NYANGATJATJARA ABORIGINAL CORPORATION
(trading as Nyangatjatjara College)
PO Box 171, Yulara, NT 0872

ABN: 15 993 442 008 ICN: 1838

ANNUAL REPORT 2024 – NYANGATJATJARA COLLEGE
Principal: Mike Tucker 2024, submitted by Dr Paul Unsworth 2025.

GENERAL

Nyangatjatjara College strives to provide a high-quality education to Anangu learners so that they can reach their potential – educationally, socially, emotionally and spiritually – to enable them to participate fully in life in Australia in the 21st Century. The College partners with providers in the region to ensure a whole-of-community approach to education provision. To discover what local Anangu truly want and expect from schooling, the College invests significant time and effort in community consultation, conducted whenever possible in language and in a culturally appropriate manner.

THE COLLEGE

Nyangatjatjara College is a relatively small set of schools catering for primary and secondary aged students from the communities of Docker River, Imanpa and Mutitjulu located in the south-west of the Northern Territory. Established in 1997, Nyangatjatjara College is the only Northern Territory Aboriginal school to cater for the needs of secondary aged students south of Alice Springs. It was established to provide Anangu students with the opportunity to undertake secondary education without having to leave the region. Initially the College was designed to include a boarding component at our Yulara Campus.

For several reasons, the boarding school option became unfeasible and boarding officially ended during 2010. In 2015 the College took over operation of the Docker River primary school, meaning that in that community there is a seamless provision of education from Foundation to secondary F-10. In 2023 the College made the move to expand further in the Imanpa Community with an approach to operate the Imanpa primary school. In 2024, Imanpa Primary school became officially part of the College set of schools. The College continues to offer age-appropriate secondary education to each community but has noted a steady decline in students of secondary age attending school. This trend will need to be addressed in 2025.

GOVERNANCE MODEL

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

BOARD of DIRECTORS

January 2024 – December 2024
The names of directors standing for the 2024 financial year are shown below.

Priscilla Connolly	Docker River
Raelene Kunoth	Docker River
Lesley Luckey	Imanpa
Tanya Luckey	Imanpa
Kumunara Coulthard	Mutitjulu
Pollyanne	Mumu Mutitjulu
Sam Osborne	Educator, UniSA
Neil McLeod	Finance, Independent

STAFF
The following people worked at the College across 2024:

Teaching Staff	Non-teaching staff	Anangu Staff
Mike Tucker Alexander Dunton Kyla Mamic Tanya Moon Rob Roughley Stephen Smith Bridget Agius Zoey Harris Mabu Lawther Susan Phillips Naomi Birch	Melissa Hargraves Joy Tucker Shella Bonnie Ricky Boston Coralie Boyd Dwain Phillis Cassia Orlando	Tahlia Lester Lesley Luckey Tanya Luckey Antonio Sua John Woods Priscilla Connolly Priscilla DeRose Andrew Smith Kumuna Coultard Alison Norman

PROFESSIONAL PROFILE
Number of Staff with Degrees 16
Number of Staff with Honours 0
Number of Staff with Master's Degree 4
Number of Staff with PhDs 0

STAFF RETENTION
Staff who continued in employment from 2023 into 2024:
- Management 5, Teachers 7, Support Staff 17 (includes 9 AEWs)
- 3 Teacher vacancies remained open across most of 2024.

STAFF PROFESSIONAL LEARNING
In 2024 all staff (both teaching and non-teaching) participated in a wide range of professional learning. These included, Mandatory Reporting, Four-wheel drive courses, Communication skills and College-wide Curriculum development skills. To maintain registration in the Northern Territory, all teachers are required to undertake 100 hours of professional learning over a five-year period. The College provided a total of 20 hours of professional learning on-site in 2024 with support from a number of organisations including AISNT. A recurrent cost in 2024 was the professional learning required to support the communication development with Class Act 2023.

ANANGU STUDENTS
Overall, 94 students were enrolled at the College during the 2024 school year.
At the annual census 57 students attended (24 secondary, 33 primary). All students (excluding 3) reside in the communities of Docker River, Imanpa and Mutitjulu, and almost all speak Pitjantjatjara as their first language. Many students speak other Central Australian Aboriginal languages as well. Nyangatjatjara College recognises that all students are individuals and strives to meet the needs of every student.

