



INDIGENOUS STUDENT SUCCESS PROGRAMME (ISSP)

2017 Performance Report

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| Organisation | Batchelor Institute of Indigenous Tertiary Education | | |
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The Institute is constituted under the *Batchelor Institute of Indigenous Tertiary Education Act* and has the specific purpose of being:

**“an educational institution for the tertiary education of
Indigenous people of Australia”.**

Background

The Batchelor Institute of Indigenous Tertiary Education sits uniquely in the Australian educational landscape as the only Aboriginal and Torres Strait Islander dual sector tertiary education provider. Under its ‘Both-Ways’ philosophy, the Institute significantly provides an Aboriginal and Torres Strait Islander lens to a mainstream education system.

Through Batchelor Institute’s collaborative partnership with Charles Darwin University (CDU), the Institute delivers a purpose built Indigenous enabling program and a range of CDU-Batchelor Institute joint undergraduate degrees to Aboriginal and Torres Strait Islander students. Consequently, Batchelor offers students a learning pathway from

foundation skills all the way to a Doctor of Philosophy, underpinned by the Institute's highly regarded research program.

The Vision of the Batchelor Institute is to be:

Australia's Leader in First Nations Tertiary Education and Research

The current Strategic Plan covers the period 2015 – 2020 and seeks to achieve the vision through the following five pillars or strategies that underpin the plan:

- *A Strategic, Sustainable, Innovative Aboriginal and Torres Strait Islander Business;*
- *A Demand Driven Organisation in Action;*
- *An Organisation where Excellence underwrites its work;*
- *An Aboriginal and Torres Strait Islander organisation that will contribute to Australia's National Identity; and*
- *Establish Batchelor Institute within the higher and further education sector at the National and International level.*

As the Batchelor Institute is an integrated Aboriginal and Torres Strait Islander education institution, including both Higher Education and Vocational Education and Training (VET), it is very difficult to outline our role, operations and achievements in regard to Higher Education separately or in discrete sections. This statement needs to be considered as a whole, as the comments and achievements that show the Institute have met the eligibility for ISSP funding for one section of the *Indigenous Student Assistance Grants Guidelines 2017* may also be integrated in the responses to other sections.

1. Enrolments(Access)

The primary focus of the Institute is on the education and training of Aboriginal and Torres Strait Islander students, and research. As such, the majority of programs, marketing and recruitment strategies are designed to improve the access of Aboriginal and Torres Strait Islanders to both VET and Higher Education. The Institute has a special focus on ensuring that potential Aboriginal and Torres Strait Islander students from rural and remote locations have access to higher education; at the pre-tertiary, undergraduate and post-graduate levels.

The Institute now only enrolls students in the its Higher Degree by Research (HDR) programs – a research Masters and a Doctor of Philosophy in Indigenous Perspectives - with all enabling, undergraduate and other post graduate coursework enrolments being enrolled through the Charles Darwin University (CDU). Workshops for these courses are conducted at both the Batchelor and Alice Springs campuses of the Institute.

The established partnership between the Batchelor Institute and CDU, regarding undergraduate and post-graduate coursework programs and the Preparation for Tertiary Success (PTS) enabling program, is ongoing with improved collaboration around the health and education programs and potential student pathways. Marketing and other work designed to increase the pool of potential students for higher education studies is also occurring simultaneously and this will help strengthen our profile and our student numbers in undergraduate programs. VET and Higher Education staff are working with CDU staff to improve collaborative pathways for students.

Marketing and promotional material for Preparation for Tertiary Success (PTS) enabling program with prominent Batchelor logo display are being used to advertise the program through Deakin University. Deakin University's, Koori Institute, has agreed to refer students to Batchelor's PTS.

Scholarships. As from 2012, all Commonwealth Scholarships were transferred to CDU for continuing and commencing undergraduate and enabling students. During 2017 the Institute implemented arrangements for the transition of its continuing Higher Degree by Research students into the new Research Training Programme (RTP) scholarship regime. This commenced January 1, 2017. The Institute had not established dedicated ISSP scholarships for HDR candidates across 2017 – although this is in development for 2018 – so all 2017 ISSP expenditure relates to HDR candidate support, care and engagement activities under Part 6 of the Guidelines.

