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 2014.

Professor Markham Rose
Chairperson, Institute Council

Batchelor Institute: a site of national significance in Indigenous education - strengthening identity, achieving success and transforming lives
Chairperson’s report ......................................................... 1
Acting Director’s report ................................................... 2
Our approach to Indigenous Education ....................... 6
Organisational structure ................................................ 8
Council members ............................................................. 10
Executive Management Group .................................... 15
2014 at a glance .............................................................. 18
  VET enrolments ............................................................ 19
  ACIKE Higher Education enrolments ......................... 21
  Higher Degrees by Research ........................................ 22
Division of Vocational Education and Training .......... 23
Division of Higher Education and Research ............. 28
  School of Higher Education, Teaching and Learning .. 28
  Office of Research ....................................................... 28
  Research Training ......................................................... 30
  Regional and Remote Aboriginal Children and Services Support Unit ................................................. 30
  Active Projects .......................................................... 32
Human Resources ............................................................ 35
Strategic and Corporate Services Division ............. 37
  Finance ................................................................. 37
  Campus Operations .................................................. 37
  Library and Information Services ......................... 37
  Information and Communications Technology (ICT) .... 38
  Records ................................................................. 38
  Marketing, Communications and Web ................... 39
Desert Peoples Centre ..................................................... 40
Community and Industry Engagement .................... 43
Governance and management .................................... 46
Summary of financials .................................................... 50
  Income ................................................................. 50
  Expenditure ............................................................. 51
  Operating Result ....................................................... 52
  Assets ................................................................. 52
  Liabilities .............................................................. 52
  Equity ................................................................. 53
Conferences and publications ................................... 54
Acronyms ........................................................................... 59
Contacts .............................................................................. 60
Cover artwork

*Artist: Stewart Ramsey*

Lino print on paper, © 2014 Stewart Ramsey. Artwork reproduced and modified with permission of the artist.

*Artist’s biography*

*Stewart Ramsey, Darwin*

Born in Darwin, Stewart grew up in the small town of Batchelor. His mother is a Yamatji woman from Carnarvon, Western Australia and his father is a Mamu/Djirribal man from Innisfail, Far North Queensland.

Stewart first became interested in art when he was a young boy. From drawing at school, art soon became a regular hobby at home.

Many of his ideas are influenced by animation, the sea and land and the animals that are connected to it. This helps him to come up with ideas for a sketch or painting.

Stewart enjoys all types of art—especially sketching and painting. He first attempted lino print making when he came to Batchelor Institute to study art. From there his interest in the art form grew and he really enjoyed it.

Stewart has a twin sister who also has a passion for art and they encourage each other to become even more creative in their art work.

He has recently completed his Certificate III in Visual Arts and hopes to continue studying art in the future.
In 2014, in celebrating Batchelor Institute’s 40th year, we were reminded of the seminal role the Institute has played over the four decades. The heart-warming stories that sprung from the 40th Celebration events told of a vision forged in the 1970s and of the battles to see the Institute survive and to prosper in becoming today a vibrant and rigorous place of Indigenous learning.

We should never wander far from the original dream of Batchelor Institute and the spirit that is enshrined in its purpose and direction. The Institute is, however, embedded in a sector which is going through significant change itself. In order to be faithful to the foundation principles and values that were planted 40 years ago we rely on a leadership team and staff members who are committed, forward-looking, dynamic and skilled to take us through the uncharted of the proposed deregulation of higher education.

Our VET sector is continuously recognised as a leader in Aboriginal and Torres Strait Islander training. While we accumulate accolades for our professional practice we know the greatest accolade is seeing how our education transforms lives, families and communities across the Territory and beyond.

Our relationship with Charles Darwin University (CDU) through ACIKE is important to us and our combined cultural, intellectual and physical assets give us a significant platform to realise the dreams of our Ancestors. Our heritage in Indigenous Knowledges and knowledge transfer provides us with solid credentials, particularly around the big Indigenous issues currently being discussed in the national conversation.

In 2014 we celebrated our first PhD graduate and I am happy to say that in 2015 we will celebrate our second. These and other Higher Degrees by Research demonstrate how Batchelor Institute has matured and, how, in a world that is ruled by an evidence-based paradigm we continue to prepare and equip our people to take an active and vibrant role now and in the future.
On a number of fronts, 2014 was a significant year for Batchelor Institute. Most notably Batchelor Institute celebrated its 40th anniversary as a tertiary education institution providing education, training and research programs specifically for Aboriginal and Torres Strait Islander Peoples. As everyone who studies or works at Batchelor Institute know, this mission is unique in the Australian tertiary education landscape. For this reason, it was with great pride and anticipation that friends and scholars from community, government and across the sector came together with former and current Institute staff and students at various celebrations on and off our campuses throughout 2014, including the ‘40 Years - Batchelor Institute Conference’ at Batchelor Campus in August. The conference, titled *Finding the Common Ground with Indigenous and Western Knowledge Systems*, was an uplifting and energising event. It exhibited, amongst other things, our trail blazing programs and educational approaches from the early 1970s to now and showcased both historical and contemporary case studies of the Institute’s important and unique work.

The forty year milestone was complemented with the conferring of the Institute’s first two PhD awards in 2014. This achievement speaks to the dedication and commitment of our research candidates and I would personally like to acknowledge Dr Kathryn Gilbey and Dr David Hardy on their doctoral success. Furthermore, the achievements signify the ‘coming of age’ of the Institute as a higher education provider with a focused research agenda and a strong and supportive higher degree by research program. From that perspective, I would also like to acknowledge colleagues who have worked to create and grow a high quality and distinctive research training program and environment. It is important here to also acknowledge the support of the Federal Government, through their funding of the Indigenous Research Collaborations (IRC) at the Institute – a program that has helped build our research training program and our research training capacity and our research staff capability in collaboration with significant national partners like the Australian Institute of Aboriginal and Torres Strait Islander Studies, The Australian National University, Charles Darwin University and Monash University.

2014 marked the third year of our undergraduate and enabling course provision into Charles Darwin University through the Australian Centre for Indigenous Knowledges and Education (ACIKE) partnership. Whilst enrolments continued to remain low in all but the Preparation for Tertiary Success (PTS) enabling program, teaching teams from the Institute continued to dedicate themselves to the provision of high quality teaching, resources and academic support to Aboriginal and Torres Strait Islander students through a mixed mode of online...
and workshop-based course delivery. Batchelor Institute teaching teams within ACIKE also contributed to the curriculum review and redesign of the PTS, the Bachelor of Aboriginal and Torres Strait Islander Advocacy (BATSIA), the Bachelor of Indigenous Languages and Linguistics (BILL) and the Diploma of Creative and Indigenous Writing (DCIW) – all of which were reaccredited within CDU in late 2014 for implementation in 2016.

As a major ongoing investment for this Institute, the ACIKE partnership is yet to be fully realised. Added to this is nation-wide uncertainty about the nature and impact of proposed changes to the higher education funding policy. Whilst both pressures are potentially destabilising to the ACIKE partnership, we expect to be working with CDU and both levels of government into 2015 and beyond to position Batchelor Institute for a strong and enduring future in higher education.

As a leading Registered Training Organisation (RTO) in the Northern Territory, the Institute's experience and commitment to achieving Vocational Education and Training outcomes for Indigenous Territorians was once again recognised with Batchelor Institute winning the NT Training Provider of the Year award, for the second year running. Receiving formal acknowledgement of our efforts and achievements in the VET area is very pleasing and is testimony to the many dedicated staff who have helped us successfully adjust our internal and external business systems and implement new programs and approaches of delivery. One such measure has been the increased focus and commitment to working in collaboration with other organisations and, where possible, to align and maximise our combined resources for more efficient and improved training and employment outcomes.

An example of a major partnership in Vocational Education and Training (VET) that advanced in 2014 was with the Northern Territory Department of Correctional Services (NTDCS). Together, Batchelor Institute and the NTDCS advanced plans for an Institute campus at the new Darwin Corrections Precinct at Holtze near Howard Springs. This exciting new initiative will see Batchelor Institute coordinate all prison training and education activities, including provision of foundation skills and vocational training to inmates working in a range of prison industries – in Darwin and Alice Springs prisons. In line with the NT Government’s program, 'Sentenced to a Job', the primary focus of our training partnership is to develop the necessary skills and experience in inmates so they may obtain and keep jobs - during and after their incarceration. It is hoped that this high focus on work-based and work readiness training will significantly reduce recidivism in the Northern Territory into the future.

Over the past five years the Institute has worked extremely hard to refine its strategic direction and operating processes in order to significantly improve all aspects of our VET operations. In doing so we have firmly re-established ourselves in the NT training market and demonstrated sustained success around our specific and clear mission to deliver Vocational Education and Training, with job outcomes to Indigenous Territorians. We continue to contract our training services under fee-based arrangements to governments and organisations from other states, and we have maintained national training contracts for the Australian Defence Force and industry peak bodies, thereby striving to increase Indigenous employment rates.

Despite our recent years of innovation and success, it became clear over 2014 that the Institute could not have planned for, nor easily responded to,
some specific policy and program factors impacting Aboriginal people and communities of the NT. Unfortunately these program changes ultimately hampered our ability to fully enrol and reach all of our training targets across 2014. When combined with other funding stream reductions and government efficiency dividends, and the high cost of delivering remote training, we have had to maintain a high degree of discipline with regard to resource allocation and budget expenditure.

Despite the funding shortfalls and a degree of financial hardship in 2014, we continued to invest in quality and system improvements and responded to VET reform agendas around income contingent loan arrangements and implementation of the Unique Student Identifier (USI). Furthermore, we invested our own resources and worked with governments and other industry partners to build new facilities and refurbish existing teaching and student accommodation blocks. Northern Territory Government funding assisted us to complete and open a new training venue and staff office block for the Conservation and Land Management program on the Desert Peoples Centre (DPC) campus as well as staff accommodation to support our teaching programs on site in the Maningrida community.

