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 2013.

Professor Markham Rose
Chairperson, Institute Council
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Artist’s biography
Kathy Inkamala, Western Aranda

Born in Alice Springs, Kathy’s mum and dad come from Hermannsburg where there is a long tradition of watercolour painting. Kathy has developed a love of depicting the world around her through her early exposure to art making. Kathy’s real passion is in depicting the Indigenous bush foods that she gathers and eats.

Kathy is currently studying Certificate III in Visual Art and will continue on to the Certificate IV in 2014.
Chairperson’s report

Batchelor Institute of Indigenous Tertiary Education is one of the few educational settings in the nation that hold a special place in the hearts of Aboriginal and Torres Strait Islander people. The Institute has a long and rich history of providing education and training to Aboriginal and Torres Strait Islander people and is held in high esteem throughout our communities. In 2013, Batchelor Institute celebrates its 40 year anniversary of transforming the lives of Aboriginal and Torres Strait Islander people and their communities through quality education and training.

It was with great pleasure, anticipation and pride that I took up the position of Chairperson of the Batchelor Institute of Indigenous Tertiary Education Institute Council on the 11th of February 2013. Since that time I have seen at close quarters the elements that continue to hold Batchelor Institute as a seminal and vibrant institution for Aboriginal and Torres Strait Islander education.

I am assisted by a dynamic and committed Council who have been equally impressed by the work that has been undertaken by staff in building the Batchelor Institute brand, improving student employment and career outcomes, and positioning the Institute to be sustainable into the future.

I would like to especially acknowledge the efforts of all those associated with the TEQSA risk review and re-registration processes. Achieving a three year provisional TEQSA re-registration now strongly positions the Institute to take advantage of the unique opportunity that the Australian Centre for Indigenous Knowledges and Education partnership with Charles Darwin University provides us with. Batchelor Institute Council looks forward to leading and overseeing the Institute’s contribution to this partnership and the establishment of a centre that is highly regarded worldwide for the contribution it makes to first peoples.

In 2013, it was pleasing to see the Institute and its students recognised in both the Northern Territory and National Training Awards. This provides Council with great confidence in the Institute’s vision for Vocational Education and Training that has been developed and implemented over the last few years. With an increasing number of students either in employment or securing employment as a direct result of the training they have undertaken, the Institute’s VET programs will continue to go from strength to strength.

In 2014, the Institute’s 40th year we are likely to see our first PhD graduates, which also presents as a significant milestone.

In celebrating these achievements, it is important that we look back and recognise our heritage and the leaders from our community who over the last four decades gave life to a dream. That dream burns just as strong today as we ignite each other’s dreams through the gift of learning.

In conclusion, the Council and I would like to acknowledge the commitment and contribution of the entire Batchelor Institute learning community. The dedication of the staff and direction of Adrian Mitchell has enabled our students to step up to the challenge and pursue their educational goals. To the communities and families who have supported the Institute for the past 40 years I say ‘thank you’ as we embark on the next 40 years.

Professor Markham Rose
Chairperson, Institute Council
Over the last five years Batchelor Institute of Indigenous Tertiary Education has been on a committed journey to improve the outcomes it achieves for its students from the Higher Education and Vocational Education and Training (VET) it delivers.

So in 2013 it was very pleasing to receive formal recognition of our efforts including being successful with our nomination for the Northern Territory Training Provider of the Year Award and then being selected as one of three finalists in the National Large Training Provider of the Year Award. In the Northern Territory Awards the Institute was also successful in winning the Training Initiative Award with the Department of Education for the program Skilling the Remote Early Childhood Workforce. This is the second year in succession the Institute has won this award which is a clear demonstration of our willingness to work in collaboration to put in place pathways to employment for our students.

In Higher Education 2013 was the second year of the Australian Centre for Indigenous Knowledges and Education (ACIKE) partnership. While enrolments still remain relatively low and there are still some minor frustrations with the pace of change within the partnership, Batchelor Institute remains firmly committed to ACIKE, which also represents a significant opportunity for Charles Darwin University (CDU) and the Northern Territory. With a reduced focus on resources and partnership protocols and a greater impetus on developing programs aligned to students’ aspirations, increasing market share and providing a well-supported, unique and relevant learning environment, with the quality of the teaching staff in ACIKE there is no doubt that increased student enrolments will result in future years.

As a Higher Education provider itself, Batchelor Institute emerged from a Tertiary Education Quality and Standards Agency (TEQSA) re-registration process with a three year provisional registration. This was a result of a substantial amount of work from a large number of people and with our refined research vision supported by Collaborative Research Network (CRN) funding the Institute is now very well positioned for 2014 and beyond.

As a Registered Training Organisation (RTO) Batchelor Institute has a strong focus on Vocational Education and Training delivery aligned to remote community employment opportunities. The majority of training is delivered in collaboration with other organisations to maximise the resources available to support delivery, develop more effective engagement and learning models, improve student completion rates and ensure that there are genuine employment or further education or training pathways for participants. The Institute has a wide range of collaborative relationships but I would particularly like to acknowledge the Northern Territory Department of Correctional Services and the building industry that supports Berrimah Construction Services (BCS);
Norforce; the Department of Education; and the many remote communities that support Batchelor Institute.

Key areas of delivery include Business and Governance, Community Services, Conservation and Land Management, Construction and Mining, Creative Industries, Education, Foundation Skills (work readiness) and Health and Well-being. Batchelor Institute is also endeavouring to establish itself to be recognised nationally for the wide range of strategies it incorporates in its delivery to support students with low levels of literacy and numeracy and/or where English is not a first language to be successful in pursuing their employment aspirations.

The Institute continues to access an increased amount of external funding, has established improved pathways to Higher Education through the Education Support Worker and Aboriginal and Torres Strait Islander Health Worker programs and is putting in place a vibrant remote VET in Schools (VETiS) program that will assist with increasing the future engagement of Aboriginal youth.

Batchelor Institute’s delivery profile is focused on achieving employment or economic development outcomes for Aboriginal and Torres Strait Islander people. While the Institute has two main graduation ceremonies, one at its Batchelor Campus in June and the other at the Desert Peoples Centre in Alice Springs in September, in two smaller ceremonies held towards the end of 2013 in Tennant Creek and Yirrkala there were 58 students who graduated with all but one being in full time employment.

However, with the high costs of delivering remote training and the ever increasing burden of maintaining ageing infrastructure, the biggest challenge facing the Institute is still its long term financial viability and in 2013 expenditure on Vocational and Education and Training exceeded the funding provided by the Northern Territory Government by over $2 million.

Finally I would like to acknowledge the members of the Institute Council, which commenced in March 2013. Their support of the efforts of Institute staff over the last few years has been greatly appreciated and the strategic and corporate governance contribution they have provided so far has already proven to be invaluable.

Adrian Mitchell
Director
Batchelor Institute of Indigenous Tertiary Education exists to serve the education needs of Aboriginal and Torres Strait Islander people across Australia. The Batchelor Institute vision is:

A site of national significance in Indigenous education—strengthening identity, achieving success and transforming lives.

Core values

Batchelor Institute core values have been identified by Batchelor Institute staff and underpin all aspects of Institute practice. These are:

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

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, supported by an Indigenous Institute Advisory Board. 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 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 the both-ways philosophy and practice and in the Community Engagement Learning Framework that underpins the Institute Training, Teaching and Learning Plan and quality learning programs. The Institute currently maintains many strong partnerships with education providers, community, government, Aboriginal organisations, RJCP (Remote Jobs in Communities Program) providers and land councils.

The Institute continues to deliver Vocational Education and Training with a strong focus on remote delivery, vocational areas aligned to remote community employment opportunities, and foundation skills including work readiness. The majority of training continues to be undertaken in collaboration with other organisations to ensure that there are genuine employment or further education and training pathways for participants. 2013 has seen the introduction of a number of excellent industry and community relationships and programs that are achieving real education and employment outcomes.

Pathways to Higher Education and Higher Degrees by Research, and specialist research in Indigenous perspectives, continue as primary focus areas. The Australian Centre for Indigenous Knowledges and Education (ACIKE) partnership which began in 2011 continues to strengthen and grow, delivering Higher Education degrees for our students. The Institute continues to innovate its services and practices in a culturally appropriate way.

Batchelor Institute is also continuously committed to developing and improving both regional and national best practice in its fields of specialty.

The organisational structure of the Institute is established to provide services to Indigenous communities across the Northern Territory (NT), including Facilities, Human Resources (HR), Student Services, Information Communications Technology (ICT), Finance, Business Development, Policy, Planning, Marketing, Quality Assurance and a sustainable business practice focus.
Since the late 1980s Batchelor Institute has collected and cared for an amazing diversity of Indigenous artworks, ranging from student works to significant pieces from established artists from across the Northern Territory. The importance of this was reflected in a generous budget allocation and a progressive Artist-in-Residence and collection policy. Over the years however, financial circumstances have meant reduced funding, but the Collection remains as a valuable cultural resource that must be preserved.

In April 2013, the Common Ground exhibition at CDU gallery highlighted some of the significant works in the Institute art collection which were acquired during the highly successful Artist-in-Residence program. This program operated from mid 1994 until 2007 and resulted in many substantial works being added to the Collection. Artists, both emerging and established, mainly from communities within the NT, were invited to come to and stay Batchelor to paint, weave, sculpt, pot – whatever their preferred art form – for two weeks. All their materials, meals and accommodation were provided and in exchange, the Institute acquired one of their works at the conclusion of the residency. It was a great inspiration for students to work with Indigenous artists in a professional capacity.

The Common Ground exhibition featured works from artists from the communities of Ngukurr, Lajamanu, Peppimenarti, Borroloola and Fitzroy Crossing in Western Australia. CDU complemented these works with prints from many of the same artists that were produced by Northern Editions during their remote community printmaking workshops.

This exhibition emphasised yet again, the important cultural asset for which Batchelor Institute is custodian. Major works have been acquired through the goodwill and established reputation that Batchelor Institute has earned from many years of working in remote communities. The Institute has a responsibility to care for the Collection and continue to preserve its reputation as one of the significant collections of Indigenous art in the country.

The Institute acquired one work this year from Tristan Duggie from Tennant Creek. His painting was used on the Tennant Creek graduation materials in 2013 and was purchased as a worthy addition to the Collection.