Engagement. The Institute conducts its training and education in remote communities in addition to campuses at Batchelor, Darwin and Alice Springs. This has given the Institute a wide profile among the Aboriginal and Torres Strait Islander population; especially in the Northern Territory. The 44 year history of the Institute and our reach into communities where tertiary education has an often very low profile provides an important point of inquiry and information for potential students.

Other programs and initiatives to improve equitable access of Aboriginal and Torres Strait Islander students to higher education include:

- *Induction* is provided at the first on-campus workshop to all enabling, undergraduate and research students. Induction includes a cross-cultural awareness program, Welcome to Country, studying in workshop mode including online learning, and generic information about scholarships and support.
- *Common units* – seek to provide academic literacy and establish foundations skills for undergraduate academic success.
- *Preparation for Tertiary Success (PTS).* This free university enabling program is an innovative and engaging course for Aboriginal and Torres Strait Islander people. PTS is designed to develop the skills, knowledge and confidence needed to succeed at university. It is delivered in both Alice Springs and Darwin. Students attend face-to-face workshops either in Alice Springs or Darwin followed by work to be completed at home. Travel and accommodation is arranged for students who don't live in Alice Springs or Darwin.

While it is a pathway into university, PTS involves more than just learning the required academic skills. Students also uncover the necessary dimensions of successful adult learning – such as confidence, resilience and the ability to learn new things. Students and staff bring together their Indigenous and academic knowledge systems to develop a strong ‘Both-Ways’ learning identity.

- Improved VET pathways through the Education Support and Aboriginal and Torres Strait Islander Health Worker program.
- The Institute has developed collaborative relationships with Job Service Providers and CDPs to put in place pathways in remote communities to both VET and Higher Education programs.
- The Institute’s Library provides ongoing information and support programs out of hours to students to assist them with their academic endeavours.

1a Scholarships (2017 breakdown)

| <i>Student category</i> | <i>Education Costs</i> | | <i>Accommodation</i> | | <i>Reward</i> | | <i>Total/ Students Assisted</i> | |
|------------------------------|------------------------|-----|----------------------|-----|---------------|-----|---------------------------------|-----|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| From Regional/ Remote | - | - | - | - | - | - | Nil | Nil |
| Undergraduate | - | - | - | - | - | - | Nil | Nil |
| Post-graduate | - | - | - | - | - | - | Nil | Nil |
| Other | - | - | - | - | - | - | Nil | Nil |
| Total | - | - | - | - | - | - | Nil | Nil |

| | |
|--|-------|
| Value of Scholarships awarded by the Institute to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers) | \$Nil |
| Value of Scholarships offered by the Institute to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers) | \$Nil |

2. Progression (access and outcomes)

The Institute is acutely aware that its student body and pool of potential students often come from a background where they have often experienced a greater degree of challenges and disadvantage than the majority of tertiary students. In recognition of this, an aim of the Institute to increase access for, and participation of, Aboriginal and Torres Strait Islanders in all levels of education and training a range of programs and resources have been developed. These include Foundation Skills, other literacy and numeracy assistance, Preparation for Tertiary Success (PTS) and pre-PTS course. These have been developed to ensure better access to tertiary education and higher participation and completion rates for existing programs.

Solid marketing and promotion of the organization and good news stories create a culturally inclusive and appropriate environment for staff and students both nationally and internationally.

Teaching and Learning Plan

The Teaching and Learning Committee is a committee of the Academic Board. The Teaching and Learning Plan 2017-2020 was developed towards the end of 2016 to replace the previous plan. The plan has been developed, managed, monitored and reviewed by the Teaching and Learning Committee, and provides a medium term plan for training, teaching and learning at the Institute. It guides the Institute in general and it's training and teaching staff specifically in their practice. It is a public document which is available to Institute students, partners and government agencies.

The Teaching and Learning Plan also supports the further strengthening of Batchelor's research capacity in conjunction with a range of research partnerships, and develops a stronger alignment between Higher Education teaching and VET training programs.

