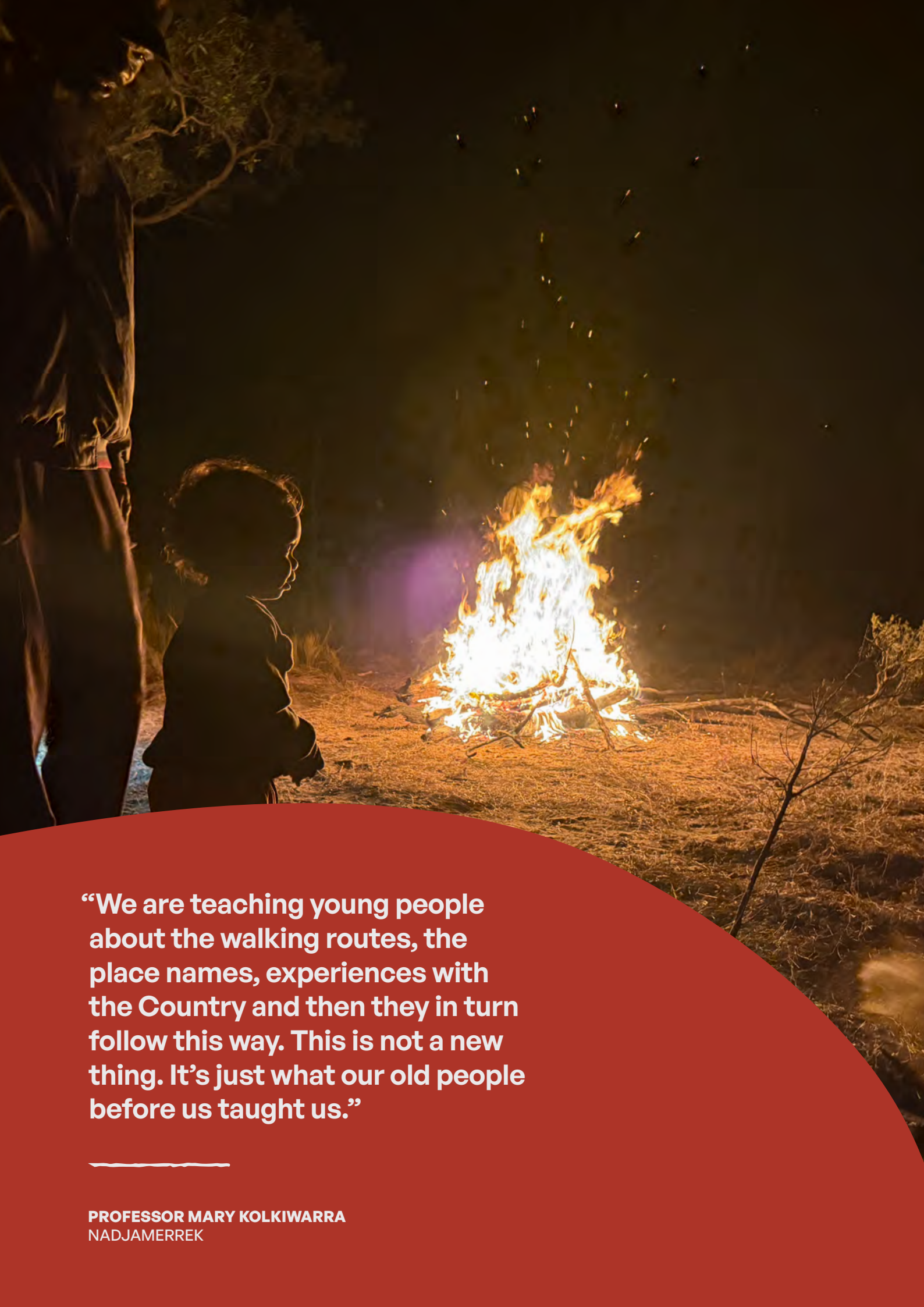
OUR LOGO

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

Vision

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





“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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Lemarcus watches the older students participate in kunborrk (a public song and dance performance), as his father Paul encourages him to join in.



Objectives & Guiding Principles

In late 2014, Elders and community members from across the Warddeken Indigenous Protected Area (IPA) gathered to consider what establishing a school on Country could mean for the young people of the Kuwarddewardde.

They outlined the model of education they wanted for wurdurd (children) – a family-centric, supported learning journey that would reflect local priorities and strengthen communities. Above all, they made clear that they wanted wurdurd to have access to high quality bicultural education, built on a foundation of on-Country learning.

Those conversations, supported by further community consultations and workshops, produced the Objectives and Guiding Principles that continue to guide the Academy today. These principles directly express the aspirations of Nawarddeken Traditional Owners and remain central to our operations.



Isabell and Ryan participate in Early Learning with their fathers, while Ryan joins in with her grandfather.



Lemarcus walks the banks of the Mann River during the Stone Country Bushwalk.

Objectives

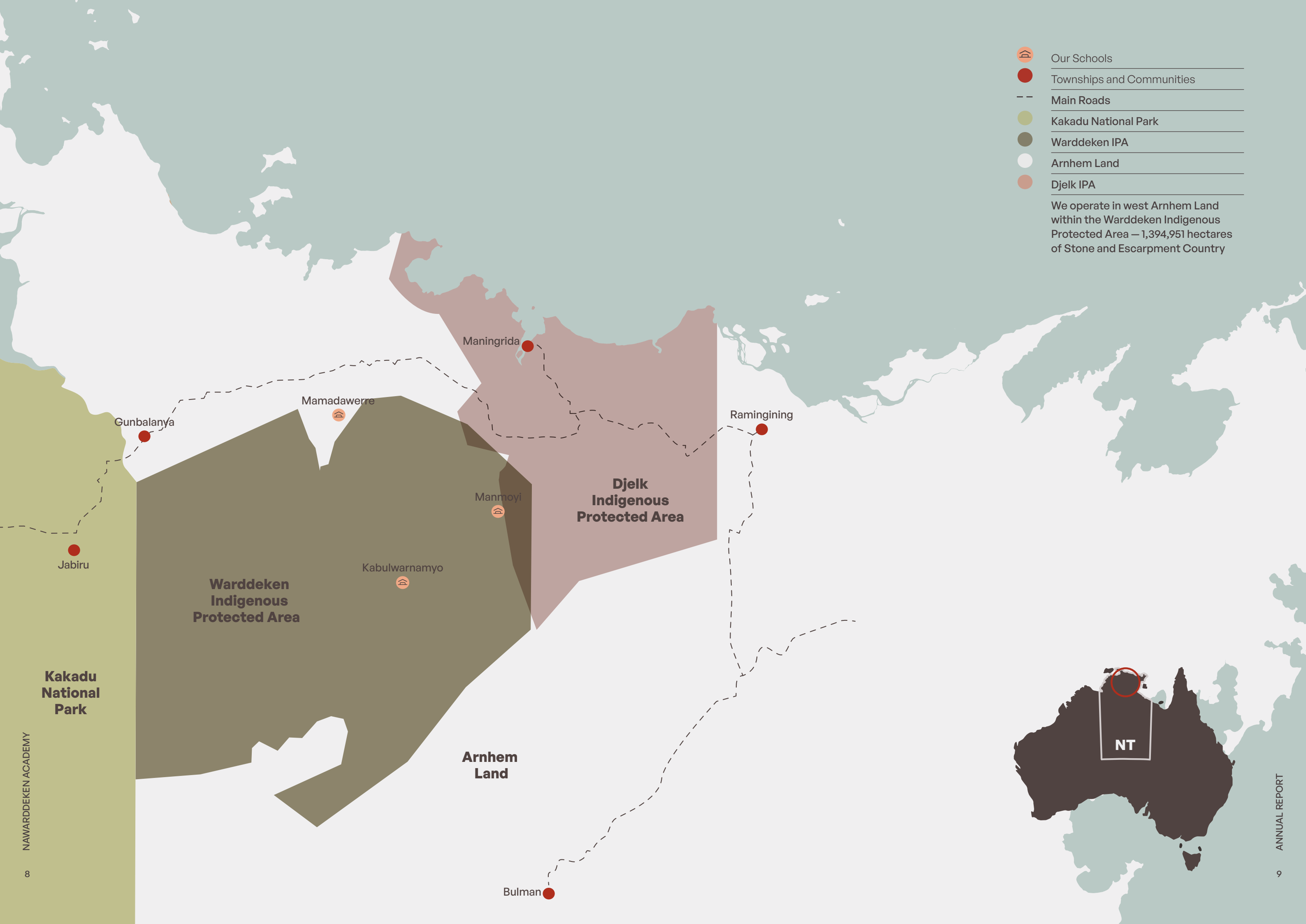
- Advance Indigenous education in west Arnhem Land.
- Support the social, cultural, emotional and physical wellbeing of every child.
- Promote intergenerational education where families and communities share learning experiences to conserve First Nations knowledge and languages.
- Empower young people 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.



-  Our Schools
 -  Townships and Communities
 -  Main Roads
 -  Kakadu National Park
 -  Warddeken IPA
 -  Arnhem Land
 -  Djelk IPA
- We operate in west Arnhem Land within the Warddeken Indigenous Protected Area – 1,394,951 hectares of Stone and Escarpment Country





Timeline



2002	2007	2015	2017	2020	2022	2025
Kabulwarnamyo community established by Bardayal, family and friends	Warddeken Land Management Limited formed	With Warddeken and KKT support, Nawarddeken Academy commences teaching at Kabulwarnamyo (under the auspices of Gunbalanya School)	- Nawarddeken Academy Limited formed - Independent School Registration process commences (Kabulwarnamyo)	Series of workshops held throughout the year to develop a seasonal calendar for the Kuwarddewardde, involving Elders and cultural leaders from across the region.	Early Learning Program established at Manmoyi and Mamadawerre	Kunmayali School (secondary education) gains Independent School Registration.
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 in December and commences operation as an independent school in 2019. - Traditional Owners from Manmoyi and Mamadawerre formally request help from Nawarddeken Academy to achieve educational independence	- Independent School Registration process commences (Manmoyi and Mamadawerre) - Kuwarddewardde Malkno Seasonal Calendar launched - Teaching Kuwarddewardde Malkno (Seasonal Calendar) Curriculum commences - Manmoyi and Mamadawerre Schools gain Independent School Registration	Independent School Registration application submitted for Kunmayali School (secondary education)
2005	2014	2016		2018	2021	2024

Board of Directors



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



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



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



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



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



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



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



CAMMIE WOOD
Cammie Wood comes from a family of strong daluk educators at her home community of Manmoyi, where her daughter Nisha attends school. Cammie is connected to Manmoyi through her grandmother and mother and spent much of her childhood on Country learning from them and other members of her Bordoh family. She has worked with Warddeken rangers and the Academy and cares deeply about ensuring that families living on homelands have access to strong educational opportunities for their children. Her appointment reflects the generational progression of the Academy, and we welcome the perspective she brings to Board discussions.



TIMIKAR JOHNSON
Timikar Johnson is the first former student of the Nawarddeken Academy to join our Board of Directors. Timikar attended the Kabulwarnamyo school in its earliest days before moving to Melbourne to continue her secondary education through the Melbourne Indigenous Transition School (MITS), completing Year 12 at Siena College in 2023. A djungkay for the Mok clan, with responsibilities for Kabulwarnamyo and Native Honey Dreaming Country, Timikar brings a unique perspective to the Board as someone who has experienced the Academy firsthand as a student. She works as an educator with younger members of her family and is committed to strengthening educational opportunities for young people growing up 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.



DR DEAN YIBARBUK
GOVERNANCE ADVISOR
Dr Dean Yibarbuk is a respected leader in Indigenous land management who has dedicated much of his life to strengthening Indigenous conservation and cultural leadership in Australia and internationally. Dean played a key role in establishing the Djelk and Warddeken Rangers, recently standing down after serving as the Chair of Warddeken for more than 15 years. He is currently a co-chair of Karrkad Kanjdji Trust. In 2025, he was awarded an Honorary Doctor of Letters (Honoris Causa) by Charles Darwin University in recognition of his outstanding contribution to Indigenous land management, cultural leadership and pathways to education and employment.



KATHRYN JACOBSEN
GOVERNANCE ADVISOR
Kathryn started out as a health professional, before moving into health policy and regulation and later training as a lawyer. She has an in depth understanding of governance systems, risk management and meeting facilitation. Kathryn works closely with the Nawarddeken Board to maintain robust, Bininj-led governance, and supports them to navigate government and regulatory systems. She is a lifelong learner and feels privileged to be learning about Bininj language, law and culture from board members.



Margaret and Janloe, Mamadawerre Traditional Owners and cultural professors, teach wurdurd how to find, harvest and prepare manikindjek (cheeky yam).

Chairperson's Report



My name is Conrad Maralngurra. My Bini name is Namardowad. My skin name is Nawamud in the low Country, or Kodjok in the Stone Country. My clan is Ngalingbali and my Country is Kudjekbinj – land of Baby Dreaming and Old Man Dreaming. My language is Kunwinjku and my kunkoymud totem is Kundung (Sun). These things remind me of who I am and my responsibility to my family and to our young people.

I am also a proud father of three wurdurd.

Ten years ago, when my daughter Lorina wanted to finish school, my wife Rosemary and I had to let her move away from Mamadawerre because there was no way for her to complete secondary education on Country. That was not an easy decision for us.

Now, other families in the Warddeken IPA won't have to face this same problem because in 2025, we opened the Kunmayali School, our fourth registered independent school that will be for secondary education. Our youngest son Tyson is now on track to finish his schooling here at home, alongside us, where he belongs.

Our young people are growing up and moving into their senior years and we are proud that they can continue learning here with their families around them. Secondary school in the Kuwarddewardde is not only about subjects – it's about helping young people grow into adults who are connected to their Country and culture.

This year we have focused on strengthening our schools. After growing quickly in the last few years, we have taken time to make sure our teaching, our curriculum and our governance are strong. I am proud of the steady work happening at our schools at Kabulwarnamyo, Manmoyi, Mamadawerre, and now the Kunmayali School too.

The best part of my role is seeing our wurdurd get more confidence. I see young people who are comfortable learning Bini knowledge and Balanda knowledge together. That gives me hope for the future of our Country.

I thank our staff and teachers for their hard work and care for our students. I thank my fellow directors for their leadership. I also thank Warddeken Land Management, Karrkad Kanjdji Trust and our supporters who stand with us.

Nawarddeken Academy began because Elders believed our children should not have to leave Country to learn and in 2025, we can see that vision coming fully to life.

I look forward to watching our young people finish school here at home and take on their responsibilities as the next leaders of the Kuwarddewardde.

CONRAD MARALNGURRA



Chief Executive Officer's Report

As I reflect on the past year, and indeed the past decade, I am struck by the strength of a simple but powerful idea: that our wurdurd should be able to learn, grow and succeed on Country, surrounded by family, language and culture.

Ten years ago, that idea was realised in its most humble form, a tarpaulin classroom at Kabulwarnamyo. Today, it has grown into a network of independent schools delivering high quality, bicultural education across the Warddeken Indigenous Protected Area.

This year marks a significant milestone in that journey.

In 2025, we opened our high school, Kunmayali School, an achievement that cannot be overstated. For the first time, young people in the Kuwarddewardde can complete their full education on Country. This has been a long-held aspiration

of Elders and families, and its realisation represents the closing of a critical gap in education pathways. Families will no longer need to make the difficult decision to send their children away to finish school.

The establishment of secondary education on Country is not simply an expansion of our model. It is a generational shift. It means that our young people can move into adulthood grounded in both Bininj and Balanda knowledge systems, connected to their responsibilities to Country, and equipped with the skills and confidence to navigate the world beyond it.

Over the past decade, we have seen what is possible when education is designed by and for community. What began as a response to the absence of schooling in remote homelands has evolved into a model that is now being recognised more broadly. Increasingly, we are seeing other regions looking to this approach, communities seeking stronger, more relevant educational choices for their children, and recognising the value of learning that is place based, culturally grounded and community led.

At the same time, we are continuing to learn what it means to operate as a bicultural organisation, not only in our classrooms, but in our governance. Just as our students learn both on Country and in the classroom, we are constantly working at the intersection of two systems, the structured requirements of Western governance and company law, and the deep, relational cultural governance of the Stone Country. This is not always straightforward. It requires time, trust, and a willingness to sit with complexity, to slow down, to listen, and to ensure decisions are grounded in both systems. At times these systems can feel at odds, but increasingly we see them not as competing, but as complementary.

When done well, this approach strengthens our organisation in the same way our two-way learning strengthens our students, creating outcomes that are more durable, accountable, and culturally genuine.

The impact of this work is evident not only in the growth of our schools, but in the strength of our people. Across the Academy, over 100 Bininj are now engaged as educators and support staff, embedding learning within kinship systems and ensuring that curriculum is lived, understood and meaningful in each community.

Our two-way learning model continues to sit at the heart of everything we do, integrating tens of thousands of years of cultural knowledge with the Australian Curriculum, and ensuring that students are learning both in the classroom and on Country. Whether through bush trips, cultural camps, language learning or emerging digital opportunities, our approach continues to evolve while remaining anchored in the rhythms of the Kuwarddewardde Malkno and community.

None of this work happens in isolation. It is built on partnerships, with Warddeken Land Management, with the Karrkad Kanjdji Trust, and with a wide network of supporters who understand that education, culture and Country are deeply interconnected. Together, we are investing in the next generation of custodians, young people who will carry forward both knowledge systems and the responsibility to care for their land and communities.