Images from left: Artworks on display at the "Common Ground" exhibition; Tristan Duggie’s artwork "Lighting in the Making" (detail) was acquired by the Institute Art Collection in 2013.
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.
ORGANISATIONAL STRUCTURE

BATCHelor INSTITUTE OF
INDIGENOUS TERTIARY EDUCATION

DIRECTOR

BUSINESS DEVELOPMENT, POLICY
AND PLANNING

• Accreditation and Quality
• Policy
• Strategic Planning
• Marketing, Communications, Web
• Business Development
• Business Sustainability
• CDEP Resource Unit

CORPORATE SERVICES

• Ancillary Services
• Central Australia Campus
• Facilities
• Financial Services
• Human Resources
• Information Communications Technology (ICT)
• Kitchen / Catering / Cafeteria
• Records and Archives
• Residential / Security

FACULTY OF
EDUCATION, ARTS AND
SOCIAL SCIENCE

VET COURSES

• Children’s Services
• Community Services
• Creative Industries (Media)
• Education and Skills Development
• Education Support
• Indigenous Language and Knowledge Work
• Interpreting
• Music
• Reading Writing and Spelling English
• Screen and Media
• Training and Assessment
• Visual Arts

HIGHER EDUCATION COURSES

• Indigenous Knowledges, Languages and Linguistics
• Indigenous Teacher Education
• Preparation for Tertiary Success

COMMUNITY ENGAGEMENT

• Arlparra
• Nyirripi
• Willowra
• Lajamanu
FACULTY OF HEALTH, BUSINESS AND SCIENCE

**VET COURSES**
- Aboriginal and Torres Strait Islander 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 Science
- 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)
COUNCIL

Members of the Batchelor Institute Council were officially appointed and declared members by the Administrator on February 11, 2013. In accordance with the Batchelor Institute of Indigenous Tertiary Education Act 2012, the Council is to meet four times in one calendar year. The first of the meetings to take place was held on Wednesday 6 March in the Council Room at the Batchelor Campus. Meeting two was also held at Batchelor Campus, this time in conjunction with the Batchelor Campus Graduation on Thursday 6 June. On Friday 6 September members journeyed to the Desert Peoples Centre in Alice Springs where meeting 3 took place and members attended the Desert Peoples Centre Graduation. The final meeting for 2013 took place on Wednesday 20 November in the Executive Conference Room at the Australian Centre for Indigenous Knowledges and Education.

Appointees to Council are:

Professor Markham Rose PhD
M.Ed.Admin. B.A. DipT
Chairperson, appointed under section 11(1)(a)

Professor Rose is traditionally linked to the Gunditjmara Nation of western Victoria. With a thirty-year career in education Professor Rose has contributed to a broad range of educational settings within the state, nationally and internationally.

Professor Rose has consulted regularly with Indigenous and non-Indigenous organisations both nationally and internationally. For over a decade Professor Rose taught in predominantly postgraduate programs at RMIT University’s Faculty of Business. Professor Rose taught in Australia as well as Beijing, Hong Kong, Singapore and Malaysia.

At a state and national level and with community endorsement, Professor Rose has sat on five ministerial advisory committees. In 2003-2005 Professor Rose co-chaired the Victorian Implementation Review of Royal Commission into Aboriginal Deaths in Custody. In 2008 Professor Rose moved to the Victorian Aboriginal Education Association Incorporated (VAEAI) as General Manager during the World Indigenous Peoples Conference on Education (WiPC-E) and assumed the position of Chair of Indigenous Knowledge Systems at Deakin University in 2009. In 2013 Professor Rose was appointed as the Executive Director, Indigenous Strategy at La Trobe University.

Appointed under section 11(1)(b) four persons appointed as members by the Administrator on the nomination of the Minister, four appointees are:

Mr Peter Renehan

Mr Renehan is the chairman of Centre for Appropriate Technology (CAT) and brings strong community engagement and practical experience, built up over a long period of time representing and working for Aboriginal people. He also brings strong governance practices to the Council. Mr Renehan resides in the southern region of the Territory and is based in Alice Springs.

Mr Stephen Conway

Mr Conway has worked in the Australian TAFE system for 30 years. He is the CEO for TasTAFE and previously the Managing Director of the TAFE SA Adelaide South Institute. Mr Conway is also the Chair of TAFE Directors Australia. His first career was in the engineering sector and he started his working life as an apprentice refrigeration mechanic. During his time in the TAFE sector, Mr Conway has been a teacher and then a director of metropolitan and regional TAFE institutes. Mr Conway holds formal qualifications in leadership, organisational development, Vocational Education and Training as well as corporate governance. He has also been a recipient of an Australian International Fellowship, researching the impact of emerging technologies in the field of Engineering education and has also undertaken international business development roles for TAFE.
Ms Julie Crisp

Ms Crisp leads Deloitte’s Northern Territory Justice and Security, Water and Government industry groups and is a partner in Deloitte. Ms Crisp has extensive public sector and energy and resource industry knowledge with over 16 years’ experience working for national and international firms. She has expertise in the areas of public sector internal and financial audit, self-managed superannuation funds, education, electricity, water and gas. Additionally, Ms Crisp has significant experience in the provision of risk management, internal audit and consulting services within the Northern Territory including the delivery of outsourced internal audit services to a number of universities and large government agencies. Ms Crisp resides in the northern region of the Territory and is based in Darwin.

Professor Boni Robertson

Professor Robertson is the Professor of Indigenous Policy and Director of the Office of Indigenous Community Engagement, Policy and Partnerships at Griffith University. Professor Robertson has held senior appointments in Government and within the tertiary sector for the past 30 years. She was the Director of the Indigenous Unit at the University of Queensland (UQ) for 11 years, State Chair of the Ministerial Indigenous Education Advisory Committee for 4 years, the Director of the Indigenous Centre Griffith University for 11 years and has held the professorial appointment at Griffith for the past 8 years.

Professor Robertson has co-authored and authored numerous state, national and international reviews and reports relating to Aboriginal and Torres Strait Islander affairs and has extensive experience in the area of Indigenous policy, community engagement and community partnerships and has a widely recognised history of producing evidentiary, transformational community based research on matters pertinent to the education and wellbeing of Indigenous Australians. She also has linkages with various representative and consultative groups, such as the World Indigenous Nations Higher Education Consortium and the National Indigenous Higher Education Network. Professor Robertson’s leadership in research and education has resulted in her being the recipient of many prestigious awards, the latest being the United Nations Association of Australia Medal for her contributions to social justice and policy regarding Aboriginal and Torres Strait women and children.

Dr Kevin Gillan

Appointed under section 11(1) (g) as the Chief Executive Officer of the Education Agencies nominee.

Dr Gillan is the Executive Director, Education Partnerships with the NT Government’s, Department of Education. Dr Gillan was appointed to be a member on Council as the representative for the CEO for the Department.

Dr Gillan was previously the Principal at Sanderson High School, Professor and Director of University, Government Relations at Charles Darwin University in the Northern Territory, 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 also 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 also a member of the Batchelor Institute Interim Council from May 2012 until February 2013.
Professor Steven Larkin
Appointed under section 11(1)(c) as a member by the Administrator on the nomination of the Charles Darwin University Council.

Professor Larkin is a Kungarakan man from the outer Darwin region. He holds a Bachelor of Social Work, a Master of Social Science (Welfare and Social Policy) and a PhD.

Prior to joining Charles Darwin University, as Pro-Vice Chancellor, Indigenous Leadership, Professor Larkin was the CEO of the Australian Institute of Aboriginal and Torres Strait Islander Studies. Preceding this he worked as a senior executive across a number of Commonwealth Government departments and agencies in the area of Indigenous social and health policy.

Professor Larkin was the previous Chair and remains a current member of the Indigenous Higher Education Advisory Council, is a member of the Board of Beyond Blue Inc., former Chair of the NT Board of Studies, a member of the panel in the Review of Higher Education Access and Outcomes and a Board member of the Healing Foundation.

Mr Patrick Anderson
Appointed under Section 11(1)(d) as the elected full-time staff member.

Mr Anderson has been employed as a permanent staff member of the Institute since July 1994 and has fulfilled the role of senior Aboriginal member of the Institute since 1998. He has participated in many committees with the Institute as a means to fully understand the operations of the organisation.

From 1996-2000 and again from 2006-2007, Mr Anderson was the Institute's academic staff representative on the Batchelor Institute Council. Patrick is a proud member of staff and has a very professional working relationship with all Institute staff and stakeholders. He has studied extremely hard to obtain the qualifications, knowledge and senior status that he holds at the Institute.

Ms Beverly Councillor
Appointed under Section 11(1)(e) as the elected student member.

Bev Councillor is a Noongar Yamatji woman. Her Noongar ancestry is given from her mother's mothers. Her matriarch ancestry is from a line of Wandandi Bibbulmen Noongar women from the lower south west region of Western Australia. Bev's Yamatji ancestry is from her father's fathers, who are Naaguja people from the mid north-west region.

After completing a Bachelor of Applied Science in Indigenous Community Management & Development from Curtin University in 2002, Bev was invited to work as an Associate Lecturer at Curtin University's Centre for Aboriginal Studies, where she has worked for 8 years. In 2004 she completed a Graduate Certificate in Indigenous Healing Arts from Curtin University.

Bev is currently living in Darwin and undertaking a Higher Degree by Research (HDR) at Batchelor Institute of Indigenous Tertiary Education, enrolled in the Masters of Indigenous Knowledges. Bev's research project is in the area of native title. The title of her project is "Noongar Boodjar Galyukoorl – People, Land Always-Continuously": Resolving Native Title in the South West.

Adrian Mitchell
Director, Batchelor Institute of Indigenous Tertiary Education

Please see page 13 for Mr Mitchell's profile.
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, New South Wales from 2007 to 2010, and Managing Director of Kimberley TAFE from 2003 to 2007. He has also held senior management roles in Central West TAFE in Geraldton, Western Australia and 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 came to Batchelor Institute with extensive experience working in regional and remote Australia and a strong track record of supporting and promoting collaborative relationships with industry, employer groups, peak bodies, government, service providers, the community and other registered training organisations to put in place superior student pathways, particularly to employment. Supporting the aspirations of Aboriginal and Torres Strait Islander people has also been a high priority and Adrian has been associated with many innovative programs both in Western Australia and New South Wales that have resulted in sustainable jobs for participants. TAFE Western won the 2007 and 2008 Gili Institute Award for the TAFE Institute that had made the most significant contribution to the empowerment of Aboriginal people in New South Wales as a direct result of these programs.

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 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.

Dr Tony Bowland
B.Comm (Hons.), M.Sc., PhD (Ecology)
Head of Faculty of Health, Business and Science
Dr Tony Bowland took up the position as acting Head of Faculty, Health, Business and Science in 2012 and continued in this role throughout 2013. Prior to this and since 2008 he was Head of the Department of Conservation and Horticulture, Social Housing and Indigenous Environmental Health.

Tony was born in South Africa. After high school and a few years as an accounts clerk, he went to university and completed a B.Comm. (Hons.) at Rhodes University. After eight years working as an accountant in South
Africa, England and Canada he returned to university to undertake studies in wildlife biology. His research in National Parks for a Master’s degree focused on the impact of grazing by large herbivores and fire regimes on small mammal communities, the prey base for small to medium sized carnivores. Endangered forest antelopes were the subject of his Doctoral research. Whilst in the employ of conservation agencies Tony conducted research on the control and management of sheep predators (jackals and caracals), the conservation management of cheetahs and provided ecological advice to protected area managers. During this time he worked closely with traditional healers and herbalists to strive for the sustainable use and cultivation of native plants and animals.

In 1999 Tony emigrated from South Africa to Australia to take up a position as Principal Wildlife Scientist in Alice Springs and later moved to Darwin as a Director of Wildlife Management with the NT Parks and Wildlife Commission. The focus of his activities was on the management of pest species and the sustainable utilization of wildlife. In 2008 Tony joined Batchelor Institute.

Ms Claire Kilgariff
DipTeach Fine Arts; BEd; Licentiate of Music (Flute); BArts (Music); Cert IV TAE; 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 her undergraduate qualifications are in Visual Arts, Music and Education. Her postgraduate 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.