Commonwealth Government funding also supported the development of a new Horticulture Centre and the revitalisation of our showpiece Coomalie Cultural Centre at Batchelor Campus. And whilst we are still some way off having all of our Central Australian operations in the one, purpose built education and research precinct at the Desert Peoples Centre, we were very pleased in 2014 to
relocate our Central Australian Institute library from the Bloomfield Street site to the DPC - thanks to a resource sharing agreement with the Centre for Appropriate Technology.

In terms of organisational leadership, 2014 saw Mr Adrian Mitchell conclude his term as Director and interim arrangements in place during the recruitment process across the last quarter of the year. Adrian had been Director at the Institute since 2010. I thank him for his leadership, his strong business management and partnership approach and his work in guiding the Institute through a particularly challenging era focused on rebuilding. Adrian’s work in overseeing development and implementation of the 2012-2014 Strategic Plan leaves the Institute in a far stronger position than when he arrived.

Finally I would like to acknowledge the Chair and members of the Institute Council, the Executive Management Group of the Institute and all Institute staff who have contributed to Batchelor Institute’s success in 2014.

Peter Stephenson
Acting Director, September 2014 to February 2015
Our approach to Indigenous Education

“Both-ways” philosophy

“Both-ways” is a philosophy of education that brings together Indigenous Australian traditions of knowledge and Western academic processes 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 right of Aboriginal and Torres Strait Islander people to determine the nature of their engagement with various knowledge systems, including their own intellectual and social traditions and practices in the past and in the present. 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 (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.

Both-ways also requires that students are 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 in addition to, the Institute's requirements. It is also important 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 institution. For a number of our students it opens a door into higher education that may have otherwise remained closed as a result of previous educational disadvantage. With a culturally safe, both-ways approach, our 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. To become competent and reflective learners, students are expected to critically analyse the knowledge and methods provided within the curricula, whilst drawing on their existing perspectives and practices. It is hoped that this approach will inspire our students to become professional, valued members of their communities and broader society.

We also seek to instil in our students the values of a love of learning, an appreciation of the rich and varied perspectives that exist on issues, an enquiring mind, a respect for academic rigour and the importance of research; and the confidence to engage more fully in their community. Our students have achieved success in a number of ways and continue to make a positive impact in their family, community and professional lives. Examples 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 our construction students who learn life-long skills that provide them with sustainable employment into the future.

To celebrate our students' achievements, the Institute conducts formal graduation ceremonies at its Batchelor and Alice Springs campuses as well as holding graduation ceremonies at various communities throughout the year. These celebrations are warmly welcomed by the community and allow our graduates to receive acknowledgement of their achievement in front of their families, friends and community.

Our staff

Our 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 wellbeing of Indigenous Australians and the wider Australian community. In attracting staff we seek to employ people who see their work at Batchelor Institute as more than 'just a job'.
For staff, the teaching and learning aspects of the both-ways practice require not only a professional approach but also a personal commitment in order to achieve our students’ learning goals. Our staff and students share their educational journey with the underlying purpose of empowering individuals and communities in social, cultural, professional and educational contexts.

The Institute continues to place a significant emphasis on inter-cultural learning and has incorporated a number of cross cultural awareness programs into the induction process for all new staff members.
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 meets four times each year. The first meeting took place on 5 March 2014 in the Council Room at Batchelor Campus. The second was also held at Batchelor Campus, this time in conjunction with the Batchelor Campus Graduation on 5 June. On 5 September, Council members journeyed to the Desert Peoples Centre in Alice Springs for their meeting and also attended the Desert Peoples Centre Graduation ceremony. The final meeting for 2014 was held on 5 December in Darwin, in the Executive Conference Room at the Australian Centre for Indigenous Knowledges and Education in Darwin.

Appointees to Council are:

Professor Markham Rose
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, he has contributed in a broad range of educational settings within Victoria, and nationally and internationally.

Professor Rose has consulted regularly with Indigenous and non-Indigenous organisations, both nationally and internationally. For over a decade he has 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.

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 17 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.

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 the 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 became 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.
Mr Peter Renehan
Mr Renehan is the Chairman of the 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, starting 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 been a recipient of an Australian International Fellowship, researching the impact of emerging technologies in the field of Engineering education and has undertaken international business development roles for TAFE.

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. She has held senior appointments in government and the tertiary sector for the past 30 years. She was Director of the Indigenous Unit at the University of Queensland for 11 years, State Chair of the Ministerial Indigenous Education Advisory Committee for four years, and Director of the Indigenous Centre at Griffith University for 11 years. She has held a professorial appointment at Griffith University since 2006.

Professor Robertson has authored and co-authored numerous state, national and international reviews and reports relating to Aboriginal and Torres Strait Islander affairs. She has extensive experience in the area of Indigenous policy, community engagement and community partnerships, with a widely recognised history of producing evidence-based, transformational community-based research on matters pertinent to the education and wellbeing of Indigenous Australians. She also has connections 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, including the United Nations Association of Australia Medal for her contributions to social justice and policy regarding Aboriginal and Torres Strait Islander 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 of Education Partnerships with the NT Department of Education, Dr Gillan was appointed as a Council member as the Departmental CEO's representative.

Dr Gillan was previously Principal at Sanderson High School, Professor and Director of University and Government Relations at Charles Darwin University, Head of the School of Education and Training Operations in the Northern Territory and Director of Special Projects in the Department of the Chief Minister. He has also held a number of senior positions in education in Western Australia. Dr Gillan has a long term interest in Indigenous education and completed his PhD in this area. He 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 of Indigenous Leadership, Professor Larkin was the CEO of the Australian Institute of Aboriginal and Torres Strait Islander Studies. Prior to 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 Board member of Beyond Blue Inc., former Chair of the NT Board of Studies, a panel member on 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 staff member of the Institute since 1998. He has participated in many committees within the Institute to support 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. He is a proud member of staff and has a very professional working relationship with all Institute staff and stakeholders. He has studied 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.

Ms Councillor is a Noongar Yamatji woman. Her Noongar ancestry is from her mother’s mother. Her matriarch ancestry is from a line of Wandandi Bibbulmen Noongar women from the lower south west region of Western Australia. Her 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, Ms Councillor was invited to work as an Associate Lecturer at Curtin University’s Centre for Aboriginal Studies, where she worked for eight years. In 2004 she completed a Graduate Certificate in Indigenous Healing Arts from Curtin University.

Ms Councillor currently lives in Darwin and is undertaking a Higher Degree by Research (HDR) at Batchelor Institute, enrolled in the Masters of Indigenous Knowledges. Her 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’.

Ms Kerri-Anne Butler
Appointed under Section 11(1)(e) as the elected student member.

Ms Butler grew up in Elliott. Her mother is from Beetaloo Station and her father from Darwin. Ms Butler has three adult children and resides in Tennant Creek. She works at the Tennant Creek High School and is currently studying towards a Diploma of Education Support through the Desert Peoples Centre in Alice Springs.
Ms Evelyn Schaber

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

Ms Schaber is a long term and highly respected staff member at Batchelor Institute. Ms Schaber resides in Alice Springs and is the Program Coordinator for the Education Support team. Ms Schaber has made a significant contribution to the quality and strength of training programs in the Education Support area and was recognised for her work as a finalist for NT Trainer of the Year at the 2013 NT Training Awards.

Ms Schaber is a senior Indigenous staff member of the Institute who has made a substantial contribution to Council through her knowledge, experience and leadership.

Dr Peter Stephenson

Please see page 15 for Dr Stephenson’s profile.
Dr Peter Stephenson  
Acting Director  
EdD, MEnvStud; BAppSc (EnvHlth)  

Dr Peter Stephenson was appointed as Acting Director from 15 September 2014, following the resignation of the former Director, Mr Adrian Mitchell.

Dr Stephenson initially moved to the Northern Territory in 2004 to steer the implementation of a newly accredited Environmental Health degree at Batchelor Institute. In 2007 he was engaged to head the Institute’s newly formed Research Division. 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.

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

In his substantive role as Head of the Higher Education and Research Division at Batchelor Institute, he has strategic leadership and operational responsibility for development and implementation of the Institute’s Research Plan and for ensuring the Institute’s strong contribution into its higher education teaching partnership with Charles Darwin University through the Australian Centre of Indigenous Knowledges and Education (ACIKE).

Dr Jurg Bronnimann  
Acting Head of Higher Education and Research  
PhD (German); MA (first-class Hons.); BSocSci (Soc); BA; Cert HEd  

Dr Bronnimann joined Batchelor Institute in 2011 as Manager of Learning & Engagement.

He has worked in the tertiary education sector for more than 20 years; in New Zealand, the Middle East and Australia. Before moving into the field of Teaching and Learning and curriculum development, he was a lecturer in German language and literature and the Program Director for the Bachelor of Arts at Unitec NZ with majors in German, Spanish, Chinese, Japanese and English.

In his current role as Head of School, he is responsible for liaising directly with the four Heads of School at Charles Darwin University associated with Batchelor Institute’s involvement in the delivery of ACIKE courses and programs, plus key counterparts in the CDU Office of Learning and Teaching.

As Head of School, he manages the Higher Education lecturing staff and ensures the Institute’s commitment to quality and performance is achieved in undergraduate and postgraduate coursework programs at ACIKE.

Dr Bronnimann also has the overarching responsibility for implementation and review of Batchelor’s Training, Teaching and Learning Plan, with particular emphasis on building organisational capacity, and promoting and supporting the achievement of excellence in higher education teaching, learning and student engagement.
Ms Claire Kilgariff
Head of Human Services, Arts and Foundation Skills
Dip TeachFA; BEd; Licentiate of Music (Flute); BArts (Music); Cert IV TAA; GradCert PubSectM; GradDip Leadership and Change

Claire Kilgariff became the Head of VET, Human Services Arts and Foundation Skills in 2014, after previously working in the role of Head of Faculty Education Arts and Social Sciences since 2009. She was born in Alice Springs and gained her undergraduate qualifications in Visual Arts, Music and Education. She has postgraduate qualifications in leadership and change and a Graduate Certificate in Public Sector Management. She has previously taught in secondary schools as well as at VET and higher education institutions. Her research and development interests include:

- Teaching and learning practice
- Workplace-based learning
- Intercultural collaboration
- Leadership development
- Organisational culture
- Learning and innovation

Ms Kilgariff has been very active in the NT within the performing arts industry, having worked as a community artist, professional musician and performance artist, music teacher and Artistic Director of the Arafura Chamber Ensemble.

