The Hon. Peter Chandler MLA
Minister for Education

Dear Minister,

In accordance with the reporting provisions of Section 45 of the Batchelor Institute of Indigenous Tertiary Education Act 2012, I have the pleasure to present, for tabling in the Northern Territory Parliament, the Report of the Council of Batchelor Institute of Indigenous Tertiary Education for the year ended 31 December 2012.

Professor Markham Rose
Chairperson, Institute Council
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Cover artwork
Artist: Natassia Ryan
Title: Tasha Bird
Screen print of cockatoo flying over Santa Teresa
Original artwork by Natassia Ryan, Certificate I in Visual Arts and Contemporary Craft student, Batchelor Institute of Indigenous Tertiary Education. ©2012 Artwork reproduced with permission from the artist.

Natassia Ryan is originally from Santa Teresa and now lives and works in Alice Springs. Natassia has been painting with Bindi Inc. for the past five years and loves to paint birds and make shirts for her friends.
During my term as Chairperson, it was a privilege to participate in the 2012 Graduation Ceremony at the Batchelor campus. The enthusiasm of staff and graduating students and the strong support of stakeholders was very heartening and encouraging to witness.

I would like to acknowledge the commitment and contribution made by the other members of the Interim Council: Kevin Gillan, Richard O’Sullivan and Karmi Sceney who gave up their valuable time and who made a difference.

I extend my best wishes to the new Institute Council as well as to Institute staff on what I hope will be a long-term successful journey for Batchelor Institute of Indigenous Tertiary Education.

John Ah Kit
Chairperson
Interim Council
2012 was another exciting year in the re-emergence of Batchelor Institute of Indigenous Tertiary Education as a dual sector provider committed to providing culturally safe and sustainable education and training that fosters the aspirations of Aboriginal and Torres Strait Islander people. In so doing, the Institute contributes to the cultural, social and economic development of our nation.

As a Registered Training Organisation (RTO), Batchelor Institute has delivered vocational education and training with a focus on remote delivery; vocational areas aligned to remote community employment opportunities; and foundation skills, including work readiness and pathways to higher education. The majority of training has been undertaken in collaboration with other organisations to maximise the resources available to support delivery, to develop more effective engagement and learning models and to ensure that there are genuine employment or further education or training pathways for participants. The six key areas of focus have been:

- Community Services
- Conservation and Land Management
- Construction and Mining
- Creative Industries
- Health and Well Being
- Foundation Skills.

Batchelor Institute has worked towards establishing itself as an RTO with considerable expertise in addressing foundation skills to improve student outcomes in subsequent accredited vocational training. This will form the framework for Batchelor Institute to continue to be an RTO of choice for Aboriginal and Torres Strait Islander people with the implementation of the National Partnership Agreement ‘Skills Reform’.

The most notable achievement in 2012 was the Training Collaboration Award the Institute won at the National Training Awards. This was for Batchelor Institute’s collaboration with the Minerals Council NT in the delivery of an Indigenous mining pre-employment program that achieved very high retention rates.

The Institute continues to access a substantially increased amount of external funding and has established improved pathways to higher education through the Education Support Worker and Aboriginal and Torres Strait Islander Health Worker programs. The Institute is also putting in place a vibrant remote VET in Schools (VETiS) program to boost the future engagement of Indigenous youth.

In 2012, Batchelor Institute of Indigenous Tertiary Education transitioned its enabling, undergraduate and post graduate coursework programs into a collaborative partnership with Charles Darwin University known as the Australian Centre for Indigenous Knowledges and Education (ACIKE).
Initial enrolments in this new venture have been disappointing. Market acceptance is expected to increase in future years when there is better understanding of the quality of the programs, the student support services offered and the range of learning options available. The benefits of the ACIKE partnership will also shine once the first cohort of ACIKE students begin to share their learning experiences.

In particular the Preparation for Tertiary Success, an enabling program developed specifically for Aboriginal and Torres Strait Islander students, has become increasingly popular. The opportunity exists to promote the Institute’s culturally appropriate learning environment and the ‘mixed mode’ delivery option, where students attend workshop blocks at our Batchelor and Desert Peoples Centre campuses that have been significantly enhanced by new online learning resources.

Strongly supported by a three year Collaborative Research Network (CRN) grant, the Institute’s journey to concentrate its research effort and build quality and success has continued to gain momentum. This is based on the following six objectives:

- Focusing research activity and building profile
- Building research capacity, expertise and resources
- Strengthening the research culture of the Institute
- Building research networks and partnerships nationally and internationally
- Improving quality and performance in HDR outcomes
- Increasing research income and output.

The amended Batchelor Institute of Indigenous Tertiary Education Act commenced on 14 May 2012 and an Interim Council was put in place. I would once again like to acknowledge members of the previous Executive Council: Yvonne Cadet-James (Chairperson), Noelene McCormick, Ted Murphy and Bronwyn Riedel for the direction they provided the Institute.

I would also equally like to thank members of the Interim Council that operated for the remainder of the year: John Ah Kit (Chairperson), Richard O’Sullivan, Karmi Sceney and Kevin Gillan for their strategic input.

The support that Batchelor Institute of Indigenous Tertiary Education receives is quite humbling and the challenge for the organisation is to continue to improve the outcomes it achieves for Aboriginal and Torres Strait Islander people through education and training. I am confident that, with the highly professional and committed workforce we have in place, we are now well and truly on track towards achieving this.

Adrian Mitchell
Director
Who we are

Batchelor Institute of Indigenous Tertiary Education exists to serve the education needs of Aboriginal and Torres Strait Islander people across Australia. Engagement with Indigenous Australians is fundamental to the vision, values, governance, operations and delivery functions of Batchelor Institute. To this end, Batchelor Institute is governed by a Council and an overarching Indigenous Advisory Council. The daily operations of Batchelor Institute and the delivery of services are guided by a series of culturally specific strategies, plans, policies, procedures and frameworks of engagement with Indigenous peoples. These protocols are underpinned by the Institute’s strategic values as well as the ‘both-ways’ philosophy, and the principles of self determination and empowerment. Cultural interaction and cross-cultural learning follow a ‘both-ways’ philosophy which enables exploration of Indigenous Australian traditions of knowledge and Western academic disciplinary positions and cultural contexts. All Batchelor Institute staff continue to receive regular cultural training. Teaching staff receive training in ‘both-ways’ philosophy and practice and in the Community Engagement Learning Framework that underpins the Institute’s quality learning programs. The Institute currently maintains many strong partnerships with education providers, community, government, Aboriginal organisations and land councils. The Institute continues to innovate its services and practices in a culturally appropriate way.

The Institute’s organisational structure is established to provide services to Indigenous communities across the Northern Territory (NT), including a substantial Corporate Services, Facilities, Human Resources (HR), Student Services, Information Communications Technology (ICT), Finance, Business Development, Policy, Planning, Marketing, Quality Assurance and project management focus.

Vision

Our vision for Batchelor Institute continues as ‘a site of national significance in Indigenous education for strengthening identity, achieving success and transforming lives’.
Core values

Our core values have been identified by Batchelor Institute staff and underpin all aspects of what we do. They include:

- Integrity
- Quality
- Respect
- Relevance
- Leadership
- Sustainability
- Aboriginal and Torres Strait Islander cultures

Profile

Batchelor Institute is a dual sector tertiary education provider that services the education, training and research needs of Aboriginal and Torres Strait Islander peoples. Batchelor Institute has a special focus on remote Northern Territory communities and also attracts higher education students from across Australia. The Institute’s main campus is located in Batchelor, with an additional campus in Alice Springs, and a number of regional annexes, community-based purpose-built study centres and community-based learning centres situated throughout the Northern Territory. Batchelor Institute provides culturally safe and sustainable education and training that supports the aspirations of Aboriginal and Torres Strait Islander Australians, thus contributing to the cultural, social and economic development of Australia.

Batchelor Institute began in the late 1960s as a small annexe of Kormilda College, providing programs for Aboriginal teacher aides and assistants in community schools. In 1974 Batchelor Institute moved to the Batchelor township. In 1982 the Institute commenced as a dual sector tertiary provider and since the 1980s has continuously built a focus on learning that is supportive of Aboriginal and Torres Strait Islander cultures. A second campus was established in 1990 in Alice Springs. Between 1988 and 1999, the Institute was known as Batchelor College. In 1999 the current Batchelor Institute was established, with an emphasis on Indigenous Australian ownership and governance by the Batchelor Institute Council.

Since the Australian government higher education reforms of 2003, Batchelor Institute has been recognised and funded as a ‘National Institute’.

In 2008, the Desert Peoples Centre (DPC) was established in Alice Springs in partnership with the Centre for Appropriate Technology (CAT), as a mechanism to provide contemporary learning, skills and pathways appropriate to desert communities. The Institute offers a range of courses aligned to employment opportunities in remote communities—from preparatory courses to VET certificates and diploma level courses to higher education degrees, to postgraduate course work and research programs across three academic faculties and divisions. In 2011, Batchelor Institute entered a collaborative partnership with Charles Darwin University to establish the Australian Centre for Indigenous Knowledges and Education (ACIKE) for the shared delivery of a specific range of higher education and postgraduate study options which address the needs of Aboriginal and Torres Strait Islander students. 2012 saw ACIKE course delivery begin across campuses at Batchelor, Casuarina and Central Australia.
FACULTY OF HEALTH, BUSINESS AND SCIENCE

VET COURSES
- ATSI Primary Health Care
- Aged Care
- Business
- Cleaning Operations
- Conservation and Land Management
- Construction
- Family Wellbeing
- Health Support Services
- Horticulture
- Indigenous Environmental Health
- Kitchen Operations
- Resources and Infrastructure
- Social Housing
- Sport and Recreation

HIGHER EDUCATION COURSES
- Health Services
- Nursing

COMMUNITY ENGAGEMENT
- Tiwi Islands Shire – Wurrumiyanga, Milikapiti and Pirlangimpi
- West Arnhem Shire – Gunbalanya and Maningrida
- East Arnhem Shire - Yirrkala / Laynhapuy Homelands
- Roper Gulf Shire - Barunga, Mataranka, Jilkminggan, Bulman and Manyallaluk

DIVISION OF RESEARCH, TEACHING AND LEARNING

- Batchelor Press
- Learning and Engagement
- Cross Cultural Communication
- Graphic Design and Resource Production
- Literacy and Numeracy
- Online and New Technologies
- Printery
- Professional Development
- Library Services
- Research Office
- Research Training Program

STUDENT SERVICES

- Student Operations
- Student and Staff Travel
- Student Support
- Indigenous Tertiary Assistance Scheme (ITAS)
EXECUTIVE COUNCIL

The Executive Council held one meeting on 22 March 2012. The Executive Council ceased when the new Act came into force on 14 May 2012 and an Interim Council was formed in its place.

Professor Yvonne Cadet-James
Chairperson, Executive Council
Yvonne is the Chancellor of Batchelor Institute of Indigenous Tertiary Education and Chair of Indigenous Australian Studies at James Cook University. She is a Gugu Badhun Aboriginal woman from the Valley of Lagoons in north Queensland who is involved in Gugu Badhun activities and in the recording of Gugu Badhun history and language. Yvonne has an extensive background and experience in health and education, working to improve outcomes for Indigenous people. Her teaching and research interests include empowerment, health and wellbeing and community development. She is a chief investigator on several research projects exploring the concept of empowerment and its contribution in addressing the social determinants of health and wellbeing for Indigenous people.

INTERIM COUNCIL

The Interim Council commenced on 14 May 2012. The Interim Council ceased when the Administrator signed off on the appointments of the new Batchelor Institute Council in accordance with Part 3 of the Act – Administration of Institute in 2013.