As we celebrate ten years, it is important to acknowledge that this journey has not been without its challenges. Operating in some of the most remote parts of Australia brings logistical, financial and environmental complexities. But it also brings clarity of purpose. Every challenge we face reinforces why this work matters.

I would like to extend my sincere thanks to our Board for their leadership and guidance, to our staff, both Bininj and Balanda, for their commitment and care, and most importantly to the families and communities who continue to place their trust in the Academy.

To our partners and supporters, thank you for walking alongside us over the past decade. Your belief in this model has been critical to its success.

And to our young people, our wurdurd, thank you for showing us every day what is possible.

The first ten years have laid a strong foundation. The next decade will be about deepening that impact, strengthening pathways, growing our people, and continuing to ensure that every child has access to a high-quality education on Country.

Olga Scholes

Our People

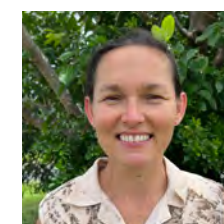
Nawarddeken Academy's employment model recognises that education and family are interconnected, and that learning happens within kinship networks, with our staffing structured to reflect this.

In 2025, 107 Bininj with kin connections to our students worked as educators or support staff. Our part-time and casual Bininj teachers are central to daily learning, translating curriculum concepts into Bininj Kunwok and ensuring learning activities make sense within the local community and cultural context.

We continue to work closely with community Elders, cultural leaders and Warddeken rangers, all of whom contribute to planning and delivering bicultural programs across school sites.



ACROSS ALL SCHOOLS



Olga Scholes
Principal and
CEO



Michelle Bangarr
Cultural
Education Lead



Jodi Vallak
Assistant
Principal



Tracey Page
Administration
& Logistics



Skylar Warren-Blake
Senior Teacher —
Early Learning



Adelaide Ford
Senior Teacher —
Curriculum



Melanie Cole
Senior Teacher —
Wellbeing
& Inclusion



Karen Kehoe
Business
Manager



Rose Hewitt
Finance Officer



Dan Bell
SACE
Coordinator



MAMADAWERRE



Brayden Grehan
Classroom
Teacher



Lynley Exton
Classroom
Teacher



Lorna Nabulwad
Bininj Teacher



Alexia Gumurdul
Early Learning
Educator



Estella Nadjamerrek
Bininj Teacher



Ada Nabulwad
Bininj Teacher



Rodriguez Nalorlman Pindiying
Bininj Teacher
& Bush Trip
Coordinator



Lisa Curtis
Classroom
Teacher



Naomi Birch
Classroom
Teacher



Glenda Gurruwiwi
Bininj Teacher

MANMOYI



Josh Paul
Classroom
Teacher



Sarah Sammut
Classroom
Teacher



John Clark
Classroom
Teacher



Ross Guymala
Bininj Teacher



Jodie Bangarr
Bininj Teacher



Milly Naborlhborlh
Bininj Teacher



Chloe Malouf
Assistant
Teacher



Marlene Cameron
Early Learning
Educator



Chelsea Shoesmith
Classroom
Teacher

KABULWARNAMYO



April Stonehouse
Classroom
Teacher



Timikar Johnson
Bininj Teacher



Jemimah Badari
Bininj Teacher



Katra Nganjmirra
Bininj Teacher



Lauren Manakgu
Bininj Teacher



Tilly Jackman
Assistant
Teacher



Atheliah Garnarradj
Bininj Teacher

COMMUNITY AND FAMILY EDUCATORS
AND SUPPORT STAFF (CASUAL):

- Christine Alangale, Damazine Alangale, Paul Alangale, Roy Alangale, Tommy Alangale, Jemimah Badari, Robert Balmana, Vietta Bangarr, Sara Cooper Billess, Sarah Billis, Annie Cameron, Christianna Djandjomerr, Christina Djorlom, Dorita Djorlom, Denell Djumburri, Atheliah Garnarradj, Carmen Garnarradj, Joshua Garnarradj, Linda Garnarradj, Vernon Garnarradj, Lauren Girrabel, Margaret Gumurdul, Sheniah Gumurdul, Sylvaris Gumurdul, Asheena Guymala, Jeraiah Guymala, Leron Guymala, Stuart Guymala, Terrah Guymala, Zario Guymala, Shemaiah Guymala/Wurridj, Timikar Johnson, Ezariah Kelly, Arthur Maralngurra,
- Conrad Maralngurra, Gabriella Maralngurra, Lorina Maralngurra, Rosea Maralngurra, Casteena Marawara, Jeff Marrgawaidj, Arijay Nabarlambarl, Richie Nabarlambarl, Melchi Naborlhborlh, Rodney Naborlhborlh, Sophie Naborlhborlh, Wynita Naborlhborlh, Tinnasha Nabulwad, Lana Nabulwad, Margaret Nabulwad, Rosemary Nabulwad, Suzannah Nabulwad, Tahnee Nabulwad, Drusilla Nadjamerrek, Enosh Nadjamerrek, Faith Nadjamerrek, Lois Nadjamerrek, Naomi Nadjamerrek, Ray Nadjamerrek, Rhonda Molly Nadjamerrek, Kayla Nagurrurrba, Janice
- Nalorlman, Obi Nalorlman, Regina Nalorlman, Zara Anne Nalorlman, Virgil Nalorlman-Namarnyille, Princess Nalorman, Alexandria Namarnyilk, Kimberley Namarnyilk, Simone Namarnyilk, Terracia Namarnyilk, Wendy Namarnyilk, Zachariah Namarnyilk, Charlton Namundja, Christella Namundja, Dominic Narorrnga, Manoah Nawilil, Alfieanna Nawirridj, Staceyanne Nawirridj, Gwen Nayilibidj, Cassandra Nganjmirra, Katra Nganjmirra, Lilly Oliphant, Lesley Phillips, Josianne Watson, Hazel Wauchope, Andy Wood, Cammie Wood, Esmond Wood, Jayden Stevie Wurrkgidj



Languages of the Kuwarddewardde

Bininj Kunwok Glossary

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

The Bininj Kunwok language group is a mutually intelligible cluster of six languages spoken across west Arnhem Land. Today, there are approximately 2,000 Bininj Kunwok speakers, with the majority speaking Kunwinjku. In the Warddeken IPA and across our school sites, several languages are spoken.

Kundedjnjenghmi is the original language of the Kuwarddewardde. Although it is still spoken by senior adults at Kabulwarnamyo and Manmoyi, fluency among younger Nawarddeken has declined rapidly.

In Mamadawerre, Kunwinjku is the predominant language due to its proximity to the lowlands and the larger township of Gunbalanya. Some students also have linguistic ties to other Bininj

Kunwok languages, including Kuninjku, Rembarrnga and Maung.

Elders and cultural leaders within our communities have expressed deep concern about the diminishing use of Bininj Kunwok among younger generations, as well as the shrinking of their vocabulary – a direct result of decreased time spent on Country. In response, Nawarddeken Academy contributes to intergenerational language maintenance through the delivery of the bicultural Kuwarddewardde Malkno Curriculum, the skills of our Bininj educators, and with the support of the Bininj Kunwok Regional Language and Culture Centre in linguistic work and resource development.





Parents & Community

NUTRITION WORKSHOPS

A series of engaging health and nutrition workshops were delivered at Manmoyi Early Learning in partnership with Mala'la Health Services, bringing daluk and wurdurd together to build practical knowledge about strong blood, food preparation and healthy choices. Through cooking, conversation and shared meals, families had a supportive space to reflect on how their everyday habits can foster long-term health and wellbeing.

Access to nutritious food remains an ongoing challenge across the Warddeken IPA, with

remote supply chains, cost and availability impacting food security for families. In partnership with Warddeken, the Academy remains committed to supporting positive health and nutrition outcomes in our communities, and strengthening families' practical knowledge around food and wellbeing is part of this.

WELLBEING

Wellbeing remains central to the life of the Academy, shaping how we support students, staff and families across all aspects of school and

community life. Guided by both Bininj and Baland perspectives, we continue to build a shared approach that strengthens cultural connection, resilience and care for one another.

This year, in partnership with Warddeken Land Management, this focus extended across the Warddeken IPA through a series of Bininj-led, on Country wellbeing workshops held in community. These gatherings brought families, Elders, rangers and staff together on Country to share knowledge, strengthen relationships and create space for honest

conversations about wellbeing in a culturally safe and grounded way.

SCHOOL ASSEMBLIES

Assemblies were held regularly across all Nawarddeken Academy schools, bringing students, families and community members together to share school news and acknowledge student effort and achievement.

Students worked with educators to plan and present at assemblies, speaking about their learning and highlights of the Term. These

opportunities support confidence in public speaking and let students take pride in their work, while providing a space and point of connection further linking school and community life.

Assemblies sometimes included kunborrk (ceremonial songs and dances), with students making steady progress in their cultural singing and dancing throughout the year.

Schools at each site also hosted community events including discos and movie nights, activities that also strengthen relationships

between students, families and staff.

SOCIAL MEDIA

Nawarddeken Academy continued to maintain an active presence on Facebook and Instagram, where we share regular updates from across our three schools to our audience of Bininj families, the wider IPA community and supporters across Australia.

Social media engagement remains strong, particularly from community members, and the platforms continue to be an accessible way of sharing learning, cultural events and milestones at the Academy.



Kunmayali School student Ava carries Early Learner Ryan during a weekly bush trip.



WALKING BACK TO COUNTRY

The annual Stone Country Bushwalk remains a significant event in the Kuwarddewardde. Each year, students, rangers and community members walk together along customary trade routes known as bininj manbolh, following the same routes that have long connected people, places and knowledge.

It is practical, physical learning, with walkers carrying their own gear, camping along the way and spending long days moving across the sandstone country, stopping at important sites to share

stories and talk about land management. Knowledge is passed on in context, on foot and in the places it belongs.

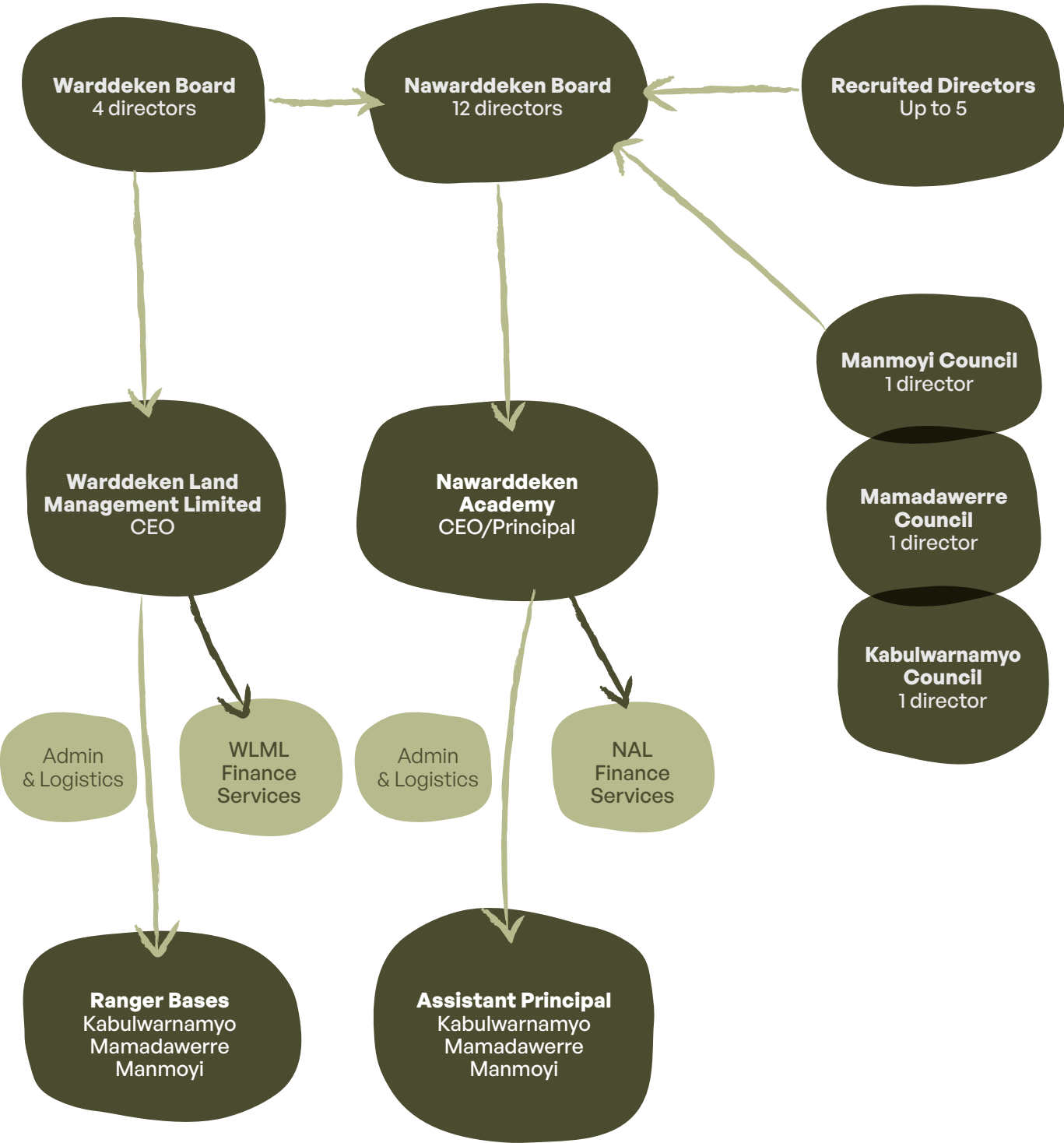
Stone Country bushwalks have been held almost every year since 2006. What began as a Warddeken initiative is now jointly facilitated by Warddeken and Nawarddeken Academy, reflecting the close relationship between land management and education.

This year, 87 walkers travelled from Rarrekbaleng to Barnalod, continuing a tradition that strengthens cultural knowledge and intergenerational connection.

BININJ STAFF MEETINGS

This year, a new initiative created dedicated space for Bininj educators and staff to hold their own staff meetings, discuss all aspects of the school in their first language, Kunwinjku, and plan and develop strategies within a wholly Bininj framework. Across the year, five Bininj staff meetings were held, led by Michelle Bangarr.

Governance



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

NAWARDDEKEN ACADEMY LIMITED

Nawarddeken Academy Limited (NAL) was registered as a public company limited by guarantee in August 2017 and registered with the Australian Charities and Not-for-profits Commission (ACNC) in November 2017.

In 2022, the Nawarddeken Academy Board transitioned to a new structure and is now comprised of four Warddeken Directors, three school council Directors and up to five Recruited Directors. All members of the NAL Board of Directors are listed with the ACNC.

In 2025, the board met four times, with three meetings held on Country in the IPA at Kabulwarnamyo, Manmoyi and Mamadawerre, and one in the larger township of Jabiru. Each board meeting achieved quorum.



Committees

Strong Bininj representation ensures the voices of parents, Elders and local communities continue to direct the Academy's operations and strategic direction.



SCHOOL COUNCILS

Each Nawarddeken Academy school – Kabulwarnamyo, Manmoyi and Mamadawerre – has its own School Council. This structure ensures that governance remains directly linked to our individual communities and can be responsive to their local priorities.

School Councils meet at least once per term throughout the year to discuss curriculum, events and operational matters, as well as to identify opportunities for training and events. They provide advice to the NAL Board and elect one person from each school community annually to sit on the Board. Through this structure, each school community maintains a clear and active voice in the Academy's governance.

AUDIT & FINANCE COMMITTEE

Following the registration of Kabulwarnamyo School, the Board endorsed the establishment of an Audit and Finance Committee (AFC), comprising Board Directors and non-voting staff members. During 2025, the AFC met twice and continued to provide effective financial and governance oversight to the Board and staff. Its key areas of focus included:

- Monitoring cash flow and overall financial position
- Reviewing and endorsing the 2025 budget
- Reviewing and updating financial policies and procedures
- Reviewing and monitoring the organisational risk register
- Ensuring compliance with all financial reporting obligations and statutory requirements.

NAKADJAKA MONITORING AND EVALUATION

NaKaDjaKa was originally established as a sub-committee to the NAL Board for the purpose of monitoring and evaluating school programs. Made up of Bininj educators, community researchers and cultural leaders, the NaKaDjaKa Subcommittee holds deep knowledge of how Bininj children learn.

Over the past three years, NaKaDjaKa members have increasingly shaped the Academy's cultural and language work through a series of on Country meetings and workshops. During this same period, it also became clear that the Academy's formal program reporting was more aptly managed by the leadership team through the framework of the School Improvement Plan.

Through a process of self-assessment, the NaKaDjaKa subcommittee identified that its most valuable role lies in creating and sharing Bininj language and cultural knowledge that strengthens classroom learning being delivered via the Kuwarddewardde Malkno Curriculum. The subcommittee emphasised that only Bininj teachers, Elders and community leaders can recognise when kunwok and kunmayali learning needs strengthening, and that they must be the ones to create resources and strategies required to achieve this.

In 2025, the Board endorsed this evolution, supporting NaKaDjaKa to move formally into a Cultural Learning and Knowledge role. This work will continue in 2026 through collaboration, resource development and refinement of the committee's purpose.



Johnny takes in the Kuwarddewardde from atop an escarpment on the 2025 Stone Country Bushwalk.

