NYANGATJATJARA ABORIGINAL CORPORATION

(trading as Nyangatjatjara College)

ABN: 15 993 442 008 **ICN: 1838**

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ANNUAL REPORT 2025
PRINCIPAL: PAUL UNSWORTH 2025 – SUBMITTED BY ACTING CEO/PRINCIPAL ANNE ENGLISH 2026

GENERAL

Nyangatjatjara College strives to provide a high-quality education to Anangu learners so they can reach their potential academically, socially, emotionally, and culturally. The College partners with regional providers and stakeholders to ensure a whole-community approach to education.

To understand what local Anangu peoples want and expect from schooling, the College invests significant time in community consultations conducted in two-way language and culturally appropriate ways of working.

THE COLLEGE

Nyangatjatjara College is a small, multi-campus school catering for primary and secondary students from the communities of Imanpa, Docker River, and Mutitjulu in the south-west central region of the Northern Territory.

Established in 1997, the College is the only NT Aboriginal school providing secondary education south of Alice Springs. It was originally designed with boarding accommodation at the Yulara Campus; however, boarding ceased in 2010.

Key expansions include:

- **2015:** Operation of Docker River Primary School commenced, enabling seamless Foundation–Year 10 provision.
- **2023:** Expansion into Imanpa to operate Imanpa Primary School.
- **2024:** Imanpa Primary officially became part of the College's campus network.

The College continues to offer age-appropriate secondary education in each community but has noted a steady decline in secondary-aged attendance. This trend is being addressed and will continue to be a priority.

GOVERNANCE MODEL

The Nyangatjatjara Aboriginal Corporation (NAC) is a body registered under the Corporations (Aboriginal and Torres Strait Islander) Act 2006. It is responsible for managing the affairs of the College with a Board that consists of two representatives from each of the three communities who are elected by the NAC members. Directors are elected for a two-year term. In addition, two independent representatives are appointed as Directors; one with expertise in the field of education and the other with financial expertise.

BOARD OF DIRECTORS

The names of the Directors standing for the 2025 financial year are:

Tanya Luckey	Imanpa
Lesley Luckey	Imanpa
Raelene Kunoth	Docker River
Mervyn De Rose	Docker River
Pollyanna Mumu	Mutitjulu
Miriam Jingo	Mutitjulu
Sam Osborne	Independent – Educator – UniSA
Neil McLeod	Independent – Finance
Paul Unsworth	CEO/Principal

STAFF
The following people worked at the College across 2025

Teaching staff	Non-teaching staff	Anangu staff
Alexander Dunton	Melissa Hargraves	Tahlia Lester
Kyla Mamic	Joy Tucker	Priscilla Connolly
Tanya Moon	Ricky Boston	Priscilla DeRose
Rob Roughley	Dwain Phillis	Andrew Smith
Stephen Smith	Cassia Orlando	Alison Norman
Zoey Harris	Paul Unsworth	Johnny Naylon
Naomi Birch	Shane Cumming	Charmaine Naylon
Dearne Hayes	Christelle Panganiban	Florrie Cooper
Heather Burnett	Mari Op't Hoog	Janet Wirri
Nick Cooke	Mariane Zanzini	Chris Dixon
Nick Eddy	Sakiusa Dravo	Linely Watson
Janet Armitage	Hoang Doan	
Nazario Panganiban	Bailey Hayes	
Dale Ward		

PROFESSIONAL PROFILE
Staff with Degrees - 11
Staff with Honour's Degree - 0
Staff with Master's Degree - 2
Staff with PhD - 2

STAFF RETENTION
Staff who continued in employment from 2024-2025:
Management: - 4
Teachers: - 7
Support: - 10 (6AEWs)

STAFF PROFESSIONAL LEARNING
In 2025, all staff including teaching and non-teaching, participated in a range of professional learning. This included:
Mandatory Reporting and Child Safeguarding
Four-wheel drive courses
Kitchen safety
Curriculum development skills
To maintain registration in the Northern Territory, all teachers are required to undertake 100hours of professional learning over a five-year period. The College provided a total of 20 hours of on-site professional learning with support from a range of organisations including AISNT.

ANANGU STUDENTS
A total of 118 students were enrolled during 2025. At Census, 64 students attended (47 secondary**,** 71 primary).

All students reside in Imanpa, Docker River, and Mutitjulu and speak Pitjantjatjara as their first language. Many also speak other Central Australian Aboriginal languages.

The College recognises each student as an individual and strives to meet their unique needs.