John Ah Kit
Chair
Ministers Nomination, Administrators Appointment

Richard O’Sullivan
Interim Council Member
Ministers Nomination, Administrators Appointment

Adrian Mitchell
Interim Council Member
Director, Batchelor Institute of Indigenous Tertiary Education

Karmi Sceney
Interim Council Member
Representative for the Department of Education

Kevin Gillan
Interim Council Member
Representative for CDU
Adrian Mitchell  
Director, Batchelor Institute of Indigenous Tertiary Education  
Please see page 10 for Mr Mitchell’s profile.

Noelene McCormick  
Nominee of the CEO of DET  
Noelene McCormick is an employee of the Department of Education and Training (DET). She has been involved in Indigenous education in the Northern Territory for over 30 years and is currently the Director, Audit and Ethical Standards. Noelene joined the Council at the beginning of 2007 and provides a strong link to both the Department and regional centres.

Edward (Ted) Murphy  
Northern Zone Resident  
Ted Murphy is a Kabi-Kabi man from the coastal area north of Brisbane. He has lived in the Northern Territory since 1997 when he commenced work in Kunbarllanjinja as a men’s health nurse at the invitation of the Community Government Council. Ted’s background includes working in health for more than 25 years as both a clinician and an educator. This experience has covered a number of areas as diverse as remote health, intensive care, coronary care and emergency departments in addition to teaching Aboriginal health workers and nurses at the Cunningham Centre in Queensland, the Northern Territory Department of Health and Community Services and at the Institute’s Batchelor campus.

Bronwyn Riedel  
Bronwyn Riedel has lived and worked in the Territory for more than 20 years. She is currently in charge of the Northern Territory Government’s Procurement Services within the Department of Business and Employment (DBE), after spending five years working in Treasury’s budgeting and financial management group. Prior to this, Bronwyn spent 15 years working in the university sector, principally in senior administrative roles.  
Bronwyn’s areas of expertise include management, budgeting, accounting and finance, information systems and corporate governance. She has a particular interest in applying commercial discipline and governance to Higher Education and community development. Bronwyn’s formal education includes a Bachelor of Science and a Masters in Accounting.
John Ah Kit
John (Jak) Ah Kit was appointed to the position of Chair of the Interim Council by the then Minister for Education in May 2012. Mr Ah Kit was the Labor Member for Arnhem in the Northern Territory Legislative Assembly from 1995 to 2005. Mr Ah Kit was born in Alice Springs, he was the Director of the Northern Lands Council from 1984 to 1990, Executive Director of the Jawoyn Association from 1991 to 1995 before his election to parliament in a by-election. He served as a Minister in the first term of the Martin Government, a historical milestone as he was the first Indigenous Minister in the Territory’s history.

Dr Kevin Gillan
Dr Kevin Gillan is currently Principal of Sanderson Middle School and in 2012 Professor and Director of University – Government Relations at Charles Darwin University. Kevin was formerly Head of School Education and Training Operations in the Northern Territory and also Director of Special Projects in the Department of the Chief Minister. Kevin has held a number of senior positions in education in Western Australia. Kevin has a long term interest in Indigenous education and completed his PhD in this area. Dr Gillan was nominated to the Interim Council by the NT government in May 2012.

Richard O'Sullivan
Richard O’Sullivan is currently the Chairperson of the NT Licensing Commission and Chairman of the NT Racing Commission, both of which are independent statutory authorities. Mr O’Sullivan was nominated to the Interim Council by the Northern Territory Government in May 2012. Mr O’Sullivan has many years of experience in public administration and management, including being Chairman of the NT Government’s Procurement Review Board, Commissioner of Consumer Affairs and a member of a number of other Boards and Authorities.

Karmi Sceney
Karmi Sceney was nominated by the Department of Education in May 2012 to sit on the Interim Council for Batchelor Institute. Karmi commenced her role as Senior Indigenous Advisor in March 2011. Her previous role in the Department was General Manager, Indigenous Education Division 2001-2006. Karmi returned to the Department of Education in 1999. Karmi delivered the voice for the NT on National and NT major initiatives that had an impact on education from the early years through to the senior years and beyond. Karmi has worked for a number of agencies and Indigenous community based organisations to improve the social, economic and cultural lives of Indigenous people in the Northern Territory. Karmi cared passionately about children and wanted to improve outcomes for all Indigenous students wherever they lived in Australia. She works hard to articulate the specific needs and contexts of Indigenous students in the Northern Territory and works at a national level to improve educational outcomes nationally for all Indigenous students. Karmi believes that like every child in the NT every Indigenous child has the right to quality teaching and learning in all NT schools regardless of their context.
Executive Management Group

Mr Adrian Mitchell
Director
Adrian Mitchell was appointed Director of Batchelor Institute of Indigenous Tertiary Education in March, 2010. Prior to taking up his position Adrian was the Institute Director of TAFE Western in Orange, NSW from 2006 to 2010, and Managing Director of Kimberley TAFE from 2003 to 2006. He has earlier held senior management roles in Central West TAFE in Geraldton, Western Australia and the Midland College of TAFE in Perth, Western Australia. In 2007, TAFE Western was awarded Australian Large Training Provider of the Year in recognition of its close relationships with industry, the community it serviced and its many innovative training programs.

Adrian brings a wealth of experience in regional and remote Australia to the position and a strong focus on working closely with industry, employer groups, peak organisations, government, the community and other registered training organisations. He is committed to improving the outcomes for Indigenous people in education and training and ensuring programs are aligned to employment, economic development and building safer, healthier and stronger community aspirations. TAFE Western won the 2007 and 2008 Gili Institute Award for the TAFE Institute that made the most significant contribution to the empowerment of Aboriginal people in New South Wales.

Examples of programs Adrian has previously been responsible for include an Indigenous Police Recruitment Program (IPROWD) in New South Wales and Argyle Diamond’s Leadership and Home Valley Station Tourist Programs in the Kimberley. Adrian has a strong track record of working closely with and supporting key Indigenous organisations to ensure educational programs are relevant and more engaging for participants, as well as being aligned to employment, economic development, further education and learning outcomes.

Dr Peter Stephenson, EdD; MEnvStud; BAppSc (EnvHlth)
Head of Research, Teaching and Learning
The Institute appointed Dr Peter Stephenson to head a new Research Division in August 2007 and in 2011 his portfolio was expanded to include Teaching and Learning. Peter moved to the Northern Territory in 2004 to steer the implementation of a newly accredited Environmental Health degree at Batchelor Institute. He is an experienced teacher, consultant, researcher and project manager with professional interests at the intersection of environment and health policy and practice; Indigenous communities’ capacity building; and professional education and curriculum development. He has been a consultant to the United Nations in Fiji and Cambodia and a manager of national research and development programs for Indigenous Australian environmental health practitioners.

Peter has a record of representation on national grant review panels, course advisory and professional accreditation committees, journal and press editorial boards and non-government organisation/not-for-profit boards.

In the research portfolio at Batchelor Institute, Peter has strategic leadership and operational responsibility for the development of the Institute’s research culture, quality and output and for building mutually beneficial research relationships with key partners and end-users. In the teaching and learning portfolio, Peter has key oversight of wide-ranging learning and engagement policy and activities that benefit students, staff and the Institute as a whole.
Dr Jan Schmitzer, PhD; MEdSt; BEd; DipT; AssDip Nurs
Head of Faculty of Health, Business and Science
The Institute appointed Dr Schmitzer as the Head of the Faculty of Health, Business and Science (FHBS) in January 2000. Dr Schmitzer was previously Senior Lecturer for the School of Health Studies at Batchelor College/Institute. She has held positions as Associate Dean for the School of Health at Northern Territory University and was a Research Fellow in the Centre for Nursing Research at the Northern Territory University. She held the Principal Administrator position for the School of Nursing at Royal Darwin Hospital and has worked in the Northern Territory for over thirty years, establishing a strong academic and management background to support her current role. Dr Schmitzer has an extensive professional network. She is a member of two National Industry Skills Council Reference Groups and is a Fellow of the Royal College of Nursing. She is also the Chair of NT Training for St John Ambulance Australia (NT) and is a member of the Council of St John (NT), Council for Human Services Training Advisory Council and the NT Clinical School Advisory Committee.

Ms Claire Kilgariff, DipTeach Fine Arts; BEd; Licentiate of Music (Flute); BA; Arts (Music); Cert IV TAA; Grad Cert Public Sector Management; Grad Dip Leadership and Change.
Head of Faculty of Education, Arts and Social Sciences
Claire Kilgariff took up the position as Head of the Faculty of Education, Arts and Social Sciences at Batchelor Institute of Indigenous Tertiary Education in June 2009. Claire was born in Alice Springs and completed her primary and secondary schooling in Alice Springs. Her undergraduate qualifications are in Visual Arts, Music and Education. Her post-graduate qualifications are in change, leadership/management development and organisational culture. Claire has taught across secondary and tertiary education both in Vocational Education and Higher Education. Her research and development interests are in teaching and learning practice, workplace-based learning, intercultural collaboration, leadership development and organisational culture, learning and innovation. Claire has been very active in the NT within the performing arts, having worked as a community artist, professional musician and performance artist, music teacher and artistic director of Arafura Chamber Ensemble. In the Department of Education and Training, Claire made a significant contribution to pre-service teacher preparation, recognition and retention programs, teacher professional learning, whole-school approaches to change and improvement and the development of the Indigenous education workforce. Claire is a member of the NT Teacher Registration Board and the Australian Council of Deans of Education Working group on Vocational Education and Training, and the NT E-learning Reference Group.

Mr Kerry Grace  MEd; Dip Teach; Dip Health & PE; Cert IV TAE; Cert IV Career Development
Head of Corporate Services
Kerry Grace commenced at the Institute on secondment from the NT Government in March 2012. He has an extensive background in education and training, human resource management and development, business and organisational development, information and communication technologies, health, physical education and recreation. He has been recognised and awarded for his e-learning innovations that satisfy the specific training demands of small, geographically dispersed populations and for a ‘learning at work’ framework for remote and Indigenous workforce groups. At Batchelor Institute, Kerry is responsible for the corporate services portfolio covering human resources, financial services, information and communications technology, facilities and infrastructure and record and archives management.
2012 at a glance

TOTAL COURSE COMPLETIONS (HE & VET) FOR 2012

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Total</th>
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<tbody>
<tr>
<td>HE Diploma</td>
<td>40</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>15</td>
</tr>
<tr>
<td>Bachelor Pass</td>
<td>14</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>VET Diploma</td>
<td>19</td>
</tr>
<tr>
<td>Certificate I</td>
<td>119</td>
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<tr>
<td>Certificate II</td>
<td>127</td>
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<td>Certificate III</td>
<td>73</td>
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<tr>
<td>Certificate IV</td>
<td>51</td>
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<tr>
<td>Certificate VET</td>
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VET ENROLMENTS BY COURSE TYPE

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<th>Course Type</th>
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<tr>
<td>Certificate I</td>
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<tr>
<td>Certificate II</td>
<td>1024</td>
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<td>Certificate III</td>
<td>636</td>
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<tr>
<td>Certificate IV</td>
<td>223</td>
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<tr>
<td>Diploma</td>
<td>86</td>
</tr>
<tr>
<td>Non Award Leading to Statement of Attainment</td>
<td>284</td>
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</table>

VET ENROLMENTS BY STATE

<table>
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<th>State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT</td>
<td>2767</td>
</tr>
<tr>
<td>QLD</td>
<td>52</td>
</tr>
<tr>
<td>SA</td>
<td>15</td>
</tr>
<tr>
<td>WA</td>
<td>57</td>
</tr>
<tr>
<td>NSW</td>
<td>9</td>
</tr>
<tr>
<td>VIC</td>
<td>1</td>
</tr>
</tbody>
</table>

Total = 2902

*N/A = 1
VET enrolments

VET ENROLMENTS BY GENDER

TOTAL = 2902

MALE (1269)
FEMALE (1633)