While at the Department of Education and Training, she made a significant contribution to

- Pre-service teacher preparation
- Recognition and retention programs
- Teacher professional learning

- Whole-school approaches to change and improvement
- The development of the Indigenous education workforce

Ms Kilgariff is a member of the NT Teacher Registration Board and the Australian Council of Deans of Education Working Group on Vocational Education and Training.

Dr Tony Bowland
Head of Commerce and Industry
B.Comm (Hons.), M.Sc., PhD (Ecology)

Dr Tony Bowland took up the position as acting Head of Faculty, Health, Business and Science (now Commerce and Industry) in 2012 and has continued in this role throughout 2014. Dr Bowland was employed in 2008 as the Head of the Department of Conservation and Horticulture, Social Housing and Indigenous Environmental Health.

Dr Bowland was born in South Africa where he completed high school and went on to spend a few years as an accounts clerk. Later he completed a Bachelor of Commerce (Honours) 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, as well as 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, he conducted research on the control and management of sheep predators (jackals and caracals), the conservation management of cheetahs, as well as providing 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, Dr Bowland migrated from South Africa to Australia to take up a position as Principal Wildlife Scientist in Alice Springs, later moving 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 utilisation of wildlife. In 2008, he joined Batchelor Institute.

Ms Kirsty Kelly
Head of Division of Strategic and Corporate Services
B.Com Dip.F.P. CPA

Ms Kelly commenced in her current role as Head of Strategic and Corporate Services at the Institute in December 2013 after completing a year as Chief Financial Officer. She has an extensive background as an accountant and financial advisor, specialising in business and financial management in public practice accounting, financial institutions and the public sector. She has lived and worked in remote Indigenous communities where she provided financial, governance and management services to local Aboriginal Corporations in their implementation of Government-funded programs and the development of commercial enterprise within the community.

At Batchelor Institute, Ms Kelly is responsible for the Strategic and Corporate Services portfolio including Strategic Services, Financial Services, Library and Information Services, Information and Communications Technology and Campus Operations.

Mr Mike Crowe
Head of Central Australian Campus
MIM, BA, DipEd

Mr Crowe joined Batchelor Institute in March 2014. Prior to this he worked for Desert Knowledge Australia from 2005 as Director of Outback Business Networks and Digital Futures programs. In 2012 he won the Northern Territory Minister for Business – Innovation Award.

Mr Crowe came to the Northern Territory to take up a teaching position at Nightcliff High School in 1979. From 1985 until 1990 he worked as Project Officer, then Executive Officer for the Duke of Edinburgh’s Award in the NT. He took on Deputy Director and Regional Manager- Central Australia positions for the Northern Territory Open College of TAFE from 1990 until 1994 with a break in 1991 to work as the Mountain Trekking Project Leader for Operation Raleigh in Alaska.

From 1994 until 1998 he was Regional Director, Central Australia, for the Department of Sport and Recreation. This was followed from 1998 to 1999 as Commercial Manager for the Alice Springs Desert Park.

Mr Crowe was based with the Department of the Chief Minister from 1999 until 2005, as Project Officer - Alice in 10, Regional Manager of Office of Communications, Science and Telecommunications, then Project Officer of the Desert Knowledge Project.

Mr Crowe holds a Masters of International Management (Charles Darwin University), Graduate Diploma in Public Sector Management (Northern Territory University), and a Bachelor of Education (Macquarie University).
**Total course completions (HE & VET) for 2014**

- HE Doctorate: 2
- HE Bachelor Pass: 1
- VET Diploma: 12
- VET Certificate IV: 63
- VET Certificate III: 81
- VET Certificate II: 294

**VET enrolments by course type**

- Diploma: 144
- Non-award: 458
- Certificate IV: 346
- Certificate III: 664
- Certificate II: 1,401
- Certificate I: 1,196

**VET students by state**

- NT: 3,247
- QLD: 42
- NSW: 26
- SA: 9
- ACT: 1
- VIC: 2
- TAS: 1

Note: Where a student was enrolled in more than one course, they were only represented once in the above graph.
VET student numbers by top 20 communities

VET enrolments by gender

- Female: 56% (1,883)
- Male: 44% (1,493)

VET enrolments by age group

- Less than 24 years old
- 24 - 64 years old
- More than 64 years old

Female  Male
Main language spoken at home for VET students

- English (1,107)
- Indigenous languages (2,253)
- Sign language (1)
- Hindi (1)
- Not stated (15)

Note: Where a student was enrolled in more than one course, they were only represented once in the above graph.

English proficiency by age for VET students

- Less than 24 years old
- 24 - 64 years old
- More than 64 years old

- Very well
- Well
- Not well
- Not stated
- Not applicable

Note: The above 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.

Study reasons for VET students

- To get a job
- To develop my existing business
- To start my own business
- To try for a different career
- To get a better job or promotion
- I wanted extra skills for my job
- It was a requirement of my job
- To get into another course of study
- Other reasons
- For personal interest or self-development
- Not reported
- Not stated
ACIKE Higher Education enrolments by gender

Female (272) - 73%
Male (99) - 27%

ACIKE Higher Education enrolments by age group

Less than 24 years old

24 - 64 years old

More than 64 years old

ACIKE Higher Education enrolments by course type

Bachelor's pass (213)
Bachelor's graduate entry (1)
Graduate certificate (23)
Graduate diploma/Postgraduate diploma (9)
Enabling course (84)
Diploma (34)
Associate degree (1)

ACIKE Higher Education enrolments by state

NT (176)
QLD (65)
WA (22)
SA (29)
NSW (47)
ACT (4)
VIC (26)
TAS (1)

ACIKE Higher Education enrolments by course type

Bachelor's pass (213)
Bachelor's graduate entry (1)
Graduate certificate (23)
Graduate diploma/Postgraduate diploma (9)
Enabling course (84)
Diploma (34)
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ACIKE Higher Education enrolments by state

NT (176)
QLD (65)
WA (22)
SA (29)
NSW (47)
ACT (4)
VIC (26)
TAS (1)
Higher Degrees by Research enrolments by course type

- Masters by Research (6)
- Doctorate by Research (13)

Higher Degrees by Research enrolments by gender

- Female (13): 68%
- Male (6): 32%

Higher Degrees by Research enrolments by age group

- Less than 24 years old
- 24 - 64 years old
- More than 64 years old

- Female
- Male
Division of Vocational Education and Training

Human Services, Arts and Foundation Skills (HAF) specialises in the delivery of the following programs:

- Foundation Skills, Language, Literacy and Numeracy programs aimed at strengthening skills and self-confidence of students through contextualised community and industry-based programs
- Industry-based programs include the Health Industry with the Aboriginal and Torres Strait Islander Primary Health Care
- Community Services with a strong focus on Education Support and the Early Childhood Industries
- Creative Industries through Media and Visual Arts

Commerce and Industry (CAI) specialises in the delivery of the following programs:

- Resource and Infrastructure (Mining)
- Construction
- Business
- Conservation and Land Management
- Horticulture

Our VET programs are designed to engage and enable students to pursue their aspirations for employment and career development or further study through a suite of courses aligned to community and industry needs and opportunities. Programs are delivered in flexible learning modes on site at Batchelor Campus or the Desert Peoples Centre (DPC) in Alice Springs and also in many remote communities across the Northern Territory.

VET courses are contextualised to the workplace with learning experiences that develop knowledge and skills to meet the needs of students, industry and the community. Many programs are delivered through a “learning at work” approach whereby students are able to live and study within their communities.

Our staff are committed to the Batchelor Institute vision of contributing to the self-determination and empowerment of Aboriginal and Torres Strait Islander peoples through:

- Applying the Batchelor Institute ‘both-ways’ principles and sustainable business practices (see page 6: Our approach to Indigenous Education)
- A focus on student, community and industry needs and aspirations
- Continuous improvement and quality delivery within all courses
- Career pathways and the development of professional excellence

A key direction in 2014 was to develop strong relationships and collaborative partnerships to engage and strengthen delivery in Northern Territory communities with tertiary programs.

Achievements

- Batchelor Institute won the 2014 Northern Territory ‘Training Provider of the Year’ award at the Northern Territory Training Awards ceremony held in Darwin on 13th September 2014
- Student Yupunu Fiona Marika from Dhimurru Aboriginal Corporation was the winner of the Aboriginal and Torres Strait Islander Student of the Year Award for a Certificate II in Conservation and Land Management (CLM)
- Pilar Cubillo, a highly qualified and experienced health worker on staff at the Institute was selected as a finalist for the VET Teacher/Trainer of the Year

Following successful study our students continue to achieve success in their working lives:

- Assistant teacher Roger Wilyuka was one of nine awardees at the Northern Territory Young Achiever Awards in April 2014. These awards recognise the leadership, vision and achievements of Territorians aged 14-27 years
The Construction qualifications on offer at the Institute are some of our most popular courses.
• Diploma of Education Support student Kerri-Anne Butler was presented with the Education Admin Award on 3 May at The Barkly Golden Heart Awards, Tennant Creek

• Sharon Nawirridj was the first female Year 12 student who graduated from Gunbalanya School as a result of her successful completion of Certificates I and II in Community Services

• The Institute has developed its Foundation Skills Strategy in response to the National Foundation Skills Strategy for Adults (2012) which is part of a 10 year framework built around a shared vision for a productive and inclusive Australia. The framework was developed as a joint initiative by the Commonwealth and state and territory governments in consultation with key stakeholders, through the Council of Australian Governments (COAG) Standing Council of Tertiary education, Skills and Employment (SCOTSESE).

