



NAWARDDEKEN
— ACADEMY —



Strategic Improvement Plan 2026 - 2028



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About Us



The Nawarddeken Academy delivers a unique model of bicultural, community driven education in remote indigenous communities in West Arnhem Land. Kabulwarnamyo, Manmoyi and Mamadawerre are small Aboriginal outstation communities situated approximately 500km south-east of Darwin, on the Arnhem Land Plateau in West Arnhem.

Nawarddeken Academy Limited (NAL) began operations in Kabulwarnamyo in 2015 and was registered as an independent school in 2019. In 2021 two additional independent schools were registered - one in Manmoyi and one in Mamadawerre. All 3 schools are registered to teach Transition to Year 7.

In 2025 NAL then registered Nawarddeken Academy Kunmayali School, an Independent secondary school to service the unique needs of our secondary students.

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

Our inclusive, kin-centric employment model celebrates family-based learning experiences, supports families to be actively involved in children's educational journeys. We are committed to providing every child with a safe learning place that is free from harm. Every child is valued and respected for who they are, and have the right to feel safe and be safe at school. We value and take seriously the voice of every child.



Our Vision



Vision

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

Objects

To assist the Indigenous people of western Arnhem Land to alleviate poverty, distress, isolation and serious economic disadvantage, and to improve their health and wellbeing, including through:

- Advancing indigenous education in western Arnhem Land (including the operation of Schools, provision of bursaries and scholarships, and the provision of vocational training);
- Developing clear pathways for the young Indigenous people of western Arnhem Land that match their aspirations, and the aspirations of their families;
- Supporting the intergenerational transfer of indigenous knowledge and languages and the provision of bilingual education; and
- Contributing to the conservation of landscapes through maintenance of indigenous cultural and ecological knowledge.



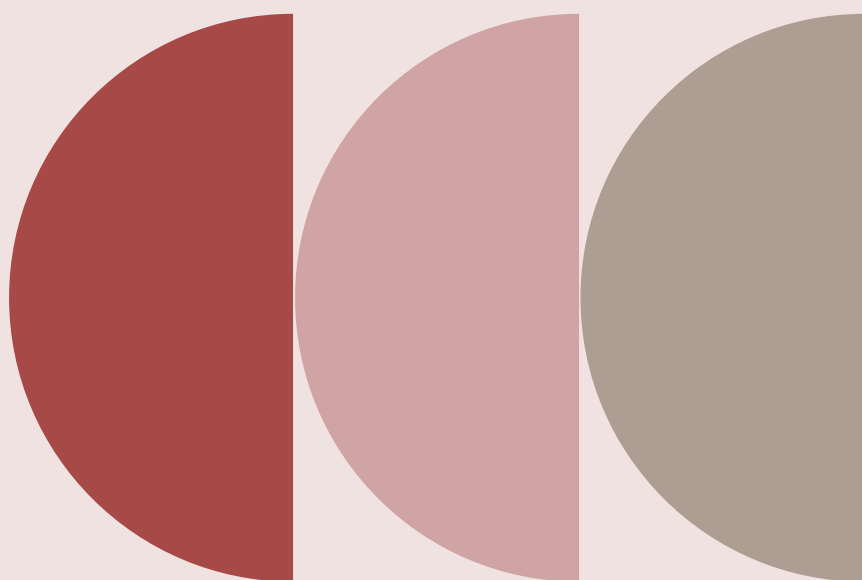


Guiding Principles

Our principles underpin the design, development and operation of the school to achieve its vision:

- Respect and integrate customary modes of learning and be guided by our old people.
- Develop and deliver a unique curriculum based on land, language and culture, incorporating formal and informal approaches, emphasising mental and physical health, and cultivating individual and collective respect and responsibility.
- Incorporate flexibility enabling continuous improvement and positive responses to changing circumstances.
- Use all available technology to overcome the disadvantage of geographical remoteness.
- Recruit, support and retain high quality staff.