VET ENROLMENTS BY GENDER AND AGE GROUP

TOTAL = 2902

AGE (YEARS)

VET STUDENT NUMBERS BY TOP 20 COMMUNITIES

TOTAL = 2322
### MAIN LANGUAGE SPOKEN AT HOME FOR VET STUDENTS

- **Total**: 2902
  - **Indigenous Languages (1943)**
  - **English (959)**

### ENGLISH PROFICIENCY BY AGE FOR VET STUDENTS

- **Age (Years)**: 20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-71
- **Proficiency Levels**:
  - Well
  - Very Well
  - Not Well
  - Not Specified
  - Not at All
  - N/A

### STUDY REASONS FOR VET STUDENTS

- **Total**: 2651
  - To try for a different career
  - To start my own business
  - To get into another course of study
  - To get a job
  - To get a better job or promotion
  - To develop my existing business
  - It was a requirement of my job
  - I wanted extra skills for my job
  - No reason indicated
  - Other
ACIKE Higher Education enrolments

ENROLMENTS BY COURSE TYPE

- Bachelor’s Pass (154)
- Undergraduate Course at Home Institution (5)
- Diploma/Associate Diploma (17)
- Enabling Course (54)
- Graduate Certificate (25)
- Graduate Diploma/Postgraduate Diploma (3)
- Bachelor’s Graduate Entry (2)

TOTAL = 260

STUDENT NUMBERS

- Male (73)
- Female (187)

TOTAL = 260

STUDENT NUMBERS BY AGE GROUP

TOTAL = 260

STUDENT NUMBERS BY STATE AND GENDER

TOTAL = 260
Higher Degrees by Research

**Higher Degrees by Research**

**Enrolments by Course Type**

- Masters by Research
- Doctor of Philosophy

**Total = 23**

**Enrolments by State**

- NSW
- NT
- QLD

**Total = 23**

**Higher Degrees by Research**

**Student Numbers by Age & Gender**

**Total = 23**

**Age (Years)**

- 18-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61-65
- 66-70

**Male**

**Female**
'Both-ways' philosophy

'Both-ways' is a philosophy of education that brings together Indigenous Australian traditions of knowledge and Western academic disciplinary positions and cultural contexts and embraces the values of respect, tolerance and diversity.

At the heart of the 'both-ways' principles lies the recognition of the legitimate right of Aboriginal and Torres Strait Islanders to determine the nature of their engagement with various knowledge systems, in particular their own intellectual and social traditions and practices in the past, the present, and into the future. This is part of the foundation for any effective form of self-determination, and includes learning practices in which students can apply thoughts and methodologies to their own story and the history and condition of their communities, be they urban, rural or remote. This learning practice builds student identity on a personal and community level and allows them to gain ownership over their learning as members of their Indigenous and wider community. An important element in this process has been the use of e-learning, mobile and social media technologies to make the learning relevant and to develop digital literacy skills.

'Both-ways' has required staff and students alike to be accountable to any Indigenous knowledge authorities outside of Batchelor Institute with whom they are working. This entails ethical conduct which might be quite different from, and additional to, that required by the Institute. It is also incumbent on staff and students to apply knowledge and skills in culturally respectful, confident and accountable ways when working with a variety of non-Indigenous communities.

Our students

Batchelor Institute is a unique organisation, and for a number of its students, it provides a pathway into higher education studies that may not have been available to them in another tertiary institution as a result of previous educational disadvantage. With a culturally safe, 'both-ways' approach, students are able to undertake an educational journey that not only imparts knowledge and develops skills, but also provides a foundation for future learning and personal development. Students are expected to critically scrutinise and interrogate not only the knowledge and methods they engage with in the curricula, but also their own taken-for-granted views and practices and accountabilities. This helps them to become competent and reflective learners, professionals and members of their communities and the broader society.

The Institute also seeks to inculcate in its students the values of a love of learning; an appreciation of the many rich and varied perspectives that exist on issues; an enquiring mind; a respect for academic rigour; the importance of research; and the confidence to engage more fully in their community. Digital tools provide many opportunities in this regard, and the Institute seeks to integrate such tools in the entire learning and teaching process. Batchelor Institute students have achieved success in a number of ways and this has led to a positive impact on their family and community as well as their own future professions.
Examples of this include Education Support graduates who work in schools supporting teachers with their day-to-day classroom activities; Health Workers who work in remote communities building the wellbeing of communities; Teaching and Nursing graduates who return to work in their communities; and construction students who learn life-long skills that provide them with sustainable employment into the future.

To celebrate student achievements, the Institute continues to conduct graduation ceremonies at its Batchelor and Alice Springs campuses. It also holds graduation ceremonies at various communities at other times during the year. These celebrations are warmly welcomed by communities and allow graduates to receive acknowledgement of their achievement in front of their families, friends and community.

Our staff
Batchelor Institute staff are very committed to the mission and core objectives of the Institute. Through their commitment to teaching, research and student services they contribute to the improvement of the social and intellectual capital of Indigenous Australians and the wider Australian community. In attracting staff the Institute has sought people who do not just see their work at Batchelor Institute as a job.

For staff, teaching and learning according to the ‘both-ways’ philosophy involve a professional as well as personal commitment to support students to achieve their learning goals. This is done through commitment to a shared learning journey with the underlying purpose of individual and group empowerment in social, cultural, professional and educational terms. This also increasingly involves the use of digital media and tools wherever possible and appropriate. Staff model lifelong learning in this respect, engaging students with technologies that many find more and more familiar.

Our staff value what they do and see it as contributing to the overall improvement of Aboriginal and Torres Strait Islander Australians. The Institute continues to place a significant emphasis on intercultural learning and working for staff and have incorporated such professional development into the induction process of all new staff.
The Faculty of Health, Business and Science (FHBS) is a diverse faculty with offerings from Certificate I to IV in the Vocational Education and Training (VET) sector. The challenge has been to meet urban, regional and remote student demands by enabling students to gain confidence to complete their studies and to then be competent and successful in their employment.

Achievements

- In 2012, the Social Housing and Environmental Health Department completed contractual arrangements with the South Australian Department of Health to deliver the Certificate III course in Indigenous Environmental Health.
- Delivery of the Certificate III in Social Housing was completed in October in collaboration with the Northern Territory Government under the Indigenous Training for Employment Program (ITEP).
- A co-provider arrangement was made with the NSW Federation of Housing Associations Inc. to provide the Certificate III in Social Housing. In the future it is hoped the Department will also provide Certificate IV in Social Housing.
- At Julalikari Council, Tennant Creek, the Pre-vocational Training, NT Remote Office Skills Employment program was completed for the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA). The program will be delivered again in March 2013.
- The Tiwi Island Shire Council also undertook training in the Environmental Life Skills Worker Program, and although the full course was not completed, what was achieved inspired the Council to return to training the Council.
- In 2012, the Construction/BUILD Department successfully completed Venndale Stage I meeting all expectations of the client.
- The Business, Management and Sport and Recreation Department offered courses from Certificates I to III in Business and Certificates I and II in Sport and Recreation. This year saw a 50% increase in graduates from the three Business qualifications. After receiving project funding from the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA), the department embarked on non-accredited training, utilising Sport and Recreation activities, and supported by Language, Literacy and Numeracy (LLN) lecturers as part of the overall engagement package for CDEP participants and Early School Leavers (ESLs). Four different CDEP providers—Tiwi Islands Shire Council (Milikapiti and Pirlangimpi), Alawa Aboriginal Corporation (Minyerri), Marthakal Homelands & Resource Centre Assoc. (Galiwinku) and Jobfind Centres Australia Pty Ltd. (Wadeye)—provided participants in this project. This included their respective Job Services Australia (JSA)—ITEC employment, ISAustralia (Industry Solutions Australia), Marthakal Homelands & Resource Centre Association and Job Futures/Thamarrurr Development Corporation.
- In 2012, the Conservation and Land Management (CLM) team were required to compile a range of training resources after the new training package AHC10 Agriculture, Horticulture and Conservation and Land Management was released. Training was undertaken through a VET In Schools (VETIS) course at Palmerston Secondary College,
Milingimbi, Maningrida and Our Lady of the Sacred Heart, Wadeye. Twelve students graduated from Palmerston Secondary College in Certificate I in CLM. A number of ranger groups received training in Certificate II in CLM units in communities as diverse as Yulara, Ti Tree, Santa Teresa, Tennant Creek, Docker River, Papunya, Lajamanu, Wadeye, Elcho Island, Peppimenarti and Numbulwar. A number of courses including Certificate I and II in CLM were delivered for CDEP’s and employment services at Beswick, Peppimenarti, Gunbalanya, Borroloola and Elcho Island. A Certificate II in CLM, co-delivered with the Introductory Vocation and Education Certificate (IVEC) course, was completed with Tangentyere early in 2012. Various units from the CLM courses were also delivered in a wide range of Northern Territory locations.

- 2012 saw the commencement of the building of a new plant nursery facility at the Batchelor campus. This gave the CLM team the opportunity to add horticulture to the Certificates delivered. The nursery facility will be used for Conservation and Land Management and Horticultural training and provide a site where a bush tucker orchard/garden can be developed for training purposes. Industry collaboration was sought during the development process of the nursery to ensure that it was developed to meet industry specifications with the aim that the facility will become accredited through the Nursery Industry Accreditation Scheme Australia (NIASA). NIASA is a national scheme for nurseries which operates in accordance with a set of national best practice guidelines. The nursery building will be completed in mid 2013 and the surrounds developed in stages over the next three to five years.

Community involvement
The Senior Lecturer in Social Housing and Environmental Health worked across several community sectors to promote Aboriginal and Torres Strait Islander community aspirations and to bring Batchelor Institute into the community. The Institute’s appreciation of the Kungarakan and Warai Traditional Owners of the area now known as Batchelor and Litchfield National Park should also be noted. She also participated on a voluntary basis with the Northern Territory Community Justice Centre as an accredited mediator delivering training in Indigenous communities, including Nguiu and Katherine, as well as offering professional skills development with the Right People for Country Project in Victoria.

New or accredited courses
The CPC20112 Certificate II in Construction was on scope in 2012.
The Sport & Recreation qualifications have been brought on to delivery scope in September 2012, after the one year FaHCSIA CDEP-Sport & Recreation project was completed in August 2012.
Business qualifications have also been reviewed to reflect recent changes in the national Business Services Training Package.
During 2012, the Faculty of Education, Arts and Social Sciences (FEASS) provided programs across both the Higher Education and Vocational Education sectors. The Faculty continued to demonstrate commitment to enacting the Institute’s ‘both-ways’ principles through the highest standards of quality learning and teaching, student engagement and collaboration and community engagement.

Higher Education courses were delivered in partnership with Charles Darwin University through the Australian Centre for Indigenous Knowledges and Education (ACIKE). Programs offered through ACIKE included:

- Preparation for Tertiary Success (PTS)
- Degrees in Early Childhood and Primary Teacher Education
- Diploma of Indigenous and Creative Writing (DCIW)
- Diploma of Aboriginal and Torres Strait Islander Knowledge Systems (DATSIK)
- Bachelor of Aboriginal and Torres Strait Islander Advocacy (BATSIA)
- Bachelor of Indigenous Languages and Linguistics (BILL)

In the Vocational Education & Training (VET) field, the Faculty has specialised in the delivery of Foundation, Language, Literacy and Numeracy programs in close collaboration with community and industry, thereby strengthening core employability skills, motivation and self-confidence. Other Industry area strengths include Community Services, focusing on Education Support and Early Childhood Industries and Creative Industries through Media and Visual Arts. The Faculty also has a strong commitment to strengthening and maintaining Indigenous languages through qualifications in Indigenous Language and Knowledge Work and the Diploma of Interpreting. The Faculty has continued to further develop its Learning at Work Approach (LAWA) whereby clients are able to live and study within their communities.