The four goals that have been developed to drive the Teaching and Learning Plan are:

- 1. Provide a culturally safe training, teaching, learning and research environment for both students and staff.*

Central to achieving this objective is our commitment to the Both-Ways practices to drive change and understanding of training, teaching and learning in all facets of our organisation.

2. *Focus on higher education, research and training that support the aspirations of Aboriginal and Torres Strait Island peoples and lead to employment.*

The second goal is to design and implement a suit of high quality higher education courses and training programs in collaboration with active partnerships, industry and professional organisations and communities. We will regularly and systematically review course delivery based upon a demand driven environment.

3. *Promote and commit to increasing innovative and flexible approaches to training, teaching and learning.*

The Institute recognises the diversity of student learning needs and will therefore promote an increase of flexible learning strategies within training and education. The Institute will ensure that the needs of regional and remote students will be supported by use of virtual networks and technology based solutions to provide greater access for Aboriginal and Torres Strait Islander students to training and higher education.

4. *Increase access to Training and Higher Education, and retention and success of Aboriginal and Torres Strait Islander students.*

The Institute is committed to playing a lead role in ensuring that Aboriginal and Torres Strait Island peoples are able to fully participate and excel in education and training opportunities. The Institute provides a learning environment that leads to successful outcomes for students.

Each goal is underpinned by a range of strategies and performance indicators; with responsibilities assigned for each strategy.

School of Higher Education

The School of Higher Education at Batchelor Institute was established in 2013 in response to the restructure of the Institute. The School of Higher Education provides quality teaching and learning across a number of Higher Education programs – from enabling to Bachelor degree and graduate certificate programs. These are delivered through a partnership agreement with Charles Darwin University (CDU).

During 2017, the School delivered a range of courses including:

- Preparation for Tertiary Success (PTS),
- Batchelor degrees in Primary Teacher Education and Early Childhood,
- Bachelor of Applied Social Sciences (BASS),
- Bachelor of Indigenous Languages and Linguistics (BILL),
- Bachelor of Nursing,
- Associate Degree of Applied Social Science,
- Associate Degree of Indigenous Languages and Linguistics,
- Diploma of Creative Indigenous Writing,
- Diploma of Indigenous Language Work
- Diploma of Aboriginal and Torres Strait Islander Knowledges, and
- Diploma of Creative and Indigenous Writing.

Throughout 2017 the School of Higher Education continued to work very closely with a number of schools at CDU. The Institute's academic staff contributed significantly to the redevelopment and review of degree programs in education and languages and linguistics. A highlight for the School was the introduction of a specialisation in Indigenous languages teaching and learning in the Bachelor of Education Primary teacher education, where Batchelor staff fully developed two specialist electives.

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). In that respect, the School continues to support academic staff to upgrade their qualifications. In 2017, another staff members completed her PhD studies. Two more staff members are close to submitting their PhD thesis.

In 2017, the School participated in an external Academic Calibration project organised by Innovative Research Universities. A number of units offered by Batchelor were submitted, and all units externally assessed scored very high.

The School and academic staff, in particular, worked hard to attract new students into their programs, at the same time supporting and encouraging returning students to continue their studies. Thanks to this effort, the School exceeded its projected EFTSL in 2017 for the second year in a row.

SANTPEN

The School of Higher Education, on behalf of Batchelor Institute is the lead Institute of the South Australia Northern Territory Promoting Excellence Network (SANTPEN), a multi-institutional project partnered with Flinders University, University of South Australia, University of Adelaide, Tabor College and Charles Darwin University.

In 2017, SANTPEN, under the leadership of the head of Higher Education, secured a \$50,000 grant from the Commonwealth Government to run further workshops to improve staff capabilities within the framework of Scholarship of Teaching and Learning (SoTL). Thanks to the increased skill levels in SoTL principles, Batchelor Institute, for the first time, will submit an application for a national teaching excellence award.

Division of Research

The research approach at Batchelor Institute privileges the voices of First Nations' Peoples and Communities by engaging in culturally-enriched research that promotes innovation. Through partnerships with Communities, Peoples, industry and government, the Institute's research engages a strengths-based approach to education, creative industries, languages and livelihoods.