Our Values

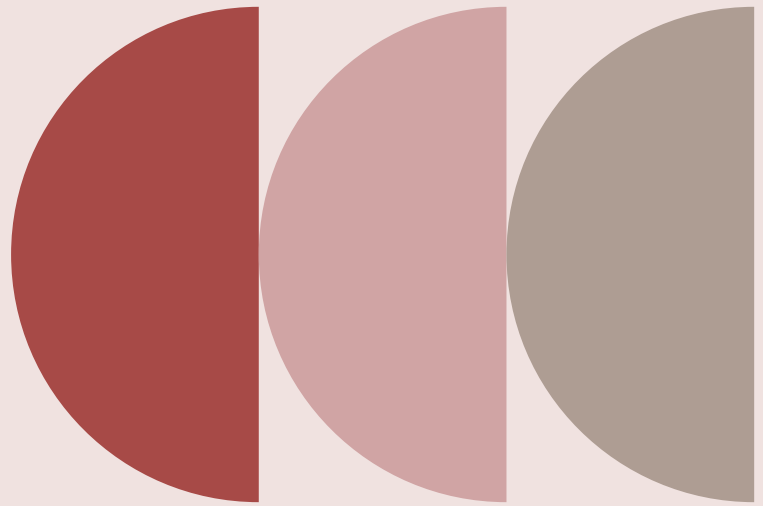


Relationships Resilience

Respect Caring

Confidence

High Expectations



Our Stakeholders & Partners



Our key stakeholders are students, parents, families and the Warddeken IPA community, including Elders, Traditional Owners & Djungkay.

We partner with the Northern Territory Department of Education, the Karrkad Kanjdji Trust (KKT), the Association of Independent Schools NT (AISNT), Warddeken Land Management Limited (WLML), Bininj Kunwok Regional Language Centre (BKRLC) and Culture Tech

Our Priorities

1. Kamak Rowk
Karrbenbukkan dja
Kabirribolbme



**We're Teaching &
They're Learning**

Teaching and Learning

Conserving Bininj knowledge and languages through supporting the inter-generational transfer of knowledge and language and the provision of bicultural education.

2. Kamak Rowk Wurdurd
Kabirrimayalih djordmen dja
Kabirrimurrngrayekmen



**Students Growing up with
Knowledge Strength**

Student Growth

Developing educational pathways for wurdurd that match their aspirations, and the aspirations of their families.

4. Kamak Rowk
Karridjarrkdukkmirrih



**We are all
Working Together**

Community Partnerships

Strengthening school relationships with our partners and stakeholders, to foster connective partnerships, in driving community wishes for their wurdurd.

3. Kamak Rowk
Kabirrikukkdjaddjadme
dja Kabirrikukkdokme



**We have Strong Structure &
Strong Leadership**

Leadership & Governance

Advancing staff capacity and school leadership across the Warddeken IPA in supporting educational outcomes and best practice for the school community.

Priority 1

Karrbenbukkan dja Kabirribolbme

Teaching & Learning



Goals	Actions	Measures
LEARNING ON COUNTRY Gain Learning on Country (LoC) certification to strengthen the two-way KWWM curriculum for student learning and safeguard the teaching of Bininj kunmayali through recurrent funding and network support.	Consultations with NLC LoC Program Manager for application and funding process Employ NAL LoC Coordinator Development and Registration of LoC programme directly linked to SACE, KWWM and AC	-Weekly Bush trips aligned to KWWM and SACE -One school camp per term linked to VET/SACE -Student and Staff PD - Cert II/III/IV in Conservation Land Management Staff PD – Cert IV Assessment & Training -KKT funding for Loc Coordinator balabala accommodation
KUNWARDDEWARDDE MALKNO CURRICULUM Digitise and Publish KWWM Curriculum online with seasonal indicator links describing plants, animals, fire, winds using 3yr Scope and Sequence and student multimedia information reports	Evaluate and Update content of 3-year cycle and develop a Bininj Kunwok assessment and reporting framework/strategy linked to KWWM Collaborate with professional Tech team in creating an online platform for the KWWM	Online platform accessible by Nawarddeken community and general public. KWWM Knowledge and assessment tasks implemented
LITERACY AND NUMERACY Strengthen whole-school Science of Learning pedagogy for both Literacy and Numeracy	Continue the ST1 position to support explicit, evidence-based (western knowledge) programs and pedagogies that build student literacy and numeracy skills. Strengthen staff capacity for Literacy teaching and numeracy through ongoing PD both in-house and through external providers Focus on whole school evidence-based programs in Mathematics (e.g. Maths Online) Continuation of Explicit Instruction (RWI and UFLI), Syntax project and KWWM Vocab units Explore and Implement NT Department Roadmaps programme – Yrs 7 to 10 remote context teaching and learning in English and Mathematics	All teachers incorporate evidence-based teaching and learning strategies and principles of reflective practice into their daily work. All staff are using RWI/UFLI and the KWWM linked Vocab Units and Syntax project for writing and comprehension. Improvement in student Literacy and Numeracy results for students attending the Academy more than 60% with at least 75% of ILP goals partially or fully achieved. Strengthened pathways in accessing SACE Stage 1 Essential English and Stage 1 Essential Mathematics
SAFETY & WELLBEING Implement whole school Bininj Kunwale (values). Co-design and trial whole school Consent and Respectful Relationships (CRRE) curriculum. Increase staff and student knowledge/ understanding of wellbeing - both ways.	Bininj Kunwale project aligned to KWWM curriculum cycle Participate in CRRE pilot schools project, supported by AISSA Bininj wellbeing leaders at each school - Identify and build a team of young Bininj wellbeing leaders - Provide mentoring (Ganna healing) and training (Deadly Thinking Youth)	New school values Evaluation of CRRE pilot school project Number of Bininj accessing mentorship from Ganna healing Number of wellbeing workshops delivered by Bininj wellbeing leaders to Kunmayali students