Achievements

In 2012, a key strategic focus for the Faculty was to develop strong relationships and collaborative partnerships in order to strengthen engagement and delivery of tertiary programs in Northern Territory communities. Successful tenders and collaborative partnerships have brought in project funding of over $2,000,000. They include:

- Building Remote Early Childhood Workforce (Top End)
- Indigenous Broadcasting Program 2012
- NT Wraparound Services Demonstration Model
- Minerals Council of the Northern Territory, ‘Workplace English Language and Literacy’ project
- Building Remote Early Childhood Workforce
- Catholic Education Office Western Australia
- Learning E-Learning, ‘Remote Indigenous Paraprofessional Pathways’
- Community Development Employment Projects Resource Unit projects including:
  - Certificate IV TAE Online
  - Community Engagement and Learning Practice Framework
  - The Indigenous Media Unit (IMU) Digilink Language Literacy and Numeracy project in Alice Springs and Maningrida, Arnhem Land
- Julalikari Social Housing project
- Tangentyere DIGILINK Project.

Details of some collaborative projects which highlight this focus include:

- The partnership between Batchelor Institute and the NT Department of Education and Children’s Services (DECS) to deliver a focus on developing the Department’s paraprofessional workforce. Through a collaborative workforce development model, DECS and Batchelor Institute have further strengthened a sustainable and systematic model of training delivery.
Another partnership with DECS delivered the ‘Building the Remote Early Childhood Workforce’ pilot project. This project supports four remote NT communities through agreed plans to develop Aboriginal Child and Family Centres, under the Indigenous Early Childhood Development ‘National Partnership Agreement’. The goal of the workforce pilot was to deliver quality early childhood training, via a community-based training model, to senior school students and employees who work in community and children’s services. The sites located in Yuendumu, Maningrida, Ngukurr and Gunbalanya aimed to attract a minimum of fifty students.

2012 saw some significant events in the development of the Interpreting course. Batchelor Institute and the Aboriginal Interpreter Service (AIS) signed a Memorandum of Agreement (MoA) under the NT Government/Batchelor Institute Agreement, to work together in training and assessing AIS candidates for the Diploma. Under this model, Batchelor Institute lecturers and AIS trainers cooperate to deliver workplace-based training and assessment. Four students from Central Australia achieved their diplomas and graduated in September.

During 2012, Batchelor Institute and the Tangentyere Community Development Employment Projects (CDEP) have modelled how strong collaborative partnerships deliver success for clients through:

- An embedded Language Literacy and Numeracy (LLN) lecturer providing both accredited and non-accredited courses for CDEP workers.
- A Digilink program which was run with Tangentyere CDEP workers. This collaborative project used cutting edge technology to engage Indigenous people in education and employment pathways.

The Institute has developed a strong partnership with the Catholic Education Office in Western Australia (CEOWA) to deliver Certificate III in Education Support; Certificate I and II in Community Services (Children’s Services) and the Diploma of Education Support in the Kimberley region. Forty students from eight remote community locations—Balgo, Beagle Bay, Broome, Kununurra, Lombadina, Ringer Soak, Wyndham and Derby—have been involved in courses with 23 completions. Graduations at Derby, Balgo and Broome have been celebrations of success for 16 families and their communities.

Following on from the successful 2010 and 2011 Indigenous Pre-Employment Programs (IPEP), the Minerals Council of Australia NT and Batchelor Institute once again partnered to run two highly successful programs in 2012. The women’s program brought 13 participants together from various parts of the Northern Territory. On completion of the program, trainees were equipped with the skills, awareness and balance in their life to shape their career paths across the mining industry. The 2012 program won the Industry Collaboration Award at the National Training Awards in Melbourne.

Batchelor Institute and Julalikari at Tennant Creek formed a partnership with a Language Literacy and Numeracy lecturer working full-time on three projects—Certificate I in Agriculture, Certificate III in Civil Construction and a ‘Getting ready for work’ program.

Batchelor Institute worked with the Health Department to develop a program on hygiene through a cross-community collaboration working with four communities—Kintore, Docker River, Nyirrpi and Ti Tree—using illustration and multi-media in the form of children’s books and animations.

Engaging with youth

During 2012 the Faculty invested in developing projects and approaches which strengthened youth engagement. Examples include:

- The Indigenous Media Unit (IMU) Digilink Language Literacy and Numeracy program in Alice Springs and Maningrida, Arnhem Land focused on using technology as an engagement tool with very good success.
- Commencing July 2012, students from the Senior Girls’ class at Ntaria School, Hermannsburg began working through their Certificate II in Community Services (Children’s Services) as part of the VET in Schools (VETis) program. Their work incorporated the use of technology, including iPads and computers, to complete projects and coursework, with an emphasis on community based projects that aimed to simulate workplace situations and experiences relevant to the Community Services sector.
Other achievements

- Batchelor Institute commenced the TAE40110 Certificate IV Training & Assessment program in Alice Springs and Batchelor. The participants were Northern Territory Department of Education and Training (NT DET) workforce and NT Community Development Employment Projects (CDEP) staff. It offered a flexible, blended delivery approach combining online learning with workshop sessions.
- New pre-training assessment tools for Language Literacy and Numeracy (LLN) were developed and implemented. These tools have become a primary tool for the beginning of courses to evaluate the skill level of students for the five Australian Core Skills Foundation (ACSF) areas.
- The successful opening of the new Art and Craft building at the Desert Peoples Centre on 22 June 2012 included a smoking ceremony, ‘All Things Print’ exhibition and a fashion parade which featured the exquisite fabric prints of the Visual Arts students and garments designed and fabricated by the Alice Springs ‘Wearable Arts’ team.
- The Preparation for Tertiary Success (PTS) program, in its second year in 2012, has continued to develop and grow. Enrolments in 2012 steadily increased and student retention during the year was greater than 85%. In semester 2, PTS was offered to Darwin and Palmerston residents at the CDU Casuarina campus for the first time. Graduates were successful in gaining entry to Charles Darwin University courses in Education, Science, Community Development, Nursing and Advocacy.
- Two PTS students on the Indigenous Teaching Preparation program were successful in winning DECS scholarships worth $60,000 each year for their Teacher Education study at CDU.
- Graduation ceremonies were held at Batchelor campus and Alice Springs campus. 2012 saw 19 Higher Education students complete a FEASS award and 225 students complete a Vocational Education and Training (VET) course.
- Awards and recognition
  - Batchelor Institute won the Industry Collaboration Award at the National Training Awards in Melbourne for the Indigenous Mining Pre-Employment Program (IPEP) in collaboration with the Minerals Council of Australia (MCA).
  - Foundation Skills Lecturer Helen Clark was awarded runner up for VET Teacher/Trainer of the year at the 2012 NT Training Awards.
  - Screen and Media students, Carly Williams and Stuart Martin’s music clip ‘Little man’ was selected for screening at the ‘Fist full of Films’ festival.
  - Visual Arts student Topsy Fisher from Nyrippi was awarded the O’Brien Chubb Special Achievement Award.
  - Visual Arts lecturer Aly de Groot won the 2012 Carer’s NT Art Prize.
  - PhD candidate Jenny Fraser was awarded a Fellowship from the Aboriginal and Torres Strait Islander Arts Board of the Australia Council for the Arts, to undertake ‘midden’, a major experimental media arts creative project remix. The Fellowship provides financial support for two years to Aboriginal and Torres Strait Islander artists to enable them to undertake a major creative project or program in their art form.

New or re-accredited courses

- New and re-accredited courses included:
  - Certificate III in Community Services
  - Certificate I and Certificate II in Education and Skills Development
  - TAE40110 Training & Assessment
  - Diploma of Interpreting PSP52412

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In 2012, the Division of Research, Teaching and Learning provided strategic leadership and operational management to the Institute’s learning and engagement programs and services as well as the Institute’s research development agenda. The Division incorporates the following key operational units:

- Learning and Engagement
- Library and Information Services
- Batchelor Press
- Office of Research
- Research Training.

Learning and Engagement

After establishing the Learning and Engagement unit in 2011, a full team of dedicated educators with a wide range of expertise were employed by Batchelor Institute in 2012. The Learning and Engagement unit works collaboratively to improve the learning and training experience of all the students enrolled in VET or Higher Education programs by providing an innovative and stimulating learning and training environment. The Learning and Engagement unit promotes excellence in all matters pertaining to teaching, learning and training and supports staff and students to achieving their professional goals and their educational aspirations.

In 2012, the unit worked on the following key areas:

- Developed and implemented a medium-term Training, Teaching and Learning Plan with specific goals to:
  - create a culturally safe learning environment
  - offer relevant VET training and HE qualifications
  - promote innovative and flexible learning
  - increase language, literacy and numeracy skills
  - strengthen research capacity.
- Developed an e-learning/blended learning strategy for Batchelor Institute and continued to work on an implementation plan throughout 2012.
- Developed and implemented a comprehensive cross-cultural training program for staff. Developed strategies to ensure cultural competence of staff and students.
- Compiled a comprehensive database of student literacy and numeracy levels based on ACSF.

- Started development of a comprehensive and Institute-wide Teaching and Learning framework based on the ‘both-ways’ philosophy. The framework includes areas such as Foundation and Literacy Skills, Blended Learning and Community Engagement.
- In 2012, Learning and Engagement actively contributed to the South Australia and Northern Territory Promotion of Excellence Network (SANTPEN). The specific focus of SANTPEN is to:
  - develop a collegial network valuing diversity and inclusiveness between South Australia and Northern Territory
  - provide and maximise opportunities to share resources and to disseminate good practice
  - support the advancement of training, teaching and learning priorities.
Library and Information Services

In 2012, the Library contributed to the Institute’s key outcomes through the provision of services to students and staff from the Batchelor and Alice Springs campuses and online throughout the Northern Territory and beyond. The Library is an important contributor to the Institute’s strategic directions, providing physical and online services and programs for learning, sharing, collaborating, information and digital literacy and research skills development.

The Library is committed to developing the information and digital literacy skills of students to enable them to become confident learners in an increasingly online world. An understanding of student and staff needs has been critical to the development and delivery of services and programs which underpin the teaching and learning success of the Institute and which supports students in their learning journey at Batchelor Institute, within their community and in their future employment and study pursuits. The Library is committed to enriching student experiences at Batchelor Institute and takes great delight in seeing students, often taking their first steps in the information world at the Library, becoming confident in exploring the world wide web of information available to them.

The Library’s partnership with the Coomalie Community Council for the delivery of library services to the Batchelor community is an important part of Batchelor Institute’s community participation and engagement strategy.

The Library works with the Council to offer a range of services and programs to promote literacy and a love of reading, to develop information literacy and digital literacy skills and to provide a welcoming place in which to hold community activities.

In 2012, the Library:

- delivered on the commitment to extend the reach and breadth of library and information services with librarians moving outside the libraries in Alice Springs and Batchelor, working directly with lecturers in the classrooms at the Desert Peoples Centre, Tennant Creek and at the Australia Centre for Indigenous Knowledges and Education (ACIKE). This resulted in increased integration between the Library and teaching within the Institute
- implemented an ongoing program offering referencing skills development and software training to community, staff and students with an increase of 100% in program uptake
- published, online and in hardcopy, twenty five individual staff and student reference guides for specific courses and library resources
- contributed, through evidence based research, work towards Institute accreditation processes
- celebrated and actively participated in a program of community and institutional activities for Library clients—NAIDOC week, Easter, school holidays, Adult Learners Week and student graduations
- surveyed staff library usage receiving more than 100 responses indicating high client satisfaction in information services delivery and providing the basis for improved targeting of Library services and resources
- implemented a program to formulate an institutional delivery model for social media, as a communication and engagement tool, with the development of Library Facebook and Twitter pages.
Batchelor Press was established to support the documentation and dissemination of endangered Aboriginal languages and knowledge. The Press is one of the 'keeping houses' for research and publications undertaken through endangered language projects ensuring 'just-in-time' production of Aboriginal language teaching and learning resources. Key languages published include:

- Murrinhpatha
- Marri Ngarr
- Marri Tjevin
- Marri Amu
- Magati Ke
- Noongar
- Wunambal
- Ngarinyin
- Worrorra

Batchelor Press provides a distribution service for research publications within Batchelor Institute and for external organisations that foster Aboriginal knowledge and well-being.