Across 2017, Batchelor continued to design and undertake research through an approach that privileges the voices of First Nations' Peoples and Communities by engaging in culturally-enriched research that promotes innovation and agency.

Through partnerships with Communities, Peoples, industry, and government, the Institute's research applied a strengths-based approach to Education, the Creative Industries, Languages and Livelihoods.

Across 2017, Batchelor's researcher team attracted research income from a range of contract research and other fee-for-service activities. Operating in an increasingly competitive environment, our research continued to respond to, and inform, changing government policy and the increasingly complex demands of industry while ensuring the perspectives and aspirations of Aboriginal and Torres Strait Islander Communities and Peoples are privileged.

Research Plan

A number of key strategies of the 2016-2020 Research Plan were set in motion throughout 2017. The Research Plan gives particular focus to the research related strategies of the Institute Strategic Plan (2015-2020) and reflects the Institute's emphasis on collaborative, grounded and Indigenous-directed research. The Research Plan uses the deliverables of the five 'success pillars' formed through the Institute Strategic Plan to frame the research excellence agenda of the Institute's research centres. The activities of the Plan are directed through the Research Office, Graduate School and Centre for Collaborative First Nations Research.

Research Office

The Research Office provided strategic leadership, evaluation, reporting, and support for all the Institute's research activity across 2017. The Research Office has an oversight responsibility for all areas of research, and coordinated the following activities and reporting to our partners and government:

- Sponsored and supported the attendance of Batchelor academics and HDR candidates to present at the *AIATSIS National Indigenous Research Conference* in Canberra in March, 2017.
- Supported the inaugural *Knowledge Intersections Research Symposium* in Alice Springs in May 2017. This one-day symposium was initiated by the Batchelor Institute Desert People's Centre staff and provided a forum to showcase

research work being undertaken in the region, by staff and HDR candidates from a number of Australian universities, including a Bachelor PhD candidate.

- Implemented changes to the Research Support Program (RSP) as per the requirements of the Commonwealth Government research block funding
- Submitted an Indigenous Research Impact Study to the Australian Research Council's research Engagement and Impact Assessment Pilot in May 2017.

Graduate School

The Graduate School houses the Institute's PhD and Masters by Research programs focusing on Indigenous Perspectives. Throughout 2017, the Graduate School continued to provide research candidates and postgraduate students with the opportunity to engage in a robust, First Nations' approach to research and advanced learning. The Graduate School:

- Coordinated master class programs for higher degree by research candidates in March and November.
- Implemented the new Research Training Program (RTP) as per the Commonwealth Government research block funding program requirements, including development of related policies for student support and scholarships.
- Provided ISSP resources to specific academic, practice and personal support needs of HDR candidates.
- Supported Institute candidates to access conference funding to present research papers to national and international audiences.

Centre for Collaborative First Nations Research

The Centre engages a collaborative approach to First Nations' research by leveraging our expertise across the areas of *Creative Industries* - studio arts and creative writing to curatorship and arts management, *Education* - early childhood to training and higher education, and *Livelihoods* - across community development, employment and industry.

In its first full year of operation, the Centre:-

- Established a 2017 Operational Plan to position the Centre as a well-respected,

responsive, collegiate and collaborative entity that undertakes and positively builds high quality Indigenous First Nations research, on behalf of the Institute.

- Confirmed the Guiding Principles by which it operates. These principles provide the measures by which the Centre's researchers engage and collaborate with First Nations' Peoples and Communities, and with First Nations' and non-Indigenous Scholars.
- Worked with lead institution, ACIL Allen, to conclude the evaluative field work and reporting to the Northern Territory Government on the implementation and effectiveness of the government's Indigenous Education Strategy 2015-2024.

The Regulatory Context - Tertiary Education Quality and Standards Agency (TEQSA)

In May 2017 Batchelor was advised of TEQSA's decision, under section 37 of the *Tertiary Education Quality and Standards Agency Act*, to approve Batchelor Institute for renewal of registration for a period of seven years until 13 April 2024.

