

GROOTE ARCHIPELAGO

LOCAL DECISION MAKING
AGREEMENT

SCHEDULE 3.4

– Education Implementation Plan

The
Future
is
Mine

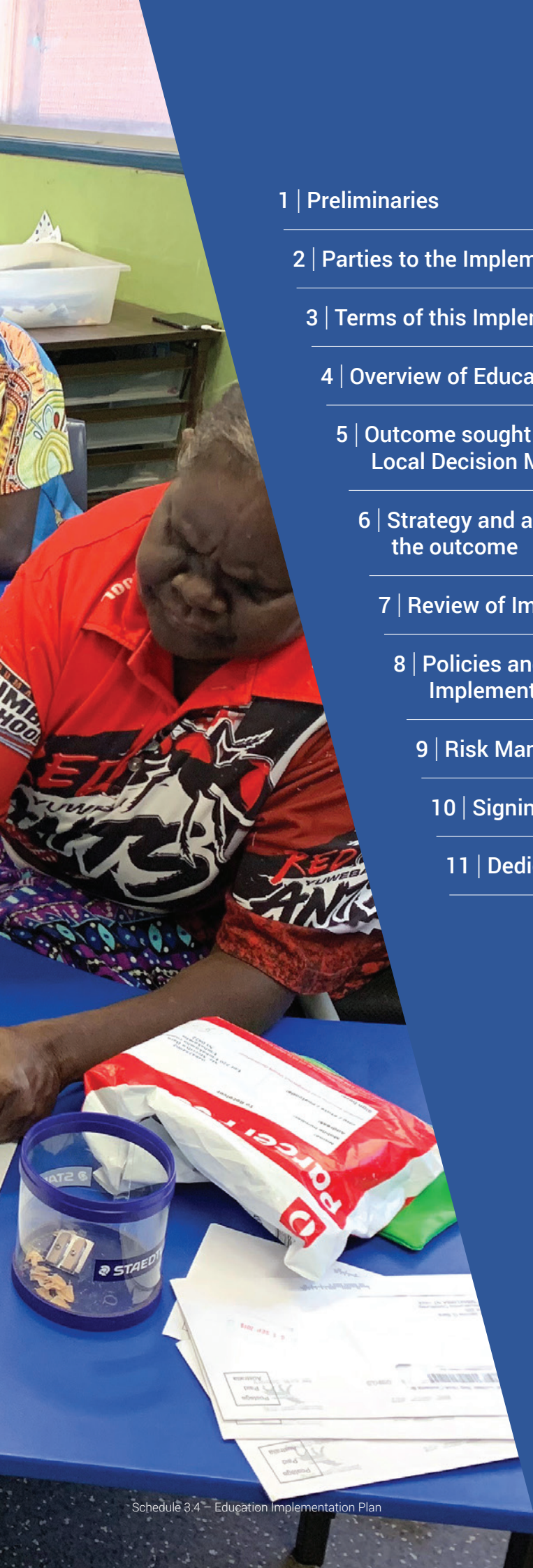


Anindilyakwa
Land
Council



NORTHERN
TERRITORY
GOVERNMENT

Made by the NORTHERN TERRITORY GOVERNMENT
and the ANINDILYAKWA LAND COUNCIL.



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Images supplied by the Anindilyakwa Land Council.