Batchelor Press specialises in Indigenous publishing. It provides design, desktop publishing and distribution services for internal and external clients including:

- Northern Territory Library Services
- Fred Hollow’s Foundation
- Northern Territory Education Department
- Noongar Radio
- Western Australian Education Department schools.

In 2012 Batchelor Press supported the production and distribution of numerous bilingual titles and the production of sets of mother-tongue readers with audio recordings and talking books.

Titles launched in 2012 include:

- Williams, J & Dean, A 2012, *Kaawar*, Batchelor Press, Batchelor NT. *Kaawar* is a Noongar reader with an accompanying audio CD.
- Nankivell, J & Gulin Gulin Women’s Centre 2011, *Mibala Wei*, Fred Hollow’s Foundation, Rosebery NSW.
- Street, C 1991, *An Introduction to the Language and Culture of the Murrinh-Patha*, Summer Institute of Linguistics—Australian Aborigines Branch, Darwin NT.
- *Just in time Readers*, Batchelor Press, Batchelor NT. Themes include Land Animals, Reptiles, The Ocean, Bush Tucker and My Family. These readers can be produced in any language and are accompanied by audio recording of the Elders in each language group. Languages include Murrinhpatha, Marri Ngarr, Marri Tjevin, Marri Amu, Magati Ke, Jaminjung, Noongar, Worrorra, Wunambal, Ngarinyin.
Across 2012 the Institute’s Office of Research developed and launched a four-year Research Plan. The Research Plan 2012-2015, which is aligned with the Batchelor Institute Strategic Plan 2012-2014, drew on relevant Institute and external publications, guidelines, agreements and standards and incorporated responses to the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report. In so doing, the Plan positioned the Institute’s research and researcher development challenges and directions in a broader national context.

The Research Plan sets a framework for concentrating the research focus at the Institute and for continuing with the quality and success-building projects within the Institute. It talks specifically about the importance of partnerships in the Institute’s research development trajectory and outlines detailed strategies for implementation over the life of the Plan, under each of the following six objectives:

1. **Focusing research activity and building profile**

   Through a range of strategies outlined under this objective, the Institute has determined to focus on, and increase research activity and impact in, the identified Field of Research (FoR) Codes of Division 19—Creative Arts, Division 13—Education and Division 20—Language and Linguistics. In addition to these concentrated areas of research, the Institute...
has supported the research of career researchers who work in select areas of significance for Indigenous Australian communities and livelihoods.

2. **Building research capacity, expertise and resources**
   Strategies under this objective facilitate researcher career development and build research capacity among staff which, in turn, will increase the pool of new researchers and postgraduate supervisors available within the Institute. Priority will be given to the recruitment and support arrangements for Indigenous researchers, Indigenous staff fellows and Indigenous HDR candidates.

3. **Strengthening the research culture of the Institute**
   Through a range of aligned and coordinated initiatives and a commitment to highly targeted research growth, the Institute implements strategies that enrich research culture within the organisation. An enhanced research culture at Batchelor Institute is key to supporting the long term research development of the Institute, and for contributing to collaborative ventures in ACIKE and with other research partner organisations.

4. **Building research networks and partnerships nationally and internationally**
   The Institute has set in place stronger and more beneficial principles for collaborating with other research institutions. The strategies under this objective enable the Institute to continue to build on existing research networks and relationships and further develop respectful, long term and mutually beneficial research collaborations.

5. **Improving quality and performance in HDR outcomes**
   Strategies under this objective help respond to the under-representation of Indigenous Australians in research training degrees and research employment throughout the nation. The Institute will further develop its safe and unique research training environment and support Indigenous research practice and methodologies as well as its practice-based and practice-led research programs. The strategies for this goal are heavily oriented to improving quality and performance in HDR outcomes.

6. **Increasing research income and output**
   The strategies under this objective aim to increase research income and achieve sustainable growth in research output, particularly as ‘researchers in training’ near completion of their candidature, build their publication portfolio and thereby target research funding.

The objectives within the Research Plan 2012–2015 are consistent with, and supported by, activities and timeline commitments under the Collaborative Research Network (CRN) project funded by the Department of Innovation, Industry, Science, Research and Tertiary Education. The Institute’s Indigenous Research Collaborations (IRC) CRN project aims to
increase the research capacity of Batchelor Institute with the support of four research partner organisations: Monash University, Charles Darwin University (CDU), the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) and the Australian National University (ANU). It will run to mid-2016.

Research training
The IRC project has helped increase Aboriginal and/or Torres Strait Islander Institute staff members engaging in Institute research training programs. The IRC project also supported the engagement of key academics from partner institutions in the supervision of Institute research candidates.

Dr Sandy O’Sullivan secured national competitive funding to continue her fellowship with the Office for Learning and Teaching, with a focus on alternative dissemination for Indigenous research students. Through a series of national workshops that will run through until 2014, promotional material on the Institute’s research activity and directions has and will continue to be distributed, seeding opportunities for further collaborations and a national understanding of the Institute’s research programs.

Active projects
- **Evaluation of the Family Support Package: A community perspective** by Dr Catherine Holmes, Assoc Prof Lyn Fasoli and Dr Peter Stephenson—a project funded by FaHCSIA and NT Department of Children and Families (DCF). The project gathered and analysed community views of the ‘Family Support Package’ (FSP) i.e. Safe Places for men and women; Mobile Child Protection Teams (MCPT); and Remote Aboriginal Family and Community Workers (RAFCWs).
- **National Quality Standards Indigenous Resource Package** by Donna Bradley and Lisa Albion—a project funded by the Department of Education, Employment and Workplace Relations (DEEWR) to consult with students, community members, staff in remote children’s services, stakeholders and partners and develop an Indigenous ‘resource package’ to complement the National Quality Standards (Early Childhood) and assist Indigenous early childhood practitioners to implement and practice quality care in their communities.
- **Prevention of Conductive Hearing Loss Project in Remote Indigenous Communities** by Dr Lyn Fasoli, Alison Wunungmurra and Dr Damien Howard (Phoenix Consulting)—a project funded by Early Childhood Policy and Regulations and the NT Department of Education and Training (DET) to research effective practices in hearing loss prevention. This project identifies potential cross-agency strategies to maximise prevention and intervention in order to reduce the incidence of conductive hearing loss in children from birth to four years in the Territory’s growth towns.
- **Baseline Socio-Economic Analysis** by Dr Catherine Holmes, Assoc Prof Lyn Fasoli, Patrick Anderson with Justine Williams and Kim Johnstone—a project funded by BHP Billiton to provide and analyse baseline socio-economic data to inform long term program planning for a north West Australian Traditional Owner group entering into a long-term royalties agreement with BHP Billiton. The study focused on demographics, education levels, health and wellbeing, past and present employment experience, employment capability and personal and cultural aspirations and expectations.
- **Arandic Endangered Languages Project** by Margaret Carew—a project funded by the Department of the Prime Minister and Cabinet and the Maintenance of Indigenous Languages and Resources to work with Arandic speakers to produce a web-based video dictionary and learning resources for lityem-lityem Angkety ‘sign language’; a DVD of Alyawarr and Anmatyerr women’s performance arts; and a booklet with song texts, images, music transcriptions, descriptions about the singers, their country and the significance of the songs and music.
- **Dandjoo Moordyap Darbakan: Noongar Language Revitalisation** by Maree Klesch—a project funded by the Department of the Prime Minister and Cabinet and the Maintenance of Indigenous Languages and Resources to work with Noongar Elders; community members, Noongar teachers and relevant professionals to research, document, develop print and digital language and cultural resources for revitalisation, teaching and dissemination of Noongar languages/dialects and culture across the Noongar and wider Australian community.
• **Mowanjum Community Language Revitalisation** by Maree Klesch—a project funded by the Department of the Prime Minister and Cabinet and the Maintenance of Indigenous Languages and Resources to work with Worrora, Ngarinyin and Wunumbal Elders, community members and relevant professionals to research, document, develop print and digital language, and cultural resources for revitalisation, teaching and dissemination of Worrora, Ngarinyin and Wunumbal languages and culture across the Mowanjum and wider Australian community.

• **Planning and Development: Western Australian Aboriginal Language Alliance** by Maree Klesch—a project funded by the Department of the Prime Minister and Cabinet and the Maintenance of Indigenous Languages and Resources to establish a resource, service and advocacy agency for Western Australian Aboriginal Language services: the WA Aboriginal Language Alliance (WAALA). As a first stage planning and consultation process, this project will work with representatives from each language centre project and establish a development framework for a state-wide model supporting Aboriginal language organisations working together, sharing resources and building skills, professionalism and capacity.

• **Wadeye Endangered Languages Project** by Maree Klesch—a project funded by the Department of the Prime Minister and Cabinet and the Maintenance of Indigenous Languages and Resources to work with Wadeye Elders, community members and relevant professionals to research, document, develop print and digital language and cultural resources for maintenance, revitalisation, teaching and dissemination of Wadeye languages and culture knowledge. It also draws together previous documentation for continued development of a comparative dictionary.

• **You’re in New Country** by Assoc Prof Lyn Fasoli and Rebekah Farmer—a project funded by the Department of Education, Employment and Workplace Relations (DEEWR) for an action research project to develop a teaching resource with Wadeye early childhood staff and Batchelor Institute students. The resource provides information to non-Indigenous teachers, mentors and service directors on how to work more effectively with remote Indigenous colleagues and students.

**Internal Research Grants (IRG)**

Margaret Carew received IRG funding to support a project entitled *Participatory repatriation: taking language recordings back to country*. The project digitised approximately 80 cassette tapes of language material from senior knowledge holders at Gochan Jiny-jirra and neighbouring outstations, and in Maningrida. It involved several language consultants in community-based documentation, archiving and the repatriation of this language material.

Robyn Ober and Noressa Bulsey received IRG funding to support a project entitled *Both ways in Action* which aims to apply a scholarly approach to exploring the application of ‘both-ways’ by staff and students in their teaching practice and learning process.

Rebekah Farmer received IRG funding to undertake an investigation into levels of community awareness of the services available to community through two early childhood facilities operating in a remote NT Aboriginal community.

Eva McRae-Williams received IRG funding to extend the *My Success* project funded through the NT Research and Innovation Board to include a second stage interview process with a select group of research participants.
Financial Services
Reshaping the internal environment and adapting to the external environment were key themes for the Finance team in 2012. Aligning with the Institute’s policy review, Finance progressively reviewed and updated the foundation policy document, the Accounting and Property Manual. The revisions to the Manual have enhanced the policies and procedures to reflect best practice, to provide internal control assurances and to enhance efficiency in order to better support the business activities of the Institute. Coinciding with the policy review, the Finance team reviewed and implemented procedures for the range of roles and tasks in order to meet the audit recommendations requiring that key activities of the Finance team be documented. This project will continue in 2013 with the restoration of Institute wide documents to enhance services to the Institute’s internal and external clients.

Across 2012 there were both variations in revenue sources and an escalation of opportunities for enterprise project development. The Finance team has adapted to these changes by diverting resources to the growing project management field and by producing comprehensive and itemised monthly reports for the Executive Management group and Division managers to assist them in making timely and informed decisions for their business units.