SUMMARY OF ENROLMENT & ATTENDANCE COLLECTIONS 2024

CAMPUS	Term 1	Term 2	Term 3	Term 4	Overall
Docker Primary	16%	14%	33%	31%	**23.5%**
Docker Secondary	11%	10%	13%	11%	**11.25%**
Imanpa Primary	52%	37%	36%	46%	**42.75%**
Imanpa Secondary	14%	7%	12%	6%	**9.75%**
Yulara Secondary	23%	25%	26%	21%	**23.75%**
Total	**23.2%**	**18.6%**	**24%**	**23%**	**22.2%**

STUDENT RETENTION

Extract from CIVICA Enrolments Registers

	Total Enrolments	Total Males	Total Females	Total Primary	Total Secondary
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 testing, although it is fair to report that NAPLAN testing and reporting does not necessarily match the capacities and levels of most Anangu students who participate. We do recognise that NAPLAN results do favour into acquisition and deployment of additional teaching and learning resources, and the College sees value in NAPLAN as a means to measure and compare growth in English literacy and numeracy attainment.

NAPLAN Results

In 2024, a total of 18 students from Nyangatjatjara College participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). Students undertook assessments in Writing, Reading, Spelling, Grammar & Punctuation, and Numeracy across Year 3, Year 5, Year 7, and Year 9.
The results of the assessments provide valuable insights into student learning and help inform teaching strategies to support continued academic growth. The average scaled scores for each domain were as follows:

- **Writing**: 171.58 (Needs additional support)
- **Reading**: 113.58 (Needs additional support)
- **Spelling**: 264.66 (Needs additional support)
- **Grammar & Punctuation**: 250.20 (Needs additional support)
- **Numeracy**: 239.18 (Needs additional support)

The College's overall participation rate in NAPLAN was 25 per cent of eligible students. Participation rates in each test were as follows:

- **Writing**: 22.23% (4 students)
- **Reading**: 22.23% (4 students)
- **Spelling**: 27.78% (5 students)
- **Grammar & Punctuation**: 27.78% (5 students)
- **Numeracy**: 27.78% (5 students)

These results are compared against both Northern Territory and national averages to identify areas of strength and improvement. The college remains committed to enhancing literacy and numeracy outcomes through targeted intervention programs, differentiated instruction, and culturally responsive teaching practices. Future initiatives will focus on further developing foundational literacy and numeracy skills, supporting students through tailored learning plans, and fostering a positive learning environment to improve overall academic achievement.

AEW & COMMUNITY ENGAGEMENT

Throughout 2024, strategies were explored to increase the level of Anangu Education Workers (AEWs) confidence and participation in classrooms. These strategies included encouraging teachers communicating more clearly with AEWs what needs to be done to support students in the classroom, inviting AEWs to regularly join small teacher lead group work until they were confident to work with the group themselves, establishing a routine around classroom set up for different student activities and, using AEW skills, ideas and feedback to support a meaningful learning program that engaged students. AEWs were also invited to attend after school meetings with teachers on campus and weekly meetings with other teachers across the 3 communities via Teams.

Greater effort was devoted for AEWs to engage fellow community members in the planning and implementation of On Country visits which followed its lead via On Country Learning Measure funding. Despite some obvious gains in recruiting AEWs and integrating their work in and outside of class, there were limitations in their availability and attendance to work. The College views this as part of working with Anangu as many AEWs have considerable obligations and pressures to navigate. We would ideally move to establishing a pool of AEWs and community members who could be invited into College activities in blocks to lead various culturally framed activities to lift student's cultural knowledge across 2025.

FACILITIES

Generally, the College's facilities across the three campuses are in good repair. The College prides itself on retaining its frequent maintenance schedules on all assets: pest control, air conditioning, fire equipment and electrical test and tagging are all conducted 6-monthly and maintenance requests are actioned in a timely manner.

An external Workplace Health and Safety Audit was conducted in 2024. The audit scope included documentation review and site visits to our campuses at Yulara, Kaltukatjara (Docker River) and Imanpa. The site visits were assessed through the *Safety Culture System* with the following results: Yulara 88.68%, Imanpa 97.6% and Kaltukatjara (Docker River) 91.1%. Our documentation was reviewed through the *CheckNTick System* across the following areas: Asset Management (plant, equipment and resources); OHS Arrangements (leadership, planning, policy, procedure); OHS Hazard Management (hazard identification, risk assessment, monitoring and control); Food Safety Management and Liquor Control. Using this system the College received a score of 73.3%. The College has also committed to a complete review of all Policies and Procedures starting in 2024.