1 | Preliminaries

- (a) This Implementation Plan is a Schedule to the Groote Archipelago Local Decision Making Agreement (the Agreement) signed by the Northern Territory (NT) Chief Minister on behalf of the NT Government and the Chairperson and Chief Executive Officer (CEO) of the Anindilyakwa Land Council (ALC) on 14 November 2018 and should be read in conjunction with that Agreement and its Schedules.
- (b) The objectives of the Agreement include:
 - i. identifying the services and priorities which the Anindilyakwa people wish to have control over and to take responsibility for; and
 - ii. committing NT Government agencies and, where agreed in Implementation Plans, NT Government owned corporations, to collaborating with the ALC including sharing information, to agree on how this control will be achieved.
- (c) To achieve its objectives, Section 8 of the Agreement contains an Implementation Framework which acknowledges that any transfer of responsibility to the Anindilyakwa people (through agreed entities) for a priority service delivery area:
 - i. will recognise and meet regulatory, legislative and Commonwealth requirements;
 - ii. may need to take a staged approach in order to ensure a successful transition over a period of time;
 - iii. will be supported by an agreed NT Government financial commitment in accordance with Clause 4.(h) of the Agreement;
 - iv. will be captured in agreed Implementation Plans and, where appropriate, legally binding agreements between the ALC and the NT Government; and
 - v. will be monitored and evaluated for progress and performance using a transparent, consultative and participatory approach that promotes the resolution of emerging issues as they arise.
- (d) In accordance with Section 5 of the Agreement, constructive engagement with stakeholders is an important feature of the Agreement and the key stakeholders identified include all Anindilyakwa-owned organisations that are involved in the social and economic development of the Anindilyakwa people. By agreement, the ALC and the NT Government may invite these stakeholders to participate in the development of relevant Implementation Plans.
- (e) Local Decision Making is the NT Government's ten year plan that seeks to return local decision making to Aboriginal communities by empowering Aboriginal people to determine service delivery models that work best for their community and region.
- (f) Schedule 2 to the Agreement also provides that each Implementation Plan to deliver the outcomes for each of the priority Service Delivery Areas is to include a Work Plan that has key performance indicators and milestones which are linked to the transfer of responsibility and funding arrangements.
- (g) The priority Service Delivery Area which is the subject of this Implementation Plan is Education and it was decided in the Agreement that it would be agreed by 31 December 2019. A letter of variation for this Education Implementation Plan under the Agreement, signed by ALC Chairperson and the Chief Minister on 19 November 2019 approved an extension to 30 April 2020.
- (h) The purpose of this Implementation Plan is to demonstrate how the parties to the Agreement, and the additional parties to this Implementation Plan, intend to work together to achieve the outcome for Education as set out in the Agreement and its Schedules.

2 | Parties to the Implementation Plan

- (a) The Parties to this Implementation Plan are the parties to the Agreement, being the NT Government and the ALC, and the Groote Eylandt and Bickerton Island Primary College Aboriginal Corporation (GEBIPCAC).
- (b) While not a Party to the Implementation Plan, the National Indigenous Aboriginal Agency (NIAA) has been consulted about the Implementation Plan and supports it in-principle consistent with the Commonwealth Education Policy Framework.

3 | Terms of this Implementation Plan

- (a) This Implementation Plan has been approved by the NT Government and the boards of the ALC and GEBIPCAC, who have authorised the Chief Minister, the Minister for Aboriginal Affairs, Education and Workforce Training, the CEO Education, the Chairperson and CEO of the ALC and the Chairperson and Deputy Chairperson of GEBIPCAC respectively to sign on their behalf.
- (b) The ALC in approving this Plan, warrants that it has undertaken the necessary consultations with Anindilyakwa Traditional Owners to obtain their consent to enter the Implementation Plan, and engaged with other Anindilyakwa organisations and groups to take account of their views.
- (c) The Implementation Plan will commence on signing by all Parties and will cease when the Agreement concludes unless otherwise agreed by the Parties.
- (d) This Implementation Plan may be varied by written agreement between the Parties.
- (e) The Implementation Plan, particularly Section 6 - Strategy and Associated Actions to achieve the Outcome, may be updated annually by the Parties before the commencement of the next financial year.



4 | Overview of Education in the Groote Archipelago

- (a) Currently, the Department of Education (DoE) runs four schools in the Groote Archipelago, being the Anindilyakwa Community Schools in each of Angurugu, Umbakumba and Milyakburra (Anindilyakwa Community Schools) and the Alyangula Area School.
- (b) The Groote Archipelago suffers from poor education outcomes, principally driven by low attendance rates. It is estimated that children in the Groote Archipelago on average miss seven years out of a possible twelve years of schooling. The ALC is also concerned at the number of school age children in the Groote Archipelago not enrolled with a school, who are completely disengaged with the education system and are not factored into the statistics around education outcomes.
- (c) Currently, approximately 80 Groote Archipelago students attend schools on mainland Australia, including in Cairns, Darwin, Cape York and Perth. The majority of these school positions attract Commonwealth ABSTUDY support and are funded by the ALC and the Groote Eylandt Aboriginal Trust.
- (d) The ALC contributes significant funds to the Groote Archipelago Schools, including direct funding, funding for cultural liaison officers, and funding for sport and recreation, music and cultural programs run in the schools.
- (e) The ALC is also contributing significant funds to the design of a bi-lingual curriculum, including funding for GEBIPCAC, four language centre staff and anthropologists to undertake the necessary community engagement and design the curriculum.
- (f) The Parties recognise the importance of family and community contribution to their children's ongoing education and that the education system on the Groote Archipelago requires comprehensive actions focussed on improving community engagement, including adopting a case-based approach to school-aged children to ensure those children and their families receive the support they need to improve school attendance.
- (g) In 2012, the ALC engaged in extensive community engagement and consultation in order to prepare a 15-year strategic plan. Concerning education, the consultations found:

Fundamental concerns still remain within the ALC as to the current structure of education on the island. The structure is such that decisions made by local education boards ultimately need to be approved by the Department of Education and Training. The ALC has heard community concerns as to why high-quality teachers and school principals leave the island. The ALC is lobbying for increased involvement in Department decisions by local people. It is the overall conclusion of the ALC that ultimately Anindilyakwa people would be better served if they were to establish their own independent schools. Ultimately the fundamental matters of curriculum (bi-lingual and rich with cultural content) and recruitment (the selection of administrators, principals and teachers) should be decided by Anindilyakwa leaders.



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- (h) Following the clear community desire for an independent school system in the Groote Archipelago, the ALC formed GEBIPCAC to design, build and manage a purpose-built non-government boarding college in the Groote Archipelago for primary school age children to attend and receive a formal education compliant with the goals of the Australian Curriculum (Independent Boarding School). The corporation aims to:
- i. develop strong parent and community engagement through a flexible school structure and learning program that is responsive to community needs;
 - ii. respect the old language and culture through the engagement of key community elders for tuition in formal language instruction and cultural identity;
 - iii. develop a happy and engaging learning environment through strong community participation, growth in student leadership and cultural identity;
 - iv. cater for individual differences by using an inclusive education model and establishing a school-based health and well-being centre;
 - v. utilise a moiety based restorative justice approach for conflict resolution and guide students through a value system based on respect;
 - vi. provide a balanced and culturally safe learning program utilising a bi-lingual approach to instruction and a focus on strong literacy and numeracy skill development; and
 - vii. deliver other education programs in the Groote Archipelago.

5 | Outcome sought for Education in the Groote Archipelago Local Decision Making Agreement

- (a) The agreed outcome for Education, as stated in the Agreement, is a new community-controlled, bi-lingual education system in the Groote Archipelago that allows for Anindilyakwa people to control and take responsibility for their own schools, has a curriculum to enable Anindilyakwa people to live in both worlds, and facilitates a single governance model for education.
- (b) For the Parties, this means:
- i. building an Independent Boarding School for students located in the Groote Archipelago that is to be owned and operated by GEBIPCAC;
 - ii. implementing a bi-lingual curriculum across the Independent Boarding School and the Anindilyakwa Community Schools;
 - iii. Establishing an ongoing program to develop to develop and grow Anindilyakwa education workers to engage both preschool-aged children and school-aged children who are not in school, with the support of the NT Government and considering interactions with Commonwealth programs such as the Remote School Attendance Strategy; and
 - iv. prioritising Early Childhood development and education as well as bi-lingual education for children aged 0-8.

“ The agreed outcome for Education is a new community-controlled, bi-lingual education system.”



6 | Strategy and associated actions to achieve the outcome

- (a) The broad strategy to achieve the agreed outcome is set out below. The Parties may also develop Project Management Plans for those actions where more detail is needed to make informed decisions.

Establishment of Community–Led Governance across the Groote Archipelago Schools

- (b) The ALC and DoE will work collaboratively to create a Groote Eylandt independent education authority that will be responsible for governance of all Groote Eylandt schools over time.
- (c) In preparation for the Groote Eylandt independent education authority, DoE will without undue delay commence work with a view to establishing a governance body across the Anindilyakwa Community schools.

Building an Independent Boarding School for Students Located in the Groote Archipelago

- (d) The ALC sought funding from the Aboriginals Benefit Account for the Independent Boarding School in February 2020.
- (e) The Independent Boarding School is planned to open in 2022, and will accommodate 24 students in Phase 1 of operation. Plans are being prepared concurrently to expand the school to accommodate up to 48 students in Phase 2 of operation (currently scheduled for 2025).
- (f) DoE is supportive of the 2022 opening timeline for the new Independent Boarding School, subject to GEBIPCAC achieving registration as a non-Government school under part 7 of the *Education Act 2015*. To the extent that it is reasonably able, DoE will provide support to GEBIPCAC in dealing with the registration process so that the application for registration can be dealt with and a decision made by the Registrar of non-Government schools as promptly as the circumstances allow.
- (g) GEBIPCAC is required to satisfy all aspects of compliance to achieve registration.
- (h) DoE commits to provide advice to the ALC and GEBIPCAC on the development of their project plan, funding model and financial sustainability plan for the Independent Boarding School to enhance the prospects of GEBIPCAC achieving registration as a non-Government school.