TEQSA noted 'the significant improvements made to the Institute's higher education operations, as informed by the recommendations of the Institute's external reviews and from the Institute's external benchmarking'. TEQSA further reported that:-

- The Institute's capability to continue exercising its self-accrediting authority for AQF levels 8-10 has been clearly demonstrated. and
- The Institute's commitment to building its research capacity, consistent with its strategic research objectives, and the significant improvements that have been made to the policy framework have given TEQSA confidence in the direction BIITE is taking as a higher education provider.

2a Tutorial and other assistance provided (2017 breakdown)

| <i>Assistance type</i> | <i>Level of study</i> | <i>Number of students assisted</i> | <i>Hours of assistance</i> | <i>\$</i> |
|------------------------|-----------------------|------------------------------------|----------------------------|-----------|
| Tutorial assistance | Undergraduate | - | - | |
| | Post graduate | 14 | 420 | |

| <i>Assistance type</i> | <i>Level of study</i> | <i>Number of students assisted</i> | <i>Hours of assistance</i> | <i>\$</i> |
|--|--|------------------------------------|----------------------------|-----------------|
| Tutorial assistance | Other | - | - | |
| | total | 14 | 420 | \$85,280 |
| Indigenous Support Unit or other Indigenous student support activities | (optional breakdown of major activities or just total) | 18 | 230 | |
| | total | 18 | 230 | \$68,057 |
| Add other categories as relevant | | | | |

3. Completions (outcomes)

The Institute at present has a small number of Higher Degrees by Research Aboriginal and Torres Strait Islander students. With a small total cohort of approximately 18 candidates, completions numbers are typically between 1 and 2 per year. In 2017, one PhD student had her award conferred at the June 2017 Graduation.

Batchelor Institute has also enhanced the delivery of education, training and research through improved technological support and engagement with industry groups, potential partners, community groups and other stakeholders. It is expected that this will continue to strengthen the quality and competitiveness of our education, training and other services.

Staff development workshops continued to ensure managers and teaching staff are supported to adopt a highly proactive approach to progressing students through qualifications and resulting in a more timely fashion.

The Graduate School, coordinated a series of HDR Candidate Masters Classes which included dedicated student well-being sessions delivered by practicing clinical psychologists.

Staff are utilizing recently purchased ICT video recording devices and integrating the new Bluejeans video conferencing into the teaching and learning space. The use of Moodle is being revitalized within the Institute with the creation of digital learning objects and instructional videos. The Teleconferencing facilities have also been improved, as have online multi-point conferencing, through the uptake of the Blue Jeans program. These improvements will better enable students to achieve their educational objectives and course and unit completions.

Student Services continue to provide a professional and holistic support for students during their studies. Areas of support provide include:

- Student Orientations (Information);
- Student Enquiries & Support ;
- Residential;
- Student Recreation;
- Student Travel;
- Student Administration; and
- Information, Communication, & Technology.

Within the Student Services group more specific support mechanisms and services are in place to assist Aboriginal and Torres Strait Islander students to complete their study. These include:

The Student Support team:

- Support to students with disabilities;
- Provide personal counselling services to students that have difficulties adjusting to being a student or being away from their families during workshops;
- Assists students with Abstudy issues they may encounter;
- Run orientation sessions for new students;
- Ensure all students feel culturally safe, regardless of the community they may come from;

- Is a point of contact to discuss family and/or health issues that might prevent students from succeeding in their studies. and
- Deals with student concerns and is one of the first point of contacts for student complaints.

Student Travel Team:

- This team organises travel and accommodation for students that are scheduled to attend campuses for workshops.

Indigenous Tutorial Assistance Scheme (ITAS)

- ITAS coordinates tutors with the tutorial requirements of VET students. Tutors are selected and matched to students' unit enrolments and needs.

4. Indigenous Education Strategy accessible by public

Cultural Awareness and Both-Ways (outlined below) training is provided to both staff and students through orientations and continue to create a culturally inclusive environment for staff and students through culturally appropriate support services both nationally and internationally through quality student experience. Both-Ways philosophy is applied in all higher education intensive on-campus workshops.