Priority 2

Wurdurd Kabirrimayalih djordmen dja Kabirrimurrnggrayekmen

Student Growth



Goals	Actions	Measures
LEARNING ON COUNTRY 3 formalised Pathways for Graduation are established: 1. Attendance 2. VET/Traineeship 3. SACE	All Secondary students will have Educational Pathways Plans detailing aspirations for the student. Provide education pathways in the form of transitions, traineeships or internships through partners including WLML, Butj Uni and CDU VET SACE/LAPS learning and assessment is established for students following this pathway	-Students over 14yrs old participating in formalised VET employment pathways with RTO signoff -Secondary students engaged in LAPS learning activities specifically LoC and RACKL for either one of the 3 Graduation pathways -SACE access for all Kunmayali students at all three NAL sites (MDW/MMY/KAB)
STUDENT LEADERSHIP Initiate both academic and cultural opportunities for student voice and leadership within the Academy and wider community	Establish a Nawarddeken Academy Student Council for wurdurd to develop leadership skills, become role models, learn about governance and voting, and be inspired about being future leaders. Fomalised community led kunmayali knowledge is taught and signed off by Bininj expert for SACE credit points in the areas of bininj leadership, authority and responsibility e.g. Ceremony, songlines, language, resources, etc.	-Student Council operational, and hree to six students involved in leadership roles and participating in leadership training and in formal planning meetings such as School Council Meetings. -2 or 3 students representing the school at external student leadership workshops and events including Youth Voice Peak Group -Senior Students all participating in the SACE subject- RACKL- Recognition of Aboriginal Cultural Knowledge and Learning in collaboration with Bininj leaders
EARLY LEARNING Transition Nawarddeken Academy Early Learning Program from philanthropic funding to a fully funded Northern Territory Government Department of Education Families as First Teachers (FaFT) program Employed Bininj staff with formal qualifications and/or training Development of Early Learning KWWM activities and resources	EL Senior Teacher continues to develop the NAL EL Business Case for the NT Department of Education, so NAL is granted funding approval when available. EL staff delivering 3a/FaFT programming in all Early Learning sessions. Ongoing PD opportunities are promoted and supported for EL Bininj staff Support Early Learners to develop foundational knowledge of their language and culture through a Bininj child development lens.	Philanthropic funding through KKT is no longer required for EL programme across NAL as recurrent government funding is in. place. Two staff members have completed Cert III qualifications. At least 1 Bininj educator to have early childcare training at each site such as: 3a/FAFT, Cert III Early Childhood Education & Care or Cert. I-III Education Support. Completion of an Early Learning KWWM curriculum with resources that have Bininj perspectives on child development.
ATTENDANCE AND ENGAGEMENT Support all school and communities to improve student engagement and attendance with particular support for Kabulwarnamyo NAL continues to support families for their wurdurd return to community and attend school whilst in community.	The board continues to annually monitor attendance patterns, staffing models and assess subsequent financial risk. Develop responsive education delivery models to ensure continuation of quality delivery of education at all sites. Seek input at School Council /Board Meetings, Directors and community members suggest engagement strategies to support students and their families.	Culturally rich content in evident and embedded in curriculum structures. All schools remain open and operational despite fluctuating population and the annual budget allows for such fluctuations. Average school attendance is above 85% whilst in community. Wellbeing of Teachers supported to align with WHS and balanced with remote context job description