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.
2013 at a glance

Total Course Completions (HE & VET) for 2013

- VET Diploma (30)
- Certificate IV (46)
- Certificate III (119)
- Certificate II (1379)
- Certificate I (190)
- HE Bachelor Pass (2)
- Total = 653

This is a 42.2% increase from 2012

Vet Enrolments by Course Type

- Certificate I (1065)
- Certificate II (1379)
- Certificate III (726)
- Certificate IV (303)
- VET Diploma (136)
- Total = 3609

Vet Enrolments by State

- NT (3442)
- QLD (67)
- WA (84)
- SA (4)
- NSW (5)
- ACT (0)
- VIC (1)
- TAS (0)
- Address Unknown (6)

TOTAL ENROLMENTS = 3609

This is a 42.2% increase from 2012
VET ENROLMENTS

BY GENDER

60%  
FEMALE  
(2149)

40%  
MALE  
(1460)

VET ENROLMENTS

BY AGE GROUP

VET STUDENT NUMBERS

BY TOP 20 COMMUNITIES
**Main Language Spoken at Home for Vet Students**

- **Not Specified**: 2
- **English** (975)
- **Indigenous Language**: 2632

**English Proficiency by Age for Vet Students**

- **Very Well**: 500
- **Well**: 400
- **Not Well**: 300
- **Not Specified**: 200
- **Not at All**: 100

**Age (Years)**

- <20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61-65
- 66-70
- >71

**Study Reasons for Vet Students**

- To get a job
- To get into another course of study
- For personal interest or self development
- Not specified
- To get a better job or promotion
- To try a different career
- It was a requirement of my job
- Other reasons
- I wanted extra skills for my job
- To start my own business
- Other

**Total**: 3609

**Note**: The numbers only include students where their main language spoken at home is an Indigenous language. Those that speak English at home do not indicate how well they speak English.
Higher Degrees by Research

**Higher Degrees by Research Enrolments by Course Type**

- **Doctor of Philosophy**: 5
- **Masters by Research**: 12

**Total**: 17

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**Higher Degrees by Research Enrolments by State**

- **NT**: 6
- **QLD**: 8
- **NSW**: 3
- **VIC**: 0
- **WA**: 0
- **SA**: 0
- **TAS**: 0
- **ACT**: 0

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**Higher Degrees by Research Enrolments by Gender**

- **Female**: 14 (82%)
- **Male**: 3 (18%)

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**Higher Degrees by Research Student Numbers by Age & Gender**

- **Female**:
  - 26-30: 1
  - 36-40: 1
  - 41-45: 1
  - 51-55: 5
  - 56-60: 1
- **Male**:
  - 26-30: 1
  - 36-40: 1
  - 41-45: 1
  - 51-55: 1
  - 56-60: 1

**Age (Years)**

- 26-30
- 36-40
- 41-45
- 51-55
- 56-60
- 61-65

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**Masters by Research**

- **Total**: 12

**Doctor of Philosophy**

- **Total**: 5

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**Batchelor Institute | Annual Report 2013**
In 2013 the Faculty of Health, Business and Science (FHBS) provided education and training in Higher Education and Vocational Education and Training (VET) to Indigenous students across Australia. Higher Education was delivered with Charles Darwin University under the Australian Centre for Indigenous Knowledges and Education (ACIKE) partnership in Darwin and Alice Springs. VET was delivered at Batchelor Institute main campuses (Desert Peoples Centre and Batchelor), remote communities and schools throughout the Northern Territory and with NT Department of Correctional Services in Darwin and Alice Springs.

Higher Education courses offered through ACIKE were Bachelor of Nursing and Bachelor of Health Science. VET courses on offer ranged from Certificate I to Diploma across Business and Governance, Sports and Recreation, Conservation and Land Management, Horticulture, Resources and Infrastructure, Construction, Primary Health Care, Indigenous Environmental Health, Health Support, Kitchen Operations, Cleaning Operations, and Social Housing.

Employment outcomes or progression to further education and training underpinned the dedicated and motivated Faculty staff.

Achievements

The year saw the Faculty’s VET target being met comfortably with high numbers of completions and graduations. Numerous externally funded projects were launched.

- The construction and equipping of the Horticulture Training Facility at Batchelor campus has been completed and is ready for next year’s intake of students. Also, the construction of a Conservation and Land Management building at the Desert Peoples Centre commenced in 2013 and will provide teaching areas, office space, and storage and workshop areas. The Conservation and Land management building will be completed and fitted out early in 2014.

- The management of Berrimah Construction Services (BCS, formerly BIITEbuild) was transferred to the Faculty late in 2012. The facility at BCS is self-sustainable: numerous commercial activities were undertaken to generate income for the operation. In 2013 the financial and personnel structures were redesigned to align with the purpose of the operation which is to deliver specialised Certificate II in Construction training to prisoners in the form of a “live” build. BCS won two large tenders to train prisoners and construct accommodation for NT Department of Correctional Services in Alice Springs and Katherine. The construction of three demountables commenced as part of the training programs. These are almost complete and will be delivered early in 2014.

- BCS has two trainers who achieved 44 qualification completions from 54 enrolments in 2013 and held three special graduation ceremonies for prisoners—one in Alice Springs and two at Berrimah prison. In addition to this, numerous industry tickets (white card, welding, skid steer) were delivered to enhance the Certificate II in Construction qualification.

- Under the Defence Indigenous Pre-employment Program (IPEP) training in Certificate III in Community Services and Certificate II in Conservation and Land Management was delivered to 30 young Aboriginal men and women. The completion rate in both qualifications was very high.
In partnership with Greening Australia Western Australia, Faculty staff delivered fire management units from Certificate II in Conservation and Land Management to remote Indigenous ranger groups at Parnngurr in the Pilbara WA.

Community graduation ceremonies were held at Beswick and on the Tiwi Islands with another ceremony at Palmerston Senior College.

Updated and printed the Primary Health Care clinical log book under contract for Health Workers Australia.

The co-provider agreement with NSW Federation of Housing Associations continued this year with students progressing from a Certificate III in Social Housing to a Certificate IV with completion in semester 1 2014.

New or accredited courses
- HLT52107 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care (Practice) which is a two year program mostly conducted as self-directed learning activities with three one week face to face blocks throughout the year.
- New industry tickets included RIIMPO321B Conduct civil construction wheeled front end loader operations, RIIMPO318A Conduct skid steer loader operations and RIIMPO320B Conduct civil construction excavator operations.
- AHC Certificates I-IV in Horticulture.

Community involvement
In 2013 the teaching of the two Higher Education bachelor degrees was online and at Batchelor campus, ACIKE or at the Desert Peoples Centre. VET delivery focused on remote delivery in many communities across the Northern Territory.

Certificates I-III in Business and Governance were delivered at Batchelor campus and in five remote communities. Similarly, Certificates I-II in Sports and Recreation was delivered in five remote communities.

Training in Aboriginal and/or Torres Straight Islander Primary Health Care took place mainly on Batchelor campus with some training in remote communities. The qualifications ranged from Certificate III to Diploma. Certificates II and III in Health Support were delivered at the Desert Peoples Centre.

Certificates I and II in Construction and Certificates I and II in Resources and Infrastructure along with some industry tickets were delivered on-site in nine remote communities across the Top End.

Conservation and Land Management and Horticulture Certificates I-IV were primarily delivered in nineteen remote communities with some training done at the Desert Peoples Centre.

The Faculty was very active in the Department of Education's VET in Schools (VETiS) program. Certificates I-II in Conservation and Land Management were delivered at four schools—Batchelor Area School, Palmerston Senior College, Ramingining and Wadeye.

In collaboration with the Kungarakan-Warrai Traditional Owners the Institute applied for, and was successful in procuring, a “Caring for our Country” grant from the Commonwealth Department of the Environment.

Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care students attended the annual ‘Remote Health’ training day held with Flinders Medical and Pharmacy students in Katherine. Each student delivered a brief outline of an Aboriginal and/or Torres Strait Islander agency working well on their community.
The Faculty of Education, Arts and Social Sciences leadership team is committed to the Batchelor Institute vision of contributing to the self-determination and empowerment of Aboriginal and Torres Strait Islander people by focusing on student, community and industry needs and aspirations and practising the Batchelor Institute both-ways principles. The Faculty provides quality teaching and learning excellence in programs across the Higher Education and Vocational Education Training sectors. Programs are delivered on-site at the Batchelor and Alice Springs campuses and across many remote Northern Territory communities through flexible learning modes.

VET programs offered by the Faculty in 2013 had a strong focus on Foundation, Language, Literacy and Numeracy programs that strengthened students’ skills and self-confidence through contextualised community and industry based programs. These programs included Community Services which focused heavily on Education Support and Early Childhood, and Creative Industries through the Media and Visual Arts courses.

Higher Education courses continued to be 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 Advocacy
- Bachelor of Indigenous Languages and Linguistics (BILL)

**Achievements**

During 2013, the Faculty’s output continued to grow with successful tenders and collaborative partnerships bringing in funding of over $3.7m. These included:
- Building the Remote Early Childhood Workforce
- Indigenous Media Training—Remote Indigenous Broadcast Service (RIBS)
- Remote Learning Community Centres project—Community Development Employment Program (CDEP) with the Warlpiri Education Training Trust (WETT)
- Working with Indigenous Interpreters, Department of Family, Housing, Community services and Indigenous Affairs (FaHCSIA)
- Northern Territory Wraparound Services Demonstration Model—NT Department of Business
- Child Care Services Training Project Program Department of Education Employment and Workplace Relations with Complete Personnel and John Pearson Consulting
- Indigenous Employment Project with ie. Project
- World Vision
- Tangentyere Council and Employment Services
Other collaborative projects include:

• The Skills for Employment and Education (SEE) training program designed to help job seekers aged between 15–64 years of age gain part-time or full-time employment. Batchelor Institute won the contract to deliver training across numerous areas in the Northern Territory which include; Nhulunbuy, Wadeye, Maningrida, Batchelor, Alice Springs, Tennant Creek, Arlparra, Nyirripi, Papunya and Kintore.

• A federally funded contract to deliver Stronger Communities for Children (SCFC). This significant program is aimed at developing a skilled and sustainable local Aboriginal workforce, to support and promote children’s safety and wellbeing. Batchelor Institute lecturers are strongly committed to creating and developing a strong working/training partnership with stakeholders by valuing the local skills and knowledge of Indigenous people.

• Skills 21, an innovative joint partnership with the Downs Syndrome Association of NT and Youthworx. A vision of hope and learning, created by Rachel Kroe of the NT Downs Syndrome Association with successful funding brought this project to life.

• Department of Defence—Indigenous Pre-employment Program (IPEP) commenced for the first time at Batchelor Institute in May 2013, and continued to September of that year. This program provided young Indigenous Australians with the opportunity to take charge of their lives and contribute back to their communities. The program also provided students with instructions in foundation skills and work readiness.

The Faculty continued to develop strong and collaborative relationships in Northern Territory communities. Highlights for 2013 include:

• A collaboration with Central Land Council, Warlpiri Education and Training Trust (WETT), supported by the Australian Government Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) through the Aboriginal Benefit Account (ABA). The primary outcome of this project was the $3.2 million Wirliyajarrayi Adult Learning and Early Childhood Centre at Willowra Community which was officially opened in April. This building included 1400 hours of hard work by local Willowra men. Batchelor Institute will run this centre under community direction and the centre will be act as child care, youth and adult learning centre.

• The Top End Foundations Skills team secured sponsorship from Google, Lego Education and First Robotics Australia to allow the first Indigenous team of five students to participate in the National Robotics competition. This event will held in Sydney in June 2014 with the focus is to build a robot to compete in this event.