Institute Higher Education staff are involved in the re-accreditation processes of programs at CDU and the development of 'Specialisations' in programs. This enhances the understanding of, and respect for, Aboriginal and Torres Strait Islander traditional and contemporary cultures in both CDU and Batchelor courses, teaching and experience.

The Graduate School continues its focus on sustaining areas of Indigenous research concentration: Languages, Creative Industries, Education and Livelihoods is providing candidates with a clear direction for knowledge-transfer back to communities, to the sector, and providing the basis for research contributions at the highest level.

Strategic and Shared Services in conjunction with the Office of the Elder and a representative working group progressed work on an Institute Engagement and Communication Charter.

The Director of the Graduate School and the Executive Director, Higher Education and Research, represent the Institute on the Australian Council of Graduate Research (ACGR) and participate in ACGR meetings twice a year.

The Institute is a member of the First Nations World Indigenous Nations Higher Education Consortium (WINHEC) with the Chair of Council and CEO representing the Institute at the WINHEC meeting in Toronto, Canada in August 2017.

Both-Ways

Batchelor's 'Both-Ways' philosophy defines the way in which we work and teach. It is demonstrably a First Nations approach to teaching and interacting where Aboriginal and Torres Strait Islander ways of doing inform a Western educational system. The result is a culturally secure approach for both Aboriginal and Torres Strait Islanders and other peoples such that learning and achievement are synonymous.

Batchelor Institute's adoption of the Both-Ways philosophy and approach has led to a highly successful capacity building capability. This capability along with its products and services enables the Institute to be a strong First Nations provider across Australia and internationally. In such an environment the need for a robust strategic approach and clear sense of values are critical to realise these opportunities.

At the heart of the 'Both-Ways' principles lies the recognition of the legitimate right of Aboriginal and Torres Strait Islanders to determine the nature of their engagement with various knowledge systems, in particular their own intellectual and social traditions and practices in the past, the present, and into the future.

This is part of the foundation for any effective form of self-determination, and includes learning practices in which students can apply thoughts and methodologies to their

own story and the history and condition of their communities, be they urban, rural or remote.

This learning practice builds student identity on a personal and community level and allows them to gain ownership over their learning as members of their Indigenous and wider community. An important element in this process has been the use of e-learning, mobile and social media technologies to make the learning relevant and to develop digital literacy skills.

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

Our staff value what they do and see it as contributing to the overall improvement of Aboriginal and Torres Strait Islander Australians. The Institute continues to place a significant emphasis on inter-cultural learning and working for staff and have incorporated such professional development into the induction process of all new staff.

Office of Elder: Academic and Cultural Leadership

The Office of the Elder - Academic and Cultural Leadership (OEACL) has established its main office at the Batchelor campus. OEACL staff includes:

- Dr Sue Stanton, PhD, Fulbright Scholar – Elder Executive Advisor, Academic and Cultural. Dr Stanton is a Kungarakana Traditional Owner-Custodian and, as part of that role, provides cultural and some ceremonial representation to staff, visitors and guests of Batchelor Institute at Batchelor's campus.

- Mrs Noressa Bulsey is Coordinator of Cultural Training and is also the Institute's Torres Strait Islander Advisor.
- Mr Harold Furber, Elder in Residence at the Desert Peoples Centre (DPC) Alice Springs, provides advice in relation to diversity training of staff, and promoting intercultural communication to both internal and external stakeholders as well as visiting groups to the Centre. Mr Furber, as one of the Traditional Owners-Custodian family groups of the Alice Springs region also provides other appropriate and ceremonial representations to staff, visitors and guests of the Institute at DPC.

Both Mrs Bulsey and Mr Furber, in liaison with the Academic Elder, continue to advise and direct and provide a variety of cultural responses to all staff and external stakeholders and others; to ensure that culturally meaningful and respectful engagements are maintained across all Batchelor Institute landscapes. In addition, OEACL provides cultural support and advocacy to Institute staff and students. The Office also prioritises healthy interactive community engagement with all sections of the local community, such as youth, schools, police, and health workers.