Prioritising Early Childhood Development and Education

- (i) The parties will work together to prioritise early childhood development and education for children aged from birth to 8 years as part of the overarching governance model, to determine how to select and implement activities, programs and services that impact those children, including:
 - i. a range of quality early learning programs in the years prior to school, including preschool and programs that support successful transition into school;
 - ii. universal, targeted and tailored services with an emphasis on improving health and educational outcomes for children, family engagement and parenting capacity building;
 - iii. integrated service delivery that enable families to access a range of services without navigating several service systems; and
 - iv. the development of a local early childhood development and education workforce.
- (j) DoE in partnership with community and experts will establish an approved approach to developing early language and literacy, to support entry into the bi-lingual curriculum.
- (k) DoE will without undue delay commence work to develop the early childhood component of the governance model, using the aims and strategies of the NT early childhood development strategic plan *Starting Early for a Better Future*. As part of this work, a stakeholder engagement plan including a ways of working agreement, consultation and engagement processes will be co-designed with a consultation group identified by the Parties.
- (l) The ALC commits to working with the schools to help engage children aged from birth, and their families, in quality early learning programs.

Development of a Bi-Lingual Curriculum for the Groote Archipelago

- (m) The parties commit to working together to develop a bi-lingual curriculum for the Groote Archipelago, to be utilised in the Anindilyakwa Community Schools, the Independent Boarding School once established and early childhood education. While Alyangula Area School may not necessarily adopt the full bi-lingual curriculum, elements will be made available for their use, such as Anindilyakwa language resources.
- (n) The bi-lingual curriculum will:
 - i. be culturally sensitive to the needs of Anindilyakwa students and enable them to live in both worlds;
 - ii. be contextually relevant for the Groote Archipelago;
 - iii. consider the role that all Groote Archipelago organisations play in the holistic education of Anindilyakwa students;
 - iv. meet the requirements of the Australian Curriculum through the teaching of all learning areas of the Australian Curriculum in the Anindilyakwa language and the learning of English;
 - v. address the key principles and strategies identified in the DoE and NT Board of Studies (BOS) policies and guidelines on the teaching of Indigenous Languages and Cultures and Bi-lingual Education through the strategies identified in the Learning Indigenous Languages and Cultures in the NT;
 - vi. include a curriculum map identifying the scope and sequence and an instructional model for teaching English as an Additional Language and teaching through English as a second language; and
 - vii. be approved by DoE and GEBIPCAC.
- (o) The ALC Language Centre will be responsible for creating a cultural blueprint to be used in the design of the bi-lingual curriculum, noting a bi-lingual curriculum will also require consideration of the English or EAL/D elements of the curriculum. This will include gathering cultural information and providing cultural knowledge and working with the ALC Anthropologists to ensure appropriate consultation with community.
- (p) GEBIPCAC will be responsible for the design and implementation of the bi-lingual curriculum to be used in the Anindilyakwa Community Schools and the Independent Boarding School.
- (q) DoE will provide input and feedback through a Curriculum Reference or Working Group.
- (r) The implementation of the bi-lingual curriculum in the Anindilyakwa Community Schools will follow the phases identified in the Guidelines for the Implementation of Indigenous Languages and Cultures program in schools: Initiating, Embedding and Reviewing Guidelines for the implementation of Indigenous Languages and Cultures and the NT BOS policy on Curriculum, Pedagogy, Assessment and Reporting T- 12.
- (s) Anindilyakwa Community Schools will allocate appropriate and sufficient resources from their school budgets for the implementation of the program and support the development and production of materials in their school identifying where resources may be shared across schools.
- (t) GEBIPCAC will be responsible for training staff to implement the bi-lingual curriculum.
- (u) Schools on the Groote Archipelago will receive ongoing specialist support through DoE based on negotiated identified need.
- (v) DoE commits to co-developing a project plan that will identify the bi-lingual program pathway to be used, as well as resources, timelines and consultation requirements.