Opportunities were afforded to two graduate accountants to join the team in 2012, with a further two accountants continuing their studies towards CPA/CA designation. The close of 2012 saw the Chief Financial Officer commence maternity leave, coinciding with the recruitment of a temporary Chief Financial Officer and the Manager of Management Accounting, both of whom have brought a variety of experience in government, commercial business and Indigenous organisations.

Facilities and Infrastructure
2012 was a big year for facilities constructed in regional and remote centres. Houses were built and delivered to site in Katherine, Wadeye, Gunbalanya, Ngukurr and Maningrida. The construction of these buildings is expected to have a positive impact on the ability of staff to deliver programs in these remote areas.

On the Batchelor Campus, significant capital and minor new works have been undertaken, including the new lecture hall and the new horticulture facility. With the opening of the new Australian Centre for Indigenous Knowledges and Education (ACIKE) building on the Charles Darwin University site, the Parap and Winnellie offices were closed. All staff were moved to the new facility through the huge effort of the facilities support staff.

Significant works have been undertaken at Batchelor and Bloomfield Street, Alice Springs campuses. In early 2012, the Bloomfield Street kitchen underwent a major upgrade, which included the installation of new stainless steel kitchen benches and new floor coverings. The roof was repaired and painted after a leaking roof caused significant damage to the ceiling. Furniture in the accommodation units was upgraded to comply with Health Department regulations and the internal walls of the residential units were repainted.

The new Arts and Crafts facility in the Desert Peoples Centre was completed and became operational in 2012. The finished building is extremely impressive both architecturally and as a practical and functional learning space. It significantly adds to the Desert Peoples Centre campus.

Human Resources
2012 was a year of change for the Human Resources (HR) department. A high turnover of staff resulted in five of the seven staff members pursuing alternative job opportunities during the year. While the loss was felt particularly during the middle of 2012, the changes provided fertile ground for opportunities with new staff. The HR and Workplace Health and Safety (WHS) Manager, Senior HR Advisor and HR Advisor roles were filled in 2012. A number of vacancies remain to be filled in 2013.

Whilst there was significant upheaval with the change in staff, the unit managed to achieve a number of important industrial and employment milestones. The 2012-14 Enterprise Bargaining Agreement (EBA) was signed and took effect from 31 July 2012. HR completed a draft workforce plan and strategic/operational level business plan for the period 2012-2015. All HR personnel undertook
training in the new BoxiHR reporting system and this has led to significant improvements in reporting to the Executive Management Group as well as meeting auditor requirements.

With the introduction of the new WHS legislation in 2011, the Institute implemented a process to realign its policies and processes to the new legislative requirements. During the latter part of 2012, one initiative was the creation of an online WHS framework which is now in operation.

Of particular note is the formation of an exciting new team. There has been enormous progress made in HR client service protocols and the setting up of a continuous improvement system based on effective utilisation of the HR theme, empowerment through practice. This is based on a best practice ‘transformational approach’ to HR and focuses on the growing of the management community through a formal process of workshops as well as an informal support process of mentoring and coaching the Institute’s management. In summary, with a new EBA, WHS framework and an enthusiastic team, the HR unit is well placed to meet the challenges of 2013.

Information Communications and Technology (ICT)
In 2012 the ICT Unit upgraded the email system from Exchange 2003 to Exchange 2010, improving functionality and the user experience.

The Unit introduced several new systems including the Lync messenger system, which integrates with Outlook; and the installation of a new audio-video system with video conferencing in the refurbished A3 lecture space. The room was equipped with a 100” projection screen, digital surround system, audience and presenter cameras and microphones, and electronic lectern offering full control of system.

A number of cost benefits were implemented in 2012, including:
- The student Learning Management System (Moodle), which was originally hosted by an external third-party, has been transferred in-house, eliminating the annual hosting and maintenance charge.
- A review of the mobile phone and data contracts was undertaken, which has produced significant annual cost savings.

- A new booking system for classrooms and vehicles was developed, leading to the decommissioning of the complex Syllabus Plus system as well as a reduction in maintenance and support costs.
- The Nyirripi and Arlparra Remote Learning sites have been transferred from expensive BigPond satellite links to the more cost effective National Broadband Network (NBN) system.
- Negotiations have commenced with Telstra to move all communication services under the one provider thereby improving services and reducing costs.

Records and Archives Unit
The Records and Archives Unit had an exciting year in 2012. The new Australian Centre for Indigenous Knowledges and Education (ACIKE) partnership and the closing of the Parap and Winnellie offices provided the unit with a large influx of information and files to sort through, categorise and record.

As work units across the divisions were renovated, old documents and photos were unearthed leading to sorting and archiving according to their appropriate files. These changes provided the opportunity to replace copies that had been enclosed on corporate files with original documents.

During 2012 the unit worked extremely well as a team and our staff look forward to continuing their associations with all Institute staff and projects into the future. 2012 has been a time of change and the unit has been proud to support and be a part of Batchelor Institute.
Business Development, Policy and Planning


Major achievements of the Group have included:

Strategic Plan
The Batchelor Institute Strategic Plan 2012-2014 was ratified by Council and distributed widely to Batchelor Institute staff and stakeholders. The Plan identifies nine key outcome areas which are founded on: the Institute’s shared values and ongoing commitment to Aboriginal and Torres Strait Islander communities; the ‘both-ways’ philosophy; student, staff and stakeholder satisfaction; quality service delivery; and the building of solid collaborative partnerships.

Sustainable Business practice
To support Batchelor Institute business practices and procedures, the Group has been developing a ‘Business Sustainability Toolkit’ which is a centralised collection of resources and support for Institute business practice and project management. The final toolkit and ongoing support mechanism will be rolled out Institute-wide in 2013.

Policy
2012 began with a new internal Institute policy process, policy review and the initiation of a new Batchelor Institute policy library.

Quality
The Business Development Policy and Planning Group provides the Institute with the necessary expertise and resources to manage the quality standards in both the VET and Higher Education sectors. The Accreditation and Quality Manager’s role encompasses both sector operations and the challenge to continuously improve and raise standards across both sectors. This has been met with cultural acceptance and adoption of a ‘can do’ attitude. Considerable progress has been made in meeting industry benchmarks and standards. The approach to continuous improvement is ongoing and contributes to the growing respect and reputation of the Institute’s quality approach to providing quality standards. Professional Development workshops for lecturers and training administrators are now regularly programmed to improve their knowledge and skills in areas such as course assessment practices and development, validations, developing training and assessment strategies and quality induction. The Quality office continues to work with the Faculties in establishing improved client services. The proposed advances on Quality Standards expectations of RTOs by the Australian Skills Quality Authority (ASQA) are currently being analysed by the Group and a strategic approach to minimising the impact of these changes is already underway. The Business Development, Policy and Planning Group is represented on and provides advice to: the Academic Board, the Audit and Risk Management Committee, the Continuous Improvement Group, the Teaching and Learning Committee, the VET Leadership Group, the ICT Strategic Committee and the Senior Management Forum.

Marketing, Communications and Web
The Group has been developing its Marketing Plan 2012-2014 to align with the Strategic Plan objectives. The focus for 2012 included: the consolidation of Institute marketing efforts into the Business Development Policy and Planning Group; building key relationships, particularly through the ACIKE Marketing Committee and media, community and organisation stakeholders; introduction of market research processes; and building Batchelor Institute’s presence through a variety of networks in keeping with the Marketing Plan.

A significant component of the Marketing Strategy was the launch in June 2012 of the ‘new look’ Batchelor website. The website has been well received by students, staff and stakeholders and it continues to improve and develop.

Indigenous Mines Training Program
The Indigenous Mines Training pre-employment program has been run for the past three years. In 2012 the program won both the Northern Territory Training...
Award and the National Training Award for Industry Collaboration, along with the Institute’s collaborative partner—the Minerals Council of Australia (NT). The program delivers a pre-employment training package for Indigenous participants interested in a career in the mining industry. The program developed in response to an identified need by mining companies for Indigenous employees to work in all areas of industry. The training replicates workplace requirements on mine sites in a blended block delivery mode, incorporating foundation skills, literacy and numeracy and accredited Resource and Infrastructure training. Preference has been given to trainees from remote communities across the Northern Territory where mining operations occur.

Another highlight of the program in 2012 was the introduction of the first women’s pre-employment program. Fourteen women started the program and all have completed and graduated. Thirteen of the women took up employment opportunities immediately after graduation. The graduation ceremony at Government House in Darwin was particularly moving.

2012 also saw the beginning of a community-based Mines pre-employment program at Groote Eylandt, in collaboration with BHP and community stakeholders. This will continue to be delivered in 2013.

**BIITEBUILD**

The Institute’s prison-based Construction Training program, BIITEBUILD, completed a successful 2012, with a graduation held in December at the BIITEBUILD facility at Darwin prison. The training outcomes were facilitated by training at both the Darwin prison facility and also by a ‘live work’ project—the successful completion of Phase 1 of the Venndale Drug and Rehabilitation Centre upgrades. More ‘live work’ projects are planned for the future.

Batchelor Institute’s Business Development Policy and Planning Group completed a business case and business plan for BIITEBUILD, with funding received from the Department of Business. The findings and recommendations from the business plan now inform planning for the program over the next two years, to be managed by the Faculty of Health, Business and Science (FHBS).

The partnership between Batchelor Institute and Northern Territory Correctional Services is moving from strength to strength, with new business development opportunities between the partners being explored.

**CDEP Resource Unit**

A pilot CDEP Resource Unit was established in 2011 under a proof of concept initiative funded by the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA). The Northern Territory CDEP Resource Unit is one of two in the country: one located at Batchelor Institute and one at TAFESA in South Australia. The NT CDEP Resource Unit has two coordinators—one in Central Australia and one in the Top End—to service the Northern Territory, managed by the Business Development Policy and Planning Group Manager. The CDEP Resource Unit objectives aim to develop long term relationships with CDEP providers in order to support improved planning, understanding of the Vocational Education and Training sector, and opportunities for sharing best practice. Adequately equipping CDEP providers has enabled better support of participants’ literacy and numeracy requirements and helped identify community aspirations, thereby ensuring all available resources are accessed. This will ultimately lead to improved pathways for participants to undertake training aligned to community employment aspirations and employability skills.

Successful projects from the CDEP Resource Unit in 2012 included:

- Multi-media programs (Digilink) for youth and women in collaboration with Tangenyere Council
- Sport and Recreation programs for youth in several Northern Territory communities
- Mums and Bubs programs at Robinson River
- Establishment of a Community Housing Officer employment pathway program at Julalikari
- Up-skilling of Batchelor Institute lecturing staff in Australian Core Skills Framework and Certificate IV in Literacy and Numeracy
- Development of a customised online Certificate IV TAE for CDEPs, JSAs and Aboriginal organisations
- Development of a best practice Community Learning and Engagement Strategy (CELF) which will evolve into the Institute’s Teaching and Learning Framework in 2013.
Campus developments
The Arts and Crafts building was completed in May and opened by the Minister for Central Australia on 22 June 2012. The completion of this building brings all the teaching staff onto the campus at the Desert Peoples Centre (DPC) for the first time.
The Arts and Crafts building contract was designed to facilitate Aboriginal employment and on-the-job training opportunities. As a result, all of the internal steel wall frames were fabricated by Batchelor Institute students in Berrimah and shipped down to Alice Springs. This steel was then assembled and installed in the building by students at the Centre for Appropriate Technology (CAT). This model will be further developed in other contracts in the future.