The Nawarddeken Academy Story



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



OUR ORIGINS

The vision for education in the Warddeken IPA began with a decision to return home to Country in the rugged and remote Kuwarddewardde. In 2002, the late Professor Bardayal Lofty Nadjamerrek AO led a small number of his family and other Traditional Owners back to his Mok clan estate, Mankungdjang (Native Honey Dreaming). At the time there were no roads or infrastructure, but Bardayal's resolve to return to a life on Country was clear. His homeland of Kabulwarnamyo would become a new community, where families could raise children and teach them how to care for the Kuwarddewardde.

With government funding for homelands having ceased in the early 1990s, the creation of Kabulwarnamyo community was almost entirely due to the perseverance and advocacy of a small group of dedicated Bininj and Balanda friends. The establishment of Kabulwarnamyo marked the beginning of the permanent reoccupation of Bardayal's Country, and a turning point for the future of the Kuwarddewardde.

In the years that followed, the Manwurrk ranger program was formed, laying the foundations for what would become Warddeken Land Management Limited. Warddeken rangers played a pivotal role in creating the world first customary fire and carbon offsets program – (the West Arnhem Land Fire Abatement Project) and now deliver one of Australia's most significant landscape-scale conservation programs. Despite ranger work having created meaningful employment and more secure futures on Country, for a long time there was one essential part of community life still absent – education.

Elders were clear that education must be part of homeland community life. They spoke about young people growing strong in both Bininj and Balanda knowledge systems, learning language, culture and responsibility alongside English literacy and numeracy. For years, Elders lobbied tirelessly across all levels of government in an attempt to secure full-time schooling within community. They held firm in their belief that their children should not have to leave the Kuwarddewardde to access education.



ACHIEVING THE DREAM

In 2015, with the support of the Karrkad Kanjdji Trust, full-time schooling began at Kabulwarnamyo in a ‘bush classroom’ built from native cypress poles and a tarp; a modest structure, but one that represented the realisation of years of sustained advocacy.

After two years of steady growth and consolidation, in 2017 the company Nawarddeken Academy Limited (NAL) was registered as a wholly owned subsidiary of Warddeken, and a Board of Directors was instated. The initial goal was to formally obtain Independent School Registration for Kabulwarnamyo School, which required upgrading infrastructure to meet government standards, and sustained work by passionate bininj and balanda staff and experts to prepare an application and the necessary supporting documents. These efforts were rewarded when, in late 2018, Kabulwarnamyo school gained Independent School Registration.

EXPANDING EDUCATION ACROSS THE IPA

From this beginning, the Academy has grown steadily. Schools have since been established at Manmoyi and Mamadawerre communities, each shaped by the aspirations of local Traditional Owners. Each Nawarddeken Academy School now operates with permanent qualified teachers and up to five part-time and casual Indigenous teaching assistants, who play a crucial role in delivering the Indigenous Language and Culture (ILC) component of the curriculum. Across our school sites, approximately 60 students were enrolled ranging in age from early learners to secondary students.

LOCALLY DESIGNED CURRICULUM

One of the Academy’s proudest accomplishments is the development of a custom curriculum framework to sit at the centre of teaching and learning. The Kuwarddewardde Malkno Curriculum was collaboratively designed with Elders and communities to ensure that Australian Curriculum outcomes are delivered through a locally relevant lens of seasonal knowledge and cultural practice.

Under this unique curriculum model, community identified priorities including on Country learning, customary knowledge and skills, Bininj Kunwok languages, and land management practices sit equally alongside, and indeed are interlinked with, western literacy and numeracy learning. The Kuwarddewardde Malkno Curriculum ensures that bicultural education is not an addition to schooling, but central to its daily operation.

PRESENT DAY

In January 2025, Nawarddeken Academy received approval to register the Kunmayali School to provide secondary education in the Warddeken IPA (this milestone is celebrated on the following page).

From humble beginnings under a tarp at Kabulwarnamyo to the present day, Nawarddeken Academy has grown from Bardayal’s return to Country movement, and is carried forward by the commitment of IPA communities to keep children learning at home.

In addition to ongoing government funding, the Academy continues to receive generous financial and logistical support from our partners at Warddeken Land Management and Karrkad Kanjdji Trust (KKT).



Kunmayali School Registration



In January 2025, Nawarddeken Academy received the joyous news that Kunmayali School, a dedicated secondary school for the Warddeken IPA, had received registration.



For families across the Kuwarddewardde this marked the culmination of a journey that commenced years earlier in a simple bush classroom at Kabulwarnamyo.

The need for secondary education on Country had developed steadily alongside our students. As they moved into adolescence, their families rightly identified that schooling could not stop at the primary years. The same community effort that launched primary education began to focus on the next frontier, with a consistent call for a full schooling pathway in the IPA.

Kunmayali School is the result of that call. Its registration ensures that young people can now complete their education on Country - from Early Learning through to their senior years - while remaining connected to family and on Country.

As the Academy has grown, so too have our students. The first cohort of wurdurd who began learning in those early bush classroom days are now in their senior years. Current Mamadawerre students Maureen and Tyson, and Kabulwarnamyo student Richard, were among those first learners.

In 2025, Maureen, Tyson and Ruchard were able to continue their education not by leaving Country, but by staying. The Kunmayali School makes sure this is now an option for all future Academy students.

The opening of Kunmayali School was acknowledged at Mamadawerre with a ceremony attended by families, rangers, staff and Elders. A kunborrk was performed to honour the significance of this moment for young people and the broader IPA community. There was much pride in seeing students who had started their schooling in that first bush classroom now stepping into their senior years within their own communities.

In its first year, students at Kunmayali School have begun undertaking senior studies aligned with the South Australian Certificate of Education (SACE), while being able to remain closely connected to their families and cultural responsibilities. For our wurdurd, the formal registration of the Kunmayali School means they can now grow into adulthood surrounded by family support networks and without having to leave home or Country.

Ten Years of Nawarddeken Academy

CELEBRATING

10

YEARS OF
NAWARDDEKEN
ACADEMY



“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
DEPUTY CHAIR, CULTURAL EDUCATION LEAD & PARENT

CELEBRATING 10 YEARS OF BICULTURAL EDUCATION

In 2025, the Nawarddeken Academy celebrated a major milestone: ten years of delivering full-time, on-Country education in the Warddeken IPA.

What began in 2015 with an ambitious vision and a small bush classroom has grown into a network of four independent schools serving families across the Kuwarddewardde. Today, children can begin their learning journey in our Early Learning programs, continue through primary school at Kabulwarnamyo, Manmoyi or Mamardawerre, and progress into secondary education through the newly registered Kunmayali School.

Over the past decade the Academy has steadily built a complete pathway of education on Country, ensuring that wurdurd can grow up, learn and develop without leaving their homelands. This reflects years of determination and collective effort from families, educators and community leaders across the IPA, and a remarkable achievement in one of the most geographically disadvantaged regions of Australia.

Not only have Nawarddeken Academy schools been life-changing for the wurdurd of the Warddeken IPA, they have also created meaningful employment and

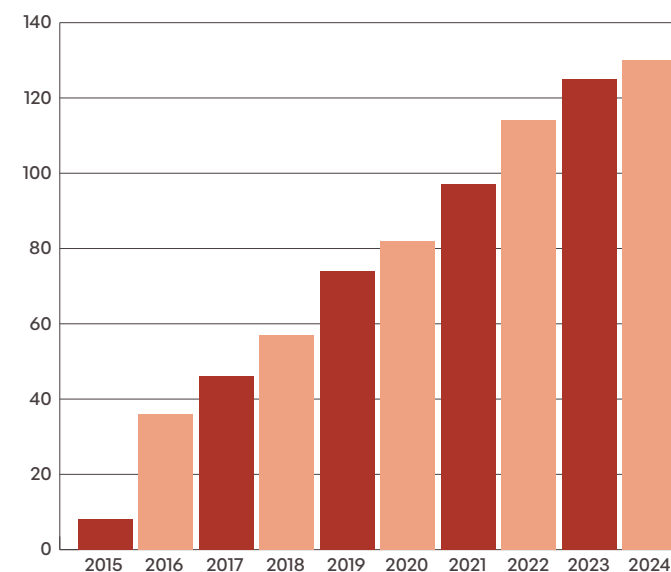


Blininj Teacher Lorna Nabuiwad has been a consistent presence at Mamardawerre school since it opened. In 2025, Lorna continued her own studies, while also taking on more responsibility in the classroom.



Maureen Namarnyilk pictured at 7 years old, when she started at Kabulwarnamyo school. Since 2015, Maureen has continued her education with the Academy, and is on track to graduate from Kunmayali School in 2026.

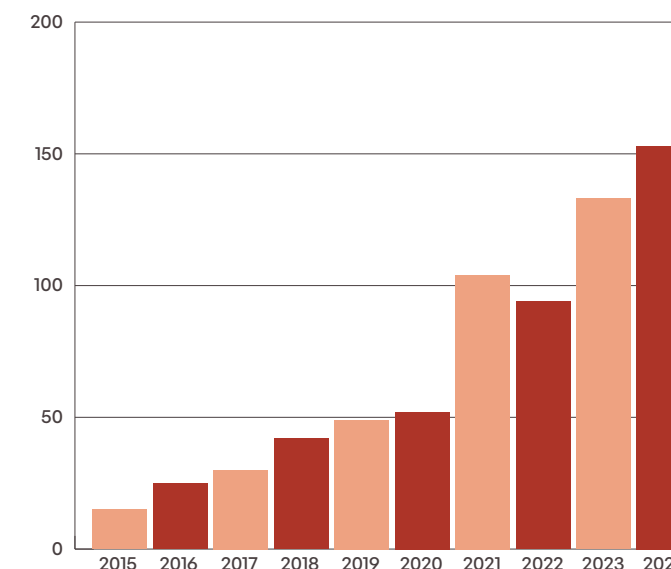
STUDENTS ACCESSING BICULTURAL EDUCATION THROUGH NAWARDDEKEN ACADEMY OVER TIME



270+

Bininj teachers and employees since establishment of NAL

BININJ EMPLOYEES ACROSS NAWARDDEKEN ACADEMY OVER TIME



765+

On-Country lessons and camps delivered by Elders, Traditional Owners and rangers

training opportunities for adult Bininj as educators, cultural mentors and teaching assistants. For many families this has created lifelong learning journeys, with Bininj educators gaining skills, qualifications and leadership experience while supporting the next generation of students.

A decade on, the Nawarddeken Academy stands as a testament to the strength and determination of the community that sustains it. Against considerable logistical and funding challenges, families, staff, students and partners have worked together to build something remarkable: a complete pathway of education on Country.

Looking Ahead



As Nawarddeken Academy moves beyond the first ten years, we turn our focus to strengthening what we have built. This includes securing much-needed funding for Early Learning Programs, continuing to develop and deliver education that reflects both Bininj knowledge and the Australian curriculum, and supporting regular school attendance when families are in community. Looking ahead, we are also acutely aware of a need to respond to the practical realities of life on remote homelands, where infrastructure, climate and access influence daily school life.

With Kunmayali School established, our priority is now to ensure students are supported through SACE, VET and school-to-work pathways, so they can remain on Country while planning for employment and future roles in their communities. We will continue to expand Learning on Country, with plans for more structured delivery, dedicated coordination and stronger links between cultural knowledge, ranger work and accredited training.

The ongoing development of the Kuwarddewardde Malkno Curriculum will continue, including enhancing the integration of literacy and numeracy, expanding bilingual resources and continuing to develop Bininj assessment approaches. We will continue to invest in our most valuable asset, our people, looking to improve Bininj educator pathways, professional development and leadership, alongside opportunities for students to take on leadership roles within the Academy.

A top priority within this next phase is also the development of a climate resilient learning hub at Kabulwarnamyo, where the Academy originated and where students continue to attend school each day. Unlike our schools at Manmoyi and Mamadawerre, there is still no dedicated indoor learning space at Kabulwarnamyo. Classes are still held under a single balabbala tent, with students and teachers often working through high heat and humidity. As the impacts of climate change become more pronounced, we are hopeful that these facilities can be upgraded to provide two enclosed classrooms and shared learning spaces, designed for local conditions.

We look ahead with real excitement, and will continue working with dedication and passion to support wurdurd and young people keep learning, working and staying strong on Country in the Kuwarddewardde.



Kabulwarnamyo School

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



“I’m really supporting my dad’s vision all the time; I’m carrying it with me. This is the important thing for us — to teach our kids not only in our Bininj culture but also in Balanda education. Both. We like to see that, so our kids can move forward both ways.”

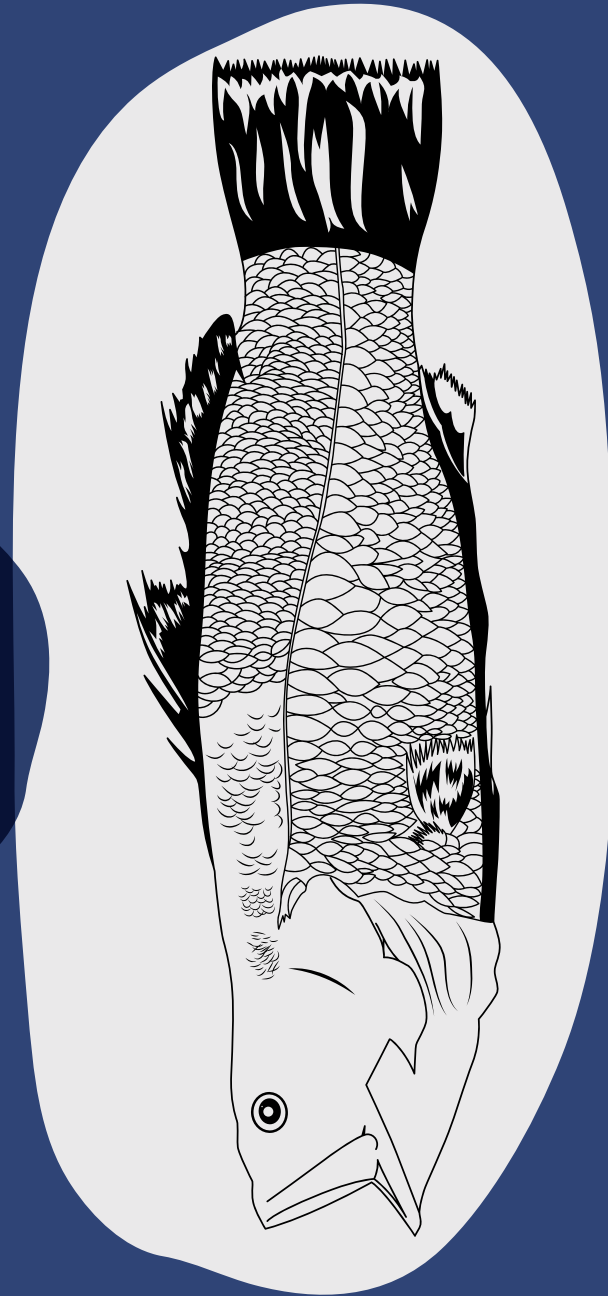
LOIS NADJAMERREK
SENIOR TRADITIONAL OWNER



Kabulwarnamyo students examine a skink found during an Ecology camp with Warddeken rangers at Nawarbin.

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 & DIRECTOR



On a weekend fishing trip, Mamadawerre staff and community members caught a giant haul, or 'big mob', barramundi. Pictured is Agnes, Craig and Anthony showing off the day's catch.

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, SENIOR
TRADITIONAL OWNER & PARENT



Kunmayali students
Lemaine, Ava and Mahalia
show off artwork and
weaving they completed
on camp.

Kunmayali Secondary School

2025 School Registered to service students from all communities



“We have early learning, to primary, and now secondary education, and I’d really love to see our students — including my son — graduate on Country”

MICHELLE BANGARR
DEPUTY CHAIR, CULTURAL
EDUCATION LEAD & PARENT



At our first Kunmayali secondary camp students Lemaine, Ava and Mahalia proudly created and proudly showed off their art – a paperbark painting and pandanus earrings.

Kuwarddewardde Malkno Curriculum

“This is a bush library, this is where you learn your knowledge”

ROSS GUYMALA
BININJ TEACHER &
SENIOR TRADITIONAL OWNER



LEARNING THROUGH THE SEASONS

The Kuwarddewardde Malkno Curriculum (KWWM) delivers Australian Curriculum learning through seasonal, place-based units of work. Each of the six seasons provides a conceptual frame through which Science, English, Mathematics and Humanities are taught in ways that are culturally specific and academically rigorous. Learning moves between Country and the classroom, with seasonal change shaping both content and method. What students observe, make, record and discuss during each season becomes the foundation for structured learning.

The KWWM was developed by Nawarddeken Academy in collaboration with Elders, educators and community members who wanted schooling to reflect the seasonal knowledge of the Kuwarddewardde. It did not emerge quickly. It grew over time from cultural teaching already taking place on Country, and from careful work to ensure that formal schooling would strengthen — rather than displace — local knowledge systems.

The Kuwarddewardde Malkno seasonal calendar documents the cycle of life across the Stone Country, and the KWWM draws directly from that structure. Through aligning Australian Curriculum requirements with the six local seasons, we have been able to ensure that academic content and learning experiences are delivered in ways that respond to what is happening on Country at any given time.