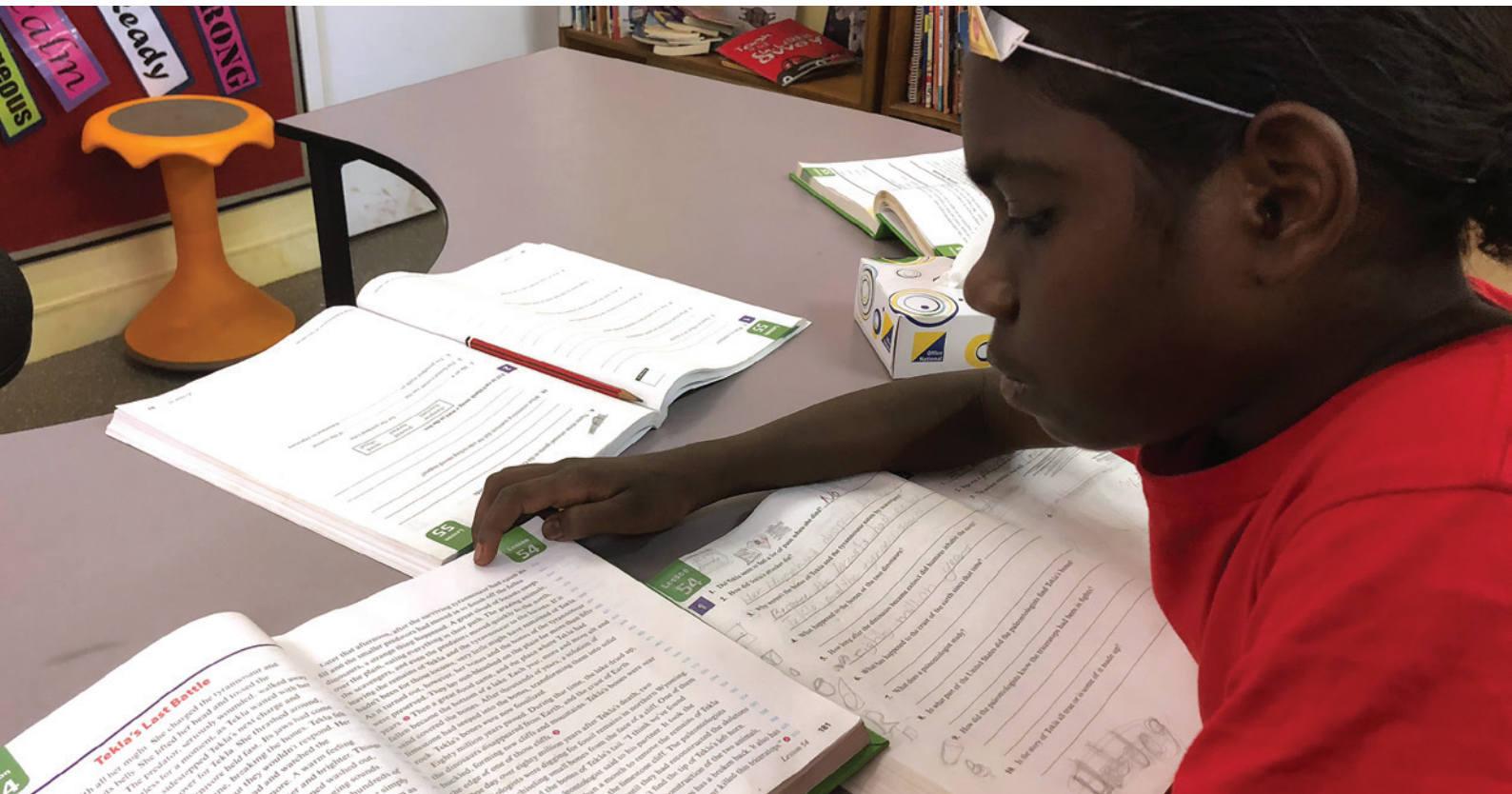
Local Teacher Training

- (w) The Parties agree that they are aiming to substantially increase the amount of Anindilyakwa staff working in Groote Archipelago schools, including in teaching positions.
- (x) GEBIPCAC commits to working with the language centre to engage Anindilyakwa people in the cultural blueprint supporting the bi-lingual curriculum, and to support them to become classroom teachers in the Anindilyakwa Community Schools and Independent Boarding School.
- (y) DoE commits to resourcing a dedicated teacher training coach to support Anindilyakwa people to complete suitable training to deliver bi-lingual curriculum as teachers and assistant teachers. The role will provide support for staff enrolled in teaching pathways and will liaise with the relevant higher education institutions. The commitment of resourcing will be agreed to based on the numbers enrolled in teacher training programs and reviewed regularly.
- (z) That Local Teacher Trainer will be employed by DoE, and their recruitment must be supported by GEBIPCAC.