Livelihood pathways
In 2012, the collaborative development by Batchelor Institute and the Centre for Appropriate Technology of an embedded literacy model of delivery made huge steps forward. This approach involved linking numeracy and literacy into skills training so that the literacy delivered is directly relevant rather than being more theoretical. This strategy has now been used across a range of subjects including Automotive, Construction, Horticulture, Conservation and Land Management (CLM) and Information Technology (IT). This approach was a complex challenge as it involved ‘team teaching’ which was a new method for many of our teachers and trainers. With the increased resources that Batchelor Institute have invested in this area, the approach is showing encouraging results.
During 2012, the DPC was in the process of developing a mentor-training course to assist the mentoring team operating out of CAT. The course was established as part of a strategy to have a comprehensive mentoring service operating across the DPC, aiming to support mentors and those people interested in taking on a mentoring role in the diverse contexts in which they work. Mentoring is emerging as a very significant method of supporting people through training into work at the DPC.

The desert hub
The desert hub is a Desert Peoples Centre’s project which supports social enterprise in desert Australia. The desert hub was successful in winning funding through the Northern Territory Innovation Fund to develop research on social impact assessment which was undertaken in partnership with the University of Sydney.
During 2012 the desert hub delivered tailored venture support to social enterprise and entrepreneurs, curated events and workshops, presented at national conferences, advised regional bodies, developed partnerships with leading institutions and kick-started a local ‘change-makers network’.

**Strategic directions**

Throughout 2012 the Board completed its second Strategic Planning exercise, building on the first Plan completed in 2007. The Board identified three key themes:

**Theme 1 Intercultural Life**
- Develop the Desert Peoples Centre as a place that promotes an Indigenous perspective around mutual cultural understanding and respect that responds to people’s daily lives in ways that are vibrant, relevant and engaging for both Indigenous and non-Indigenous people. These exchanges will seek to understand and respect culture and its significance to all people.

**Theme 2 Livelihood Pathways**
- Develop and extend the Livelihood Pathways approach to enable Indigenous people to choose and pursue livelihood opportunities. The Institute aims to enhance the capacities and skills of individuals across a range of areas relevant to their future livelihoods whilst inspiring people to develop an awareness of their own capacities and skills, and what is required to pursue their aspirations.

**Theme 3 Research Advocacy and Policy Development**
- Undertake and promote innovative research, advocacy and policy development (of mutual interest for CAT and Batchelor Institute) on specific areas that will improve the livelihoods of Indigenous people. Both organisations want to learn about and advocate for changes to policy that are most likely to improve Indigenous engagement in learning and livelihood participation. Batchelor Institute and CAT are committed to developing responsive evaluation systems and structures that maintain accountability and allow continual improvement practices within organisational learning approaches.
Community and industry engagement

Batchelor Institute of Indigenous Tertiary Education’s Community Engagement team is responsible for developing positive working relationships with government departments, local shires, Aboriginal organisations, industry and Aboriginal communities in order to establish strong partnerships that achieve learning outcomes and livelihood pathways for Aboriginal clients.

Highlights in 2012

• The vibrant multi-purpose Central Australian Learning Centres reflect this priority and the commitment of Batchelor Institute to creating adult education opportunities in remote Northern Territory communities. Relationships are central to this and all engagement is based on the ‘both-ways’ principles of community and learner-centred shared learning journeys and strengthening Indigenous identity. There are now four dynamic Learning Centres in Central Australia at Nyirrpi, Arltunga, Lajamanu and Willowra, which were achieved through the partnering of Batchelor Institute with the Warlpiri Education Training Trust (WETT) and FaHCSIA. Each Learning Centre has a full time lecturer/coordinator who works alongside local coordinators. The Centres offer formal (accredited) and informal (non-accredited) learning that builds greater skills for work, life and positive cultural identity.

• An involvement with the Central Australian Education and Training Network (CAETN) provides an opportunity for sharing information and building relationships with other education providers and agencies. This community of practice supports a dialogue that helps to develop ways of working within and between providers in the interests of improved outcomes in Indigenous education.

• In the past twelve months the Institute’s working partners have included Bawinanga Aboriginal Corporation, Beanie Festival, Central Desert Shire, Centre for Appropriate Technology (CAT), Desart, DEMED Association Incorporated, Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA), Job Find, Laynhapuy Homelands, Roper Gulf Shire Council, Tangentyere Artists, Tangentyere Council, Tiwi College, Tiwi Islands Training and Employment Board, Tiwi Islands Shire Council, Urapuntja Council, Warlpiri Education and Training Trust (WETT) and World Vision Australia (WVA).

• The Institute continued to host and facilitate the professional Top End Education and Training Network (TEETN) forums in Darwin, which focused on employment, education and training issues and solutions for Indigenous Australians. Several topical presentations were delivered in Darwin and were also linked via teleconference to regional
members across a number of Top End locations such as Nhulunbuy, Pirlangimpi (Melville Island), Katherine, Wadeye, Jabiru, Angurugu (Groote Eylandt), Robinson River and Numbulwar.

• One of the most outstanding panel presentations held in 2012, which related closely with Aboriginal communities in the Northern Territory, was where most of the Northern Territory-based Industry Training Advisory Council Chief Executive Officers presented key information on the topic ‘Effective Collaboration and the Utilisation of Support Services’. The Industry Training Advisory Councils consisted of the Major Industries Training Advisory Council Ltd (MITAC), Services Industries Training Advisory Council (SITAC), Human Services Training Advisory Council Inc. (HSTAC) and the Mineral Council of the Northern Territory.

• The establishment of a Tiwi Islands Training Coordinator role based at Pirlangimpi (Melville Island) for a six month period resulted from a series of discussions between the Tiwi Islands Training & Employment Board (TITEB) and Batchelor Institute management. The mandate of this pilot program was to build a more efficient and effective learning environment for Tiwi people through the provision and utilisation of both VET and Higher Education programs offered by Batchelor Institute and TITEB.

• One of the major goals of this project was to develop a multitude of collaborative educational partnerships between Batchelor Institute, schools, local employers, government and non-government departments and agencies and CDEP schemes throughout the Tiwi Islands. The focus has been on carefully selected educational programs which each stakeholder has viewed to be meaningful but progressive for their community.

• The Institute actively negotiated three Section 19 Land Use Agreement (Leases) with Northern Land Council lawyers on behalf of the respective traditional owners of the Ngukurr, Maningrida and Gunbalanya communities, to obtain approval to build Institute houses on Aboriginal land. The Institute dwellings are all established, furnished and will be used by community-based and visiting Institute staff with the aim to provide more effective education and training services to these communities.

• Having established Institute housing in these communities will complement the already established purpose-built study centres which were constructed by the Institute, in some cases 12 years ago, under the same consultation process with Traditional Owners and the Northern Land Council.

• Batchelor Institute representatives from the Community Engagement team attended a number of career open days in Darwin, Katherine and Maningrida.

• A number of community celebrations were planned in 2012 across the Northern Territory to present students with nationally accredited training awards in their home community in front of their families and employers. Early in 2012, the Roper Gulf Shire Council staff at Ngukurr and Numbulwar, with the support of senior Traditional Owners and community organisations, planned two community celebrations. The Institute Director attended both celebrations to present graduating students with awards for the completion of their training qualification.

• Ngukurr students received the following awards:
  • 2—Certificate I in Business
  • 15—Certificate II in Construction

• Numbulwar students received the following awards:
  • 2—Certificate I in Business
  • 1—Certificate II in Construction
  • 7—Certificate II in Community Services
  • 1—Certificate III in Indigenous Education Work
  • 1—Certificate IV in Children’s Services (Out of School hours Care)
Batchelor Institute of Indigenous Tertiary Education was established by the Batchelor Institute of Indigenous Tertiary Education Act 1999 as an educational institution for the tertiary education of Indigenous people of Australia and the provision of other educational and training programs and courses, and the facilities and resources and study, and for related purposes.

**Council**
The Batchelor Institute of Indigenous Tertiary Education Council is the Institute's governing body and is constituted in accordance with the provisions of the Batchelor Institute of Indigenous Tertiary Education Act 2012. It is responsible for acting on the Institute's behalf to promote Batchelor Institute's objectives and interests.

The Council is made up of:
- A Chairperson
- Four persons appointed as a member by the Administrator on the nomination of the Minister
- One full-time staff member elected by full-time staff and declared a member by the Administrator
- One student, whose usual place of residence is in the Territory, who has been elected by students and declared a member by the Administrator
- One person appointed as a member by the Administrator on the nomination of the CDU Council
- The Director
- Chief Executive of the Education agency (or their nominee).

The appointed Chair of the Council is to be an Indigenous person with appropriate expertise for the appointment and must not be a member of staff or a student.

In relation to the persons appointed by the Administrator:
- One member must be an Indigenous person who has experience in advising government or other service providers about Indigenous matters
- One member must have specialist professional or vocational knowledge about, or expertise in, delivering education and training, preferably to Indigenous people in remote areas of Australia
- One member must have demonstrated commercial and financial expertise and experience
- One member must have experience, knowledge or expertise, not necessarily of a kind mentioned above, that is appropriate for the effective exercise of powers and performance of functions as a member
- One must usually reside in the northern region of the Territory
- One must usually reside in the southern region of the Territory.

**Institute Advisory Board**
The Council is supported by the establishment of the Institute Advisory Board under Division 3 of the Batchelor Institute of Indigenous Tertiary Education Act 2012. The functions of the Board are to:
- Advise and make recommendations to the Council about Indigenous cultural and social issues that are likely to affect the Institute
- Consult with Indigenous people, communities and organisations to promote constructive dialogue and engagement between the Institute and Indigenous people
- Advise the Institute on systemic and structural changes aimed at improving outcomes for Indigenous students and clients of the Institute, with particular focus on vocational education and training and higher education
- Carry out other activities as requested by the Council.

The Board consists of:
- The member of Council who is appointed by the Administrator who is an Indigenous person who has experience in advising government or other service providers about Indigenous matters
- Five (5) Indigenous persons appointed as members by the Minister.

The appointed Board members must:
- Represent a broad range of Indigenous community interests
- Have demonstrated knowledge and understanding of cultural and social issues affecting Indigenous people
- At least one member must have experience in Indigenous vocational education and training, research or technology
- At least one member must have expertise in advising government or other service providers on matters affecting Indigenous people
Their usual place of residence must be in the Territory and as far as possible they must reside in different regions, one in the northern region and one in the southern region.

**Batchelor Institute governance best practices**

In accordance with the National Governance Protocols, the schedule of compliance was monitored and the Institute was deemed compliant with the National Governance Protocols as described in the Commonwealth Grant Scheme Guidelines under the *Higher Education Support Act 2003.*

**Freedom of Information**

Batchelor Institute of Indigenous Tertiary Education is committed to protecting the privacy of students, staff and other stakeholders. The Institute’s privacy statement contains the Institute policy for management of the personal information it collects. This is part of the procedures in place which aim to protect personal information in accordance with the *Information Privacy Principles (IPPs)* and the *NT Information Act.*

The Institution received no Freedom of Information requests in 2012.

**Cultural and Intellectual Property**

Batchelor Institute supports the recommendations from the *Our culture, our future report* (Janke 1998) which defines Indigenous intellectual and cultural property as follows:

Indigenous Cultural and Intellectual Property refers to Indigenous people’s rights to their heritage. Heritage comprises all objects, sites and knowledge, the nature or use of which has been transmitted or continues to be transmitted from generation to generation, and which is regarded as pertaining to a particular Indigenous group or its territory.

Heritage includes:

- literary, performing and artistic works (including songs, music, dances, stories, ceremonies, symbols, languages and designs)
- scientific, agricultural, technical and ecological knowledge (including cultigens, medicines, and the phenotypes of flora and fauna)
- all items of movable cultural property (as defined by UNESCO)
- human remains and tissues
- immovable cultural property (including sacred and historically significant sites and burial grounds)
- documentation of Indigenous peoples’ heritage in archives, film, photographs, videotape or audiotape and all forms of media.