• Batchelor Institute welcomed, for the second year, the arrival of the Australian Defence Force Indigenous Development Program (DIDP) trainees and Defence Force support personnel

• The Tangentyere Men's site promotes engagement in work preparation activities in order to build sound employability skills. The Skills for Education and Employment (SEE) program provides language, literacy and numeracy support within a variety of contexts including horticulture and construction. Over the past year a number of students have completed a Certificate II in construction, working with the lecturer for this area at the Alice Springs Batchelor campus. Fifteen of the participants from this course have gone on to regular employment with Tangentyere Construction. Three others have full-time employment with Tangentyere Municipal Service. A number of other students completed courses in Conservation and Land Management and one student now works as a security guard. The majority of students who have attended the SEE program have shown significant and sustainable increases in literacy and numeracy levels which is reflected in a range of achievements in their personal life, such as acquiring a driver's licence.

There is a noted increase in the willingness of students to converse about future goals as learning skills improve. Attendance for this program remains steady and, in general, morale is positive with some participants encouraging other family members to attend.

The Division maintains a strong, successful focus on partnerships:

• Building on another successful year of training with Aboriginal Training Assistants in the Kimberley region of WA, the Institute has signed a further agreement with the Catholic Education Office of Western Australia to continue the program with an intention to expand it to include the Advanced Diploma of Education (Paraprofessional Education Worker)

• In 2014, the Institute and the Department of Employment worked closely together to refresh their partnership in workforce development for paraprofessional educators in schools. This renewed collaboration has created a strong framework from which to respond to the implementation of the Indigenous Education Review in 2015. Another highlight was the accreditation of a new national course, the Advanced Diploma of Education (Paraprofessional Education Worker), creating a strengthened pathway in employment and into higher education.
• During 2014 the collaboration between the NT Department of Health and the Institute has strengthened through participation in the 'back on Track' project which aims to increase the Aboriginal and Torres Strait Islander Primary Health Care Practitioners. The Aboriginal and Torres Strait Islander Primary Health Care qualifications have seen completions increase significantly from 17 to 23. This has been assisted by Department of Health Certificate IV traineeships with eight Certificate IV trainees employed full-time for two years and released to undertake the Institute's two year training.

• The federally-funded upskilling project with John Pearson Consulting and Complete Personnel continued to work with Budget-based Funding Early Childhood Services across the NT with over 80 early childhood workers engaging in study to attain their professional qualifications.

• During 2014 the Institute continued to participate in the highly successful Stronger Communities for Children pre-Employment program funded by the Department of Social Services. The Institute engaged with local communities and relevant place-based agencies to develop and implement the certified training, identify work experience opportunities for participants in existing children and parenting services and related industries and services, work with place-based providers to employ trainees from this pool of workers as the first step in their recruitment of staff to deliver Stronger Communities for Children services, provide pathways for individuals into transferable-related sectors and facilitate further, more specific accredited training and RPL processes, where applicable. Sites that were identified for this project included Santa Teresa, Hermannsburg, Maningrida, Galiwin’ku and Ngukurr.

• The new Conservation and Land Management (CLM) building at the Desert Peoples Centre (DPC) campus, Alice Springs was officially opened by the Hon. John Wessel Elferink MLA on 4 September. The new CLM building is fully equipped with classroom and workshop facilities to provide students with the skills and work readiness training to develop their career aspirations in the Conservation and Horticulture industries.

• Due to high demand for communities to address the need for governance training for Board and Council members and other Indigenous organisations, the Institute now offers formal governance training. 16 Council members from the Kalano Association undertook governance upskilling in 2014 as a forerunner to undertaking accredited units from the newly developed Governance qualification.

• Visual Arts (DPC) was successful in its bid for a public art mural in the Alice Springs Plaza. This project successfully brokered involvement between the Ngurratjuta Many Hands Art Centre, Tangentyere Artists and Batchelor Institute to complete the mural.

• A successful graduation was held on Batchelor Campus with more than 240 Indigenous students from 70 communities across the Northern Territory and interstate. The formal qualifications positioned those graduating students, many of whom were already in employment, to pursue careers in their chosen fields.

• 36 young people from Santa Teresa (Ltyentye Apurte) Catholic School participated in the Vocational Education and Training in Schools (VETiS) program with Batchelor Institute. The Institute has continued to grow its VETiS program in close collaboration with Department of Education. Students from many remote communities across the NT have been involved in a variety of programs with a strong focus on Community Services and Conservation and Land Management.
In March 2014, students, families, community, industry and Batchelor Institute staff gathered in the Djilpin Arts Centre at Beswick for the graduation ceremony for 17 students who completed their Certificate II in Construction.

On 23 June 2014 six Indigenous women from Darwin Correctional Centre received their Certificate II in Indigenous Environmental Health at a graduation ceremony held at the J-Block facility in Berrimah.

Berrimah Construction Services, in partnership with NT Department of Correctional Services, had another productive year training prisoners in Cert I and II Construction and various machinery tickets. Four graduation ceremonies were held at the prison during the year. The partnership was a finalist in the 2014 Chief Minister’s Awards.

New or Re-accredited Courses
- HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice)
- HLT20113 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care
- HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care
- HLT50213 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice
- CHC30213 Certificate III in Education Support
- CHC40213 Certificate IV in Education Support
- 10503NAT Advanced Diploma of Education (Paraprofessional Education Worker)
- CHC30113 Certificate III in Early Childhood Education & Care
- RII20113 Certificate II Resource and Infrastructure
- BSB41910 Certificate IV in Business (Governance)
- MOA NSW Federation of Housing Associations Incorporated Certificate III & IV in Social Housing
- MOA Complete Personnel - Certificate III in Children's Services
- MOA Complete Personnel Group Certificate III in Children's Services
- MOA Ltyentye Apurte Community Education Centre BSBCMM101A Apply basic communication
- MOA Northern Territory of Australia (through the Northern Territory Dept. of Business & Employment NT Wraparound Services Demonstration Model)
- Our Lady of the Sacred Heart Thamarrurr Catholic School & St Francis Xavier School Nauiyu, Daly River
- Thamarrurr Regional Authority Aboriginal Corporations (TRAAC)
- MOA Anangu Jobs
- Marthakal Employment Services

Partnerships and MoAs
- MOA Catholic Education Office of Western Australia Certificate III in Education Support & Diploma of Education
In 2014 the Higher Education and Research Division provided strategic leadership and operational management to the Institute's research and projects areas and oversaw the Institute's contribution into the higher education teaching partnership with Charles Darwin University through the Australian Centre of Indigenous Knowledges and Education (ACIKE).

The Division incorporates the following key operational units:
- School of Higher Education, Teaching and Learning
- Office of Research
- Research Training
- Batchelor Press
- Regional and Remote Aboriginal Community Children Services Unit

**School of Higher Education, Teaching and Learning**

The School of Higher Education, Teaching and Learning was established at the end of 2013 in response to a restructure of Batchelor Institute. The School provides quality teaching and learning across Higher Education courses. These courses are delivered in partnership with Charles Darwin University through the Australian Centre for Indigenous Knowledges and Education (ACIKE) in the following areas:
- Preparation for Tertiary Success (PTS)
- Degrees in Primary Teacher Education and Early Childhood
- Bachelor of Aboriginal and Torres Strait Islander Advocacy (BATSIA)
- Bachelor of Indigenous Languages and Linguistics (BILL)
- Bachelor of Nursing
- Bachelor of Health Sciences
- Diploma of Creative Indigenous Writing (DCIW)
- Diploma of Aboriginal and Torres Strait Islander Knowledges

The School of Higher Education continues to promote a teaching and learning environment of the highest quality within the framework of Scholarship of Teaching and Learning (SoTL), where ACIKE higher education students, enrolled in the ‘Batchelor mode’, can achieve their goals in a culturally safe and respectful setting. In 2014 the School and academic staff were involved in a number of projects:
- Arrernte Language Project, with the main goal of promoting the learning of the Arrernte language in Central Australia and possibly beyond, and to establish better access for Batchelor Institute to Arrernte communities in a culturally respectful and sensitive way
- The establishment of a language office at the Desert Peoples Centre
- The development and writing of new units in the BILL, BATSIA and DCIW courses
- Organising and contributing to the Batchelor Institute 40 year celebration conference, “Finding the Common Ground with Indigenous and Western Knowledge systems”
- Working on a project of endangered languages, specifically the Kungarakan language

On behalf of the Institute, the School is also leading the South Australian Northern Territory Promoting Excellence Network (SANTPEN), a multi-institutional project funded by the national Office of Learning and Teaching (OLT). The Batchelor Institute project leader represented SANTPEN at a national symposium in Sydney and at a network leaders’ workshop in Tasmania.

Throughout 2014 the School and all academic staff continued to work very closely with CDU staff in the courses Batchelor Institute teaches. Strong relationships have been forged which are beneficial to both students and staff. The School is also represented on a number of CDU committees.

**Office of Research**

Across 2014 the Office of Research continued to oversee the implementation of a range of strategies outlined in the Institute Research Plan 2012-2015. The Plan provides a framework for concentrating
the Institute’s research work and for continuing with quality and success-building projects within the Institute. The Plan talks specifically about the importance of collaborative partnerships 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 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 underrepresentation of Indigenous Australians in research training degrees and research employment throughout the nation. The Institute continues to 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.

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 our staff and students complete their research training, build their publication profile and target research funding.

The objectives of the Research Plan 2012-2015 are consistent with and are supported by the 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 2014 to build the research capacity and profile at 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).