Priority 3

Kabirrikukdjaddjadme dja Kabirrikukkdokme



Leadership & Governance

Goals	Actions	Measures
Board Development Succession Planning for Directors	Governance training for the Academy Board, young Leaders, NAL School Council and Staff where appropriate	Young Director Shadows attending Board Meetings for governance experience
MONITORING & EVALUATION The NaKaDjaKa Sub Committee continues to monitor and evaluate the continuing progress of NAL. RENEWED process- Nakadjaka – To focus on Bininj kunmayali and the intergenerational transfer of Bininj Knowledge.	Name change and Update Terms of Reference to reflect new purpose Yearly community consults across IPA to gather and record kunmayali Through an annual evaluation process, the NaKaDjaKa sub-committee reports and makes recommendations to the NAL board of directors.	Yearly evaluation recommendations will be included as deliverables and guide the preparation of the AOP and in achieving the goals set out by the School Improvement Plan (SIP). Quarterly reports are made to the Board and NAL members regarding what has been achieved, and what still needs to be achieved The Bininj-identified recommendations and themes are being implemented in the operation of the Nawarddeken Academy
BININJ TEACHER PROFESSIONAL DEVELOPMENT Our Bininj teachers are engaged in professional development and training that matches their aspirations and strengths. Build leadership capacity of Bininj teachers.	Develop Bininj Teacher Professional Development policy, outlining supports for Bininj Teacher professional development Develop Bininj focused PDP template that supports the growth of Bininj Teachers, integrates cultural knowledge and Bininj ways of learning, while aligning with the Australian Teaching Assistant Professional Standards. Identify Bininj teachers with skills and strengths in leadership. Bininj teachers attend leadership-specific professional development. Build Leadership capacity and training through CDU First Nations Training and Teacher Education hub. Lead by Haydon Staines.	Bininj Teacher Professional Development policy approved by Board. 10x Number of Bininj focused PDPs/year. 6x Bininj staff attending/completed professional development and training: CDU Training Hub. 6x Number of Bininj attending leadership-specific professional development with Haydon Bininj Teachers presenting at conferences and partner events e.g. KKT. There are 3x Full Time Bininj Teachers at each site fully embedded in teaching and learning processes 5 days a week
STAFFING BININJ TEACHERS Implement Bininj HR policy that values Bininj ways of knowing and doing (links to our wellbeing framework – Bininj teachers feel valued) UNIVERSITY QUALIFIED TEACHERS 2026- Probable loss of most current classroom teachers at end of year. 2027/2028- Potential Leadership team resignations.	Create Bininj HR policy that recognises the contribution of cultural knowledge, while aligning with the Australian Teaching Assistant Professional Standards Classroom Teacher retention: Prioritise Workload Management, Leadership Support and Staff Wellbeing. Succession Planning Employment Pool for Classroom Teachers and Leadership team including CEO/Assistant Principal and Senior Teachers.	Bininj staff input to Board approved Bininj HR policy (e.g. results of Mentimeter) University Qualified Teachers- Pay compensation rates aligned to NT gov system. Staff Wellbeing PD- Be You (Brian & Michalea), Blue Knot, Berry Street practices Dedicated Teacher/Leadership check-ins twice a term Establish Career Pathways that support staff interest and leadership opportunities Recruitment: Early advertising for recruitment drive including social media Identify and contact targeted teachers and Leadership candidates Strategic networking through AISNT etc