At our Yulara campus we replaced the aged solar hot water systems and timers on both Boarding Houses and installed heaters into Boarding House B. Other major repairs include but are not limited to; 4 flood lights on basketball court repaired, upgrade bollards and driveway light poles, upgrade air-conditioning units in classroom and kitchen, completed fencing around solar farm, replaced storm damaged sails near classrooms, installed satellite TV boxes for Yulara teacher and visitor housing, set up a new overflow parking area and repaired underground drainage pipes near the kitchen. A new ride on mower was purchased and will arrive in 2025 to support our grounds staff maintaining the Yulara campus area. One of the single transportable dongas purchased from UKTNP has been refitted. The remaining 3 double dongas require considerable capital investment.

Northern Territory Government handed over the Imanpa Primary Campus to the College at the start of 2024. The College installed new fencing around the perimeter of the Primary School and new air conditioning units in each classroom. Major roofing repairs were undertaken in teacher housing.

A major hurdle and cost for the College in 2024 were the multiple breaks ins at Kaltukatjara (Docker River) at the beginning of Term 1. This included major repairs to our Primary and Secondary Campuses and Teacher Accommodation. We are happy to say that the unrest was resolved, and no further break ins occurred for the remainder of 2024.

HIGHLIGHTS 2024

After making considerable headway in planning and setting a new culture within the College which was made visible through the Code of Conduct and Self-Regulation Well-Being programs implemented this year. Our focus was on getting more students on-country, reconnecting with well know service providers and making the most of our Certificate training.

Our partnerships with CLC rangers in Docker River and from Mutitjulu and work with the Uluru-Kata Tjuta National Park gave students some interesting opportunities with the local fauna and flora. We continued the project with Charles Darwin University (CDU) and Uluru-Kata Tjuta National Park around investigations into the ecology of the iconic Central Australian lizard the Thorny Devil (Ngiyari). This gave the students the opportunity to do some real work in a project that has

been initiated here by the College and heavily connected to the country well known to our students. This project allowed a strong connection between several strands of work that have been progressing over recent times.

This would include our “on-country” and cultural/language work, Culturally Responsive Pedagogy work and partnership work with the National Park, CDU and School to Work transition. The CDU part of this project has received some solid funding of approx. $80 000, which will secure some extensive field work over the next 1 to 2 years. Yulara campus also participated in the, now annual, fauna survey conducted in several sites across Uluru-Kata Tjuta National Park. This was an enjoyable experience with a campout overnight and some very hands-on work with the fauna. A highlight for students working on their Certificate 1 in Conservation and Ecosystem Management. We were able to make a significant move and establish an ongoing relationship with Mala Rangers in Mutitjulu and the Operations section of UKTNP.

The College received funding to run a targeted well-being program, “Strong Minds, Strong Culture”. The program ran until the end of 2024 and focuses on developing identity, confidence, on-country experiences, authentic work exposures and ultimately workforce readiness, in a student’s area of interest and suitability. We are very appreciative of the significant support of the Anangu Community Foundation (ACF), a Voyages sponsored organisation.

Continiuing this lead the College received funding to partner with a city-based school – Immanuel College – through the formation of a City Country Partnership Agreement. A major highlight for staff and students was a trip to Adelaide to work in their college and experience more mainstream education practices and lifestyle. Immanuel College also visited our college in a reciprocated manner.

The leadership of Nyangatjatjara College is highly aware that the education we provide for children must match the priorities of Anangu. We have learned over recent years that the only way to gain a deep and authentic understanding of Anangu’s thoughts in this area is to work in a structured and profound way using language interpreters and asking the right questions. The reiterating of the three Es (Education, Employment and Enterprise) in our direction as foundations gives clear and concise direction. The artwork provides an authenticity to our planning and makes the vision clear.

We as educators have a better understanding of what community members truly want and expect. Our challenge is to meet those expectations and expressed preferences of families and senior community members, a task that we continue to undertake in a consultative and collective manner. Over the past 5 years our College continues to work hard in the key areas of literacy and numeracy and progress has been made. In 2023 as well as prioritising learning on-country and creating links to the world of employment, Anangu communities have made it clear that they want pathways for young people to work in real jobs, in and around their own communities. To this end we continue to work on maximising the opportunities for training and work experience options in areas such as ranger work and land management, hospitality, swimming pool supervision, education, health, and tourism – industry sectors that predominate in remote communities.

Mike Tucker / Dr Paul Unsworth
CEO Principal
Nyangatjatjara College