In 2014, the Institute revitalised the Centre of Australian Languages and Linguistics (CALL) with CALL now:
• Providing research and other project based support for Indigenous Australian language revival
• Supporting language maintenance programs and language centre skill development
• Publishing language resources and coordinating project and community language centre partnerships
• Attracting affiliates to form the focal point for language and linguistics research
• Supporting HDR supervision of language/linguistics candidates at the Institute

Research Training

During 2014, the Institute implemented its reaccredited Masters by Research and PhD programs in Indigenous Perspectives which involved:
• 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 research Qualifying 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

Commonwealth Government support for the Institute’s IRC project helped increase Aboriginal and/or Torres Strait Islander Institute staff engagement 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.

The Institute’s first two PhD Candidates completed in 2014:
2. Dr David Hardy had his PhD conferred in December 2014 and will graduate at the June 2015 Batchelor Campus Graduation. His practice-based creative writing thesis is entitled Coming Out: Wagga to Warsaw to Wiradjuri – Journeys of Indigenous Identity and Queer Identity. His thesis included an Exegesis accompanying a novel – Australian Family, a screenplay – The Art of Living with Veggos, a collection of short stories and poems - Repatriation and Other Stories, and articles and essays, incl. Out and Loud.

Regional and Remote Aboriginal Children and Services Support Unit

The Regional and Remote Aboriginal Children and Services Support Unit (RRACSSU) is funded through the Department of Social Services to provide professional development support to Indigenous Budget Based Funded services (0-12 year olds) in the Alice Springs and Darwin regions and throughout remote communities in northern and southern Northern Territory. RRACSSU is funded as
Dr Kathryn Gilbey, the Institute’s first PhD graduate, at the Desert Peoples Centre Graduation Ceremony in September.
an Indigenous Professional Support Unit (IPSU), part of the Inclusion and Professional Support Program (IPSP) and has similar projects operating in each state.

During 2014 RRACSSU received further funding to support the understanding of the National Quality Framework and to encourage services to undertake a quality improvement process. A photo card resource, developed by RRACSSU to introduce the seven quality areas, was used throughout the year.

Project Officers and Coordinators also supported services and service management to complete and implement Quality Improvement Plans, identifying strengths, goals and strategies based on the seven National Quality Areas.

RRACSSU also developed a series of three Budget Based Funded Quality Improvement Workshops to be delivered across the NT in regional areas in 2015 and 2016.

During the year RRACSSU worked with a variety of networks such as Autism SA, Early Childhood Australia, Child Australia, Children’s Services Support Unit, NT Key Stakeholder Group (KSAG); and attended a conference on Collective Impact to explore the possibilities.

North and South RRACSSU teams meet twice a year for professional development and planning sessions. In 2014 the focus was on the National Quality Framework, staff physical and mental wellbeing and the impact of trauma. RRACSSU philosophy and joint marketing tools were also developed.

Active Projects

Centre for Australian Languages and Linguistics (CALL) by Ms Margaret Carew and Ms Maree Klesch is 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 revitalisation of languages in Central Australia, Wadeye and Maningrida
- strategically manage valuable language and cultural knowledge material
- develop and promote participatory and community based documentation and research practices
- 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
- 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. Dr O’Sullivan was invited to speak on a 2014 panel at the Australian Association for Research in Education (AARE) and produced a book chapter for publication.

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 the Indigenous Language Support (ILS) program, the Hans Rausing Endangered Languages Project and archiving support from Pacific and Regional Archive for Digital Sources in Endangered Cultures (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.

Iltyem-iltyem 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 Iltyem-Iltym Angkety ‘sign language’. This project is a collaboration between the NT Language Centre support program for Central Australia, 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 the Collaborative Research Network (CRN) program of the Commonwealth Department of Education and Training, with support of AIATSIS, ANU, CDU and Monash University. 

Jardiwanpa Yawulyu - this publication project produced a book about women’s songs that are part of the Warlpiri Jardiwanpa ceremony. This book was 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, with 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. 

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 (Cooperative Research Centre for Remote Economic Participation [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 Australian Research Council (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.

Supporting an Indigenous education focus across the programs of the Office for Learning and Teaching - Two-year program funding was made available for Australian Learning and Teaching Fellow, Dr Sandy O’Sullivan’s ongoing work with the Office of Learning and Teaching. This included a series of workshops on alternative dissemination in research training and supporting an Indigenous focus across the national programs of the Office for Learning and Teaching, and involved working directly with programs led by University of Sydney, University of Queensland and Griffith University.

Learning Analytics: assisting universities with student retention - Batchelor Institute collaborated with CDU (Lead Institution), Newcastle University, Murdoch University and Griffith University on ‘Learning Analytics: assisting universities with student retention’. This Office of Learning and Teaching grant aims to develop a framework and a set of resources for critically evaluating the use of learning analytics for student retention. For more information, visit: http://www.letstalklearninganalytics.edu.au/. Batchelor project staff are Dr Jurg Bronnimann and Dr Henk Huijser, with Dr Sandy O’Sullivan representing the Institute on the project steering committee.

South Australian and Northern Territory Promoting Excellence Network (SANTPEN) - In 2014 Batchelor Institute led the next stage of this Office of Learning and Teaching funded program. The key aim of this project is to create a network of teaching and learning leaders from six NT and SA higher education institutions for the purposes of sharing experience and resources to support the advancement of teaching and learning priorities of each institution. The six partnering institutions are Charles Darwin University, Flinders University, Tabor College (SA), University of Adelaide and University of South Australia. Dr Jurg Bronnimann manages the program on behalf of the Institute.

Living Archive of Aboriginal Languages - Batchelor Institute collaborated with CDU (Lead Institution), the Australian National University and the Northern Territory Government to implement Stage II of the Living Archive of Aboriginal Languages (LAAL) project. Stage I of the project worked to make available texts from 25 NT communities and 16 languages which had been selected for bilingual education programs in the 1970s. Stage II, funded through this second ARC Linkage Infrastructure and Equipment Fund (LIEF) grant significantly expanded the range of material available in the archive. Batchelor project staff on this project are Maree Klesch, Karen Manton, Kathy Roe and Gillian Terry.

Evaluation of the NT Community Justice Centre - Funded by the NT Department of Attorney General and Justice, this project was completed by Dr Catherine Holmes, Adjunct Research Fellow with the Institute. The project assessed the effectiveness of the Community Justice Centre's (CJCs) services and operations and contributed to a broader mandated legislative review. Applying multiple methods and working in collaboration with the Department and the CJC’s Consultative Council, the evaluation focused specifically on the capacity of the CJC to deliver mediation services and mediation training; the motivations and experiences of mediators working with the CJC; and the expectations of the community relating to the CJC.

Women’s Safe Houses Review - The Women’s Safe Houses Review Project: What have we learned? was undertaken by Dr Lyn Fasoli and funded through the NT Department of Children and Families (DCF). The project reviewed the development of the Women’s Safe Houses (WSH) run by the NT Government in 12 remote Aboriginal communities in the NT over the past seven years since their inception. The review worked with office based and remote staff to identify valuable organisational lessons for the Department with a view to informing the ongoing development of the WSH service delivery model and approaches to staff support and supervision, as well as identifying areas for improvement and future development.
2014 was a year of consolidation. After the changes to the Institute’s structure in 2013 it was time for the organisation to try out the new reporting structure. For some staff there were the added adjustments needed to accommodate relocation of their teams. During the bedding-in period we were able to make some minor adjustments to the divisional organisations which reflected unforeseen business needs as well as a welcomed name change from the Faculty of Education, Arts and Social Sciences (FEASS) to Health, Arts and Foundation skills (HAF). The HR team played an important part during this time in helping with the finalisation of changes and resolution of contractual matters.

The change of reporting lines for HR to the Office of the Director was a very positive move and enabled more timely intervention with potential employment problems and support to the Executive Group for workforce development.

The HR team priority for 2014 was the Enterprise Bargaining Agreement that commenced in May. Three Unions were represented at the bargaining table: NTEU, AEU and United Voice. Each Union was represented by Institute delegates and industrial officers. HR led the management team and worked closely with the Unions and staff to address the many claims put forward during the process. Of the more than 100 claims put on the table, all were addressed by the bargaining representatives and resolutions found. It is with a real sense of pride that, by the end of 2014, the bargaining was at its final stages and all sides were comfortable with the progress made and solutions adopted. The entire process was conducted in a positive spirit of good faith and a shared sense of responsibility for setting up a sustainable agreement that will serve the Institute and its staff well over the next three years.

The HR team was also actively involved in the WHS side of our business with a continuing campaign for improvement in safe work practices and worker consultation. Members of the team supported campus operations with advice and direction regarding controlling hazards, from dangers posed by asbestos material and removal of damaged trees, to use of specialist safety equipment and investigations.

There were a number of minor work related injuries reported during the year. These all provided timely reminders of the need for continuous vigilance and reporting. Unfortunately there were also a couple of more serious workplace events that were more significant and had an impact on staff in remote as well as urban locations. These events highlighted the need for good lines of communication and timely involvement of senior management to facilitate effective responses. The incidents reinforced the importance of the Emergency Incident Response Group (EIRG) and, over the course of the year, HR became very involved in the process of clarifying and expanding the Group’s role.

The HR team also ran a successful board room emergency exercise to highlight current practices on campus and helped the EIRG members to work through various scenarios involving emergency services and local authorities.

Aboriginal and Torres Strait Islander Workforce Development Planning – with the change of reporting lines for the Cultural Advisor to HR, the team was involved in the drafting of a new Indigenous Workforce Action Plan. When complete, this document will provide a huge boost for the practical application of the both-ways philosophy within the Institute. The new action plan will set
out the guidelines and encourage the day to day integration of both-ways in the workplace. With approval set for 2015, the concept will be to roll out programs to bring both-ways into our daily lives, incorporating language, cultural and First Australian Knowledges into best practice employment.

HR Activities
These are some of the other activities the HR team was involved in during the reporting period.