• A trial literacy program in conjunction with Tangentyere Employment Services that commenced in April 2013. Students developed their literacy skills through focusing on music. The class was visited by a range of international and national musicians; including nationally acclaimed fiddler Pixie Jenkins, singer/songwriter Neil Murray, African musician King Maron, and President of the Australian Bush Poets Association, Manfred Vijars, all sharing their passion for music and words with students.

• The commencement of the DesArt residency at Desert Peoples Centre, Alice Springs which involved art workers from Central Australian communities and provided them with a week of professional development, training and planning for ongoing workforce development.

• Central Australian Art students displayed their work at Muk Muk Fine Art under the title The Forkleaf Project. The exhibition brought together screen prints and digital prints on fabric and upholstery as well as ceramics and beadwork. The artists gained experience in small business areas; selling to customers, showcasing their work and financial skills.

• Indigenous students from around Australia met at the Desert Peoples Centre in Alice Springs for a workshop on writing for film. A unit from the Diploma of Creative Indigenous Writing offered through the Australian Centre for Indigenous Knowledge and Education was delivered as part of this workshop.
The *Strong Teachers* publication was produced in celebration of the learning journey of Indigenous educators who have completed their 4th year of teaching qualifications through the Batchelor Institute Indigenous Teachers Upgrade Program (ITUP). This inspiring book illustrates how their stories and ways of working align with the Australian Professional Teaching Standards and can be used by Indigenous teachers and school leaders as a performance and development discussion and planning resource. The *Strong Teachers* who are the focus of this book will convert their stories into eBooks and learn how to apply this process to other school and student stories. The publication is available from Batchelor Press.

46 inspiring Indigenous students from Batchelor Institute graduated in an outdoor ceremony at Barkly Hill, Tennant Creek on August 2013. All the students receiving diplomas and certificates, graduated from learning areas across the Faculty of Education, Arts and Social Science through hard work and dedication.

Bachelor of Language and Linguistics staff finalised Arrernte language unit development with Senior Arrernte language consultant Veronica Dobson and language speaker Louise Cavanagh.

**Awards and Recognition**

- Batchelor Institute received the *Training Initiative Award* in collaboration with the Department of Education and Children's Services (DECS) on the initiative *Building the Remote Early Childhood Workforce*.
- Evelyn Schaber, VET Coordinator/Lecturer in Education Support based at Alice Springs was the finalist in the *VET Teacher/Trainer of the Year Award*.
- The Preparation for Tertiary Success (PTS) team won the 2013 Batchelor Institute *Excellence in Teaching and Training* award for using innovative techniques to provide effective learning experience for students to help them build confidence and skills needed to succeed in Higher Education.
- Certificate IV students from the Indigenous Media Unit, Edgar Richardson and Perina Sagigi shared *Best Editing* at the 15th National Remote Indigenous Media Festival held at Ntaria (Hermannsburg).
- Edgar Richardson won *Best Song People's Choice* for his original composition 'Sky High'.
- Fibre artist and Visual Arts Lecturer Aly de Groot received the TOGART Contemporary Art Award 2013 for her work entitled 'Lucky, the Patron Saint for All Things Protected'.
- Aly de Groot launched a new installation titled 'Beautiful Monsters', a series of jellyfish woven from fishing line. This is a permanent display at the Queensland Museum.
- Top End Visual Arts student Karen Rogers was commissioned to produce an edition of 16 lino prints for Indigenous Knowledges Symposium speakers. One set was gifted to Prime Minister Julia Gillard at the official ACIKE opening 26th April 2013.
In 2013, 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**

In 2013 the Learning and Engagement Unit continued to improve the learning and training experience of all students enrolled in either VET or Higher Education programs by providing an innovative and interesting learning and teaching experience for all staff involved in Batchelor’s education and training programs.

Over the past year, the Learning and Engagement Unit further implemented a number of key strategies outlined in the *Training, Teaching and Learning Plan*. The unit also continued to promote and implement new initiatives in accordance with Batchelor Institute educational values to ensure that training, teaching and learning environment is of the highest quality and culturally safe and respectful. Specifically in 2013 the unit focused on the following key areas:

- Increased and expanded staff Professional Development opportunities by using online based self-directed training units
- Subscribed to Lynda.com (an online education provider) to give staff access to over 1,900 courses online
- Provided a large number of staff (academic and administrative) with conflict resolution, appropriate workplace behaviour and negotiation skills training
- Developed a Moodle site for the Institute Cultural Awareness Program
- Developed a blended learning version of the Certificate IV in Training and Assessment
- Continued the development of the comprehensive Teaching and Learning Framework, focusing on foundation skills, blended learning and community engagement
- Completed the data analysis of the student literacy and numeracy database (sample size over 200) based on the Australian Core Skills Framework (ACSF) assessment
- Organised “both–ways” seminars for internal and external participants
- Provided lecturers and trainers with classroom assistance in the both-ways delivery methodology
- Re-introduced a staff awards program and celebrated the hard work and dedication of its staff with the 2013 Staff Awards. Six major awards were presented: Commitment to Batchelor Vision, Excellence in Teaching and Training, General Staff Excellence, Outstanding Contribution to Student Learning, Exceptional Performance in Research, Director’s Award
- Batchelor Institute became the lead institution of South Australia and Northern Territory Promotion of Excellence Network (SANTPEN) at the end of 2013, after successfully applying for an Office of Learning and Teaching (OLT) extension grant. The specific objective of SANTPEN over the next 18 months is to build a broad culture for the Scholarship of Teaching and Learning (SoTL)
- Developed and implemented a suite of VET templates that address quality and compliancy issues within the Institute. These are evolving documents that will be updated on a regular basis as part of our continuous improvement processes.
Library and Information Services

In 2013 Library and Information Services (LIS) closely aligned its strategic objectives to those of the Institute and successfully provided innovative and accessible services to staff, students, community members and external stakeholders.

Excellence in Remote Service Delivery

• 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 and at the Australia Centre for Indigenous Knowledges and Education (ACIKE). This resulted in increased integration between the Library and teaching within the Institute.

• The Library has also improved its relationship with the Community Learning Centres in remote areas of the NT, and is working with them to provide relevant and engaging resources. This has involved sending out circulating Community Boxes containing resources to aid in instruction of course work and to encourage literacy development in the remote centres.

Leadership in intercultural education and Aboriginal & Torres Strait Islander knowledges, language and scholarship

• In 2013 the LIS Learning and Research team developed sessions and complimentary resources to: orientate students and staff to the Library and Information Services; assist the Institute goals of improving information literacy and research skills; build IT skills; help develop learner identity and learner confidence; and ultimately help meet the Institute’s strategic objectives of student retention and completion. In 2014 these sessions will be re-developed and expanded using a practice framework for both-ways and overlaid with a teaching model and pedagogy (teaching through culture) that contributes to culturally safe, motivating, relevant, academically engaging and English as a Second Language (ESL) supportive environment that will be both on campus and online.

• The Library won a Community Heritage Grant enabling it to have a significance assessment of the Centre of Australian Languages and Linguistics (CALL) collection performed by an external contractor. The assessment report will be received in November 2014.

• In 2013 the Library began a digitisation project to collate historical images to be used in Batchelor Institute 40 year celebrations. This project was completed in early 2014.

Engagement & Participation

• The Library has increased the availability of library services to Batchelor area residents and Batchelor Area School students and staff by welcoming community visitors at all hours and by offering programs to engage them.

• In 2013 there have been significant updates to library physical spaces, at the Batchelor campus in particular, including new furniture and equipment. This included making significant steps towards the creation of D-Space, Kids Corner and the 24-hour access room which have all been completed in 2014. The idea behind D-Space is to provide a safe, enjoyable and attractive area for students and community members to learn digital literacy skills. The goal is power through engagement.

• In 2013 the Library engaged with staff, students and the community through its Twitter and Facebook page. In the 12 month period from 31/12/12 – 31/12/13, the Library’s Facebook page “Likes” increased by 202%. The Library’s Facebook page average daily total reaches of December 2012 compared to December 2013 saw an increase of 270%. This solidifies the Library’s placement in the social networking environment, and is indicative of its marketing reaching further.
Batchelor Press

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 Tjevn
- Marri Amu
- Magati Ke
- Noongar
- Worrorra
- Ngarinyin
- Wunambal.

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 2013 Batchelor Press supported the production and distribution of numerous bilingual titles and the production of sets of mother-tongue readers with audio recordings, talking books and iOS apps. Numerous posters of sound charts in Aboriginal Languages were developed in partnership with the NT Education Department teacher linguists and several communities developed readers with curriculum related themes.

Titles launched in 2013 included:

**Strong Teachers**
Remote Indigenous educators demonstrate connections between community, culture, country and the Australian Professional Standards for Teachers.

**Antarrengeny Awely: Alyawarr women’s songs from Antarrengeny**
The Antarrengeny song series from the Utopia region of central Australia is one of the most well-known women’s ceremonies. In this book, senior Antarrengeny custodians Mary Kemarr Morton and Katie Kemarr Morton explain the meanings and significance of 57 of their songs and we see how art, dance and song are intertwined in Aboriginal performance. The Antarrengeny book was compiled by Myfany Turpin and Alison Ross and accompanied a DVD of films produced by Margaret Carew. This project was part of the Arandic Endangered Languages Project at Batchelor Institute and was funded by the Australian Government’s Indigenous Languages Support Program.
Gurindji to English Dictionary
Gurindji is a traditional language of the Victoria River District in the Northern Territory (Australia). Gurindji people became well known in the 1960-70’s due to their influence on Australian politics and the Indigenous land rights movement.

Ngalak Waakarl Ngardanginy
We’re going on a Rainbow Serpent Hunt
A young boy takes us on an adventure through Noongar country in search of the great Rainbow Serpent. The text invites young readers to join in the adventure as the boy makes his way through tall grass, thick forest, deep rivers and windy country until he reaches the dark, dark cave of the Waakarl.

Bindi-Bindi Koondarminy wer Maamoong Waangka
Butterfly Dreaming and Whale Story
Stories by Alison Nannup
This beautifully illustrated book tells two important stories about spirit children and how they are tied to the unique Noongar totemic system. The stories help us to understand how Noongar land, plants and animals are interwoven; caring for each other and looking after Noongar spirituality, the matrilineal totemic system and the responsibilities of Noongar culture.

Mardang Waakarl-ak
The journey of the Rainbow Serpent
Stories by Theresa Walley
This book contains six Wadjak stories illustrated by Theresa Walley, her daughter Cheryl Martin and granddaughter Biara Martin.

Dordenap Boodja Wongki
Stories from Bibulmun and Wardandi Country
The fifteen stories in this collection were unearthed from the Battye Library archives and are a unique compilation of legends from Bibulmun and Wardandi Noongar country documented by Debra Buller-Murphy.

Bilinarra to English Dictionary
Bilinarra is a language spoken in the Victoria River District of the Northern Territory, Australia. This Bilinarra to English Dictionary contains over 2000 Bilinarra words with their English translations, as well as illustrations and detailed encyclopedic information about plants, animals, Dreaming stories and cultural practices. A guide to the grammar of Bilinarra and an English word finder are also included to help the language learner. This volume is ideal for beginners and advanced speakers of Bilinarra, for translators and interpreters, and for anyone interested in learning more about the Bilinarra language.