Developing an entire curriculum framework that meets national standards while remaining locally and culturally relevant has been a significant undertaking. The KWWM comprises eighteen integrated units delivered across a three-year cycle, with six units taught each year. Each unit connects literacy, numeracy and broader learning areas to a specific theme of seasonal knowledge, cultural practice and lived experience.

This structure creates continuity across year levels and across school sites. It also





provides space for Elders and community members to contribute knowledge in ways that are planned, respected and protected. In doing so, the Curriculum plays an important role in safeguarding knowledge that is both fragile and deeply significant, while creating meaningful opportunities for cross-generational learning.

Throughout 2025, the Academy continued to build and strengthen the KWWM through the careful documentation and development of teaching resources. This growing body of work is becoming a knowledge archive for future generations, capturing seasonal knowledge, language and cultural practice in ways that can be taught, revisited and protected.

The impact of the KWWM is increasingly visible in students. Families and Elders are noticing their botanical knowledge deepening, their confidence growing when speaking about plants, animals and seasonal change, and their comfort engaging respectfully with ancestral spirits present on Country. Practical skills such as identifying bush foods, understanding medicine plants and reading landscape signs, are being learned with seriousness and pride.

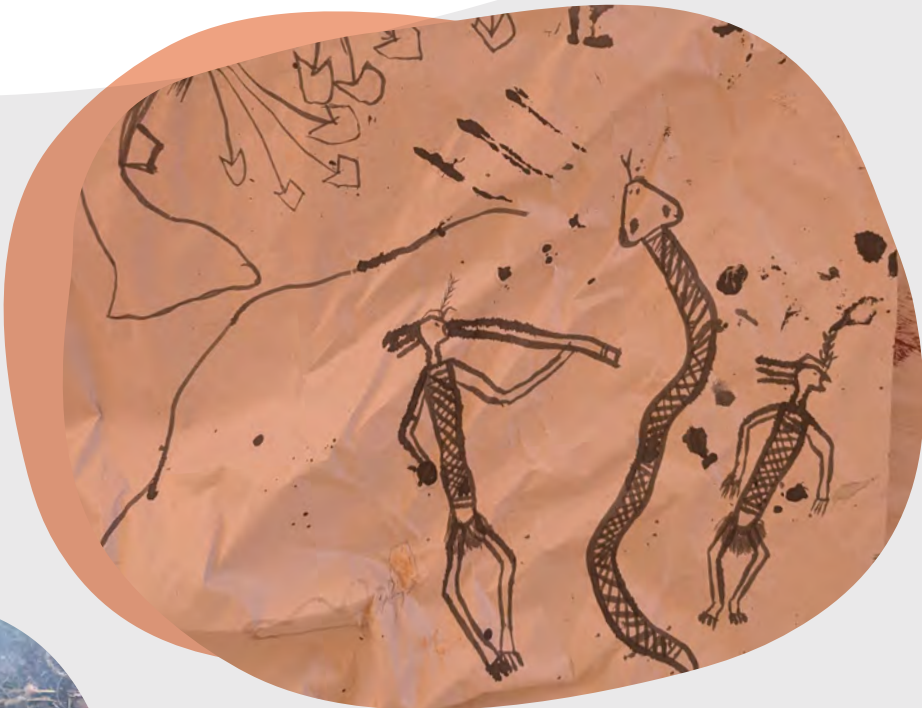
This year, the depth of the KWWM curriculum was further expanded into Senior Secondary Learning and Assessment Plans, seeing it integrated into our Year 11 and 12 subjects.



Mamadawerre students Sian, Thora and Evie pick flowers and grasses for their mandalas during Science Week.

**Kuwarddewardde Malkno Curriculum
Conceptual Units 2025**

KUDJEWK:
MID WET SEASON
**Unit 1: Thunderstorms
& Creation Spirits**
Term 1 (weeks 1–8)



BANGKERRENG:
LATE WET SEASON
Unit 2: Kunred (Home)
Term 1 (weeks 9–10)

YEKKE:
DRY SEASON
**Unit 3: Relationships –
Fire, Plants and Animals**
Term 2



KUNUMELENG:
EARLY WET SEASON
Unit 6: Cooking Manme
Term 4



WURRKENG:
MID DRY SEASON
Unit 4: Changing Climate
Term 3 (weeks 1–5)



**KURRUNG: THE HOT
SEASON OR ‘BUILDUP’**
Unit 5: Reptiles
Term 3 (weeks 6–10)

Early Learning Beginning Education on Country

For wurdurd growing up on Country in the remote Kuwarddewardde, the early years of learning shape their understanding of language, relationships and the world around them, laying the foundation for all that follows. In recognition of this, our Early Learning Program began in the Academy's earliest days, when families made clear that education on Country must start well before primary school. What began as a small, community-led initiative has steadily grown into a structured program operating across Manmoyi, Mamadawerre and Kabulwarnamyo. From its inception, the focus has remained consistent: to provide young children with a strong start while keeping them close to family, language, culture and Country.



Across our three school sites, the Early Learning Program provides a structured and culturally responsive start to schooling, supporting our youngest wurdurd to build strong foundations in language, learning and identity.

The program is shaped by the seasons, with art, craft, storytelling and bush trips connected to the Kuwarddewardde Malkno Curriculum. Language sits at the heart of early learning, as it plays a pivotal role in a child's development. Kunwinjku is used alongside English each day, allowing children to grow in confidence across both languages from their earliest learning experiences.

Conversational Reading sessions created a warm and interactive space for children and families to share stories together. Parents and family members used questions, prompts and discussion to bring books to life, building language skills while strengthening relationships and fostering a love of reading. With support from the Indigenous Literacy Foundation (ILF), books were able to travel home so that reading could continue beyond the classroom. Regular exposure to books plays an important role in early literacy development, helping children build the foundations they need before learning to read and write independently.



Early learning also extends beyond each classroom. Shared visits between Manmoyi, Mamadawerre and Kabulwarnamyo, including time spent with the Maningrida Families as First Teachers (FaFT) program, allowed children and families to experience new learning environments together and strengthen connections across communities.

As a result of a generous donation through KKT, we were able to purchase a dedicated Early Learning vehicle. This has made it possible for even our youngest wurdurd to safely participate in on-Country learning experiences. From infancy, children are now able to join bush trips and cultural activities, becoming familiar with community life and cultural practice through

direct participation. Being included in these experiences from the beginning strengthens belonging, identity and cultural confidence in ways that cannot be replicated within a classroom alone.

Parent engagement and capacity building remain an important part of the program. In 2025, the Academy was fortunate to secure a competitive Strong and Resilient Communities Grant to establish the Daluhdaluk (many women) Project, which will begin in 2026. Designed by local daluk, the project will focus on community priorities across health, education and wellbeing. It aims to strengthen knowledge and skills, supporting women to make



informed decisions and create positive outcomes for families and future generations.

In 2025, 25 wurdurd participated in the Early Learning Program. During this important developmental stage, children were supported to grow their bilingual vocabulary, develop early literacy awareness, explore numeracy concepts and build social skills. Through play-based learning and consistent routines, children are developing focus, resilience and the ability to engage positively with others.

Beginning school in environments that centre family, language and Country allows our wurdurd to grow in confidence and develop a strong sense of identity. Our Early Learning Program lays the foundations for a positive and successful learning journey in the years ahead.

The program has been primarily funded through philanthropy for the past nine years. While this support has

enabled the program to establish strong foundations and deliver meaningful outcomes for children and families, long-term reliance on philanthropic funding is not sustainable. Across Australia, comparable earlylearning services receive recurrent government funding. Our program already meets all Families as First Teachers (FaFT) criteria while delivering services consistent with the intent and model of other FaFT sites.

In 2025, we explored Northern Territory FaFT funding. Despite meeting the eligibility requirements and already delivering the program model, we were advised that the program is not currently expanding. The Minister for Education confirmed that funding is therefore not available to our service at this time. In 2026, we will continue to advocate for the transition of the Early Learning Program to recurrent government funding to ensure the continuity of education and support for children and families living across the Warddeken IPA.

Teacher Profile: Marlene Cameron



Marlene Cameron has been part of the Academy's Early Learning journey since the program first began at Manmoyi. In those early years, she operated Early Learning from under a tree, and in the past two years has worked hard alongside senior educators to help create a welcoming space in the Early Learning balabbala where the wurdurd and their families could begin their on Country education journey.

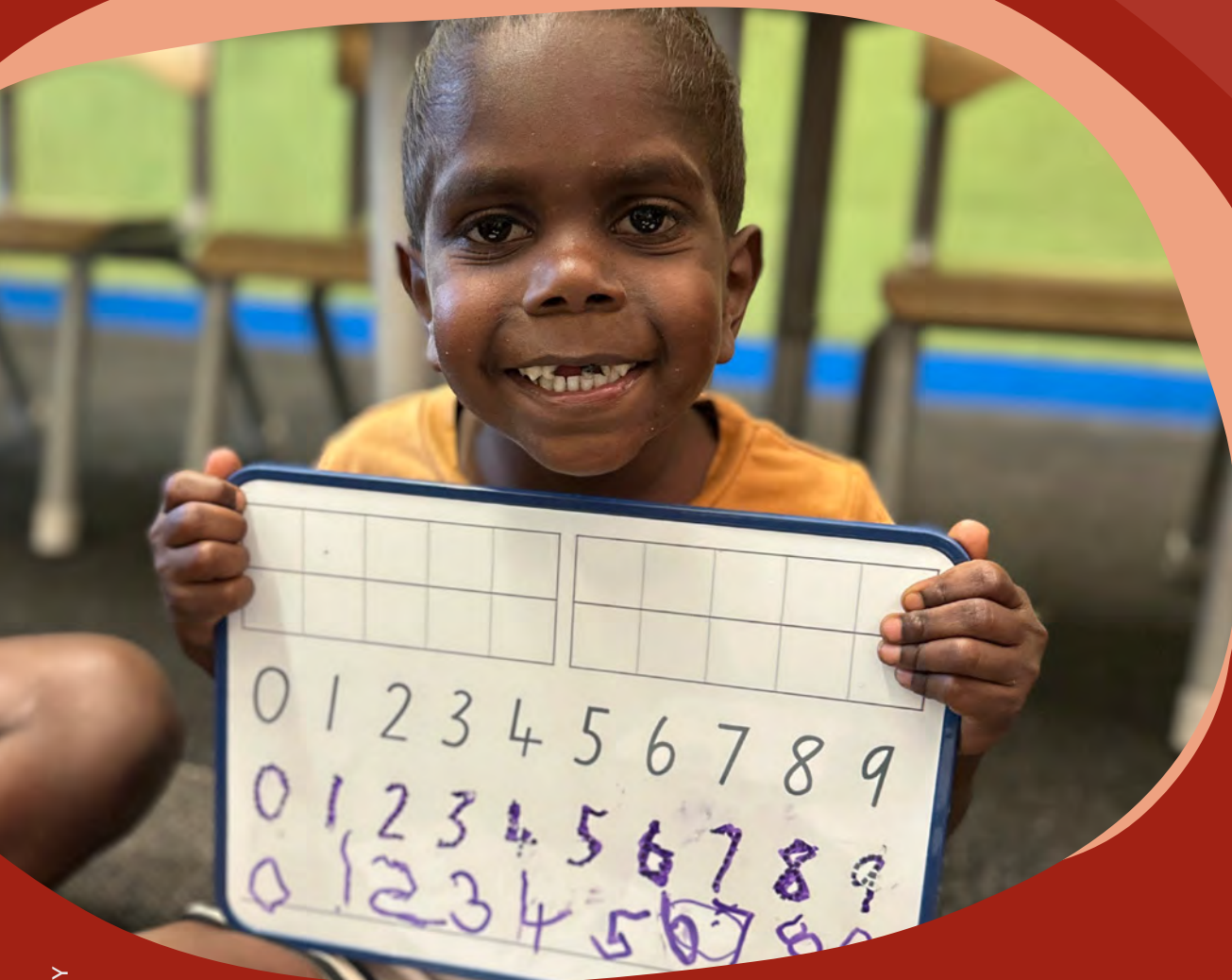
Over time, Marlene has continued to grow in confidence and responsibility within the program. Keen to deepen her knowledge of early childhood education, she has actively sought opportunities to learn and develop her skills. In 2025, Marlene took on an expanded role in the day-to-day running of Early Learning at Manmoyi, welcoming visiting facilitators, supporting workshops,

presenting at school assemblies and helping coordinate activities for children and families across the community. Her leadership and commitment are an important part of the program.

This year also marked a special milestone with the arrival of the Early Learning muddikka (vehicle). Marlene proudly obtained her driver's licence and now plays a key role in transporting families, caring for the vehicle and supporting bush trips, excursions and visits between communities.

Marlene's dedication to the wurdurd and their families continues to strengthen Early Learning at Manmoyi, helping ensure that young children can begin their schooling journey in a supportive and culturally strong environment.

Literacy & Numeracy Curriculum



High-quality teaching at Nawarddeen Academy begins with our classrooms – environments that are safe, structured and responsive to the linguistic and cultural backgrounds of our students.



We are proud of the learning spaces we have created for our wurdurd that honour these foundations. Our approach also recognises that effective learning relies on teachers who understand both the Australian Curriculum and the specific cultural knowledge and skills students must develop at each stage of their education.

Strong teaching practice at Nawarddeen Academy is grounded in evidence and informed by the realities of learning on Country. Teachers use explicit, research-based instructional strategies to support student wellbeing, engagement and steady progress in literacy and numeracy, while maintaining high expectations for every learner.

In 2024 the Academy developed a Curriculum Implementation Guide to support this work across all school sites, with 2025 being the first full year operating under this guide. Now with

four school sites, the guide has given our teachers clear expectations for the teaching of English and Mathematics, alongside the provision of practical resources to support daily classroom practice. The guide has proven to be a resource that offers teachers processes, school policies and teaching materials that help them plan lessons, reflect on their practice and maintain consistency across sites.

Central to our English and Mathematics curriculum delivery is the low variance instruction approach to teaching and learning, which ensures that core teaching practices remain consistent across year levels and classrooms. This shared framework supports teachers to deliver explicit, structured instruction while maintaining a strong research base for literacy and numeracy development.



ENGLISH

Throughout 2025, teachers across all Academy schools continued implementing the Read Write Inc. (RWI) program, which we have now been using for four years. RWI is a systematic approach to synthetic phonics, widely recognised as one of the most effective ways to teach early reading and writing.

Through daily RWI lessons, students learn to:

- Decode letter–sound correspondences quickly and accurately
- Read common exception words on sight
- Understand the meaning of what they read
- Read aloud with increasing fluency and expression
- Spell words by segmenting sounds
- Form letters clearly and accurately

Alongside this work, Adelaide Ford, Senior Curriculum Teacher at the Academy, continued developing and

supporting the delivery of literacy units connected to the Kuwarddewardde Malkno Curriculum. These units explicitly teach vocabulary, background knowledge and reading comprehension by pairing curriculum themes with high-quality children’s literature.

At all schools, daily one-on-one or small-group reading shapes the start of each morning, followed by additional reading time later in the day. This steady practice is translating into clear improvement through RWI assessments. Students also participate in structured writing lessons drawn from The Syntax Project, with activities linked to the goals in each student’s Individual Learning Plan.

MATHEMATICS

Teachers continue to use data from the Schedule for Early Number Assessment (SENA), conducted twice each year, to guide mathematics learning. This data helps teachers set a number automaticity goal and an operations goal for each student’s Individual Learning Plan.

New mathematical concepts are taught using explicit instruction, where skills are broken down into small, manageable steps and introduced in a clear sequence. Teachers model the skills students need to learn and guide them through how to apply them, rather than expecting students to discover these strategies on their own.

Students are then given many opportunities to practise these skills independently, with timely and specific feedback from their teachers. Research shows that this explicit approach helps students build confidence and make stronger gains in mathematics.

Mathematics learning at the Academy is also linked to the changing seasons through the Kuwarddewardde Malkno curriculum. Biniñ and Balanda teaching teams have worked closely to connect key concepts in the strands of Measurement and Space, and Statistics and Probability, to each seasonal conceptual unit, alongside on Country learning.

This year, students collected data on bush trips to use back in the classroom. For example, they tallied animals they encountered, including horses, wallabies and cockatoos, while travelling to and from bush trip locations. Back at school, this data was used to create and interpret graphs, building practical skills in counting, organising and analysing information.

During the Kurrung ‘Reptiles’ conceptual unit, students worked alongside Warddeken rangers to safely observe kinga (crocodiles) that had been caught in traps. They measured body length and width, examined head size and counted teeth. These hands-on experiences strengthen understanding of measurement while grounding learning in real situations on Country.

Learning this way keeps mathematics connected to students’ lived experience, ensuring it is practical, relevant and built around what they see and do in their daily lives.

Term 1

Kudjewk Mid Wet Season

Conceptual Unit 1 – Thunderstorms & Creation Spirits
Term 1 (weeks 1-8)



**“I love this waterfall. This is my favourite.
I love this place! This is my home. When
I am a father and have kids, I will bring
them here!”**

JAI
KABULWARNAMYO STUDENT, 9 YEARS OLD

Kudjewk arrived with monsoonal rains filling the creeks and rivers of the Kuwarddewardde, and thunder and lightning rolling across the escarpment. The beginning of the school year unfolded within Kudjewk, with learning guided by the Thunderstorms & Creation Spirits conceptual unit.