- Annual reporting and returns. The team was responsible for contributing to 12 annual reports and returns over the reporting period.
- The team dealt with over 1,500 inquiries and employment related tasks including recruitment, payroll, leave and contract negotiations
- Assisted with the recruitment of the Director and supported the process of executive change during a four month period
- Provided workplace briefings for senior management, leadership groups and departments on employment, HR and WHS matters. Also facilitated legal workshops and legal information sessions.
- Assisted with the updating and/or drafting of 15 policies, procedures and guidelines
- Conducted one staff survey on cultural competency and two focus groups in order to develop performance programs
- The HR team was nominated for the annual staff awards and Senior HR Advisor Katrina McGarvie received a special nomination for her outstanding customer focus
Strategic and Corporate Services Division

Finance
A significant amount of work in 2014 went into strengthening the Institute’s financial management framework and management accounting function to help ensure the Institute remains in a sound financial position. The work will continue into 2015 as the Institute fully implements a number of new or improved financial management processes. These include the:

- Implementation of a monthly reporting framework that promotes accountability, transparency and the provision of decision making information
- Development of performance and financial reports that identify risks at an early stage
- Development of templates and costing models that promote sound business planning processes

Campus Operations
2014 was a busy year for the Campus Operations team in Batchelor:

- The loss of the Repairs & Maintenance funding affected service delivery and made for a challenging year
- Campus Management Scope expanded to cover not just the management of the Facilities Residential and Kitchen area, but also the Coomalie Cultural Centre, Yera Early Learning Centre and Property Management Services
- The lease on the Western Campus was relinquished, returning the site to the Northern Territory Government
- There was a focus on upskilling of teams including WHS training, Physical and Mental Health First Aid training, with refresher job-specific training scheduled for 2015
- The Coomalie Cultural Centre was refurbished, had its roof replaced and an operator appointed to expand the business
- A staged upgrade of fire management systems continued
- Strong ties were forged with the Department of Defence in regards to the hosting of the Defence Indigenous Development Program on campus

Library and Information Services
The Library provides a service to all staff and students at Batchelor Institute. It comprises two campus libraries - one at Batchelor and one at the Alice Springs campus. The Library also maintains small collections in regional annexes and the larger Centre for Australian Languages and Linguistics (CALL) collection. The library in Batchelor functions as the local community library and has a relationship with Batchelor Area School.

Consolidation was the focus for the year in the Library. After a period of staffing changes and vacancies, three senior positions were filled and a new manager was recruited in August. To inform decision making and planning, a series of reviews were conducted and processes introduced to update all aspects of staff management.

In Alice Springs the location of the library in Bloomfield Street had been a source of frustration as it was separated from the activities of staff and students. A major achievement for the library service was moving the library in December 2014. Relocating nearly 10,000 items from the old campus required 180 cartons and a team of workers. The new library will be positioned as the information hub to the DPC.

Community engagement continued as a priority for the library. Two clubs, the Geckos and Red-Tailed Black Cockatoos, were developed to encourage...
positive experiences with the library and promote literacy. Library staff represented Batchelor Institute at the Barunga Festival, hosted events throughout the year and contributed to the Institute's 40th Anniversary celebrations.

The Library works closely with the CALL collection, which houses 4,000 items in 250 Australian Indigenous languages. In July 2014, library staff participated in a two day 'Search and Rescue' workshop which brought together more than 40 interested people to work on texts from the CALL collection. In the previous year the Library had won a National Library of Australia Community Heritage Grant to conduct a significance assessment on the CALL collection. The assessment was conducted by Dr Mickey Dewar, an historian and Heritage Coordinator at the Northern Territory Library and completed in September 2014.

The physical spaces at Batchelor Space have been refreshed and reconfigured. Works of art from the Batchelor collection are displayed throughout the library and were swapped over when the Institute's Art Curator visited in October. There was an increase in usage by the Batchelor community - particularly after school use by school children. There was a total of 10,933 members of the Library, and 12,500 items were borrowed in 2014.

**Information and Communications Technology (ICT)**

In addition to providing the central point of contact and resolution for all ICT matters, the ICT team continued its major review of the Institute's ICT infrastructure, capability and capacity. This review is well underway with the objective of upgrading/replacing one layer of the infrastructure at a time. The first step was to upgrade the external connections between all of our sites and the internet. A new contract was signed with Telstra in August 2014 resulting in substantial increases in the bandwidth available, particularly to the Batchelor and DPC campuses. The new high speed network was up and running just before the close of 2014. One major benefit of this will be the substantial expansion of all the remote, online and virtual classroom technologies and services that Batchelor Institute can provide from mid 2015.

The second step was to begin the complex upgrade to the Batchelor storage network from one gigabyte to ten gigabytes. Design of the new network has been completed and in 2015 we will start to roll out the hardware upgrades to meet the demands of the new technology. The wireless networks in Batchelor and DPC are also nearing end of life and a replacement has been designed and will be installed in 2015. In addition, the servers and storage are at end of life and need to be replaced, and the storage substantially expanded to meet the needs of the staff and students.

The ICT team also commenced a project to roll out SharePoint 2013 in 2015 - a substantial upgrade to the existing SharePoint 2003. Work on this is continuing and relies on the storage to be expanded to function efficiently.

All of this work continues into 2015 and will ultimately place the Institute in a strong strategic position to capitalise on the opportunities that a current, sophisticated and fully functioning ICT system provides to students and staff.

**Records**

The Records Information Management Unit continued education strategies with Institute staff on the processes and procedures of archiving and storage.

The team has conscientiously made improved efforts to advise and assist staff with materials and documentation that have come to light with the restructures and staff movements. The results are very pleasing with a lot of document duplications and unnecessary information eliminated before reaching the archiving area.

Late 2014 saw an ongoing project to retrieve records situated in remote study centres. The success of this project thus far can largely be attributed to the assistance of staff travelling to remote areas and returning the documentation to the records.
unit at Batchelor Campus. The project was put on hold due to restricted travel during the wet season, although the project should again restart with dry conditions and the free flow of travel of teaching and maintenance staff to these areas recommencing.

The increase in postal charges continues to impose budget constraints within the unit. The number of parcels sent has increased and this has contributed to the increasing cost of sending packages through freight options.

It is hoped that by the time the next annual report is presented the records unit will be able to include an update of a newly implemented records management system. Work on this is continuing and relies on the implementation of the new Information Technologies.

Consolidation and refinement of offsite storage content continue. The unit is looking forward to bringing records back from offsite and reducing content to better comply with the standards set out to meet the Institute’s quality and audit requirements. Much information currently stored offsite has reached or exceeded the recommended disposal time frames and as such can now be reduced. This will free up valuable and costly storage areas.

The unit viewed 2014 as a year of positive results and looks forward to continuing various projects and reaching our targets in 2015.

Marketing, Communications and Web

This group has been implementing the Marketing Plan 2013-2014, which aligns with the Strategic plan objectives.

The focus for 2014 was on promoting EMG approved key themes.

The marketing strategies are developed for each key theme to promote the Institute and educational and training programs both in the short and long term.

The goals for the Marketing Strategies are to increase enrolments in the VET, ACIKE Higher Education and Masters and PhD programs, and build the Institute’s profile, goodwill and reputation.

The Institute plans to launch a corporate Facebook page to promote Batchelor Institute student and staff achievements and all programs. This will support the Institute Twitter page @Indigenous_Inst, which reached 1,215 followers in 2014.

There was a significant increase in media exposure for the Institute, as more media representatives contacted Strategic Services Marketing staff to be included on our mailing list. This was achieved through the distribution of regular media releases, good news stories and direct marketing messages to our industry contacts.

The marketing contacts database has been consolidated to facilitate stakeholder engagement and we will continue to add more industry contacts.
New Conservation and Land management Building for Central Australia

Batchelor Institute’s new Conservation and Land Management (CLM) building at the Desert Peoples Centre Campus, Alice Springs was officially opened by the Hon. John Wessel Elferink MLA on 4 September.

Minister Elferink and Desert Peoples Centre Chair, Harold Furber unveiled the plaque. Batchelor Institute Director, Mr Mitchell spoke about the high standard facilities at the new CLM Building and industry-aligned CLM VET courses at the DPC Campus that provide the pathway to employment for local Aboriginal people.

40th Anniversary Celebration Dinner in the heart of Australia

Batchelor Institute’s current and former students, staff and key partners from industry, community and government celebrated 40 years of delivering quality research, education and training in the Northern Territory. The Institute’s 40th Anniversary Celebration dinner was held at Desert Peoples Centre (DPC) Campus, Alice Springs on 4 September. Special guests included the Northern Territory Attorney-General and Minister for Justice, the Hon. John Wessel Elferink MLA.

The celebration dinner was part of the Institute’s 40th Anniversary events – celebrating current and former students and staff as well as the achievements of the Institute. Over 100 guests enjoyed a BBQ dinner under the beautiful sky in the heart of Australia. Entertainment was provided by nationally acclaimed artist and former Institute Music Lecturer Jeanette Wormald and cellist Kellie List and a reading of creative writing by the Australian Centre for Indigenous Knowledges and Education (ACIKE) Diploma of Creative and Indigenous Writing (DCIW) student Brett Manton from Eden in New South Wales. Speeches were given during the dinner by Batchelor Institute Chair, Professor Markham Rose, Director Adrian Mitchell and Indigenous staff representative on Council, Evelyn Schaber.

‘Learning to succeed’ graduation gives Indigenous students career pathways

This year marked a milestone for Batchelor Institute as it celebrated the Central Australian Graduation Ceremony on 5 September at Desert Peoples Centre (DPC) Campus in Alice Springs. The graduation ceremony honoured 126 Aboriginal and Torres Strait Islander students from 35 communities from central Australia and interstate with their formal qualifications which provide career pathways.
The ceremony was attended by the students’ families and friends, community members and industry representatives who have supported or been involved in the students’ learning journey.

Students graduated in the fields of Aboriginal and Torres Strait Islander Knowledge Systems, Aboriginal and Torres Strait Islander Primary Health Care, Business, Children’s Services, Community Services, Conservation and Land Management, Construction, Education Support, Family Wellbeing, Kitchen Operations, Screen and Media, Training and Assessment, and Visual Arts.