Staffing Commitments

- (aa) The ALC commits to working with and supporting GEBIPCAC, including the provision of administrative and secretarial assistance to GEBIPCAC. The ALC will also resource an Education Coordinator Position at the request of GEBIPCAC if it becomes necessary to do so.
- (bb) DoE commits to resourcing a Senior Manager position at initially the Senior Administrative Officer 1 level, based in the Groote Archipelago. This position will be assisted by the Regional Director Groote Eylandt within DCM. The role will be reviewed at the end of 2020. This position will be responsible for:
 - i. the coordination and delivery of NT Government commitments contained in this Implementation Plan;
 - ii. liaising with the principals and staff of the Anindilyakwa Community Schools to ensure the implementation of the bi-lingual curriculum;
 - iii. supporting the development of the governance model and its movement to a single governance model with Anindilyakwa people's consent;
 - iv. move to overseeing education provision across the precinct.
- (cc) DoE commits to resourcing a Teacher Training Coach, based in the Groote Archipelago, in accordance with sub-clause 6(y) above. This position will be responsible for supporting a community-based teacher education program that assists Anindilyakwa people to become teachers or assistant teachers.
- (dd) The parties agree to establishing an ongoing program of Anindilyakwa education workers to travel 'on country' and engage both pre-school-aged and school-aged children who are not in school, with the support of the Commonwealth Government.
- (ee) DoE commits to provide housing for all department funded education positions within limits of Government Employee Housing availability.



Input to Recruitment

- (ff) DoE recognises the importance of community voice in the recruitment of education positions, and the role of GEBIPCAC in providing strategic direction and representing community voice for matters of education in the Groote Archipelago.
- (gg) The parties agree to have a GEBIPCAC representative participate on the selection panel for all recruitment in the Anindilyakwa Community Schools as per DoE's Staff Selection Guidelines and Procedures, or must consult with GEBIPCAC prior to recruitment decisions in the Anindilyakwa Community Schools. It is acknowledged that in rare cases, positions may be filled without convening a selection panel to ensure business continuity as an emergency measure.
- (hh) DoE's Chief Executive has delegated authority to approve the employment, promotion or transfer of a person employed by DoE. If a 'panel member' reaches a different conclusion than his/her counterparts, they should outline their view/conclusion in the selection report as part of the discussion. The decision for appointment is ultimately determined by the delegate, noting the delegate may send the panel back to do more investigation or may wish to discuss the dissenting views with the panel.
- (ii) Selection panel members must, unless there are exceptional reasons, have completed the Merit Selection Training provided by the Office of the Commissioner for Public Employment (OCPE). DoE will support GEBIPCAC members to undertake initial and ongoing Merit Selection Training with OCPE.
- (jj) GEBIPCAC commits to working collaboratively with DoE to ensure community engagement in matters of recruitment.

Traditional Owner Funded Programs

- (kk) Traditional Owners of the Groote Archipelago have made substantial investments into programs designed to support educational outcomes in the Groote Archipelago, including sport and recreation, cultural programs and learning on country programs.
- (ll) The ALC and GEBIPCAC commit to ensuring that these programs continue to work collaboratively with DoE and Anindilyakwa Community Schools.
- (mm) The make-up of the programs can change from time to time based on decisions made by the ALC Board. Currently the ALC contributes funding to the following programs:
 - i. Sport and Recreation (Bushfit Mob and AFLNT).
 - ii. In-school and after-school tutoring (Graham Polly Farmer Foundation).
 - iii. Music (ALC Music Program)
 - iv. Arts (ALC Arts Centre)
 - v. Anindilyakwa Language (Groote Eylandt Language Centre)
 - vi. Radio (ALC Radio Team)
 - vii. Media (ALC Media team)
 - viii. Manual Arts and Home Economics (Aminjarrinja and Men's shed)
 - ix. Drug and Alcohol Education
 - x. Parental Support (Save the Children)
- (nn) DoE commits to the Anindilyakwa Community Schools continuing to work with these programs collaboratively and providing adequate support, including adequate staff supervision, for Traditional Owner funded programs where the Anindilyakwa Community School has agreed to run the program.