Much of the early work this term occurred on Country. Students made the most of the rains, travelling to springs and seasonal waterholes accessible only during the wet season, swimming, having conversations about water clarity and depth, and watching how rainwater moves across stone and sand.

Wurdurd listened as Elders spoke about the ancestor creation spirits associated with Kudjewk – Ngalyod (Rainbow Serpent), Namarrkon (Lightning Man) and Yawkyawk (Water Spirit or Mermaid), framing freshwater systems within a deep body of cultural knowledge. When the dazzling alyurr (Leichhardt’s grasshopper) appeared this season, students recognised immediately its connection to Namarrkon, and discussed how seasonal indicators can carry both ecological and cultural meaning.

Some of the hands-on learning on Country included students collecting dolobbo (stringybark), preparing it over fire and flattening it before painting Kudjewk creation beings using natural ochres and pigments gathered locally. At Manmoyi, yawkyawk (young girls) gathered pandanus and natural





dyes to weave a marebu (pandanus mat), transforming seasonal materials into functional objects. These processes required patience, observation and precision, reinforcing that often Bininj knowledge is carried through practice as much as explanation.

Back in the learning spaces, students studied what they had observed on bush trips, such as storm formation and the water cycle. These topics were explored through structured science lessons that connected directly to the recent rainfall. In partnership with Warddeken rangers, freshwater ecosystems close to school

sites were mapped, and food webs were constructed using plant and animal species identified during bush trips. Students also investigated how water is accessed and managed within their own communities, tracing the journey from bore to storage tank to tap.

In English, students developed descriptive writing based on their firsthand experiences on Country, and retold Kudjewk narratives in both Kunwinjku and English. Mathematics tasks drew on rainfall data, distances travelled and quantities of bush materials gathered.



Andrick cuts paperbark for the balabbala built by wurdurd, teachers and rangers in Mamadawerre.

Term 1

Bangkerreng Late Wet Season

Conceptual Unit 2 — Kunred (Home)

Term 1 (weeks 1-8)



In bangkerreng, the final ‘knockem-down’ storms of the wet season move through the Kuwarddewardde, toppling manbedje (speargrass). Students observed the changes that signal Bangkerreng, including the arrival of derrko (dragonflies) and the flowering of plants such as anlerlerre. This seasonal shift also marks a time when families traditionally moved from the higher stone country down into more open areas as conditions became easier to travel and live.



With the focus of this season’s learning on Kunred (Home), students explored what “home” means in the Kuwarddewardde context — not just as a fixed place, but as something shaped by movement, season and family. Learning centred on how Bininj lived across the landscape, the shelters they built, and how people followed seasonal patterns between the escarpment and lower country. Students discussed how these ways of living have changed over time, and what has remained strong.

On bush trips, students walked alongside family and educators to visit occupation sites used during Bangkerreng, observing the remains of old shelters and talking about how and why these places were chosen. These visits grounded learning in lived experience, helping students understand how knowledge of Country, weather and resources informed where and how people made their homes.

Bush trip learning was extended through practical and classroom work. Students recorded place names and key vocabulary in Kunwinjku and English, sketched shelter forms and landscape features, and described materials and construction methods. Scientific discussions focused on natural materials and their properties, while broader conversations explored the relationship between shelter, safety, family and wellbeing. Through this work, students began to understand Kunred not only as a place to live, but as a way of being connected to Country, season and kin.

Term 1 Highlights



DIGITAL LEARNING

The Academy's ongoing partnership with Culture Tech continued in Term 1, supporting students and educators to extend storytelling, mapping and cultural documentation through digital tools. Developed over several years, this collaboration brings together local knowledge and contemporary technology in ways that remain firmly guided by community.

At Mamadawerre, the Apple Maps Placecards project brought together wurdurd, staff and Traditional Owners to document the history, culture and way of life of the community. Photographs were taken of significant places and objects, and stories were recorded about how Mamadawerre was established and has grown. The completed Placecards represent a collective effort and a lasting digital record of community knowledge, allowing students to contribute to how their lives, stories and communities are represented.

At Manmoyi, storytelling took the form of filmmaking. Bush trips were storyboarded in Keynote; footage was captured on iPads and final edits were produced in iMovie. Literacy and ICT learning unfolded through this creative process rather than as isolated tasks.

At Kabulwarnamyo, the 'One Shot Man' legend was co-written with wurdurd and developed through literacy and ICT sessions. The story is centred on a yawurrinj (boy or young man) with a reputation for hunting narlangak (frill-necked lizards) in a single shot, and was documented through iMovie and Sketches School, blending humour, storytelling and digital skill.

INDIGENOUS LANGUAGE AND CULTURE

At Manmoyi, daluk (women) and yawkyawk (girls) worked together to begin a marebu project, harvesting and dying pandanus. Yawurrinj (boys) worked with bininj (men) to plan and build a customary kodbarre shelter. Community involvement was sustained throughout the term, strengthening participation and pride in shared work.

At Mamadawerre, students worked alongside Warddeken rangers to collect, burn and prepare paperbark before illustrating Kudjewe creation spirits using natural pigments. The process required

patience and careful preparation at each stage, strengthening both artistic practice and seasonal understanding.

Bush trips at Kabulwarnamyo to Kurrukkurduk waterfall, Kulnguki and local springs supported learning about weeds, native plants and freshwater systems, often alongside Warddeken rangers and Daluk.

Term 2

Yekke

Early dry season

Conceptual Unit 3 — Relationships:
Fire Plants and Animals
Term 2



“I love reading in the morning
when I come to school”

BUNDY
10 YEARS OLD, MAMADAWERRE STUDENT



After learning about early
dry season burning in the
classroom, Andrick was able
to apply his knowledge by
helping Warddeken rangers
install protective burns
around the community.

As the early dry season settled across the Kuwarddewardde, Yekke brought cooler, dewy mornings and the return of the most significant landscape management practice – customary burning. Learning during this season focused on the theme of environmental sustainability, with students learning from rangers about the knowledge and skills required to care for the Warddeken IPA into the future.



Throughout the term, students worked alongside Warddeken rangers to understand how and why early burning takes place. They observed how fire moves more gently during Yekke, and how when used properly, reduces heavy fuel loads while also protecting sensitive species before the hotter, drier seasons arrive.

Students participated in cool burning under the guidance of rangers and Traditional Owners. Through a combination of mentoring and hands-on practice, students learnt how to assess wind direction when lighting fires, about the nuance of fire behaviour in the Stone Country, how to create fire breaks around significant places, and the importance of personal protective equipment in doing this work.

Wurdurd researched the manme eaten by kurdukadji (emu), recording information in Kunwinjku and English using Keynote. On

bush trips, students observed and tallied karrkkanj (brown falcons) and discussed how these birds use kunak (fire) to hunt.

In line with the sustainability unit of learning, we also explored why mosaic burns in the right season support healthy regrowth and biodiversity in the IPA, and which bush foods depend on good fire management for regeneration. Students finished the term with an expanded understanding of how Yekke burning practically happens, and the knowledge systems that underpin it.

Perhaps most importantly, this term we witnessed wurdurd supported by their families and community to step into this long-standing system of fire management, and to continue a practice carried by generations of Bini.

Term 2 Highlights

DIGITAL LEARNING

In Term 2, digital tools continued to support learning across all three sites, particularly in relation to cultural content, with iPads and laptops used to record, illustrate and explain knowledge gained during Yekke bush trips and cool burning activities.

Students created simple animations to show how cool burning works and how fire moves across Country. Others used Keynote to organise information about seasonal indicators, manme (bush food) and burning practices before heading out on bush trips. These projects helped students think through what they had learned and explain it clearly in both Kunwinjku and English.

Bini educators increasingly led and supported these activities. Sketches School rotations, small animation projects and short presentations became part of regular classroom work. The aim has not been to use technology for its own sake, but to support students in documenting and sharing what they are learning on Country.

Numeracy programs on iPads continued alongside this work, supporting small group rotations and reinforcing core number skills. Staff also received ongoing coaching in planning, email use and developing simple classroom resources.

LITERACY

Reading and spelling routines strengthened across all sites during Term 2. At Kabulwarnamyo, consistent attendance supported steady progress in early phonics and decoding, with students building confidence in blending sounds and reading decodable texts.

At Manmoyi, daily structured literacy through Read Write Inc. and UFLI supported improvement in spelling and writing. Many students are now working towards results aligned with age-for-grade expectations, with clearer sound knowledge and increasing independence in written work.





At Mamadawerre, weekly Kunwinjku literacy sessions using resources from the Bininj Kunwok Regional Language & Culture Centre strengthened bilingual language development. Through phonics videos, online readers and digital tools such as the Karriborlbme app, wurdurd practised identifying sounds and reading short texts in Kunwinjku with growing confidence.

INDIGENOUS LANGUAGE AND CULTURE

Cultural projects continued alongside academic learning throughout Term 2. At Manmoyi, yawurrinj worked with local artists to complete paperbark artworks, learning how to collect, prepare and flatten bark before painting. Sitting together preparing and painting bark made clear that these designs are tied to story and Country, and that they are still being carried forward.

Yawkyawk worked with daluk (women) to harvest, strip, dye and prepare pandanus for weaving. Through this work, students practised patience and skill while learning about the role of daluk in maintaining cultural knowledge and material practice.

At Mamadawerre, Cultural Professors Margaret and Janice guided wurdurd in finding and preparing seasonal manme such as mankinjdjek (cheeky yam) and barrdjungka (water lily). Learning occurred through storytelling, demonstration and repetition on Country, ensuring that seasonal

food knowledge remained active and practised.

This term, learning resources on the Bininj kinship system of Koymud were released, following their development by sixteen senior daluk from across the IPA. Koymud also known as Kunkoymud, is a system of four matrilineal social categories – yarriburrik (fire totem), yarriyarninj (sun totem), yarriwurrkkarr (green ant totem) and yarrikarnkurrk (rock totem) – to which all Bininj belong.

Kunkoymud is passed down from mother to child, encompassing a

complex set of knowledge and language that shapes identity, relationships and social interactions within Bininj society. Koymud was identified through community research as a high priority for inclusion in the Kuwarddwardde Malkno Curriculum, and in partnership with Warddeken and the Bininj Kunwok Regional Language and Culture Centre, the first educational resources for children on this subject have been created in response to this.

Development of Koymud resources required careful consultation and

coordination to ensure their accuracy, with the materials created based on the outcomes of a major workshop in April. Koymud resources now form part of a broader system of learning that activity teaches kinship and social structure within the Academy in a consistent and respectful way.

Stone Country Bushwalk Walking Back to Country



Each year, the Stone Country bushwalk brings together Landowners, rangers, educators and students to walk along bininj manbolh (customary walking and trade routes) through the escarpment. The bushwalk is a long-standing collaboration between Warddeken and Nawarddeken Academy and has become a significant cultural and educational event for families across the Kuwarddewardde.



With a history dating back to the early 2000s, the Kuwarddewardde Manbolh follows a different ancestral route each year, travelling across multiple clan estates. Participants camp at places where Old People once lived and moved through Country, lighting small, cool fires along the way. For students, the walk provides a rare opportunity to learn directly on Country, walking the same paths as their ancestors and hearing stories about the places they travel through.

In June 2025, a five-day bushwalk followed an ancestral track from Rarrekbalde to Barnalodalong, crossing Djordi and Bordoh estates. A total of 87 people took part, including 31 children and teenagers and two babies, making it one of the largest intergenerational bushwalks in recent years.

Throughout the walk, learning took place through a mix of cultural, ecological and

educational activities. Students helped deploy song meters to record yirlinkirrkirr (white-throated grasswren), documented rock art using cameras and tablets, harvested bush foods such as djenj (fish) and ngalmangeyi (long-neck turtle), and learned how to light small, cool fires in the way Old People once did.

Each evening, Elders and senior people guided story-sharing and teaching around the camp. The bushwalk concluded with a kunborrk kunkurdu (large public dance of the kunborrk song and dance genre) at Barnalodalong.

For Nawarddeken Academy, the Stone Country bushwalk gives wurdurd the opportunity to learn on Country alongside Elders, rangers and family, strengthening their understanding of culture, kinship and the clan estates they belong to.

Stone Country Bushwalk





Term 3

Wurrkeng: Mid dry season

Conceptual Unit 4 – Changing Climate
Term 3 (weeks 1-5)



During Wurrkeng, the southerly lidjalidja winds begin to blow, bringing warmer and drier weather across the Kuwarddewardde.



Conceptual Unit 4 took place during Wurrkeng and explored climate change and its impacts on the Kuwarddewardde, as well as nationally and globally. Students learned about the causes and evidence of climate change and considered solutions being used around the world and within their own region.

The unit examined the Warddeken savanna burning program, looking into how carbon credits support ranger jobs and land management across the Warddeken IPA. Students learned how



Warddeken and Traditional Owners are working to address climate change through fire management and other land management practices. Learning explored emerging challenges for Country, including the spread of feral animals and weeds, and how these pressures are being addressed through a combination of customary knowledge and contemporary land management. Students reflected on how climate change is influencing weather patterns and why extreme weather events are becoming more common.

Term 3

Kurrung: The hot season or ‘build-up’

Conceptual Unit 5 – Reptiles

Term 3 (weeks 6–10)



Kurrung is the hottest season of the year, when extreme heat and humidity make daily life challenging and the warm walirr winds sweep across the Kuwarddewardde.



Conceptual Unit 5 took place during Kurrung, the hot season or ‘build-up’, and focused on reptiles and crocodiles – important animals in Bininj culture. During this unit, students learned about different species of goannas and snakes, frill-neck lizards and the numerous endemic Kuwarddewardde reptiles. Students learned how Bininj understand these animals through stories and songs passed down across generations, continuing the practice of intergenerational learning.

The unit also explored crocodiles, including the seasonal harvest of freshwater crocodile eggs and the story of Moddjarkki, the freshwater crocodile. Students examined the relationships between reptiles, Country and people, including connections through Djang (Dreaming sites), totems and relationships between clans through the Kunmokurrkurr system. Dinosaurs were also introduced as a way of thinking about reptiles across deep time, helping students connect ancient species with the reptiles they see on Country today.

Term 3 Highlights



NGALKADJBA
(ARNHEM LAND
GORGES SKINK)

This term students worked with the Warddeken Ecology team to learn about the endangered Ngalkadjba (Arnhem Land gorges skink) and the efforts underway to protect it across the stone country. As part of this work, Kabulwarnamyo students travelled to Nawarlbin where they collaborated with Erica and the Warddeken Ecology team to set up monitoring cameras aimed at protecting the species.

While exploring the stone country, students searched for suitable crevices believed to be natural habitat for the Ngalkadjba. They learned

about the skink’s unique characteristics, why it is considered endangered and how technology such as camera traps can help researchers monitor wildlife in remote environments.

This learning formed part of a broader reptiles and ecology unit that connected classroom lessons with practical experiences on Country. Across the term, students worked alongside the Warddeken Bim team, Mayh team and senior rangers, gaining insight into how cultural knowledge, ecological science and ranger work come together to care for Country and protect important species.

LEARNING WITH
RANGERS AND
COMMUNITY

Throughout the term, students participated in a range of learning experiences alongside the Warddeken Bim team, the Mayh team, rangers and local musicians. These collaborations helped create well-connected KWWM lessons that blended classroom learning with bush trips and activities on Country.

Students worked with the Bim team to learn how rock art is documented across the Kuwarddewardde. During visits to bim sites at Kahmerrhdjabdi, students used technology to photograph, classify and map individual rock art sites. Bim

rangers were impressed with the students’ work and noted that the skills being developed could provide strong pathways to employment in the future.

Senior rangers Arijay and Manoah also facilitated a session on invasive mayh, focusing on feral pigs. Both bininj explained the ecological impacts feral pigs have on Country and the work rangers are undertaking to reduce these impacts across the Warddeken IPA. Students then consolidated their learning by creating interactive maps that showed how pigs can move across the IPA.

MAYH MATHS

Aligning mathematics learning with bush trips and collaborative work with rangers was a highlight of Term 3. Students collected data during trips on Country, using tally sheets to record animals they observed on the drive to and from bush trips, including horses, buffalo and cockatoos. This information was later used in class to create and interpret graphs.

Students also joined rangers to observe kinga (crocodiles) that had been captured in a monitoring trap as part of their reptile studies. During the visit, students measured the crocodiles’ length, width, head size and teeth, carefully recording the information. It will be exciting to compare this data over time as more measurements are collected.

KUNWINJKU
STORYBOOKS

Students also engaged in literacy learning through newly arrived Kunwinjku storybooks. After reading the stories in class, students at Mamadawerre created their own books inspired by what they had learned. Two books were created this year, titled Wurdjaw Wam (The Baby Went...) and Kokok Wam (Older Brother Went...).

Students wrote sentences for each page and created their own illustrations to accompany the text. The process allowed students to practise their bilingual reading and writing while also expressing their creativity and strengthening their knowledge of the Kunwinjku language.



A huge thanks to the Wangaretta Junior Magpie Football Club for the donation of the footy tops which made the team sports even more competitive.



SPORTS WEEK

Sports Week brought a range of exciting activities for students across the Academy, with workshops delivered by AFLNT, Next9 Basketball and Break’n Barrierz hip hop. The workshops focused on different sports and skill sets, and gave students the chance to develop their skills, teamwork and game strategies in the lead-up to the inaugural Nawarddeken Academy Sports Carnival.