Special guests included the Chief Minister of the Northern Territory, the Hon. Adam Giles MLA who was also a keynote speaker.

The ceremony included the conferral of Batchelor Institute’s first doctoral qualification, which is a truly significant occasion for the Institute. Dr Kathryn Gilbey, who successfully completed a PhD in Indigenous Knowledges, appropriately delivered the student response on behalf of all graduates.

Learning Community Centres in Central Australia

Batchelor Institute continues to develop its partnerships with Warlpiri Education and Training Trust and Warlpiri Youth Development Aboriginal Corporation in the operation of the Learning Community Centres in Willowra, Nyirrpi, Lajamanu and Yuendumu.

The model, supported in 2014 by these partners and through some Australian Government funding for salaries, involves a Batchelor Institute staff member (Coordinator) taking a role of community engagement, training brokerage and delivery of accredited training, usually in numeracy and literacy as well as computer operations.

Independent analysis of this model by the Australian National University has identified the strong community support for and success of this integrated approach.

Batchelor Institute is also engaged with a similar model in Arlparra in which the RJCP provider, My Pathways, is the major partner.

In all cases the Learning Community Centre is seen as a gathering point for community and learners. Initial, non-accredited training usually involves access to computers for everyday needs. This is then progressed through programs such as Foundations Skills and Skills for Education and Employment, which leads to accredited outcomes. The Coordinator identifies other training needs and cohorts, brokering trainers from Batchelor Institute or other providers in fields such as Arts and Craft, Conservation and Land Management as well as Sport and Recreation.
The Coordinator also provides back up support for VET and higher education students from that locality.

Remote Youth Leadership and Development Corps Graduation

Six months of hard work paid off for six students from Tangentyere's Remote Youth Leadership and Development Corps program, who graduated with a Certificate II in Community Services on 31 October. The graduation ceremony was a special celebration of the students' achievements in front of their friends and family.

The Remote Youth Leadership and Development Corps aims to create a supportive environment for young people to engage in education, prepare for entering the workforce and develop leadership skills. Partnering with Batchelor Institute to deliver the Certificate II in Community Services and the Skills for Education and Employment (SEE) program, Tangentyere youth support workers worked one-on-one with participants to overcome identified barriers to employment. The program included practical work experience opportunities for participants, with some being offered employment at the end of the program.

Student Art Exhibition

In November, the end of year exhibition showcased the exceptional work of the Visual Arts students on Desert Peoples Centre campus.
Community and Industry Engagement

The Batchelor Institute Community Engagement team is responsible for developing positive working relationships with government departments, local shires, Aboriginal organisations, industry and Aboriginal communities in order to establish strong partnerships that achieve learning outcomes and livelihood pathways for Aboriginal and Torres Strait Islander people. In Central Australia, the Community Engagement staff also manage the human, financial and physical resources in the remote Learning Community Centres.

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 people in Alice Springs, Tennant Creek and in remote Aboriginal communities. The Learning Community Centres have a special role in providing a full time Batchelor Institute presence within remote communities to build and maintain relationships, trust, credibility and responsiveness to the learning and pathway opportunities that Batchelor Institute offers all people of the Northern Territory. Batchelor Institute continues to strengthen its partnerships with Warlpiri Education and Training Trust (WETT) and Central Land Council (CLC) in the operation of the remote Learning Community Centres in Willowra, Nyirrpi, Lajamanu and Yuendumu. In addition, Batchelor Institute continued to operate the Arlparra Study Centre in the Utopia Homelands and the Barkly Training Centre in Tennant Creek.

In July 2014 the purpose-built Jaru Learning Centre in Yuendumu was opened. The Jaru Learning Centre building is owned by the Warlpiri Youth Development Aboriginal Corporation (WYDAC) and the Learning Community Centre activities are managed by Batchelor Institute in close collaboration with WYDAC and with funding support from the Warlpiri Education Training Trust (WETT). This is the fourth remote Learning Community Centre in Central Australia that Batchelor Institute operates with substantial funds from WETT.

Researchers from the Centre for Aboriginal Economic Policy Research at Australian National University conducted an independent review of the remote Learning Community Centres in Central Australia. The paper was presented by the researchers and WETT members from Lajamanu and Yuendumu as part of a seminar series at ANU Canberra and to the Department of Prime Minister and Cabinet in May 2014. The paper concluded that:

Perhaps the most compelling argument in favour of the Learning Centre model is that they are a good response to a difficult situation. They are doing better than most other options in the remote adult education sector. What may appear to be small incremental changes in adult education are in fact huge changes in terms of the rapid social change experienced by remote Indigenous groups over only a few decades. But most importantly, with Batchelor Institute providing institutional support, there is a 10 year future plan and a supported commitment to ongoing learning from communities and providers. Everybody is now able to set future educational directions in an environment that supports lifelong learning for all.

The Learning Community Centres are seen as a gathering point for community and learners. Initial, non-accredited training usually involves access to computers for everyday needs. Students are also enrolled in Foundation Skills programs which are delivered by the Learning Community Centre Coordinators in the community. The Coordinator identifies other training needs and cohorts, brokering trainers from Batchelor Institute or

Above: A money management program held at the Jaru Learning Centre, which is managed by Batchelor Institute with funds from the Warlpiri Education Training Trust (WETT)
other providers in fields such as Arts and Craft, Conservation and Land Management, Education Support and Early Childhood Education, Kitchen Operations and Business. The Learning Community Centre is also utilised by Batchelor Institute and the Australian Centre for Indigenous Knowledges and Education (ACIKE) students studying VET and Higher Education courses.

Through the Skills for Employment & Education (SEE) contract with the Department of Industry and Science, Batchelor Institute delivers Language, Literacy and Numeracy (LLN) to the Remote Jobs in Communities Project (RJCP) job seekers, where delivery is integrated into their Nursery, Arts and Catering activities. Batchelor Institute is delivering SEE in Central Australia in conjunction with Tangentyere Council, My Pathway RJCP and Julalikari Council RJCP.

**Top End**

In 2014, Batchelor Institute continued to build close working relationships with all Top End Remote Jobs in Communities Program (RJCP) providers, Aboriginal Community organisations and a variety of NT Government Regional Training and Development Coordinators, with a key focus on:

- An assortment of remote service delivery
- Provision of educational pathways utilising foundation skills, literacy and numeracy and employability skills, which are incorporated into training agreements (MoAs) as support measures for students to obtain relevant workforce qualifications
- Quality training partnerships
- More effective education and training planning linked to regional employment opportunities
- More internal collaboration with relevant Trainers to meet regional education and training demand

The Institute provided a significant amount of VET training in the West Arnhem, Tiwi Islands, Victoria Daly, West Daly, East Arnhem and Roper Gulf regions of the Top End. VET programs in demand in 2014 was mainly requested from the Regional Councils and consisted of the following courses:

- Skills for Vocational Pathways
- Family Wellbeing
- Creative Industries (Media)
- Business (Office Administration/Governance and Leadership)
- Community Services
- Construction
- Conversation and Land Management
- Education Support
- Aboriginal and/or 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 Top End locations:

- Borroloola
- Gunbalanya
- Maningrida
- Ngukurr
- Wadeye

The Nhulunbuy and Katherine Training Centres were utilised more effectively in 2014 by Institute Trainers delivering a range of programs at different levels i.e.

- Education Support
- Conservation and Land Management

Above: Skills for Education and Employment (SEE) students preparing for employment in construction work in Alice Springs
• Business
• Education and Skills Development
• Community Services
• Family Wellbeing

The Community Engagement Officer has maintained close contact with several regional staff from the Department of the Prime Minister and Cabinet, all Regional Shire Councils and also Regional Training Coordinators employed by the Department of Business in the Top End. These ongoing stakeholder relationships support the Institute’s ability to effectively liaise and deliver demand driven education and training across many Aboriginal communities during the course of the academic year.

The following Aboriginal communities/organisations were among the many that liaised with the Institute, requesting VET training in 2014:

• Wadeye
• Gunbalanya
• Pigeon Hole
• Peppimenarti
• Jabiru
• Yarralin
• Palumpa
• Maningrida
• Belyuen
• Nauiyu
• Ramingining
• Wurrumiyanga
• Kybrook Farm (Pine Creek)
• Mataranka
• Milikapiti
• Binjari
• Ngukurr
• Pirlangimpi
• Beswick
• Jilkminggan
• Katherine
• Barunga
• Minyerri
• Kalano

• Manyallaluk
• Timber Creek
• Numbulwar
• Bulman
• Kalkarindji
• Nhulunbuy
• Weemol
• Bulla
• Laynhapuy Homelands
• Yirrkala (CEC)
• Katherine High School
• Borroloola
• Galiwinku (Marthakal Homelands)
• Milingimbi
• Gapuwiyak

Throughout the year, the Top End Community Engagement Officer participated in several regional RJCP recall forums and community agency workforce development meetings, in order to work more effectively. These were in collaboration with its clients to both plan Institute resources and to meet the education and training demands of remote, rural and urban Aboriginal and Torres Strait Islander communities and organisations.
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* establishes an educational institution for the tertiary education of Indigenous people of Australia and the provision of other educational and training programs and courses, facilities and resources for research and study, and for related purposes.

**Council**
The structure, composition and membership of Council is in accordance 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 the 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)

The three key legal documents that are established and approved by Council are the:
- Enterprise Bargaining Agreement (EBA) 2012-2014
- Staff Code of Conduct
- Student Code of Conduct

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

**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, with at least one member 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 for Higher Education and certain Vocational Education and Training.

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 the 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’s 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’s shared values and ongoing commitment to Aboriginal and Torres Strait Islander communities, the both-ways philosophy, student, staff and stakeholder satisfaction, quality service delivery and the building of solid collaborative partnerships.
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 responsibility for risk management of the Institute and has established a Finance and Risk Management Committee (FARMC) to:

- Assist the Council in exercising due care, diligence and skill in discharging its oversight duties
- Assist all levels of management in the effective discharge of their responsibilities by providing an independent review of the Institute's risk management policies, practices and controls

FARMC is part of robust Institute planning, reporting and monitoring systems. Council is committed to the establishment, monitoring and review of a cost effective internal Institute control structure which will both satisfy the Council’s oversight and monitoring functions and assist the Director and management in undertaking their responsibilities.