Trade Training Centres

- (oo) The ALC 15-year strategic plan reflects a clear desire from Anindilyakwa people to create clear, multiple pathways from school into training and employment.
- (pp) The parties recognise the trade training centres in each of the Angurugu and Umbakumba community schools have the potential to assist in the delivery of critical pre-employment training.
- (qq) DoE agrees to provide reasonable access to these centres to the ALC and/or its nominated providers, subject to education requirements, for the purpose of providing pre-employment training including adult language, literacy and numeracy programs.
- (rr) The parties agree that Anindilyakwa Community Schools will enter negotiations with ALC and/or its nominated providers to develop user agreements in accordance with DoE's Community Use of School Facilities Policy and Guidelines.
- (ss) The Parties agree that the user agreement with Anindilyakwa Community Schools will require regular (at least 12 monthly) reviews to consider other opportunities for access by the ALC and/or its nominated provider.

Health

- (tt) The ALC and NT Government are currently considering an Implementation Plan for Health in the LDM framework. However, the parties recognise that health is a significant barrier to learning and is a contributor to the poor education outcomes in the Groote Archipelago.
- (uu) DoE commits to the continued integration of health services into the Anindilyakwa Community Schools under an agreement with NT Department of Health.

Assessment and data collection

- (vv) The NT Government undertakes that any data to do with education outcomes on the Groote Archipelago is collected in a culturally respectful manner and shared with GEBIPCAC.
- (ww) DoE commits to undertaking the necessary processes to ensure that the sharing of the student's information with GEBIPCAC is authorised.

Future independent school model

- (xx) The parties recognise the long term aim of having a single, coherent education system in the Groote Archipelago.
- (yy) In accordance with Section 7 below, the parties commit to regular (6 monthly) reviews of progress of this Implementation Plan to consider whether the Anindilyakwa Community Schools should be transitioned into the independent school model.

7 | Review of Implementation Plan

- (a) The introduction of the Independent Boarding School and formation of GEBIPCAC represents a significant change to the education system on the Groote Archipelago. The parties recognise that GEBIPCAC's core operations are likely to grow significantly over the next two years.
- (b) Reflecting those likely developments, as part of regular (6 monthly) reviews the parties agree to revisit this Implementation Plan to consider whether the Implementation Plan needs to be varied by agreement to reflect the overarching commitment of the Parties to a single, locally controlled education model in the Groote Archipelago.

8 | Policies and Reforms that may impact the Implementation Plan

- (a) The Parties agree that the Implementation Plan may require review from time to time in relation to changes to ALC or Commonwealth and NT Government policy, strategy and legislation, the 6 monthly review process between the parties should be used as a mechanism to review aspects of the Implementation Plan if required.
- (b) The NT Government has appointed a Treaty Commissioner and has signed a MoU with the four NT Land Councils to progress discussions on the possible development of a Treaty or Treaties. This ongoing discussion may interact with this Implementation Plan.

9 | Risk Management

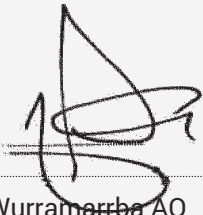
- (a) (a) The Parties will adopt a risk management approach which identifies and mitigates undue risk to achieving the agreed outcomes and strategies.



10 | Signing

- (a) As is the case with the Agreement, the Parties to this Implementation Plan acknowledge that its provisions are not legally enforceable. However, that does not lessen the commitment of the Parties to achieve the Implementation Plan Outcomes and deliver on the Strategy.
- (b) The Parties agree that the transfer of Education responsibilities and control will be supported by legally binding processes (e.g. transfer of legal title, contracts and/or funding agreements for services, or other legal agreements).

Signed by



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Tony Wurramarrba AO
Chairman
Anindilyakwa Land Council

Date: 30 / 4 / 2020



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Mark Hewitt
Chief Executive Officer
Anindilyakwa Land Council

Date: 30 / 4 / 2020



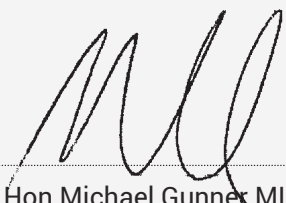
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Ida Mamarika
Chairperson
Groote Eylandt and Bickerton Island
Primary College Aboriginal Corporation

Date: 30 / 4 / 2020



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Colleen Mamarika
Deputy Chairperson
Groote Eylandt and Bickerton Island
Primary College Aboriginal Corporation

Date: 30 / 4 / 2020



The Hon Michael Gunner MLA
Chief Minister of the Northern Territory,
on behalf of the Northern Territory Government

Date: 30 / 4 / 2020



The Hon Selena Uiibo MLA
Minister for Aboriginal Affairs, Education and Workforce
Training and Member for Arnhem

Date: 30 / 4 / 2020



Karen Weston
Chief Executive Officer
Department of Education

Date: 30 / 4 / 2020

Witnessed by



Andrew Cowan
Deputy Chief Executive Officer
Department of the Chief Minister

Date: 30 / 4 / 2020

11 | Dedication

Provided by the Amagula family and translated by the Groote Eylandt Language Centre.