Office of Research
Across 2013 the Batchelor Institute Office of Research oversaw implementation of a range of strategies outlined in the Batchelor Institute Research Plan 2012-2015. 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 is being given to the recruitment and support arrangements for Indigenous researchers, Indigenous staff fellows and Indigenous Higher Degree by Research (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 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 Commonwealth Government. The Institute’s Indigenous Research Collaborations (IRC) CRN project continued throughout 2013 to build 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).

Research training
During 2013 Batchelor Institute Higher Degree by Research (HDR) programs were strengthened through: increased collaboration with partner organisations and Indigenous researcher networks; the implementation of key strategies of the Institute Research Plan; improvements in quality systems and candidate performance; and a review and reaccreditation of the HDR programs.

Drawing on our Indigenous Research Collaboration (IRC) project partners and other institutional relationships, a number of external supervisors for HDR candidates were appointed and a significant increase in panel supervision arrangements were achieved across the program. The IRC and other collaborations were utilised through invitations and the acceptance of external research leaders to participate in HDR Master Class (Research Training) sessions and Friday Discussion Groups. These collaborations augmented an increase in HDR candidate access to discipline-specific and generic research training skills.
2013 saw the development of an online research resources repository that is accessible to candidates, supervisors and other Institute researchers. A Supervisor Training workshop with IRC partner representation was another strategy implemented to build supervision capacity and further the effectiveness of candidate support.

A rigorous early and mid-candidature milestones process has been established through the implementation of Individual Candidate Research Plans (ICRP) which ensures shared expectations between the Institute, HDR candidate and their supervisory panel and enables effective monitoring.

During 2013, the Institute undertook a review of its HDR programs as a lead up to the reaccreditation of the Institute’s Masters by Research and PhD programs. The external assessment panel included leading academics with expertise in the three fields of research identified in the Batchelor Institute Research Plan and had a majority Aboriginal and/or Torres Strait Islander academic member representation.

The major changes implemented through this re-accreditation process included:

- Aligning the qualifications fully with the three fields of research identified in the Institute Research Plan (Education, Creative Arts & Language)
- Refining the program acceptance criteria and the application for admission process
- Applying panel supervision and Individual Candidate Research Plan requirements for all candidates
- Removing the compulsory four unit course work component in the Masters by Research program and the Graduate Certificate in Indigenous Knowledges exit point
- Applying a Qualifying Unit (research not coursework unit) in both programs that operates as a confirmation of candidature milestone
- Refining and clarifying alternative forms of research expression, presentation and dissemination options
- Applying an international experience within the Doctor of Philosophy program
- Renaming the awards as: Masters in Indigenous Perspectives by Research (Education, Language, Creative Arts) and Doctor of Philosophy Indigenous Perspectives

The IRC project has helped increase Aboriginal and/or Torres Strait Islander Institute staff members engage 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.

Active projects

**Antarrengeny Awely: Alyawarr women’s songs from Antarrengeny** - this publication project came to completion in August 2013, through producing a book, CD and DVD of Alyawarr and Anmatyerr women’s performance arts. The book contains song texts, images, music transcriptions, descriptions about the singers, their country and the significance of the songs and music. The book was authored by Katie and Mary Kemarr Morton, awely performers from Antarrengeny, working with musicologist Myfany Turpin and Kaytetye linguist and educator Alison Ross. Project management and film production by Margaret Carew. This project was part of the Arandic Endangered Languages project funded through the Australian Government’s Indigenous Languages Support program (2011-2013).

**Assessment of the Centre for Australian Languages and Linguistics (CALL) Collection** – a project funded by the National Library of Australia (NLA) Heritage Grant to complete a Significance Assessment of the CALL Collection, including identifying its strengths, weaknesses and areas of uniqueness or duplication and putting forward responsible and targeted management and curatorship strategies for this valuable Collection.

**Centre for Australian Languages and Linguistics (CALL)** by Margaret Carew and Maree Klesch – a three year project funded under the Indigenous Language Support (ILS) program of the Commonwealth Department of Regional Affairs, Local Government,
Arts and Sport to (i) support revitalisation of languages in Central Australia, Wadeye and Maningrida; (ii) strategically manage valuable language and cultural knowledge material; (iii) develop and promote participatory and community based documentation and research practices; (iv) promote Indigenous languages and arts in the broader community and develop greater awareness of the richness of Indigenous knowledge across a number of cultural realms; and (v) develop language resources.

**Enhancing Indigenous Content in Performing Arts Curricula through Service Learning in Indigenous Communities** - this project, funded by the National Office of Learning and Teaching (OLT), was led by the Conservatorium of Music at Griffith University. Dr Sandy O’Sullivan was involved as a critical participant on the project. The project explored and documented strategies for enhancing the student and community experience by implementing cooperative music projects. The program was reviewed and a final report has been made available. Sandy has been invited to speak on a 2014 panel at AARE and to produce a book chapter for publication.

**Expanding DigiLink through Mobile Social Media** by Dr Henk Huijser and Alicia Boyle – a project funded by National Vet E-Learning Strategy, E-Learning for Participation and Skills to build on an earlier successful project called DigiLink. The project aimed to expand on that project by using a suite of e-learning tools to facilitate improved access and skills attainment across diverse learners and learning contexts. This included incorporating mobile media tools (iPads) and apps (e.g. iMovie, Garageband, iAnimate) as well as social media (such as Facebook, YouTube and Vimeo) with existing teaching and learning approaches. This project produced a number of case studies of innovative practice by Batchelor Institute lecturers as related to social and mobile media use, which are accessible in written and audio-visual mode at: http://participationandskills.wikispaces.com/NT228

**Gun-nartpa Stories Project** by Margaret Carew created an audio book of Gun-nartpa stories, songs and artworks from elders at Gochan Jiny-jirra community, north-central Arnhem Land. The book, titled Gun-ngaypa Rrawa ‘My country’, draws from audio recordings made during 1993 and 1994 by the project leader, working with Annguliny and Gurnimba clan leaders. With financial support from Indigenous Language Support (ILS) program, the Hans Raising Endangered Languages Project and archiving support from PARADISEC, the project also made new recordings and supported a team of Gun-nartpa language workers to select, transcribe, translate and edit stories and songs, celebrating the community’s ancestral narratives and oral histories.

**Ilyem-iltjem Central Australian Sign Language Project** by Margaret Carew—a project funded by the Australian Government’s Maintenance of Indigenous Languages and Resources (2011-2012) and the Indigenous Languages Support Program (2012-current) to work with Arandic speakers to produce a web-based video dictionary and learning resources for Ilyem-iltjem Angkety ‘sign language’. This project is a collaboration between the NT Language Centre support program for Central Australia and is a partnership between Batchelor Institute, community language teams, and linguist Jenny Green from the Research Unit for Indigenous Language at the University of Melbourne.

**Indigenous Research Collaborations (IRC)** by Dr Peter Stephenson, Dr Sandy O’Sullivan, Assoc Prof Lyn Fasoli and Dr Eva McRae-Williams – a four year Indigenous research and researcher capacity building project funded under Collaborative Research Network (CRN) program of the Commonwealth Department of Innovation, with support of AIATSIS, ANU, CDU and Monash University.

**Jardiwanpa Yawulyu** - this publication project is currently in press, and is a book about women’s songs that are part of the Warlpiri Jardiwanpa ceremony. This book is being compiled by anthropologist Georgia Curran, working with a group of Warlpiri women at Yuendumu. The book contains song texts, images, music transcriptions, descriptions about the singers, their country and the significance of the songs and music. Project management by Margaret Carew. This project is part of the NT Language Centre support program for Central Australia, funded through the Australian Government’s Indigenous Languages Support program (2011-2013).

**Looking ahead: Documentation of research and evidence (intervention models and frameworks)** for the Warlpiri
ECCD Project by Assoc Prof Lyn Fasoli – a project funded by World Vision Australia (WVA). The project developed an options paper with recommendations for culturally appropriate early childhood care and development (ECCD) intervention models and frameworks suitable for remote Aboriginal communities in Central Australia, to assist the Warlpiri Early Childhood Care and Development Program to find a clear focus for early childhood care and development (ECCD) in four Warlpiri communities. The project involved a comparative analysis of existing successful ECCD programs implemented locally, nationally and internationally and a review of literature on ‘what works’ in ECCD from Indigenous perspectives.

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 Worrorra, 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 Worrorra, Ngarinyin and Wunumbal languages and culture across the Mowanjum and wider Australian community.

Pathways to Employment Project by Dr Eva McRae-Williams and Assoc Prof John Guenther (CRC-REP & Flinders University) this project explores pathways between learning and livelihoods for Aboriginal and/or Torres Strait Islander people in remote Australia. Through CRC-REP funding the project provides a valuable knowledge base for improving remote Aboriginal and/or Torres Strait Islander vocational education, training and employment and/or enterprise development outcomes.

Reversing the gaze: Indigenous perspectives on cultural representation in national museums by Dr Sandy O’Sullivan with funding from the ARC Discovery Indigenous Researcher Development Project and Fellowship, uses new media and digital engagements to identify the capacity for Indigenous communities to act as partners in their representation in the national museum space. By contributing an indigenous-centred review of best practice moments at both a national and international level, the project delivers modes of engagement that will benefit both Indigenous communities and museums engaged in Indigenous cultural representation.

Stories from Angenty - a project funded through the NT Language Centre Support program for Central Australia by the Australian Government’s Indigenous Languages Support program. It is a publication project that will produce a book, film and website of stories, songs and artworks relating to the significant cultural site Angenty, west of Ti Tree in Central Australia. The project is conceived and led by Batchelor Institute graduate and Anmatyerr teacher April Campbell, in partnership with Margaret Carew and Jenny Green, from the Research Unit for Indigenous Language at the University of Melbourne.
**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.

**Western and Northern Aboriginal Language Alliance (WANALA)** by Maree Klesch – a three year project funded under the Indigenous Language Support (ILS) program of the Commonwealth Department of Regional Affairs, Local Government, Arts and Sport to support the alliance project.

**Western Australia Aboriginal Language Foundation (WAALF)** by Maree Klesch to undertake language revival projects in Noongar northern and eastern language areas and with Mowanjum community in Derby, WA - a project funded under the Indigenous Language Support (ILS) program of the Commonwealth Department of Regional Affairs, Local Government, Arts and Sport to support the alliance project.

**Internal Research Fellowships**

Dr Sandy O’Sullivan: An internal fellowship involving attachments, travel and conferences in the UK and USA between August 2013 and January 2014. The fellowship enabled Dr O’Sullivan to extend and build on a range of research and creative practice activities with leading scholars, practitioners and institutions and to connect meaningfully with industry and institutional partners, explore the Institute’s international program and extend work that emerged from her earlier ARC museums research project and fellowship.

Janine Oldfield: An internal fellowship supporting aspects of field work associated her PhD research at the University of Melbourne, Graduate School of Education, which is examining the 2008 Northern Territory Government educational language policy called ‘Compulsory teaching in English for the first hour hours of each school day’.

Jeannie Bell: A three year internal fellowship under the Indigenous Research Collaborations project to support the completion of a PhD thesis entitled ‘Changing use of traditional Kinship terminology in two contrasting Aboriginal communities’ through The Australian National University.