Our inaugural Nawarddeken Academy Sports Carnival was hosted by Manmoyi School, with wurdurd, teachers and community members travelling from Kabulwarnamyo and Mamadawerre to take part or cheer on teams in the event.

Over two days, students competed in football, basketball and spear throwing.

The competition was fierce, with each school determined to take home the giant trophy and claim the title of champions for the year. Throughout the carnival, students demonstrated great sportsmanship, while families and community members enthusiastically cheered on all teams. In the end, congratulations went to Manmoyi School, who were crowned the first Nawarddeken Academy Sports Carnival champions. This inter-school event was a definite highlight of the school year in 2025!

SCIENCE WEEK

In Week 10, Nawarddeken Academy schools again participated in Science Week. Supported by Kiri from Culture Tech, all three schools took part in activities based

on the theme “Decoding the Universe – Exploring the Unknown with Nature’s Hidden Language.” Students explored a range of hands-on science challenges inspired by patterns and systems found in nature. Activities included investigating sundials, experimenting with light codes, exploring Fibonacci patterns and mapping the sky using iPads.

Both staff and students had a fantastic time discovering new ways to understand the world and the natural environments around them. Science Week concluded with students working together to create a collaborative mural, which was proudly displayed in the classroom as a reminder of the learning that took place.



Kunumeleng: Early wet season

**Conceptual Unit 6 –
Cooking Manme (Food)**
Term 4



Kunumeleng brings the first rains after the long, hot dry seasons in the Kuwarddewardde. Between passing storms, the weather remains hot and humid, and students watch on as Country becomes increasingly bountiful, with many favourite plants beginning to fruit.



Learning during Kunumeleng this year focused on hunting, gathering and cooking manme (food). Students learnt how seasonal indicators in plants and animals signal the right time to harvest and hunt, and how these foods support people to live well on Country. Oral stories also play an important role in this learning, providing guidance about how food should be hunted, prepared and shared.

Throughout the season, students practised a range of skills connected to sourcing food from both land and water and learning the correct cultural protocols for preparing different foods. Students also explored important hunting materials and tools such as spears, dilly bags and fish traps, with opportunities to make and use these items of material culture in practical activities. Cooking together remained a highlight of the season, allowing students to bring together their knowledge and practice while sharing meals with family and community.

Tragically, Term 4 also brought an unprecedented level of sorry business across the IPA, deeply affecting our families and communities. Supporting students through this difficult period became a priority for educators. Classes continued where possible, with our Bininj educators working closely with community leaders to ensure cultural protocols and obligations were respected. In a year marked by grief like no other, teachers often stepped beyond their roles as educators, assisting communities with funeral logistics and support – tasks that can be especially challenging in remote settings. We are incredibly proud of the resilience shown by Nawarddeken Academy wurdurd and educators during this time.

Term 4 Highlights



SWIMMING CARNIVAL

This term we held our very first Swimming Carnival, with all Nawarddeken Academy schools coming together at Maningrida Swimming Pool for a big day of fun in the sun. It was fantastic to see everyone getting involved, cheering each other on and giving the races their best shot.

There were plenty of great events – sprint races, relays and the crowd favourite, the kinga (crocodile) race. The pool was full of smiles and laughter throughout the day. While students can sometimes swim in a few safe places across the IPA, most waterways are home to kinga (saltwater crocodiles), so the chance to swim freely in a pool is always something special.



A huge congratulations to Mamadawerre School, who took home the inaugural 2025 Nawarddeken Academy Swimming Carnival trophy.

MANMOYI MASTERCHEF

This term, Manmoyi School hosted its first MasterChef competition, linking the Kunumeleng conceptual unit with practical life skills.

Students voted to prepare chicken fried rice and were split into two teams – yawurrinj (boys) and yawkyawk (girls). Each group researched recipes, gathered ingredients and worked together in the kitchen, sharing tasks and organising roles as they prepared their dishes.

Once both meals were complete, students and

staff came together for judging. With thanks to John, Annie and Michelle for acting as judges, each dish was carefully scored before the results were announced. Congratulations to the Yawurrinj team, who took out the first Manmoyi MasterChef. The event concluded with everyone sharing the meals together for lunch.

ICT AND SCIENCE

Manmoyi School was excited to receive a donated 3D printer from the team at Deadly Science. Students eagerly watched as resident 3D printing expert Chloe set it up, before learning how to design their own objects using the Makers Empire app.

Their first project followed the Deadly Science – First



Scientists program, where students explored the history of First Nations scientists and learned how spinning tops have long been made and played with across the Country, including tops made of birri (native beeswax) that were made in the Kuwarddewardde. Through connected lessons, students discovered the key elements that make a spinning top work – including a pointed base and a low centre of gravity – before designing their own versions to be printed on the new machine. The result – plenty of creativity, and many enthusiastic longest-spin competitions!

INDIGENOUS LANGUAGE AND CULTURE

This term, wurdurd (students) explored ways of cooking manme using a ground oven, known as kunkerri. In the lead-up to the event, students completed classroom activities to learn about the process, including creating storyboards on their iPads that illustrated each step involved. With the guidance of Bininj educators, they learned the six key stages required to successfully prepare and cook manme using a ground oven.

During the bush trip, students split into yawurrinj (boys) and yawkyawk (girls) to collect the different materials

needed for a kunkerri, such as paperbark for covering the oven and various herbs for adding flavour. Back at the cooking site, students worked together to dig the oven, prepare the correct layers and place three different kinds of kunkanj (meat) inside – bush turkey, bulliki (wild cattle) and chicken. Students then monitored and tended to the ground oven as the food cooked slowly underground. At the completion of the cooking process, students and community members sat down to enjoy the food together.

As the season began to change and the first rains finally began to fall, students closely observed the ripening of two favourite



bush fruits – mandudjmi (green plum) and mandjarduk (red apples). Both fruits also have a high nutritional value, with research showing that mandudjmi has extremely high levels of vitamin C.

Around our school sites – and especially during bush trips – students had plenty of opportunities to stop and harvest mandudjmi. Sometimes simply shaking a tree would send plenty of green plums tumbling down to the ground, while other times only a few would fall and students would note that another visit was needed. One thing educators noticed was that when it comes to mandudjmi, wurdurd never got tired of checking whether a new tree had ripened.

Another delicious kunumeleng fruit is mandjarduk, which began to ripen around the community and surrounding Country throughout the season. Many bush trips this term included quick stops to gather the sweet fruit before continuing on to the destination. All of our students agree that the best part of

collecting mandudjmi and mandjarduk is bringing it home and being able to share it with family.

HEADSPACE WELLBEING WORKSHOPS

This term, three staff from Headspace visited to yarn with the wurdurd about wellbeing and mental health. Headspace is Australia's national youth mental health foundation, providing support and information to young people about mental health and wellbeing. Through a series of activities run at each of the school sites, students discussed different emotions they experience and where those feelings might show up in the body. The visit included a wellbeing bush trip where students and staff continued conversations about feelings, friendships and support while spending time together on Country.

These conversations inspired follow-up activities and regular check-ins throughout the rest of the term. Using

the Zones of Regulation and the Ready to Learn scale, students practised identifying and sharing how they were feeling. During group check-ins, coloured Lego bricks representing different emotional zones were passed around, allowing students to choose the colour that best matched their feelings at that moment.

Bininj educators also continued these discussions during bush trips and classroom activities, encouraging students to reflect on what makes them feel happy, sad or angry and what strategies can help when those feelings arise. Activities included listening exercises and short wellbeing quizzes that helped staff better understand how students were feeling at school and at home, who their friends and trusted adults were, and whether they felt safe and supported. These conversations provided valuable insights and helped strengthen ongoing wellbeing support for Academy students.



Thora and other Mamadawerre wurdurd cool off during a bush trip.

Kunmayali School Completing education on Country

In early 2025, Nawarddeken Academy received formal approval for Kunmayali School as a registered secondary campus, marking a significant step forward for education in the Warddeken IPA. This achievement reflects many years of commitment from families and community leaders who have long advocated for young people to complete their schooling on Country. Students who began their learning in the early bush classroom days at Kabulwarnamyo are now moving through their senior years, having grown alongside the Academy.

“Achieving graduation in the IPA is something the old people always wanted to see but it has felt a bit impossible. I used to hear the children say that they can’t do it, [because] I think they are only used to seeing Bininj students fail. Recognition of Aboriginal Cultural Knowledge and Learning (RACKL) has helped the children to understand that their knowledge is valued, and it has helped them to believe in themselves and not think that they will fail.”

MICHELLE BANGARR

Kunmayali represents the realisation of a community-driven vision for a full secondary pathway in the Kuwarddewardde; one that allows young people to continue their education while remaining closely connected to family, culture and responsibility.

All Northern Territory schools use the South Australian certificate of education (SACE) as the framework for secondary learning. After careful

consideration of a range of SACE opportunities, specific subjects were identified as the best fit for our learner cohort. We ensured that the subjects had high flexibility and recognised the diverse forms of knowledge learning in our context that strongly align with the Academy’s educational philosophy and the realities of remote community schooling.

In particular, the Recognition of Aboriginal Cultural Knowledge and Learning

(RACKL) pathway reflects the way learning already occurs within the IPA and at the Academy, where culture, responsibility, leadership and intergenerational knowledge transmission are central to schooling. RACKL provides a formal way to recognise the many and varied ways cultural learning takes place across the IPA. This includes ranger work, bush trips and bushwalks, culture camps, ceremonial and ritual practices,



language maintenance, land management, kinship systems and cultural heritage preservation.

The structure of RACKL also aligns naturally with the Kuwarddewardde Malkno Curriculum Framework, which is built around seasonality, Country-based learning, language, identity and responsibility. The SACE domains of Knowing, Doing and Being resonate strongly with this approach, allowing this learning to be

formally recognised without compromising its integrity.

2025 has been a year of establishing this work in practice across the Academy. A key achievement has been the development of Learning and Assessment Plans that are contextual and relevant to our students. This has allowed subjects to be delivered in ways that reflect both the strengths of our students and the activities taking place across the IPA.

Students have been learning to work within a new framework and to experience life as secondary students. Across the Academy, students have begun to receive credit points towards their SACE pattern through both RACKL and Stage 1 and Stage 2 subjects, including Exploring Identities and Futures, Essential English, Essential Mathematics and Community Connections.

At the start of the year, there was a level of nervous

excitement, particularly around working within a Western system and whether we could meet those expectations. The flexibility of the SACE program, and the ability to contextualise subjects, has been important in supporting both students and staff to step into this space. It has provided an opportunity to strengthen literacy and numeracy while continuing to build from what students already know.

In addition to student achievement, staff commitment, particularly Michelle Bangarr's leadership in developing a community-specific RACKL framework, has been critical. This work has enabled broader family involvement and created a pathway for community knowledge to be recognised within the secondary program.

As Michelle reflected, achieving graduation on Country is something that senior people have long

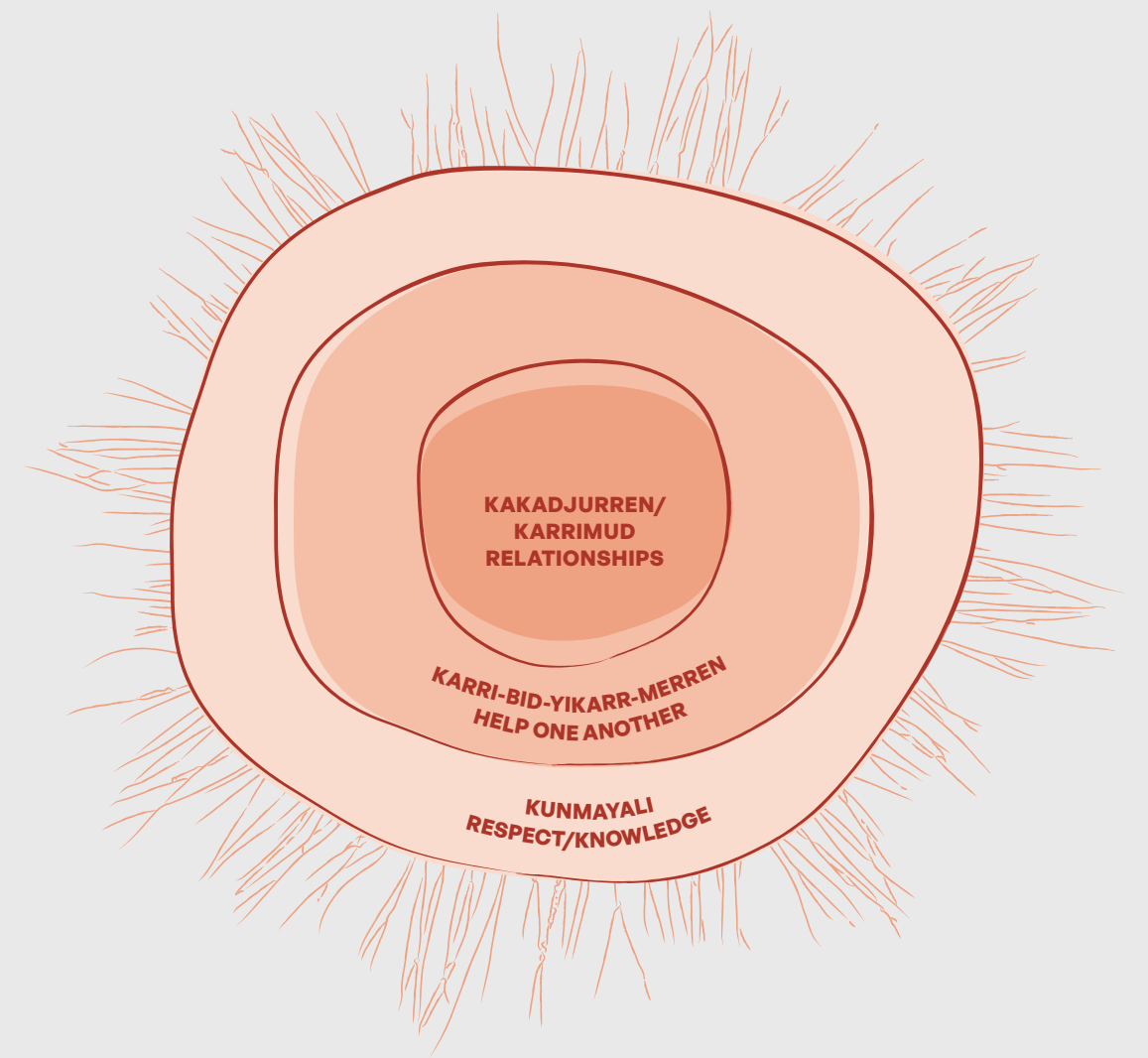
wanted to see, but it has often felt out of reach. RACKL has supported a shift in how students see themselves — recognising that their knowledge is valued, and that success is possible. It has also created a way for families and community to contribute meaningfully to education, strengthening the bicultural nature of the Academy and continuing to open up opportunities for students to succeed and to be recognised in both worlds.

Wellbeing



“Old man Lofty used to see things about wellbeing. You get healed by going on Country and see your family and your identity”

LOIS NADJAMERREK



Our Karrinahnarren Marebu continues to shape how we view wellbeing across the Academy, with both a Bininj and Balanda lens. It sits underneath all that we do to support the wellbeing of our wurdurd, our staff and our school communities.

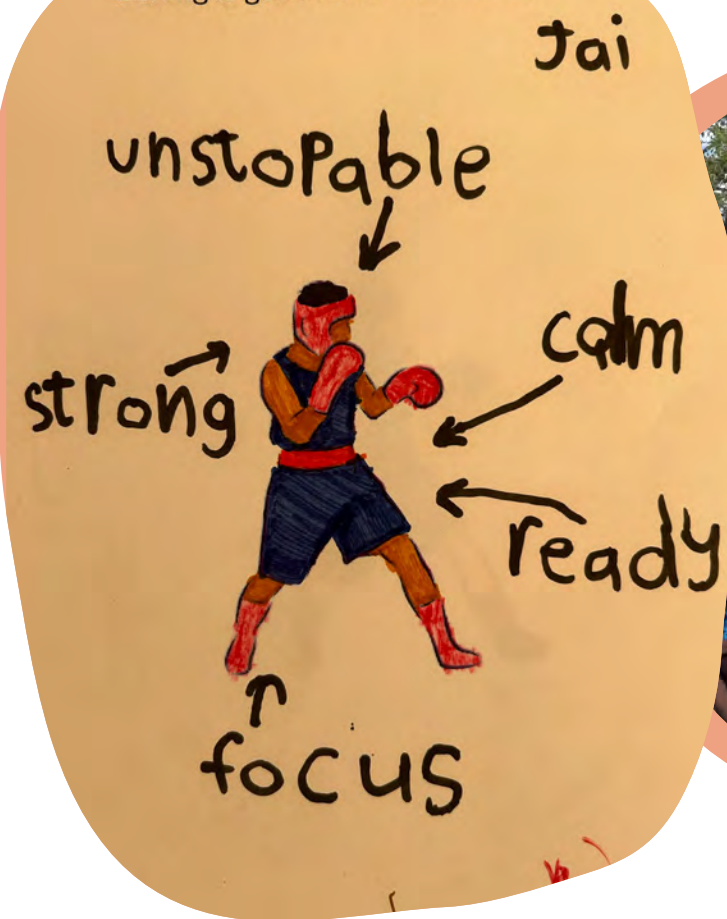
The three pillars of the marebu frame our approach in the classroom and beyond, from bush trips and camps to how we look after ourselves and each other. We’re building a culture that aligns with our objective to support the social, cultural, emotional and physical wellbeing of every child.