Ena Implementation Plan ngarrakumakinama daka-langwa dadamamalya.

This Implementation Plan is signed in the memory of Ms J. Amagula, who worked tirelessly to progress the Education of her people.

Yingarumindina-manja angkababurna-langwa yingalikenuma skuluwa. Biya yingijerrukwa-manja skula ngalilangwa mangma numambilyuma dadikamamirikaja-yada wurriyukwayuwa skul-manja. Yadikina-langwiya yinguwardanguma skul-manja akwa nara kingilalika akina warka yinguwardanguma ngawa, kema yingilikena Batchelor-wa akwa amurndekibina amikbiya warka yinguwardanguma literacy akwa numeracy yelakwa community-manja, nara kingiyakwabajina amurndakina. Dakina ngawa yinguwardanguma yandilangwa yingijerrukwa Certificate Four. Akwa arakba dakina dubungkawa skul-langwa.

As she was growing up, every day she went to school. When she finished school, her mind was focused on helping children at school. From there, she kept on working at the school, then she went to Batchelor College for training. Her pathway to teaching started as a young student teacher who wanted to build literacy and numeracy in her community. When she finished at Batchelor, she got a Certificate IV for teaching and became the Chairperson of the Ngakwuralangwa College, a collective of Groote Archipelago schools.

Akena wulyarra-wiya dakina angbilyuwa yingakakburranga akwa yingilikena Darwin-uwa dakina ngawa nara kingiyakwabajina ngalilangwa community. Ebina warka yinguwardanguma naringamirikajama wurrumangkadirra-manja akwa nara kingilyangmuridina diyirribiriba ngawa yinguwardanguma ebina wurrumangkadirra-langwa akwa ngarnumamalya-langwa warka. Dakina yingingayindanguma ena community kabungkawadinuma akwa karrakakirumaki-yada wurriyukwayuwa enena-manja ayangkidarrba. Dakina ngawa didirruwa yinguwarduwardanguma kajungwa kengekburakajungwuni-yada ngakwurrilangwa-langwa wurriyukwayuwa kembirra adirringekburna ngakwurrilangwa skula kuwangkarrini-yada adirrubura. Dakina dakakiruma-baba akina eningaba education karrakuwilyakinama wurrakina wurriyukwayuwa eningeningaba kuweningmidini-yada akwa kema kabungkawadini-yada eningerribirra-manja warka ambakumurra-yada.

Then, she became sick and she went to Darwin, but still she never forgot her community. In the work she was doing in Darwin, she helped Wurrumangkadirra and she never gave up, kept on working both ways. It was her vision to educate our kids by having community control, and she fought to make an improvement in the lives of our people because education leads to a better lifestyle, and is the key to a pathway towards a career.

Akina yingiyamama kajungwa ngarrarumuruma akiyamina-yada ngakwurrajokwaba warningerribirra-manja wurribina nuwangbilyuwadinuma yelakwa dakina ngarrangmamikajama ngalilangwa ngarnumamalya nara kingilyangmirndina diyirribiriba ngawa yinguwardanguma yandilangwa ngarrangilalika ngalilangwa ngarnumamalya akwa ngalilangwa wurriyukwayuwa.

She set an example for adults, younger generations and her children to follow in her footsteps. Whenever a person got sick anywhere she was there to help them. She never gave up caring about education until she left her people and her children.

Wurrumirndakibina narrerrikerranguma abirrilangwa ekirra eneni-manja jurra wurrumirndakakina nayaminama ngeniyerriya ngarnumamalyu-wa akwa wurrumangkadirru-wa. Ngarriwurrakibina ngarramamikajuwama wurriyukwayuwa-manja enena-manja ayangkidarrba. Akeningmidini-yada ngarningangkawura ngawa ngarnumamalya-langwa akwa wurrumangkadirra-langwa.

The signatories also acknowledge the contributions of all past, present and future Warnumamalya and Wurrumangkadirra educators whose contributions assisting Anindilyakwa children across the Groote Archipelago to be successful in both worlds is recognised and valued.