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

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 the 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 the 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, and that it accurately reflects the practices of Batchelor Institute and ensures they remain compliant with Commonwealth and Northern Territory Government legislation.
Batchelor Institute's operating result for 2014 was a $1.3 million deficit. The deficit result is mainly due to lower student numbers in both the HE and VET sides of the business. These lower numbers led to a reduction in income received from both the NTG under its training contract ($1.8 million) and from CDU under the Institute's ACIKE partnership ($1.1 million).

Despite this deficit in 2014, the key financial data highlights the continued strength of the Institute's liquidity and net asset position against a backdrop of reduced revenue and increased employee expenses arising from the 4% salary increase through the Enterprise Bargaining Agreement 2011-2014.

**Key financial data**

<table>
<thead>
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<th></th>
<th>2014</th>
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<tbody>
<tr>
<td>Income from continuing operations</td>
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<td>$41.6M</td>
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<tr>
<td>Expenses from continuing operations</td>
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<td>$41.5M</td>
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<td>Operating result</td>
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<td>Asset revaluation</td>
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<td>Total comprehensive income</td>
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<td>Net assets</td>
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</tr>
<tr>
<td>Working capital ratio (liquidity)</td>
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<td>3.50</td>
</tr>
</tbody>
</table>

The Institute classifies its business into the following three activities:

- **Core Business** – encompasses the principal activities of the Institute including the provision of HE/Research and VET
- **Away From Base** – an Australian Government funded program designed to cover travel costs for VET and HE 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 milestones, achievements and reporting

The Institute recorded a fall in income of 1% (or $0.3 million) over the prior year making a total income of $41.3 million for 2014. This fall in income was due to lower than forecast student numbers in both the NTG’s training contract ($1.8 million) and from CDU under the Institute’s ACIKE partnership ($1.1 million). This reduction was offset by a $3.8 million increase in Australian Government funding.
Income by source

Australian and Northern Territory government funding represented over 81% of total income.

Income from continuing operations

Expenditure

Total expenditure remained consistent with 2013. Employee related expenses increased by $0.6 million due to the general salary increase under the Enterprise Agreement. Other expenses increased by $0.5M.

Expenditure comparison

Employee related expenses represented 64% of the total expenditure for 2014. Depreciation and amortisation increased by 1.3% over the prior year. The major expenses incorporated within ‘other expenses’ include travel, communications and utilities, contracted services, property management and motor vehicles. These expenses increased in 2014 by 3.6% ($0.5 million).
Operating Result

The operating result of a deficit of $1.37 million is explained by a $1.946 million deficit in Core Business activity offset by a $0.629 million surplus 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 increased by 0.56% in 2014. Cash and cash equivalents have increased by $3.87 million with $2.4 million of this being offset by a decrease in receivables and prepayments. The decrease in receivables reflects the final payment from the Away From Base funding and other project funding for 2014. The decrease in property, plant, and equipment totals $1.23 million due to depreciation of $1.6 million offset by completed capital works.

Additional assets recognised during the year were as a result of construction projects completed during 2014. 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 increased by 27% equating to $1.6 million. This reflects a working capital ratio of 2.93 and a debt to equity ratio of 0.16, keeping the Institute in a strong 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 increased significantly from $0.4 million in 2012 and 2013, compared to $2.5 million in 2014. The increase reflects the Institute’s lower student numbers under its NTG training contract, resulting in $1.8 million in income received in 2014 being deferred to 2015.
Equity

The Institute is currently worth $46.3 million, a decrease of $1.3 million over the prior year. This decrease directly reflects the deficit recorded in 2014. Over the past five years, the Institute has increased net worth by $9.2 million (or 25%).
Conferences


Hall, L 2014, ‘Swimming not drowning – resilience as a key determinant of success for Aboriginal and Torres Strait Islander Pre-tertiary Students’, Australian Council for Adult Literacy (CAL), Surfers Paradise, 3-4 October.


Huijser, H, Faragher, L 2014, 'Exploring evidence of higher order thinking skills in the writing of the first year undergraduates', 17th First Year in Higher Education Conference, Darwin, 6-9 July.


Koramannil, G 2014, 'Linguistic Similarities of Aboriginal and Torres Strait Islander and International Students from English as Additional Language or Dialect (EALD) backgrounds: Implications for Academic Language Proficiency and Higher Education', Batchelor Institute 40th Anniversary Conference, Batchelor, 8 August.


Mohan-Ram, V 2014, ‘Challenging innovation in Mathematics teaching for Primary School Teachers’, Edulearn 14 Conference, Barcelona, Spain 7-9 July.


Oldfield, J 2014, 'Talking Black Fella: A critical policy analysis of the Northern Territory's Government's 'Compulsory Teaching in English for the First four hours of each school day', Social Equity Institute, University of Melbourne, 28 February to 1 March.

Page, J & Gow S 2014, 'Designing a truly student-centred Foundation Skills program, Batchelor Institute 40th Anniversary Conference, Batchelor, 7 August.

Railton, K, & Bartlett, C 2014, Collaborative initiatives Exhibit, Australian Literacy Educators’ Association and Australian Association for the Teaching of English Conference, Darwin, 9-11 July.

Schaber, E, & Cook, L 2014, 'Developing a training model that works; innovative partnerships for remote Kimberley Catholic Schools: CEOWA and BIITE', Batchelor Institute 40th Anniversary Conference, Batchelor, 7 August.

O'Sullivan, S 2014, 'Alternative dissemination – how should we share our research?', AIATSIS National Indigenous Studies Conference, Canberra, 26 March.


Dr S O’Sullivan presented a plenary to the first national conference held by the Office for Learning and Teaching to an audience of 400 senior academic and administrative staff, deans, and DVCs (funded); Conference: Learning and Teaching for our Times: Higher Education in the Digital Era.


Stanton, S 2014, ‘Don’t try to suppress me...I am not the Problem: An Expression of Aboriginal Female Identity’, Cultural Studies Association of Australasia, Wollongong, 2-5 December.


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Publications

Journal articles


**Book chapters**


**Books**


**Reports**


Ninti One, Batchelor Institute & the NT Department of Correctional Services 2014, Pathways of Learning for Employment within a Correctional Centre: The remote Aboriginal experience, (Eva McRae-Williams).

School of Education, Charles Darwin University 2014, Pathways for Yolŋu Teachers: rethinking initial teacher education (ITE) on country, (Sue Shore: A/Pro in Research, School of Education, CDU, Patricia Chisholm: Workforce Development, DoE, Melodie Bat: Consultant, Pracademic Solutions, Beth Harris: Lecturer, School of Education, CDU, Peter Kell: Head of School, School of Education, CDU & Sue Reaburn: Director, Human Resources Development, DoE), Department of Education, Employment and Workplace Relations (DEEWR), Darwin, NT.

**Exhibitions and performance**

**Internal Research Grants**

**Dr Henk Huijser**, Principal Researcher received Internal Research Grant funding to support a project entitled ‘Language Aspirations and Identity among language students at Batchelor Institute’. Dr Huijser is working alongside **Dr Nicoletta Romeo** and **Rena Stanton** and the overarching goal of this project is to provide a fuller picture of how Indigenous people’s aspirations and language use is representative of identity work. This project entails an innovative framework which combines three fields of study: social science, linguistics, and education.

**Jeanie Bell** received Internal Research Grant funding to support a project entitled ‘How is the changing nature of traditional language knowledge over many years up to the present in reference to kinship terms.’ This project investigates the traditional and modern uses of skin names, kinship terms and totems as used across generations.

**Dr M Bat**, Principal Researcher received an Internal Research grant to support a project ‘Building Community through playgroup – A Case study of the Willowra Playgroup Program’. The research establishes a research cycle to identify the criteria for success for creating this strong early childhood program, and evaluates how and to what extent the current model and practices meet criteria.

**Internal Research Fellowships**

Dr Sandy O’Sullivan Fellowship activities for the first part of 2014 included the completion of **Reversing the Gaze: Indigenous perspectives on museums, cultural representation and the equivocal digital remnant funding**.

This project explored the capacity of nationally-significant museums in Australia, the United States of America and Great Britain, to incorporate their own Indigenous and First Peoples’ stories, engagement and representations into their museum programs. In particular the project is concerned with examining best-practice examples identified by museum professionals.

Another Fellowship activity for Dr S O’Sullivan was **Supporting an Indigenous education focus across the programs of the Office for Learning and Teaching**, funding ended in early 2014. The project included a series of workshops on alternative dissemination in research training and supporting an Indigenous focus across the national programs of the Office for Learning and Teaching, including programs led by University of Sydney, University of Queensland and Griffith University.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AATE</td>
<td>Australian Association for the Teaching of English</td>
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<tr>
<td>ACIKE</td>
<td>Australian Centre for Indigenous Knowledges and Education</td>
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<td>AEU</td>
<td>Australian Education Union</td>
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<td>AIATSIS</td>
<td>Australian Institute of Aboriginal and Torres Islander Studies</td>
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<td>ALEA</td>
<td>Australian Literacy Educators' Association</td>
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<td>AVETRA</td>
<td>Australian Vocational Education and Training Research Association</td>
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<td>Cooperative Research Centre for Remote Economic Participation</td>
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<td>National Tertiary Education Union</td>
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<td>PARADISEC</td>
<td>Pacific and Regional Archive for Digital Sources in Endangered Cultures</td>
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<td>Preparation for Tertiary Success</td>
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<td>Remote Jobs in Communities Project</td>
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<td>Royal Melbourne Institute of Technology</td>
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<td>Warlpiri Youth Development Aboriginal Corporation</td>
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</tbody>
</table>
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