At the request of Elders, wellbeing became a wider priority across the Warddeken IPA this year. Nawarddeken Academy joined with our partner Warddeken Land Management to deliver a Bininj-led wellbeing initiative, aimed at enhancing the health, resilience, and cultural connection of our communities. Supported by Mimal Land Management’s Happy Yarning project and the NT Primary Health Network, the project is empowering Bininj to integrate traditional

knowledge and ways of doing, with modern wellbeing practices, for example holding a smoking ceremony before entering a healing circle. Phase one saw Gan’na Healing facilitate powerful trauma-informed wellbeing workshops and on-Country healing for our families and communities. Phase two will see the same wellbeing knowledge and cultural protocols passed onto our students by strong young Bininj leaders. “These communities are working together to build community-led healing that prioritises culture, safety, deep listening, and collective responsibility,” Lukas Williams, Gan’na Healing.

This year, the Academy also strengthened the relationship with Be You, who guide us in our whole school approach to wellbeing. Brian Morgan and Michaela Greening provided guidance and resources to the wellbeing team, and professional learning for our teachers. Our teaching team learnt about Ready to Learn scales and how to apply this concept to their own readiness to teach.

Boxing is good for us because...



HEADSPACE

In Term 4, Irene, Tania and Cherie from Headspace visited the Kuwarddewardde as part of the Headspace Mental Health Education Program (MHEP). Travelling from Darwin, they delivered wellbeing workshops at each of the Academy's schools, creating space for students to yarn about emotions, mental health and wellbeing in a culturally safe and supportive way.

Through activities and yarning circles, students explored different feelings and discussed how emotions can show up in the body. At Kabulwarnamyo, students took the Headspace team on a wellbeing trip to Aldaddubbe, where conversations continued while spending time together on Country.

These workshops supported the Academy's broader focus on student wellbeing and helping our students grow into strong and proud young adults. The discussions inspired follow-up activities and regular check-ins throughout the term, including the use of a Ready to Learn scale that incorporates Kunwinjku terms to help students describe how they were feeling. Coloured Lego bricks representing the different emotional zones were used during group check-ins, allowing students to select the colour that best matched their feelings at that moment.

TACKLING TOBACCO

In Term 4, Kia from Red Lily Health Service's Tackling Tobacco program visited Manmoyi to deliver an educational session with students. During the workshop, she explained what is in bakki (tobacco), discussed the health impacts of smoking and second-hand smoke, and spoke about alternatives and support available for people who are trying to give up smoking.

Following the school session, Kia held an impromptu information session for the wider community, with around 20 bininj and daluk attending. The visit was well received, and community members expressed strong interest in having Kia return to continue supporting bakki education and smoking cessation efforts. Nawarddeken Academy looks forward to building this relationship further and hopes to welcome the Tackling Tobacco program to additional school sites in the future.

“Wellbeing is doing things to look after ourselves and for Bininj that is practising culture”

TERRAH GUYMALA



Kabulwarnamyo School take Irene, Tania and Cherie from Headspace for a visit to Aldaddubbe after a big week of visiting all three sites.



Professional Development

In line with the aspirations of our staff and communities, professional development across the Academy focused this year on strengthening Bininj leadership within our classrooms and building clear pathways into teaching qualifications.

Rodriguez Wilson progressed through his Certificate IV in School Based Education Support and completed two university pathway intensives, positioning himself to move into further tertiary study. Jemimah Badari and Atheliah Garnarradj commenced their own pathway into university study, while Michelle Bangarr enrolled in an on-Country portfolio program designed to recognise and extend the expertise of experienced Indigenous educators. Alexia Gumurdul continued her early childhood qualifications, and Timikar Johnson undertook his first university intensive, focusing on academic skills and future career planning.

Alongside formal study, staff participated in targeted training including first aid, mandatory reporting and food safety education, strengthening day-to-day practice and student safety.

Importantly, staff professional development is often visible within our schools, role modelling learning as a lifelong journey as students see their teachers studying, writing essays, attending intensives and being inspired by their own achievements. The steady progress towards building a team of qualified Bininj educators remains central to the Academy's long-term stability and strength, and we are proud to invest in qualified Bininj teachers from within community to ensure the future of our schools.

All teaching staff attended Berry Street professional learning in semester one. The Berry Street model is trauma informed and strengths based, utilising classroom strategies that engage all learners. Our teaching teams came together to learn about actionable strategies to help students regulate their physical and emotional states, helping them to be "ready to learn".

Infrastructure



Nawarddeken Academy now operates four schools across three remote sites, and 2025 saw continued investment in infrastructure that supports the daily life of students, staff and visitors.

At Kabulwarnamyo, work commenced to enclose the main school building and improve airflow, including the installation of an industrial fan to make learning spaces more manageable during the long hot season. In Early Learning, an industrial fan was also installed in the balabbala, creating a more comfortable environment for younger children during periods of extreme heat. Improvements to teacher accommodation, including bathroom renovations and the installation of new woodfired heating for showers, have strengthened living conditions for staff based on Country for extended periods.

At Mamadawerre, upgrades to visitor bedsits were completed, improving accommodation for visiting educators, partners and family members who travel to support school programs and community activities. Mamadawerre students were so excited for their own brand-new playground, which was built and opened in term four. The playground has quickly become a favourite space, with children making the most of the swings and play equipment before,



during and after school. The much-loved basketball court also received a refresh, with new paint and freshly marked lines bringing new life to a space that continues to host many games and daily activity.

At Manmoyi, construction of a new visitor balabbala continued, alongside upgrades to the school kitchen and the installation of a new servery window, improving the functionality of shared mealtimes and food preparation. Work also progressed on a new teacher resource room, providing dedicated space for planning, storage and preparation in what has historically been a constrained environment. A new visitor shower block was installed at Mamadawerre, improving conditions for those travelling to and working within the community.

A dedicated Early Learning troop carrier 4 wheel-drive vehicle was also added this year, significantly improving the Academy's capacity to safely transport younger children between sites and on bush trips. The vehicle ensures appropriate car restraints for early years students

and allows educators to travel more easily for excursions, inter-community visits and professional learning. It has also supported the growing confidence and responsibility of staff taking on driving and coordination roles, strengthening operational independence across sites.

In remote homeland settings, infrastructure must be practical, durable and suited to local conditions. The upgrades completed this year have strengthened our facilities, so they function better in the tropical, remote context in which our schools operate. Enclosing buildings has improved how heat is managed through the day; reliable hot water and functional bathrooms support staff wellbeing and retention; dedicated planning spaces give teachers room to prepare lessons more effectively; and improved visitor accommodation makes it easier for partners, specialists and extended family to spend meaningful time in community. Together, these practical improvements have strengthened the conditions in which education takes place, supporting stability and day-to-day functioning across the Academy's four schools.

Attendance

Regular attendance remains a shared priority for the Academy, our students and their families. We are committed to strengthening attendance through culturally responsive strategies and strong community partnership.

Throughout 2025, staff continued to implement established attendance strategies including daily follow-up with families, home visits where appropriate, coordination with community leaders and responsive planning during periods of sorry business.

Attendance while students were present in community remained strong across the year. Primary attendance reflected sustained family engagement in the early and middle years, and Kunmayali Secondary School attendance demonstrated students’ ongoing commitment to completing their studies on Country.

The year was also marked by significant loss within the Warddeken IPA, with nine funerals held across school sites, and additional members of our close-knit community passing away. Extended periods of sorry business and travel between communities inevitably affected daily routines and attendance, particularly in terms 3 and 4. This year’s attendance data reflects not only numbers and percentages, but also the resilience of our families and wurdurd in navigating a demanding year.

OVERALL ATTENDANCE

TERM 1	Kabulwarnamyo	Manmoyi	Mamadawerre
Number of students attended this term	11	23	21
Attendance whilst in Community	99%	77%	90%
TERM 2			
Number of students attended this term	20	24	31
Attendance whilst in Community	90%	83%	80%
TERM 3			
Number of students attended this term	22	31	22
Attendance whilst in Community	80%	74%	90%
TERM 4			
Number of students attended this term	16	38	30
Attendance whilst in Community	80%	76%	82%

PRIMARY ATTENDANCE

TERM 1	Kabulwarnamyo	Manmoyi	Mamadawerre
Number of students attended this term	8	8	5
Attendance whilst in Community	100%	71%	98%
TERM 2			
Number of students attended this term	12	11	13
Attendance whilst in Community	93%	80%	90%
TERM 3			
Number of students attended this term	13	12	7
Attendance whilst in Community	86%	64%	92%
TERM 4			
Number of students attended this term	8	18	19
Attendance whilst in Community	80%	70%	85%

SECONDARY ATTENDANCE

TERM 1	Kabulwarnamyo	Manmoyi	Mamadawerre
Number of students attended this term	3	15	16
Attendance whilst in Community	98%	79%	86%
TERM 2			
Number of students attended this term	8	13	18
Attendance whilst in Community	90%	83%	74%
TERM 3			
Number of students attended this term	9	19	15
Attendance whilst in Community	80%	80%	90%
TERM 4			
Number of students attended this term	8	20	11
Attendance whilst in Community	80%	80%	78%

CRITICAL INCIDENTS

There were no reportable incidents in 2025.

Karrkad Kanjdji Trust Report



The Karrkad Kanjdji Trust, or KKT, is a philanthropic organisation founded by Warddeken Land Management and Djelk Rangers. KKT's role is to secure philanthropic funding for eight Indigenous organisations across West and Central Arnhem Land, including the Nawarddeken Academy. KKT acts as a bi-cultural bridge between communities and a network of funders who want to resource self-determined, on-Country initiatives that support healthy Country.

This year, KKT had the immense pleasure of joining the Nawarddeken Academy in celebrating the 10-year anniversary of the opening of the Kabulwarnamyo primary school. For years, Traditional Owners and Elders talked about a school for the Kuwarddewardde. It was often described as the single most important investment for the future of the ranger program and the wellbeing of families living on Country.

This long-held idea finally began to take shape in 2014 when Warddeken Land Management and KKT supported those same leaders to develop a bi-cultural curriculum, employ a registered teacher, and begin the long process of applying to become an independent school. The Nawarddeken Academy's beginnings were simple; but combined they marked

something deeply significant: the start of full-time, on-Country schooling for children of the Kuwarddewardde.

Since then, KKT and the Nawarddeken Academy have been on a storied and remarkable journey together. As an organisation, we were so proud to support the establishment and registration of the two primary schools at Manmoyi and Mamardawerre, and then later the Kunmayali School. However, while these registrations have enabled the Nawarddeken Academy to access federal funding through the Schooling Resource Standard, this still only covers around 80% of the schools' core annual operational costs. Significantly, the Nawarddeken Academy's Early Learning Program continues to operate without

any government funding, a challenge we are continuing to work through alongside the Academy.

KKT is committed to meeting as much of this gap as possible. This year, we realised this commitment by granting over \$1.6 million in philanthropic funding to the Nawarddeken Academy. This support resourced the Early Learning Program; subsidised government funding for the Kunmayali School and enabled the construction of critical on-Country infrastructure, including the new outdoor learning areas.

This inspiring on-Country education movement grows as the Nawarddeken Academy matures and evolves, sharing knowledge and lessons with community leaders in the neighbouring Djelk Indigenous Protected Area who are embarking on a similar journey to establish independent, bi-cultural schools in their own communities.

We offer our deep appreciation and lasting thanks to all who have supported the clear-eyed vision of communities, many of whom continue to fund the Nawarddeken Academy and other independent, community-owned education initiatives across West and Central Arnhem Land.

Over the next decade, we look forward to continuing our deep partnership with confidence and a profound steadfastness. This is an extraordinary, unfinished story of what can be achieved through Indigenous leadership and collective action.



STACEY IRVING
KKT CEO

Financial Report

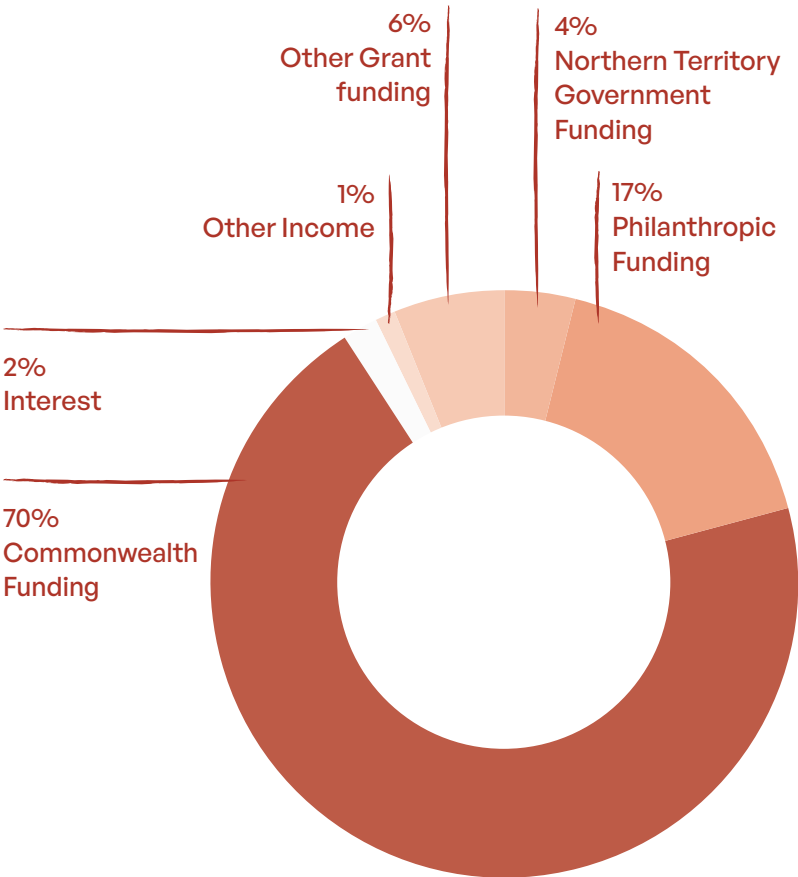
OPERATING INCOME

Nawarddeken Academy Limited received **\$6,166,369.81** in revenue for the 2025 financial year.

Figure 1 shows the composition of total operating income for 205.

Revenue was received from three main sources: Commonwealth funding (\$4,350,053.93), Northern Territory Government funding (\$223,070.96) and Philanthropic Funding (\$1,027,499.88).

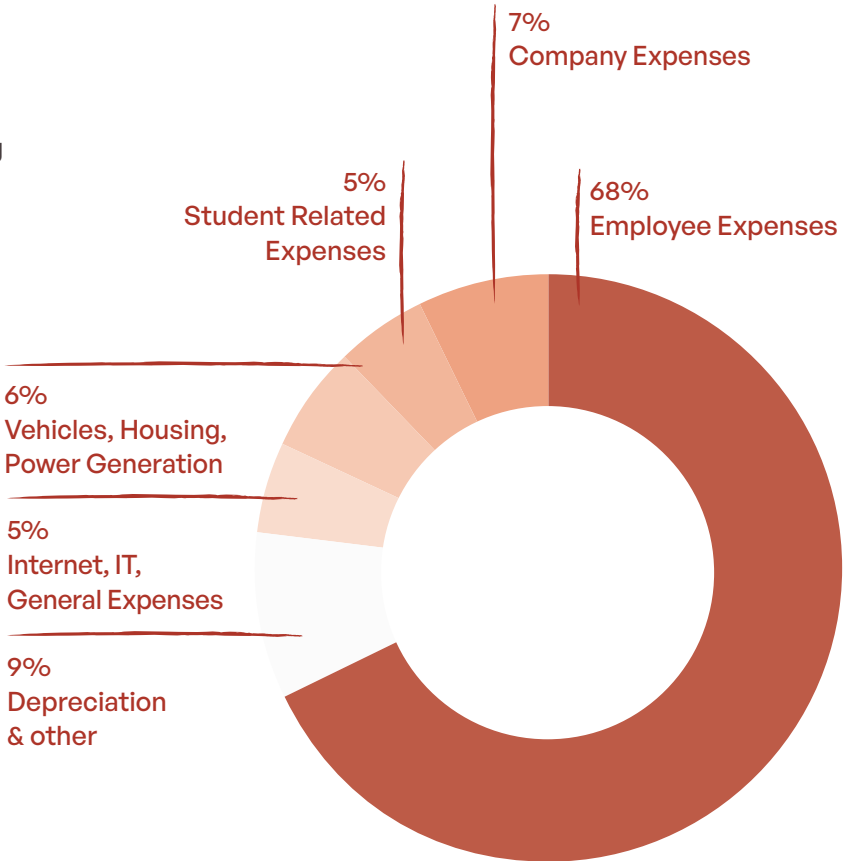
These sources represent 90% of Nawarddeken Academy's total revenue.



OPERATING EXPENSES

Figure 2 shows the composition of total operating expenses for 2025.

Total expenses were **\$4,920,889.98**



DIRECTORS DECLARATION FOR THE
YEAR ENDED 31 DECEMBER 2024

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

1. The financial statements and notes are in accordance with the Corporations Act 2001 and with the Australian Charities and Not-for-Profits Commission Act 2012 (ACNC Act) and:
- (a) comply with Australian Accounting Standards as applicable to the Company and as stated in Note 1; and

(b) give a true and fair view of the financial position of the Company as at 31 December 2025, 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.