Robyn Ober: A three year internal fellowship under the Indigenous Research Collaborations project to support the completion of a PhD thesis entitled ‘Identity and Culture Expressed in Aboriginal English: An examination of culture and language’ through Batchelor Institute.


**Internal Research Grants (IRG)**

Sarah Anthony and Michael Keating received Internal Research Grant funding to support a project entitled ‘ACIKE Students Self-Assessment of Academic Study Skill’. The project explored student feedback of their experiences in Higher Education with a focus on (i) self-assessment of their academic strengths and weaknesses; (ii) an assessment of how important certain academic skills are; and (iii) where, if anywhere, the skills were learned.

Lisa Hall and Catherine Maughan received Internal Research Grant funding to support a project entitled ‘Going Where the Students are Already – Facebook as an Ongoing Community of Learners’. The project explored how the use of a Facebook page for Preparation for Tertiary Success (PTS) staff and students and application of the Private Messaging function evolved over time to build a genuine student-centred learning community.

Assoc Prof Lyn Fasoli and Alison Wunungmurra received Internal Research Grant funding to support a project entitled ‘Remote Indigenous Children in Mainstream Schools’. The project explored Aboriginal family members’ perceptions of their Australian urban school experiences as newcomers (arrived in Palmerston from a remote community location within the past 3 years) in order to gain insights into the affordances and obstacles they faced upon transitioning into an urban school setting.
Finance
Service, support and advice to the business of the Institute was a strong focus in 2013 for the Finance team. In response to the project revenue increasing to 32% of total revenue in 2012, the finance team developed costing models to provide tools for capturing all of the operating costs involved in project delivery with a view to supporting funding applications and managing financial risk associated with contracted programs. The accounting team developed programs for support and advice to project managers to meet regularly to review financial positions, explain reporting results and requirements, and identify methods for managing any existing or emergent risks.

The organisational restructure was implemented in November 2013 with considerable planning and effect to incorporate the budget and employee allocation adjustments. The Finance team worked with each Division to develop new budgets reflecting the revised business units and imparting financial information across the Institute to assist the management team to understand their financial responsibilities.

From a Governance perspective, the Institute formed a Finance, Audit and Risk Management Committee (FARMC), a subcommittee of the Institute Council. Arising from this was the development and implementation of a 3 year rolling internal Audit Plan with particular focus on reviewing financial process and compliance obligations to achieve sustainability of financial operations.

Facilities
A significant investment in VET training facilities, funded by the Federal and Territory Governments, saw the construction of the Horticulture training facilities at Batchelor Campus and Desert Peoples Centre, Alice Springs. With both facilities completed for opening in early 2014, the students studying Certificate II in Conservation Land Management now have access to a well equipped environment for theoretical and practical applications.

The trend towards the delivery of training in remote Indigenous communities, combined with project funding dedicated towards community learning centres, has seen the facility management of remote infrastructure increase throughout the NT. The three Central Australian Walpiri Education Training Trust (WETT) Community Learning Centres in Lajamanu, Willowra and Nyrippi along with the new accommodation buildings constructed in the Top End have increased the infrastructure to 32 properties and necessitate property management to support the delivery of education and training.

On the Batchelor Campus, the activity has comprised reviewing the status of critical safety aspects including fire safety compliance and adequacy of water supply and power in the event of emergency. A due diligence report on the fire safety has culminated in a staged approach to improvements addressing critical aspects with immediacy and within the existing repairs and maintenance budget.

The facilities team has embarked on projects in the latter part of 2013 including the relocation of the Indigenous Media Unit across to Batchelor Campus and the relocation of many staff offices as the restructure was implemented in December 2013. Additionally, renovations commenced on three blocks that were allocated to the Defence Indigenous Development Program (DIDP) to align the infrastructure with Defence Force standards.

Human Resources
The shift of Higher Education staff into the ACIKE complex occupied a significant drain on HR resources over the early stages of the year. HR responded to staffing and relocation issues, business challenges and a few HR hiccups along the way. However the effort paid off with the majority of the relocation support completed ahead of schedule and departments reporting back to business well ahead of the 2013 academic calendar.

The ACIKE model was also the catalyst for the Institute executive to undertake a significant review of the Institute’s structure. HR supported a detailed examination of the faculty system and provided the consultation process with general staff, Unions and affected employees once the new divisional structure was rolled out towards the latter part of 2013.

Project influences
The successful tender for the Defence and Skills for Education and Employment (SEE) projects saw a major impact on HR resources with involvement...
from; workforce planning, recruitment through to working with corporate services to improve standards for accommodation and classroom facilities. The introduction of the Workplace Health and Safety (WHS) role was a welcome addition to the HR team and immediately impacted on the support for corporate services. Later in the year the position was responsible for the development of an in-house accredited Health and Safety Representative (HSR) training program; graduating 15 HSR’s for the Institute.

Employment Challenges
In any year of change there is an expectation of employment conflict. Through uncertainty and in some case frustration 2013 lived up to this expectation. However the majority of these challenges were resolved through direct intervention and consultation. By the beginning of 2014 the general mood of staff was of positive acceptance and enthusiasm for the change.

The HR team
For a newly formed team in late 2012 the HR crew has stayed together through a very turbulent time. The team has come through this period in remarkably good form and the level of expertise and corporate knowledge has increased significantly. During this very busy time we were able to get staff exposed to a range of Professional Development (PD) including the attainment of a Certificate IV qualifications in HR—achieved by the Senior HR Advisor.

Records
2013 was a very busy year for the Records unit as information flowed through the unit as a result of the organisational restructure of the Institute and the resulting collation of documents. In addition to the restructure, the facilities division moved location within the Batchelor Campus and the Records unit embarked on a process of sorting and cataloguing the infrastructure documents and storing the original construction planning documents in a temperature controlled and vermin proof environment in purpose built containers.

The unit was instrumental in providing information forums to staff to assist with archiving procedures resulting in significantly improved processes for receiving and managing important student information and corporate documents.

With the demands on records management increasing as a result of the volume of records being receipted during the organisational restructure, the unit developed and commenced implementation of a plan to manage the records to move and dispose of on and off site archiving. This management of physical records will continue into 2014 with a view to developing electronic storage methods for more efficient archive and retrieval methods in the future.

Information and Communications Technology (ICT)
Information and Communication Technology team experienced a busy year of operations with the implementation of a new VoIP communication system to achieve cost and management efficiencies within the telephone system. Subsequently, the private network system for the provision of internet was implemented across the Batchelor and Alice Springs campuses and many of our community learning centres. This is a foundation step in the ICT plan to support positive student outcomes throughout their learning journey – whether on campus or in remote communities. The funding through the Northern Territory Government’s VET Equipment Grant enabled the acquisition of portable learning packages to reflect the need for ICT to be an integral part of the learning program. These include iPads, laptops and portable wireless devices conveyed in a mobile trolley and utilised by our lecturers in any learning environment. In addition to these large scale projects, ICT managed 5,750 jobs that were logged through the customer service centre and achieved this within the allocated budget.

2013 was also the year for strategic reflection and the commencement of a discovery process to determine the capacity, capability and deficiencies in the existing systems with a view to 2014 embarking on developing and implementing an ICT strategic plan through internal consultation and external consultant engagement. The progressive world of ICT and the important role it plays in achieving successful outcomes ensures that the ICT unit is committed to achieving outcomes to support our students in their learning journey.
The Desert Peoples Centre (DPC) is a joint venture between Batchelor Institute and the Centre for Appropriate Technology (CAT) that seeks to maximise the benefits of a shared campus and facilitate joint initiatives to improve livelihood outcomes for Aboriginal people in Central Australia.

Campus Development

The Batchelor Institute DPC campus was the priority in 2013 for capital infrastructure investment. The construction of the Conservation and Land Management (CLM) building commenced in June and was completed by the end of the academic year. This development was in response to the growing number of staff and students involved in this program and the importance of this learning to the employment of rangers in Central Australia.

The new building on the campus has been specifically designed for Conservation and Land Management and Horticulture training. It will offer students a modern facility in which to undertake training, including a classroom with a capacity for 24 students, and a workshop facility for the development of practical work skills.

Social Enterprise ‘The Desert Hub’

To support social enterprise in remote Australia, the Desert Peoples Centre created a Social Enterprise Hub. Based at the DPC, the majority of work has taken place in central Australia. Designed to enable ‘social impact through enterprise’, the Hub has raised the profile of social enterprise as a business model for achieving positive social change, while delivering direct support for social-purpose enterprises. Within this strategy, the Hub has initiated a number of major projects and partnerships.

- With the School for Social Entrepreneurs, we delivered a four month incubator program for local social entrepreneurs. Participants’ projects covered challenges including food security, digital communication, textile printing and employment. Funding was contributed by the Steve Lawrence Social Innovation Sub-fund and the DPC; and in-kind support was provided by the Central Land Council, Bendigo Bank, Matrix On Board, Olive Pink Botanic Garden and Atlassian.

- Through funding from the NT Government, the Hub has carried out a research project with the University of Sydney Innovation and
Special Events

The DPC is increasingly becoming a hub for conferences, workshops, seminars and launches because of the beauty of the precinct, the quality of the facilities and the open acceptance that visitors experience. In June a number of forums and talking circles of the National Native Title Conference were held at the DPC. The annual Batchelor Institute graduation was held in September and a successful well attended Open Day in October showcased many of the training programs and initiatives of the DPC. A ceremony for Aboriginal elders was held at the precinct Garden of Reflection as one of many National Aboriginal and Islander Day Observance Committee (NAIDOC) events.

Entrepreneurship Research Group. Focusing on measuring social value in enterprises operating in remote Australia, we have gained considerable insights into the challenges of understanding the social outcomes and impact of social enterprise.

- In March, the Hub hosted Social Enterprise Finance Australia (SEFA) to promote the $20 million in investment opportunities they offer for social enterprise. The Hub is working with SEFA to develop a pipeline of investment-ready enterprises from Central Australia.

Remote Jobs and Communities Program (RJCP)

The Remote Jobs in Communities Program (RJCP) is a new Federal Government strategy to assist Indigenous people to pursue employment opportunities. The DPC partners have worked with the regional providers on the development of their Community Action Plans (CAP) and linked their priorities to the range of training options we offer, as documented in the Batchelor Institute, CAT and DPC Capability Statements. Building these relationships and working partnerships continues to be a priority.
Batchelor Institute of Indigenous Tertiary Education’s Community Engagement team continues to be 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.

Central Australia

Batchelor Institute has continued to build positive partnerships and collaborations in Central Australia in order to achieve its commitment to improved learning outcomes and livelihood pathways for Aboriginal clients both in the township of Alice Springs and in remote communities.

In 2013 the partnership with Central Land Council (CLC) Warlpiri Education Training Trust (WETT) has continued to achieve high levels of engagement and increased formal and informal learning outcomes at the Nyirripi, Willowra and Lajamanu Learning Community Centres. A fourth learning centre at Arlparra in the Utopia Homelands also demonstrates the learning outcomes that are possible with a full time community presence, trusted relationships and continuous learning opportunities. Batchelor Institute, CLC WETT and the Warlpiri Youth Development Aboriginal Corporation (WYDAC) have advanced negotiations and planning towards a formal three way partnership and the opening of an additional Learning Community Centre at Yuendumu in mid-2014.