Where the creation of Batchelor Institute intellectual property involves the traditional interests or property of Indigenous peoples and/or the use of traditional knowledge, Batchelor Institute will take all reasonable steps to comply with the AIATSIS Guidelines for Ethical Research in Australian Indigenous Studies as set out at: www.aiatsis.gov.au/research/docs/ethics.pdf.

**Management**

Batchelor Institute is governed by the Council and managed by the Director. The Director leads the Executive Management Group (EMG), which meets fortnightly and which engages in a responsive and energetic management approach. The Group shapes and implements the strategic directions for the Institute, reviewing results, updating forecasts and plans and discussing strategic issues.

**Risk management**

Batchelor Institute has a Risk Management Policy, supported by Risk Management Guidelines, a Risk Management Plan and corresponding Risk Register. The Risk Management Guidelines are in place to assist staff and students to meet the intent and to gain the benefits of the Risk Management Policy. The purpose of the Risk Management Plan is to ensure the policy objectives are met, implemented and monitored, drawing upon risks identified in the Risk Register. The Risk Register is monitored and continuously updated across the Institute.

It is recognised that, as a dual sector provider, Batchelor Institute will inevitably incur risks in the pursuit of providing a quality service to both students and staff. This collection of policy, planning and monitoring documents provide a consistent framework of practice to assist all members of the Batchelor Institute community to recognise and manage risks inherent in the conduct of their activities in the delivery of our services, toward the goal of academic and research excellence on a local and national scale.
Summary of financials

Batchelor Institute delivered a $4.6 million total comprehensive income in 2012, comprising $1.7 million operating surplus and a $2.9 million asset revaluation. The result is a reduction of $1.2 million from 2011 which is attributed to reduced Australian Government funding arising from the changes to the delivery of Higher Education through the ACIKE arrangement.

The key financial data highlights the strengthening of the Institute’s liquidity and net asset position against a backdrop of reduced revenue and increased employee expenses arising from the 4% salary increase through the Enterprise Bargaining Agreement 2011-2014.

The Institute classifies all activity into the following three sources:

- **Core business**—encompasses the principal activities of the Institute including the provision of Higher Education and Vocational Education and Training and the undertaking of research and consultancy services.

- **Away From Base**—an Australian Government funded program designed to cover travel costs for Vocational Education and Training and Higher Education students studying an approved nationally accredited course that is delivered through a combination of distance education and face-to-face teaching. This funding must only be utilised for which it has been provided and unspent funding is required to be returned.

- **Project**—Enterprise funding from external sources to deliver projects subject to contractual obligations including Performance and Financial milestone achievement and reporting.

The revenue derived from these sources in 2012 is dissected as Core (50%), Away from Base (17%) and Enterprise Projects (33%). A key priority for the Institute is to increase the enterprise Project funding it accesses and in 2012 this increased by 5% to reach 33% of total Institute revenue.

The total comprehensive income result was achieved by a Core activity surplus of $2.59 million (including an asset revaluation of $2.9 million) and an enterprise Projects surplus of $1.97 million. Away From Base funding must be returned to the Australian Government if unspent and therefore makes no contribution to the net results.

### Income

The Institute recorded a fall in income of 8.0% (or $4.0 million) over the prior year making a total income of $43.1M for 2012. This reduction can be attributed to lower student numbers in Higher Education and the subsequent decrease in Away From Base funding following the transition to the new ACIKE arrangement. The $13 million reduction in direct Australian Government funding was offset by a $2.5 million increase in Northern Territory Government funding and a $6.5 million increase in contract revenue from enterprise projects. Australian and Northern Territory Government funding represent over 78% of total income.

### Expenditure

Total expenditure remained consistent with 2011 (0.2% increase) at $41.3 million. Employee related expenses increased by 7.6% ($1.85M) due to the general salary increase under the Enterprise Agreement and the increase in the number of staff undertaking externally funded enterprise projects.

### Key Financial Data

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
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<tbody>
<tr>
<td>Income from continuing operations</td>
<td>$43.108M</td>
<td>$47.083M</td>
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<tr>
<td>Expenses from continuing operations</td>
<td>$41.396M</td>
<td>$41.316M</td>
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<td>Operating result</td>
<td>$1.712M</td>
<td>$5.767M</td>
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<td>Asset revaluation</td>
<td>$2.843M</td>
<td>$0.78M</td>
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<td>Total comprehensive income</td>
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<td>$5.845M</td>
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<tr>
<td>Net assets</td>
<td>$47.512M</td>
<td>$42.957M</td>
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<td>Operating margin %</td>
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<td>12.2%</td>
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<tr>
<td>Working capital ratio (liquidity)</td>
<td>3.02</td>
<td>2.72</td>
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</table>
**Income from Continuing Operations**

**Total Comprehensive Income by Source**

- **Core business**
- **Projects**
- **Away From Base**

**Income Comparison**

- **Other income**
- **NT Government financial assistance**
- **Australian Government financial assistance**

**Revenue by Source**

- Investment revenue $0.8M
- Fees and charges $0.3M
- NT Government financial assistance $15.7M
- Australian Government financial assistance $17.9M
- Consultancy and contracts $6.6M
- Other revenue $1.9M
This increase in employee expenses was offset by a $1.85 million decrease in other expenses primarily arising from reduced travel expenditure.

Employee related expenses represent 63% of the total expenditure for 2012, a 4% increase on 2011. Depreciation and amortisation increased by 5.2% over the prior year which reflects the $4.4 million increase in asset base. Repairs and maintenance increased by 16%, coming from a low base in 2011 and now representing 1.2% of revenue and 1.4% of the value of property, plant & equipment. The major expenses incorporated within ‘other expenditure’ include travel, communications and utilities, contracted services, property management and motor vehicles and were reduced in 2012 by 13% ($1.9 million).

**Assets**

Total assets have increased by 7.3% in 2012 arising from a 3% reduction in current assets and an increase in non-current assets of 14%. Cash and cash equivalents have reduced by $1.6 million with $1.0 million of this being offset by an increase in receivables and prepayments. The increase in receivables reflects the final payment from the Northern Territory Government for 2012 training delivery that will be released upon receipt of 2012 delivery data. The increase in property, plant and equipment totals $4.4 million, arising from an asset revaluation of $2.8 million, completed capital works of $3.1 million offset by depreciation of $1.5 million.

Assets acquired during the year were as a result of construction projects managed by Batchelor Institute and include lecturer accommodation in Katherine, Wadeye, Maningrida, Ngukkur and Gunbalunya; the Arts and Craft Facility at Desert Peoples Centre, Alice Springs and the horticultural training facility at Batchelor campus.
Liabilities
Total liabilities have decreased by 11.0% equating to $0.9 million and is reflected in an improved working capital ratio of 3.02 and a debt to equity ratio of 0.15, placing the Institute in a stronger position to meet all obligations when they are due.

While provisions for employee entitlements have remained fairly constant over the three years, unearned revenue has reduced significantly from $6.5 million in 2010 to $1.7 million in 2011 and further reduced to $0.4 million in 2012. The reduction reflects the repayment of Australian Government unspent grants during the current reporting period and the stricter timeframes for release of funds being implemented by all levels of Government.

Equity
The Institute is currently worth $47.5 million, an improvement of $4.6 million over the prior year. This increase directly reflects the surplus derived from operations and asset revaluations. Over the past five years, the Institute has increased net worth by $25.3 million (or 114%).
Fellowships


O’Sullivan, S 2012, Australian Learning and Teaching Council (now the Office for Learning and Teaching) enduring OLT Teaching Fellowship (2008-ongoing).

Conferences


Cubillo, P, Daly, D, Daly, S, Raye, I & Raines, T 2012, ‘AHW education and training at Batchelor Institute’, powerpoint presentation presented to NT Year of the Aboriginal Health Worker (AHW) Summit, Darwin, 4-5 May.


Kelly, S 2012, ‘Partnerships for community and economic development’, powerpoint presentation presented to Improving Services and Community Development - Designing meaningful partnerships to build capacity Conference, Darwin, 4-5 September.


O’Sullivan, S 2012, Culture at the edge of the world: reversing the gaze, remembering the land; that people might engage (keynote address), Racialising Desire: 2012 Australian Critical Race and Whiteness Studies Conference, Adelaide, 11 December.

O’Sullivan, S 2012, National workshop on the response to the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (workshop convenor), OLT Learning and Teaching Fellows Forum, Melbourne, 2 November.


O’Sullivan, S 2012, Music in Communities and our Indigenous Research Collaborations/the work at the Institute, presented to Griffith Conservatorium of Music’s Research Festival, Brisbane, 19-22 November.


Publications


Holmes, C & McRae-Williams, E 2012, ‘Captains’ and 'Selly welly': Indigenous women and the role of transactional sex in homelessness, Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA), Australian Government.


McRae-Williams, E 2012, My Success: An exploratory study of positive experiences in the working-lives of Aboriginal and/or Torres Strait Islander people in Darwin. Batchelor Institute of Indigenous Territory Education, Darwin.


Exhibitions


Fleet, J 2012, Top End Sea Country, acquired by the Government House Foundation


Fraser, J 2012, Love Local Murri, curator and exhibitor, Cultural Place, Cairns, Queensland, 18 – 21 August.

Fraser, J 2012, Abnormal Cells, artwork exhibited at the 18th JAALA International Art Exhibition, Tokyo Metropolitan Art Museum, Japan, 12 – 19 August.

McMillan, A 2012, Installation (500 unfired ceramic cups), Wide Open Spaces Festival, Ross River, Northern Territory, 4 – 6 May.

O'Sullivan, S 2012, Culture at the edge of the world, soundtext/video installation, 20 years of Wollongong City Gallery Friends Resident Program (exhibition), held at Wollongong City Gallery, Wollongong, 7 September – 18 November.

Stewart, B & McMillan, A 2012, Mud Meets Metal exhibition, Alice Springs, Northern Territory, 26 October – 17 November.

Stewart, B 2012, Townsville Ceramic Art Award, entrant, Townsville, Queensland, 9 – 25 November.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACIKE</td>
<td>Australian Centre for Indigenous Knowledges and Education</td>
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<tr>
<td>ACSF</td>
<td>Australian Core Skills Foundation</td>
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<td>AIATSIS</td>
<td>Australian Institute of Aboriginal and Torres Strait Islander Studies</td>
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<td>Aboriginal Interpreter Service</td>
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<td>ANU</td>
<td>Australian National University</td>
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<td>BATSIA</td>
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<td>Council for Aboriginal Alcohol Program Services</td>
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<td>Walpiri Education and Training Trust</td>
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</tbody>
</table>
Contacts

Batchelor Campus
Nurndina St, Batchelor.
Postal Address:
Post Office
BATCHelor NT 0845
Telephone .......................... (08) 8939 7111
Fax .................................. (08) 8939 7100

Central Australian Campus
Desert Knowledge Precinct
South Stuart Highway, Alice Springs.
Postal Address:
PO Box 9170
ALICE SPRINGS NT 0871
Telephone .......................... (08) 8951 8300
Fax .................................. (08) 8951 8311

Barkly Annexe
Staunton St, Tennant Creek.
Postal Address:
PO Box 595
TENNANT CREEK NT 0861
Telephone .......................... (08) 8962 4407
Fax .................................. (08) 8962 4408

East Arnhem Annexe
Chesterfield Circuit, Nhulunbuy.
Postal Address:
PO Box 1621
NHULUNBUY NT 0881
Telephone .......................... (08) 8987 8421
Fax .................................. (08) 8987 0496

Katherine Annexe
19 Second Street, Katherine.
Postal Address:
PO Box 1896
KATHERINE NT 0851
Telephone .......................... (08) 8966 2010
Fax .................................. (08) 8971 3010

Freecall Numbers
Campus Freecall Number ............ 1800 677 095
Email: ..................... enquiries@batchelor.edu.au
Website: ......................... www.batchelor.edu.au