M. H. Moroney

Director: Margie Moroney
Dated 27 March 2026

K. Mangirico

Director: Kenneth Mangiru
Dated 27 March 2026



STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE
INCOME FOR THE YEAR ENDED 31 DECEMBER 2025

	2025 \$	2024 \$
Revenue and Other Income		
Grant Income	5,880,230	6,002,584
Interest Received	102,556	86,802
Profit on Sale of Assets	—	18,530
Donated Equipment	44,141	—
Other Income	139,443	80,170
Total Operating Revenues	6,166,370	6,188,086
Operating Expenses		
Accounting Costs	5,910	5,320
Advertising and Promotion Costs	20,844	28,228
Audit Fees – auditing the financial statements	18,400	16,700
Bank Fees and Charges	375	242
Board Meeting Costs	102,609	99,272
Classroom Furniture & Equipment – Minor	7,165	18,297
Consultancy Costs	20,738	23,117
Computer Expenses	129,791	74,172
Depreciation Expenses – Property, Plant and Equipment	349,819	319,790
Depreciation Expenses – Right of Use Assets	76,827	46,644
Employee Benefit Expenses	3,250,022	2,826,183
Equipment & Furnishings Replacement – Minor	14,636	21,497
Insurance Expenses	77,001	59,371
Interest Expense – Borrowings	3,605	19,049
Interest Expense – Lease Liabilities	30,791	—
Legal Fees	6,530	18,152
Motor Vehicle – Fuel & Registration Costs	28,178	27,248
Power	29,573	31,908
Printing, Postage and Stationery Costs	10,477	8,809
Recruitment and Relocation Costs	130,139	136,193
Rental Outgoings	27,962	48,455
Repairs and Maintenance Expenses	200,550	93,427
School and Community Engagement Activities	64,289	45,183
Student Costs	92,875	59,792
Subscription Fees	39,586	31,881
Sundry Expenses	29,039	6,678
Teaching and Classroom Resources	34,457	50,791
Telephone and Internet charges	19,435	13,378
Travel and Accommodation Expenses	99,266	132,987
Total Operating Expenses	4,920,889	4,262,764
Profit for the year	1,245,481	1,925,322
Other Comprehensive Income	—	—
Total Other Comprehensive Income	—	—
Total Comprehensive Income for the year	1,245,481	1,925,322
NET current year profit attributable to members of the entity	1,245,481	1,925,322
Total comprehensive income attributable to members of the entity	1,245,481	1,925,322

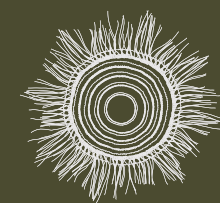
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2025

ASSETS	2025 \$	2024 \$
Current Assets		
Cash and Cash Equivalents	4,091,639	2,754,732
Trade and Other Receivables	9,289	132,000
Other Current Assets	100,531	77,358
Total Current Assets	4,201,459	2,964,090
Non-Current Assets		
Property, Plant and Equipment	4,265,591	3,899,591
Right of Use Assets	422,234	499,061
Total Current Assets	4,687,825	4,398,652
TOTAL ASSETS	8,889,284	7,362,742
LIABILITIES		
Current Liabilities		
Trade and Other Payables	253,896	177,334
Other Current Liabilities	252,129	—
Employee Leave Provisions	515,095	444,312
Borrowings	52,843	80,935
Lease Liabilities	67,884	61,940
Total Current Liabilities	1,141,847	764,521
Non-Current Liabilities		
Employee Leave Provisions	66,320	38,732
Borrowings	14,685	70,655
Lease Liabilities	390,300	458,183
Total Current Liabilities	471,305	567,570
TOTAL LIABILITIES	1,613,152	1,332,091
NET ASSETS	7,276,132	6,030,651
EQUITY		
Retained Earnings	7,276,132	6,030,651
Total Equity	7,276,132	6,030,651



Our Partners

THANK YOU TO OUR SUPPORTERS AND PARTNERS



**Karrkad
Kanjdi
Trust**



**CULTURE
TECH**



Department of
EDUCATION



Cover: Kabulwarnamyo student Cyril won the spear throwing competition at the inaugural Nawarddeken Academy inter-school sports carnival. In the lead up to the day, students made the kunj (kangaroo) targets and their own spears.

Inside cover: All smiles from students in the Junior Class at Manmoyi. Pictured from left to right are Nisha, Venton, Tracefina and Lee.

p. 7: Manmoyi student Crayden saw his first ever alyurr (Leichardt's grasshopper) on a bush trip this year.

p. 13: Learning about rock art - and how to protect it - is an ongoing feature of the school curriculum.

p. 17: A quintessential Kuwarddewardde (Stone Country) vista.

p. 18: Chloe and other Mamadawerre students examine man-kindjek - a cheeky yam dug up on a bush trip. Different varieties of yams formed a key component of the Bininj diet and are still enjoyed today (although man-kindjek, which are toxic, require preparation to remove the poison).

p. 20: Gregoryanna, Kelshona, Tracefina and Nisha are full of smiles for their first Nawarddeken Academy Swimming Carnival.

p. 22: School teams cheer on student AFL players at the Nawarddeken sports carnival held at Manmoyi in Wurrkeng.

p. 23: Maui makes the finishing touches to his bark artwork in a lesson where students explored the relationships between traditional fire management practices and the effects on and native animals.

p. 26: Djamarr waterfall on The Liverpool River during the wet season.

p. 27: Mok Traditional Owner Hagar Nadjamerrek demonstrates to wurdurd how to perform an increase ritual for nabiwo (a species of native bee that produces wild honey).

p. 28 Left: Mamadawerre Bininj Teacher Lorna, congratulating students Damo, Bundy and Timaeus at the swimming carnival in Maningrida. Right: Manmoyi Early learner Isabell tries on her new uniform.

p. 29: End of Year celebrations at Manmoyi as students receive their Strong Culture and Attendance and certificates.

p. 31: Jeffalina was the youngest early learner to join this year's Stone Country Bushwalk, pictured here with her father Jeff.

p. 33 Top: Rock art depictions of barrk (black wallaroo) and nawaran (Oenpelli pyhon) adorn the walls and roof of a rock shelter visited during on-Country learning. Bottom: Masari painted up in red clay.

p. 36: Kabulwarnamyo students and staff work with the Warddeken Bim Team to clear weeds and protect rock art. Pictured from left to right are Ruby, Ivy and Kirstene with Bininj Teachers Jemimah and Athelia, and Bim Officer Tinnasha.

p. 37: Professor Mary Kalkiwarra Nadjamerrek has been a driving force behind the Academy from the very beginning.

p. 38: Mamadawerre students engage in iPad technology during on-Country learning trips, with Silvario all smiles as he works on the Sketches School App.

p. 39: Mok Traditional Owner Lois Nadjamerrek shares stories about the Homeland movement and families returning to the Stone Country in the 1970s and 80s.

p. 41 Left: Compiling information on the traditional ways animals are prepared for cooking, Damaziah explains cooking protocols using the Keynote App. Right: Kunmayali Secondary students Andrick, Vince and Siris receive their Certificates of Attendance.

p. 40: Senior student Maureen shares her SACE assessment tasks with extremely proud parents Lorna and Zacharia.

p. 43: Bininj Teacher Lorna Nabalwad has been a consistent presence at Mamadawerre school since it opened. In 2025, Lorna continued her own studies, while also taking on more responsibility in the classroom.

p. 46 Left: Michelle Bangarr works with secondary students at Manmoyi to conduct community interviews about homeland community housing and infrastructure. Right: Tyler Wood gives a million dollar smile on this year's Stone Country Bushwalk.

p. 47 clockwise from left: The climate resilient Kunmayali School building at Mamadawerre was custom designed to support learning in the intense heat. The inside of a climate resilient classroom at Mamadawerre. A quiet moment at Kurrukkurduk waterfull during a bush trip.

p. 49: Kabulwarnamyo students eagerly examine a skink found during an ecology camp with Warddeken rangers at Nawaribin.

p. 51: On a weekend fishing trip, Mamadawerre staff and community members caught a giant haul, or 'big mob', barramundi. Pictured are Agnes, Craig and Anthony showing off the day's catch.

p. 53: Teacher and Senior Manmoyi Traditional Owner Ross Guymala teaching wurdurd on Country, Bininj way, through spoken story on a bush trip to Ngungun Waterfall.

p. 55: At our first Kunmayali secondary camp students Lemaine, Ava and Mahalia proudly created and proudly showed off their art - a paperbark painting and

pandanus earrings.

p. 56: Early Learning educator Lexi sharing her expertise of how child development is connected through the seasons.

p. 57: Checking the wakih (yabby) trap at the Mamadawerre billabong - a favourite delicacy.

p. 58: A common sight during Yekke, cool burning season across the IPA.

p. 59: Mamadawerre students Sian, Thora and Evie pick flowers and grasses for their mandalas during Science Week.

p. 60-61 Clockwise from top right on p. 58 (Bangkerreng): Young Traditional Owners learn how to perform important welcome to Country blessings; dry season cool burning with Warddeken rangers; Venton learning about rock art; One Shot Man Cyril got another frill neck lizard; Ground oven; Our students are talented artists, depicting creation spirits here.

p. 63 Clockwise from top left: Marlene and Delilah at Manmoyi early learning; swimming lessons for our littlest learners; Kesharni Bangarr is pretty happy to be in the clear waters close to her home of Manmoyi.

p. 64 clockwise from top: Kabulwarnamyo spring is a special spot for us all; Jeffalina Stewart is cute and cheeky in equal parts; Kesharni playing doctors with her Mum Alicia in Early Learning.

p. 65: Educator and community leader Ross Guymala with his granddaughter (and Early Learner) Delilah.

p. 66: Kesharni looking pleased about her Book Buzz merch and new books for reading at home.

p. 67 clockwise from top right: Marlene and her son Lee mark a very proud moment; Marlene loves to share her joy and knowledge of cooking damper; Marlene and Skylar have a special bond that helps make them the Manmoyi Early Learning dream team!

p. 68: Lee worked hard to learn to write numbers one through ten.

p. 69: Bininj Teacher Millie works with Kunmayali secondary student Brianna during a literacy session.

p. 70: Mamadawerre student Craig during a mathematics lesson.

p. 71: The integration of seasonal learning and technology ensures maths stays interesting and engaging for our students.

p. 72 Left: Maui Gumurdul carrying following freshly harvested bark for traditional painting. Right: Kelshon Bangarr following ritual before swimming - the practise of covering body parts with sand wards off the rainbow serpent.

p. 73: Kudjewk rain clouds across the vast and remote escarpment of west Arnhem Land.

p. 74 Top: Mamadawerre students learn how to correctly harvest bark in the wet season. Bottom: Craig Nabalwad towered by pandanus trees.

p. 75: Andrick carefully removing bark from the correct paperbark tree to be used back at school as a traditional canvas for student artwork.

p. 76 Left: Sara Cooper and Delilah Guymala in Early Learning. Right: Craig waiting patiently while he hunts for djenj with a traditional spear.

p. 77: Bundy and Nicholas proud to represent Mamadawerre and Kabulwarnamyo in their school uniforms.

p. 78 Left: Manmoyi school team enjoying the wet season swimming together. Right: Tracefina Marrday at Miyene rock art site.

p. 79 Top: Students from Kabulwarnamyo examine a skink caught during reptile surveys with Warddeken's ecology team. Bottom: Blending modern technology with traditional knowledge is a winning combination for Johnny Guymala's learning journey.

p. 80: Bundy Namarnylik is quite the pro using an iPad and Apple pencil.

p. 81: Learning how to correctly and safely cool burn is a cornerstone of dry season education for our students.

p. 82: Yekke is the season to protect the areas around school and homes.

p. 83: Lorna Nabalwad is an experienced Mamadawerre Bininj teacher, supporting Brihanna 1:1 with her bush trip reflection.

p. 84 Clockwise from top right: Maui and Timaeus working together on a literacy activity, Warddeken rangers supported wurdurd to learn about fire management, including how to use the right equipment and gear. Agnes and teacher Brayden on a bush trip centred around collecting cheeky yam.

p. 85: Bininj teachers, Jemimah and Athelliah, lead a literacy lesson for the Kabulwarnamyo students.

p. 86 Clockwise from left: Bushwalkers wade across a river crossing during the Stone Country Bushwalk; Cammie, Nisha and Gayvin walked together as a family;

p. 87: Leston shows the bim that he helped the Warddeken Bim Team record during the 2025 bushwalk.

p. 88-89 Clockwise from top: Lemarcus stands and watches in awe as the older students kunborrk around him; Happy campers sitting around the campfire before a big day of walking; Lemaine relaxes while waiting for a fish to bite on the banks of the Mann River; Wurdurd and rangers enjoy the smokey skies towards the end of their longest walking day; Marsari patiently waiting to catch a djenj or almagiyi

at Duwikwik; Teachers, rangers and students explore a bim site near Rarrekbaldeg. Middle left: Ross Guymala explores the nights campsite. Middle right: WLML ranger Stuart leads the way along the old walking tracks.

p. 90-91: A total of 87 students, teachers, family members and rangers walked from Rarrekbaldeg to Barnalodalong during the 2025 Stone Country Bushwalk.

p. 92: Royce uses 3D simulation as part of Science Week.

p. 93 Clockwise from top: Senior Ranger Arjay teaches Manmoyi students about the impact feral pigs have on the environment; Ambrose uses an iPad to document bim while on bush trip; Lamish finds the perfect mandulk to make a spear.

p. 94: Manmoyi yawkyawk and teachers cool off after their hard work collecting pandanus.

p. 95: Ambrose proudly shows how he has used Keynote to document bim while on bush trip.

p. 96 Left: Skink found during the Kabulwarnamyo Ecology Camp; Right: Manmoyi students, with the help of rangers and Bininj teachers learn to make a kundjinem (paperbark dish).

p. 97 Left: Our partnership with AFL NT continued, with the Manmoyi footy field getting plenty of use this term.

Right: Eli the deadly scientist ready for experiments during Science Week.

p. 98: A huge thanks to the Wangaratta Junior Magpie Football Club for the donation of the footy tops which made the team sports even more competitive.

p. 99: Mamadawerre students show off their first ribbons after a competitive game of basketball during the Sports Carnival.

p. 100-101: The much-anticipated students versus teachers football match was one of the highlights of the inaugural Sports Carnival.

p. 102: Manmoyi kitchen queen, Annie, shows wurdurd how to prepare a ground oven.

p. 103: Students from all three sites compete in the Swimming Carnival.

p. 104 Left: Inflatable kinga (crocodile) races, a crowd favourite at the Swimming Carnival. Right: Venton and Kelshona watch in amazement at the 3D printer comes to life.

p. 105: All three sites come together for the first ever Nawarddeken Academy Swimming Carnival.

p. 106 Left: Students cool off in the magical Kabulwarnamyo spring. Right: One of our eldest students, Mahalia proudly shows off the kundjinem she has made.

p. 107: Thora and the other Mamadawerre wurdurd cool off during a bush trip.

p. 108: Ranger Alexandria teaches Lemaine how to set and document motion sensor cameras, a key piece of equipment for biodiversity surveys.

p. 110 Clockwise from left: Professor Margaret Naloriman supports her kakkak (grandchild) Tyson to create a family tree; Mahalia rock climbing during the Batchelor camp; A Manmoyi bush trip to collect paperbark for make bowls and water carrying vessels.

p. 111 Top: Students and teachers went on an excursion to Gunbalanya, where they toured the local meatworks and learned about butchering and preparing meat on a large scale. Bottom: Tabitha, Maureen and Agnes take a well-deserved break during a weekly bush trip.

p. 112 Left: One of the first Wellbeing Workshops lead by Lukas Williams from Gan'na Healing. Right: The daluk participate in a traditional kunborrk during an sunset ceremony in Kabulwarnamyo.

p. 114 Left: Jal's work about resilience and strength. Right: Gan'na Healing facilitated powerful trauma-informed wellbeing workshops for our families and communities.

p. 115: Kabulwarnamyo School take Irene, Tania and Cherie from Headspace, to the magical Aldaddubbe after a big week of visiting all three sites.

p. 116: Jemimah and Athelliah show off a new KKT vehicle on their way to study in Katherine.

p. 117 Clockwise from left: Michelle Bangarr collects resources needed for her tertiary study this year; Alexia shows off the posters she made during a workshop at Batchelor Institute; Rodriguez works hard ticking off units to become a qualified teacher.

P 116 Left: Every day wurdurd and their families can be seen playing on the basketball courts in each community. Right: Caleb practices his basketball skills in the lead up to the Nawarddden Sports Carnival.

p. 118: The newly built Mamadawerre playground: loved by all, big and small.

p. 123: KKT Co-chair Dean Yilbarbuk and KKT CEO Stacey Irving.

p. 126: Sian creates a beautiful mandala from natural resources during Science Week.

p. 129: Manmoyi students, teachers and families set off on a weekly bush trip.

p. 130: The dazzling alyurr (Leichardt's grasshopper).

p. 132-133: Out on a bush trip, Mamadawerre daluk (women) teach yawkyawk (girls) how to use man-mari (wooden hooked sticks), a tool used for collecting the central new shoots of pandanus trees.

Back cover: Kunmayali student Tyson has now been attending Nawarddeken Academy for ten years.



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