In Alice Springs, Batchelor Institute’s major partnership is with Tangentyere Council, the main service delivery agency for the eighteen Housing Associations, known as the ‘town camps.’ Through the Skills for Employment & Education (SEE) contract with the Department of Industry, Batchelor Institute delivers foundation skills to the Remote Jobs in Communities Project (RICP) job seekers, where delivery is integrated into their Nursery, Arts and Catering activities.

Top End

There has been close alignment with all Top End Remote Jobs in Communities Program (RICP) providers this year with a key focus on:

- Additional remote service delivery
- Provision of educational pathways utilising foundation skills, literacy and numeracy and employability skills
- Quality collaborative partnerships
- Closer links to industry based training in remote and urban settings leading to employment opportunities
- More efficient methods of planning for training in remote Aboriginal communities to meet regional demand.

The Institute provided an abundance of training in the Katherine region working closely with the Roper Gulf Regional Council, Vic-Daly Shire Council and Alawa Aboriginal Corporation delivering VET programs i.e. Education Support Worker, Community Services, Construction, Business, Conservation and Land Management, Art, Media, Family Well Being, Kitchen Operations and Aboriginal and Torres Strait Islander Health Worker training.
The Institute continues to support several study/learning centres thus providing an effective service to Aboriginal and Torres Strait Islander peoples in the following locations:

Angurugu, Arlparra, Borroloola, Gunbalanya, Lajamanu, Maningrida, Ngukurr, Nyirripi, Wadeye and Willowra.

The Institute has maintained partnership agreements with:

- Ironbark—whereby assisting students to gain employability skills to work within the Inpex project
- Tiwi Islands Training and Employment Pty Ltd—providing a range of education and training programs on both Tiwi Islands; Melville and Bathurst Island, supporting Schools, Health Centres, Shire Councils, Art Centres, Media Units and Construction teams to acquire necessary qualifications and skills
- Roper Gulf Regional Council, Victoria-Daly Shire Council, Thamarrurr Development Corporation, Job Find Centres, Industries Services Australia, Bawinanga Aboriginal Corporation, Gulf Savannah NT Association in order to continue supporting a myriad of education and training programs to communities contracted to deliver services aligned to the RJCP program.

Institute lecturing staff provide both fully fledged course qualifications and/or skill sets of accredited programs to the majority of the RJCP communities in the NT, which includes developing an assortment of teaching and learning assessment strategies and resources.

The Community Engagement Officer has maintained close contact with regional staff from the Department of the Prime Minister and Cabinet in the Top End to ensure Institute staff are made aware of any Departmental policy changes. These relationships also facilitate the Institute’s ability to effectively notify community stakeholders of staff movement across Aboriginal communities during the course of education and training service delivery.

On occasion, the Community Engagement Officer has worked closely with the Batchelor Institute Facilities Manager to renegotiate Northern Land Council Indigenous Land Use Agreement leases, mainly where the Institute has established Study/Learning Centres on Aboriginal land.

Throughout the year, the Community Engagement Officer participated in regional RJCP recall forums and Career Open Days in Katherine, Darwin, Gunbalanya and Tiwi Islands in order to collaborate with key RJCP providers and to carry out major recruitment drives supported by each of the communities.

In 2013 the Community Engagement officer continued to facilitate professional networking forums in Darwin whereby encouraging Commonwealth Government, NT Government, local government, shire councils, training advisory councils, Aboriginal community organisations, Registered Training Organisations (RTO’s) members to attend and participate in thematic driven forums focused on Aboriginal and Torres Strait Islander education and training, housing, health, employment, primary industries and workforce development matters.

As a Minister appointed NT Indigenous Education Council (NTIEC) member, the Community Engagement Officer represented the Institute at four two-day forums and two community consultations throughout the year, focusing on the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), Aboriginal and Torres Strait Islander—Education Action Plan 2010-2014 which works closely on addressing the following (6) critical educational domains:

- Readiness for School
- Engagement and Connections
- Attendance
- Literacy and Numeracy
- Leadership, Quality Teaching and Workforce Development
- Pathways to Real Post School Options.

The six domains are reported to the NTIEC by all schooling sectors i.e. Catholic Education Office, Independent Schools NT and the NT Government Schools (Department of Education) Senior Officers of those organisations highlighting significant outcomes achieved within their education sectors at quarterly intervals during the year.
The following outlines the Batchelor Institute Governance Framework:

Legal Framework

Batchelor Institute of Indigenous Tertiary Education Act 2012

The Batchelor Institute of Indigenous Tertiary Education Act 2012 is an Act to establish an educational institution for the tertiary education of Indigenous people of Australia and the provision of other educational and training programs and courses, and facilities and resources for research and study, and for related purposes.

Council

The structure, composition and membership of Council accord with government requirements.

The key features of the structure of Council under the Act are:

- Ten (10) members
- Institute Advisory Board

The Council membership includes:

- A Chairperson who is Indigenous with appropriate expertise
- Four appointed members to include the following:
  - One Indigenous member with advisory experience in Indigenous matters
  - One member with specialist professional or vocational knowledge or expertise in delivering education and training, preferably to Indigenous people in remote areas of Australia
  - One member with demonstrated commercial and financial expertise and experience
  - One member residing in Top End
  - One member residing in Central Australia
  - One full-time staff member elected by full-time staff
  - One student from the Northern Territory who has been elected by students
  - One person nominated by the CDU Council
  - The Director
  - Chief Executive of the Education agency (or their nominee).

Three key legal documents that are established and approved by Council are the Staff Code of Conduct, the Student Code of Conduct and the Enterprise Bargaining Agreement.

- Staff Code of Conduct
- Enterprise Bargaining Agreement (EBA) 2012-2014
- Student Code of Conduct

Institute Advisory Board

Structure and composition

The Board consists of:

- the member of Council who is Indigenous and with advisory experience in Indigenous matters
- five Indigenous members appointed by the Minister
- a membership which resides in the Northern Territory and which is representative of both the Top End and Central Australia

The appointed Board members:

- represent a broad range of Indigenous community interests
- have demonstrated knowledge and understanding of cultural and social issues affecting Indigenous people

Through its membership, the Board demonstrates:

- experience in Indigenous Vocational Education and Training, research or technology
- 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.

Education provider legislation

The Institute conducts its Registered Training Organisation operations under the Australian Vocational Education and Training Regulator Act 2011 which encompasses the Australian Skills Quality Authority (ASQA) National VET Standards.
As a Higher Education Provider (HEP), the Institute is accountable to the Tertiary Education Quality and Standards Agency (TEQSA) for registration and performance evaluation, under the Tertiary Education Quality and Standards Agency Act (2011).

The Higher Education Support Act 2003 provides for the Commonwealth to give financial support as a Higher Education provider.

The monitoring and control of the Institute is subject to continuous independent external audit through Australian Standards Quality Authority (ASQA) and Tertiary Education Quality and Standards Agency (TEQSA). These functions are managed through the Institute committee structure, in turn reporting to Council through Executive Management Group.

Other legislation
Batchelor Institute observes all relevant Northern Territory and Commonwealth of Australia legislation including obligations arising from Work, Health and Safety; Australian Taxation Office and Fair Work legislation.

Committees Structure
Council is assisted and advised in its role by Committees of Council and the Director's Advisory Committees. All Institute committees have their role, terms of reference, delegated powers, membership and reporting arrangements available on the Institute intranet site.

Operational Management
Batchelor Institute is managed by the Director. The Director leads the Executive Management Group (EMG), which meets fortnightly and engages in a responsive and energetic management approach. This group shapes and implements the strategic direction for the Institute, reviews results, updates forecasts and plans and discusses strategic issues.

The primary responsibility for financial and other reporting; internal controls; compliance with laws and regulations; and ethics rests with Council through the Institute EMG.

Planning
Strategic
Council and EMG are guided by the Batchelor Institute values and the Strategic Plan. Strategic planning is undertaken, reviewed and monitored in a three yearly cycle to direct the attainment of the identified vision and goals of the Institute, and respond to external driving factors. It identifies key outcome areas which are founded on the Institute 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.

Operational
Divisional operational plans are developed annually and mapped to the strategic outcomes identified in the Institute Strategic Plan. Business and operational outcomes are identified by the Divisional Heads as members of EMG. Each Division sets operational targets, strategies and responsibilities across key performance areas identified in the operational plan.

Policies and Procedures
Batchelor Institute governance and operations require a range of policies and procedures that apply across all areas of the Institute: academic, management, operations and workplace related.

Batchelor Institute policy is guided by the Institute Policy Framework, the Policy Development and Management Policy and a suite of supporting documents approved by EMG. The Batchelor Institute Policy Framework articulates and provides guidance to users with respect to the identified hierarchy of Batchelor Institute policy documents, and the methodology for policy development, dissemination, and review.

Risk Management
Risk management is integrated into Institute governance structures. The Institute follows a Risk Management Strategy. Council has the overall
responsible for risk management of the Institute. It achieves this through robust Institute planning, reporting and monitoring systems including its committees. Council is committed to establishing, monitoring and reviewing a cost effective internal Institute control structure. Under the Batchelor Institute Act the Director is responsible for the establishment of this control structure. This is a management responsibility and an integral component of the overall Institute management process.

Quality Assurance and Continuous Improvement

Batchelor Institute governance and management systems and processes are guided, supported, evaluated and continuously enhanced through a series of planning documents, including:

- Risk Register
- Quality Management Strategy
- Systems Deployment Strategy
- Approach to Continuous Improvement Strategy
- VET Quality Management Plan
- Training Teaching and Learning Plan
- Research Plan
- Financial Delegations Manual
- Accounting and Property Manual

These documents are further supported by the Procurement Policy and Procedure.

Reporting and Monitoring

Reporting requirements delegated by Council to officers of the Institute and committees of Council are articulated in the Batchelor Institute Act. The Director supports the flow of information in presenting to each meeting of Council a report on the performance of the Institute and also identifies impending issues and risks facing the Institute. For Director's Advisory committees these are articulated in the terms of reference of each committee. To safeguard integrity and accountability of the monitoring function of committees, Council has established a Register of Disclosed Interests which members of Council and Institute committees are required to keep up-to-date with their current active, perceived or potential conflicts of interest, in addition to declaring conflicts of interest at meetings.

Annual reporting and control takes place with an external financial audit and the Annual Report, incorporating the audited financial statements and a report on governance matters, to Northern Territory Government as required under the Batchelor Institute Act.

The Institute registers, monitors and annually reviews all agreements, contracts and Memoranda of Understanding through an Institute wide records management and version control system.

Strategic

The three year Strategic Plan cycle integrates a reporting and monitoring process through the provision of a quarterly report to EMG and Council to identify progress towards achievement of the strategic outcomes according to quantitative and qualitative measures.

Operational

The annual Operational Plans are reported quarterly between Divisional Heads and the Director. The outcomes are reported to Council through the Director on a quarterly basis toward a process of continuous improvement and reviewed in response to strategic reviews and impact of these on the implementation of operations.

Policies and Procedures

Policies and procedures are subject to a process of periodic review to ensure that the information contained in the document is still correct, accurately reflects the practices of Batchelor Institute and ensures they remain compliant with Commonwealth and Northern Territory Government legislation.
Business Development, Policy and Planning is a business unit of the Division of the Director. The functions of the Group include strategic planning, business development, sustainable business practices, quality assurance, governance, policy development, marketing and communications, web administration, and the Northern Territory CDEP Resource Unit.