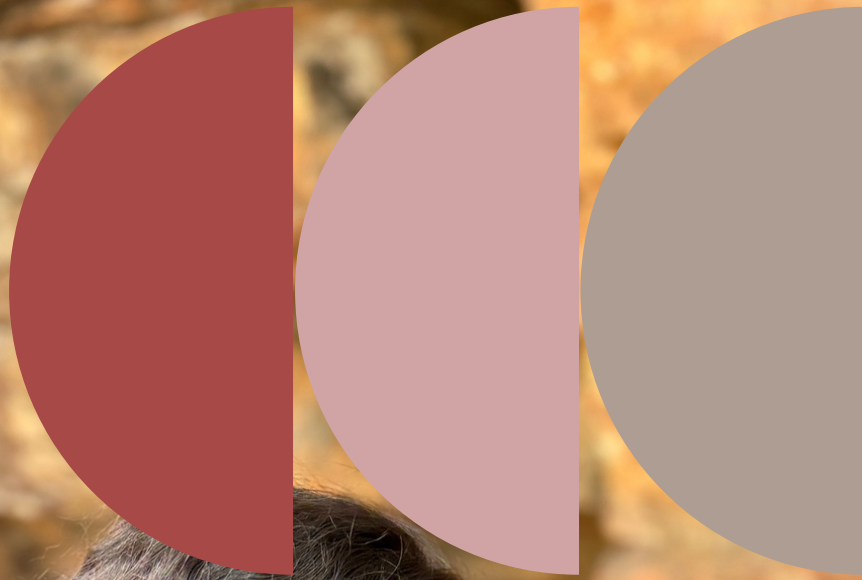
Priority 4

Karridjarrkdukkmirrih

Community Partnerships



Goals	Actions	Measures
WARDDEKEN LAND MANAGEMENT Strengthen collaboration with Daluk and Bininj rangers, BIM team and Ecologists.	Implementation of the WLML WARK planning and implementation program linked to the KWWM curriculum, identifying the involvement of TO's, Rangers and WLML specialists & families in planning and implementation process.	At least one bush trip per week with the involvement of 1-3 rangers/community members. At least 1 camp per term, preferably 2 occurring at important places identified in the 2021 Landowner Knowledge synthesis report.
PARTNER WITH CDU/BININJ BUTJ UNI 3 Year CDU Bininj Leadership Training framework in collaboration with BBU/WLML	Develop Leadership training of Bininj Teachers through First Nations Training and Teacher Education hub led by Haydon Staines	Collab with BBU and WLML for 3 Year Project-Funded through KKT. Year 1- Development phase Year 2- 6x Participation by Bininj Staff Year 3- 10 x Bininj Staff/ Board Members Completed and graduated course
BININJ KUNWOK REGIONAL LANGUAGE AND CULTURAL CENTRE Develop a focus on adult Kunwok literacy: reading and writing in Kunwinjku for Bininj staff Collaborate with BKRLCC and Nawarddeen Professors to design and build KWWM resources for teaching the triadic Kunderbi Respect system.	Build Bininj Teacher capacity in Kunwinjku reading and writing skills to endorse a formal NT ILC Language Learning Approach for NAL: Maintenance (speaking and listening) AND Revival (reading and writing) in the next 10 years. Continue teaching Kunwinjku language content through the ACARA Aboriginal Languages BKRLCC lead the Kunderbi (Kunderbuy) community consultations and workshops then develop a bank of resources for teaching cultural Respect.	Kunwinjku collaborative workshops with BKRLC for Bininj literacy upskilling NAL employs BKRLCC linguist Dr Claudia Cialone to support Bininj teachers to build their knowledge and upskill in Kunwinjku literacy through ongoing PD (online workshops and face to face) Kunwinjku signs created and on display at school and in community. BT's assist in building the bank of Kunwinjku resources including picture books. Triadic Respect resources developed for teaching Cycle C conceptual Unit- "Respect and Ceremony" in Wurrkeng
COLLABORATE WITH BATCHELOR INSTITUTE Participate in Remote Schools Retention research project	Collaborate the implementation of the Remote Schools Retention research project through Batchelor Institute. John Guenther and Robyn Ober to lead and work with community research interview team on collecting data.	Community Researchers identified and workshopped. Data/information collected and Results of project have been collated. Board reviewed findings and recommendations implemented into school policies and procedures.



**Nawarddeken
Academy**
Kabulwarnamyo
Kunmayali
Mamadawerre
Manmoyi