SUMMARY OF ENROLMENT AND ATTENDANCE COLLECTIONS 2025

CAMPUS	TERM 1	TERM 2	TERM 3	TERM 4	OVERALL
IMANPA PRIMARY	12	16	15	8	51
IMANPA SECONDARY	1	3	2	1	7
DOCKER RIVER PRIMARY	19	18	28	12	71
DOCKER RIVER SECONDARY	3	5	7	2	17
YULARA SECONDARY	21	17	12	7	57
TOTAL	56	59	64	30	209

STUDENT RETENTION
Extract from CIVICA Enrolments Register

YEAR	TOTAL ENROLMENTS	TOTAL MALES	TOTAL FEMALES	TOTAL PRIMARY	TOTAL SECONDARY
2025	118	63	55	70	48
2024	88	49	41	36	52
2023	159	82	77	55	104
2022	169	77	92	79	90
2021	163	75	88	67	96

NAPLAN
The College encourages all eligible students to participate in NAPLAN. While NAPLAN does not always reflect the capabilities of most Anangu students, it remains valuable for resource allocation and measuring growth.

NAPLAN Participation (2025)
- Total participants: 42

Average Scaled Scores
- Writing: 191.05
- Reading: 296.17
- Spelling: 273.36
- Grammar & Punctuation: 136.23
- Numeracy: 304.25

Participation by Domain
- Writing: 17 students – 40.5%
- Reading: 13 students – 31.0%
- Spelling: 13 students – 31.0%
- Grammar & Punctuation: 13 students – 31.0%
- Numeracy: 12 students – 28.6%

The College remains committed to improving literacy and numeracy outcomes through targeted interventions, differentiated instruction, culturally responsive teaching, and individual learning plans.

Future initiatives will focus on further developing foundational literacy and numeracy skills, supporting students through tailored individual learning plans, and fostering a positive learning environment to improve attendance and overall academic achievement.

ANANGU EDUCATION WORKERS (AEW) and COMMUNITY ENGAGEMENT
Throughout 2025, strategies were implemented to increase AEW confidence and capacity, including:

- Clearer communication from teachers
- AEW participation in small-group learning
- Establishing routines and rotations
- Using AEW knowledge and skills
- Involving AEWs in staff meetings and PL
- Supporting AEWs to engage community members in on-Country learning

Recruitment improved, but availability, punctuality, reliability, and consistency remained challenges. The College approaches this with cultural sensitivity, acknowledging AEWs' significant community obligations.

A larger AEW pool is being established to allow flexibility and specialised cultural knowledge.

FACILITIES
Facilities across all campuses are generally in good condition. Regular maintenance includes:

- Pest control
- Air conditioning servicing
- Fire equipment checks
- Electrical testing and tagging
- First aid equipment checks

These occur at six-monthly intervals. Other maintenance needs are addressed internally in a timely manner.

External WHS audit: Conducted by Bramwell Partners. The audit scope included documentation review and site visits in Yulara, Imanpa, and Docker River.

Campus works :

- 5 new dongas for staff accommodation at Yulara Campus.
- Plumbing for new dongas
- Lighting in boarding house staff accommodation

Government House checks:

- Annual check in Docker River, Imanpa, and Yulara.

Vehicles/Fleet:

- Install due controls on Hilux for Driver Training vehicle
- New trailers with one that will be built into a BBQ trailer for Yulara

Lock replacements after break-ins:

- New locks and padlocks with a master key were fitted at Imanpa campus.

HIGHLIGHTS FROM 2025
Key programs, projects, and partnerships included:

- Mala survey with the Uluru-Kata Tjuta National Parks department – students assisted Park Rangers in an overnight survey of the mala population. Students used literacy and numeracy skills to gather data and information about the mala that is then compared to previous data and used to make plans for the future.
- Strengthened reciprocal partnership with Immanuel College (Adelaide) funded by the Yadha Muru Foundation that enabled our two schools to visit and participate in activities such as on-Country learning, mainstream schooling practices, city versus country living, and compare and learn from different cultural and language experiences and knowledge. The two schools shared literacy learning through visual and oral literacies, as well as written and digital options too.

- Indigenous Road Safety Academy - IRSA Driving Program – funding for 1 car and 1 staff member to deliver the program at each campus. Resources for learning and teaching including road mats and cars, and a range of other classroom resources
- Continued partnerships with the ThumbsUp to develop student learning through music and dance.

Nyangatjatjara College leadership endeavours to provide an education that matches the priorities of the Anangu peoples that includes education, employment, and enterprise. The College remains committed to literacy, numeracy, work readiness, and strong partnerships with organisations such as Congress and Voyagers Resort.

We have learned that to gain a deeper and more authentic understanding of Anangu students' thoughts and understandings, an appreciation and value of their language is essential so we use interpreters and oral language as an anchor for our learning.

College Leadership works with the community to address their priorities of education, employment, and enterprise through clear direction and authenticity. As educators, we realise we must maintain and develop a stronger understanding of the needs of the community as it changes and grows. Our challenge is to meet the expectations and preferences of families and senior members of the greater community in a consultative and collective manner. Over the past few years, the College has and will continue to work diligently to address the needs in literacy, numeracy, and work readiness. We will continue to develop strong partnerships with other community stakeholders such as Congress and Voyagers Resort to maximise opportunities for training, work experience, and future employment pathways that meet the needs of our students and the community.

Anne English
CEO/Principal
Nyangatjatjara College