Major achievements include:

Sustainable business practice
To support Batchelor Institute business practices and procedures, the Group has completed the Batchelor Institute Business Sustainability Model – a toolkit of resources and support for Institute business practice and project management. The toolkit has been funded by Northern Territory Department of Business. The final toolkit and ongoing support mechanism will be rolled out Institute wide for use by all staff in 2014.

Policy
The key policy task for 2013 has been the continuation of an Institute wide audit and review process.

Quality Assurance
During 2013 the quality focus was on four specific areas:

- Ensuring that delivery and assessment resources templates provided guidance on compliancy and best practice standards, allowing flexibility for contextualisation and the adoption of Batchelor Institute both-ways philosophy
- Implementing the Institute quality approach to continuous improvement strategy to reinforce effective management systems
- Developing a meaningful professional development program through internal and external workshops
- Improving risk management processes in all facets of VET and HE operations.

Through this focus, the Institute experienced significant improvements in providing education and training services in the last twelve months to communities, shires and projects. These achievements were reflected in the Institute winning the NT Training Provider of the Year Award in 2013 and being a finalist in the Australian Training Awards Large Training Provider of the Year Award.

Marketing, communications and web
The Group has been implementing its Marketing Plan 2013-2014 which aligns with the Strategic Plan objectives. Focus for 2013 has been on 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 to build Batchelor Institute presence through a variety of networks, in keeping with the Marketing Plan.

CDEP Resource Unit
2013 saw the completion of the CDEP Resource Unit—a pilot established in 2011 under a proof of concept initiative funded by FaHCSIA. The Northern Territory CDEP Resource Unit was one of two in the country: one located at Batchelor Institute and one at TAFE SA in South Australia. The Resource Unit philosophy and many of its activities continue as part of Batchelor Institute best practice, as the Institute continues to develop relationships with RJCP providers to offer training advice and support providers to better understand the Vocational Education and Training sector; and opportunities for sharing best practice. Equipping RJCP providers with this support and improved resources will help providers to better support their participants with their literacy and numeracy requirement and to identify community aspirations, 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 in 2013 include:

- Multi-media programs (Digilink) for youth and women in collaboration with Tangenyere Council
- Upskilling of Batchelor lecturing staff in Australian Core Skills Framework (ACSF) and Certificate IV in Literacy and Numeracy
- Delivery and evaluation of a customised online Certificate IV in Training and Assessment (TAE) for CDEP’s, JSAs and Aboriginal organisations
- Development of a best practice Community Engagement Learning Framework (CELF)
- Development of an accredited mentoring qualification for professionals working in and with RJCP’s and Aboriginal corporations.
Batchelor Institute delivered a $0.072 million surplus in 2013. The result is a reduction of $1.6 million from the 2012 year mainly due to reduced Australian Government funding arising from the changes to the delivery of Higher Education through the Australian Centre for Indigenous Knowledges and Education (ACIKE) arrangement, and increased expenditure on Enterprise Projects.

The key financial data (refer to Fig. 1) highlights the strengthening of the Institute’s liquidity and net asset position against a backdrop of reduced income and increased employee expenses arising from the 4% salary increase through the Enterprise Bargaining Agreement 2011-2014.

The Institute classifies its business into the following three activities:

- **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.

- **Enterprise Projects**—funding receipted from external sources to deliver projects subject to contractual obligations including performance and financial milestone achievement and reporting.

### Income

The income derived from these activities in 2013 is dissected as Core Business (56%), Away From Base (16%) and Enterprise Projects (28%).

The Institute recorded a fall in income of 4% (or $1.6 million) over the prior year making a total income of $41.5 million for 2013. This reduction can be attributed to a decrease in project funding granted by Australian Government and the subsequent reduction in Indigenous Tutorial Assistance funding following the transition to the new ACIKE arrangement. This comprised a $1.6 million reduction in direct Australian Government funding and a $0.4 million decrease in Northern Territory Government funding offset by a $0.4 million increase in contract revenue from Enterprise Projects.

Australian and Northern Territory government funding represented over 76% of total income.

<table>
<thead>
<tr>
<th>FIG. 1: KEY FINANCIAL DATA</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income from continuing operations</td>
<td>$41.550M</td>
<td>$43.108M</td>
</tr>
<tr>
<td>Expenses from continuing operations</td>
<td>$41.478M</td>
<td>$41.396M</td>
</tr>
<tr>
<td>Operating result</td>
<td>$0.072M</td>
<td>$1.712M</td>
</tr>
<tr>
<td>Asset revaluation</td>
<td>$0</td>
<td>$2.843M</td>
</tr>
<tr>
<td>Total comprehensive income</td>
<td>$0.072M</td>
<td>$4.555M</td>
</tr>
<tr>
<td>Net assets</td>
<td>$47.584M</td>
<td>$47.512M</td>
</tr>
<tr>
<td>Operating margin %</td>
<td>0.17%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Working capital ratio (liquidity)</td>
<td>3.50</td>
<td>3.02</td>
</tr>
</tbody>
</table>
Expenditure

Total expenditure remained consistent with 2012 (0.3% increase) at $41.3 million. Employee related expenses increased by $0.44 million due to the general salary increase under the Enterprise Agreement. This increase in employee expenses was offset by a $0.31 million decrease in other expenses including communications, recruitment, property costs and travel.

Employee related expenses represent 64% of the total expenditure for 2013. Depreciation and amortisation increased by 1.3% over the prior year which reflects the $0.3 million decrease in asset base. The major expenses incorporated within ‘other expenditure’ include travel, communications and utilities, contracted services, property management and motor vehicles and were reduced in 2013 by 2.4% ($0.3 million).
Operating result

The operating result of a surplus of $0.072 million was achieved through $0.198 million surplus in Core Business activity offset by a $0.126 million deficit in Enterprise Projects. Away From Base funding must be returned to the Australian Government if unspent and therefore makes no contribution to the net results.

Assets

Total assets have decreased by 1.8% in 2013. Cash and cash equivalents have reduced by $1.3 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 Away From Base funding and other project funding for 2013. The decrease in property, plant and equipment totals $0.31 million and completed capital works of $1.2 million offset by depreciation of $1.6 million.

Additional assets recognised during the year were as a result of construction projects completed during 2013, these projects included a horticultural training facility and minor building works at the Batchelor and Alice Springs campuses and other remote facilities.
Liabilities

The Institute’s total liabilities have decreased by 15% equating to $1.1 million reflected in an improved working capital ratio of 3.50 and a debt to equity ratio of 0.13, placing the Institute in a stronger position to meet obligations as and when they fall due.

While provisions for employee entitlements have remained fairly constant over the three years, unearned revenue has reduced significantly from $1.7 million in 2011 to $0.4 million in 2012 and stayed constant in 2013. 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 $47.6 million, an improvement of $0.1 million over the prior year. This increase directly reflects the surplus recorded in 2013. Over the past five years, the Institute has increased net worth by $7.57 million (or 19%).
Conference and publications

Conferences

Adachi, C 2013, ‘”It’s sad but happy, you know?”—use of discourse marker, you know, as stance-taking in the projection of Aboriginal identity’, Australian Linguistic Society Conference, University of Melbourne, 1-4 October 2013.


Adachi, C 2013 ‘Learning about the Arrernte: Arrernte language and culture units development’ presented to Top End Linguistic Circle, Darwin, 14 May.


Bat, M 2013, ‘Remote Australia needs remote teachers’, Australian Teacher Educators Association Conference, Brisbane, 30 June - 3 July.


Davis, A, Kilgariff, C & Maughan, C 2013, ‘Shaping up ... stepping out’, National Native Title Conference, Alice Springs, 3-5 June.


Hall, L & Maughan, C 2013, ‘Going Where the Students are Already—Facebook as an Ongoing Community of Learners. How one Tertiary Enabling Course for Aboriginal and Torres Strait Islander students is using Facebook as an effective space for student centered communication and learning’, 2013 Learning Conference, University of the Aegean, Rhodes, Greece 11-14 July.

Hall, L 2013, ‘What are the key ingredients for an effective and successful Tertiary Enabling Program? 1) Focus on retention and completion 2) Stories of transformation’ Australian Council for Adult Literacy Conference (ACAL), Sydney, 30 September-3 October.


Klesch, M 2013, ‘Making the most of your Resources’, *Western and Northern Aboriginal Language Alliance Conference*, Bunbury, WA, 27 June.


Klesch, M 2013, ‘Making the most of language resources’, 8th *ALIA Top End Symposium*, Darwin, 4-5 October.


Maughan, C & Hall, L 2013, ‘Going where the Young People are Already—Facebook as an Ongoing Community of Learners’, *Western and Northern Aboriginal Language Alliance Conference*, Bunbury, WA, 27 June.

McRae-Williams, E 2013, ‘How can Both-Ways operate in and shape the Higher Degree by Research Space at the Institute?’, *Both-ways Seminar*, Darwin, NT, 18-19 July.


Ober, R 2013, ‘How Aboriginal people have taken the English language and shaped and manipulated it into a language that expresses their own social and cultural identity’, *Western and Northern Aboriginal Language Alliance Conference*, Bunbury, WA, 26 June.


Publications

Journal articles


Books

Murphy, J & Railton, K 2013, Strong Teachers: Remote Indigenous educators demonstrate connections between Community, Culture, Country and the Australian Professional Standards for Teachers, Batchelor Press, Batchelor, NT.

Research reports


Exhibitions and performances

de Groot, A 2013, TOGART Contemporary Art Award (winner), Lucky the Patron Saint for all Things Protected, Chan Contemporary Art Space, Darwin, Northern Territory, 7 September – 18 October.

de Groot, A 2013, installation, Beautiful Monsters, Queensland Museum, Brisbane, permanent display.

Other

Margaret Carew and others compiled material for an article for Australian Geographic—“Speaking Up: Hundreds of languages were once spoken in Australia. Many have slipped from use, but an incredible revival is now awakening sleeping tongues across the nation.” The story was by Amanda Burdon and features Batchelor Institute’s work with reference to Margaret Carew and Jeanie Bell. It appears in the Australian Geographic: Issue 116 (Sept/Oct 2013) or http://www.australiangeographic.com.au/journal/gallery-revival-of-aboriginal-languages.htm


The iltyem-iltyem project: an on-line resource for Central Australian Sign Languages <iltyemiltyem.com/sign/> was launched in September 2013. This project is a partnership with Dr Jennifer Green, Research Unit for Indigenous Language, University of Melbourne and the Ti Tree Community Language Team.

A curated deposit of Gun-nartpa language recordings was deposited at the Endangered Languages Archive, School of Oriental and Asian Studies, University of London by Margaret Carew on behalf of the Gun-nartpa Community Language Team. This project was funded by a grant from the Hans Rausing Endangered Languages Project <http://www.hrelp.org/grants/>.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tr>
<td>AARE</td>
<td>Australian Association for Research in Education</td>
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<td>ABA</td>
<td>Aboriginal Benefits Account</td>
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<td>ACAL</td>
<td>Australian Council for Adult Literacy Conference</td>
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<td>ACIKE</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) 89633111

East Arnhem Annexe
Chesterfield Circuit, Nhulunbuy.
Postal Address:
PO Box 1621, NHULUNBUY NT 0881
Telephone ...................(08) 89652230

Katherine Annexe
19 Second Street, Katherine.
Postal Address:
PO Box 1896, KATHERINE NT 0851
Telephone ...................(08) 89651120
Fax ..........................(08) 8971 3010

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