OEACL is developing a Circle of Elders group with representative Elders from a variety of Northern Territory Communities who will remain as permanent OEACL Advisors.

Academic leadership is provided through the Academic Elder who plays a key role in working with the teaching and training workforce, VET, Higher Education and Research, to ensure culturally relevant materials and that Aboriginal and Torres Strait Islander perspectives are embedded and endorsed across a range of curricula, teaching and learning models, and disciplines. OEACL promotes robust dialogue, development and implementation of supportive, inclusive environments across all Batchelor Institute campuses and locations where course delivery, projects and industry engagement and other activities occur. The Office does this through regular Intercultural programs, Indigenous Knowledges' forums as well as celebration and guest presentations marking significant events on the annual Aboriginal and Torres Strait Islander calendar. A wide range of topics are covered and a number of guest

presenters from within staff as well as external guests are invited to participate and present.

The Academic Elder is also a member of several Institute Committees including Research, Academic Board, Teaching & Learning, and Senior management Committees. The Academic Elder maintains strong working links with Research, the Graduate School, the Centre for Collaborative First Nations Research; and the School of Higher Education.

Batchelor Institute Press

Previously known as Batchelor Press, Batchelor Institute Press underwent a name change in 2016 to further strengthen the link between the Press and its parent, Batchelor Institute. The primary aim and focus of Batchelor Institute Press is to support the documentation and dissemination of First Nations languages and knowledges. The Press is one of the 'keeping houses' for research and publications undertaken through First Nations' language projects ensuring 'just-in-time' production of Aboriginal language teaching and learning resources. Batchelor Institute Press also provides a distribution service for research publications within Batchelor Institute and for external organisations that foster First Nations' knowledges and well-being. Batchelor Institute Press specialises in Indigenous publishing and provides design, desktop publishing and distribution services for internal and external clients. The Batchelor Institute Press had previously celebrated reaching its 3,000th order in 2016. For further information, visit www.batchelorpress.com.

Centre for Australian Languages and Linguistics (CALL)

2017 was an exciting and productive year for CALL, with the Wake up CALL project gaining in strength through the injection of funds from the Institute, Batchelor Institute Press and the Commonwealth Government's Indigenous Language and Arts program. In partnership with the Institute Library, CALL led the Wake up CALL project through building a unique database and website to make the CALL Collection archives publically accessible. The Collection holds 43 years of works from Communities across Australia including student works, and staff, linguist and research resources. The CALL Collection

holds language resources from over 115 Australian languages with over 2,000 contributors.

First Nations Language Activities

A range of specific language projects are being undertaken. For example:

- *Wadeye Aboriginal Language Project.* The Wadeye project works with seven language groups; Murrinhpatha, Marri Tjevin, Marri Ngarr, Marri Amu, Magati Ke, Jaminjung and Marithieyel.
- *Mowanjum Languages Project.* The project engages with Ngarinyin, Worrorra and Wunambal Gaambara people living at Mowanjum Community. An exciting activity was engagement in Own Language Learning – this is an oral course that is headed by the language Elders and includes children as well as adults in the learning activities.
- *Gurr-goni Dictionary Project.* The Gurr-goni to English dictionary was previously launched in April 2016. Gurr-goni is a language spoken in North-Central Arnhem Land, in and near the township of Maningrida. It has a small group of speakers but Gurr-goni children still learn their language and speak it at home and on country. The NT Language Centre Support program at Batchelor Institute supported this program alongside the Australian Government's Indigenous Languages Support and Indigenous Languages and Arts programs.
- *Arrente Language Resource Project.*
- *Songs of Home Project.* Collaboration with the Sydney Conservatorium at the University of Sydney.

Library Services

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

- The Library continues to extend the reach and breadth of library and information services. The Library in Alice Springs is now located within the Desert Peoples Centre (DPC) to provide more effective and direct service to students and staff.

- The Library continues its relationship and collaboration with the Community Learning Centres in remote areas of the NT, and is working with them to provide relevant and engaging resources. This has involved sending out circulating Community Boxes containing resources to aid in instruction of course work and to encourage literacy development in the remote centres.
- The Library continues to collaborate with other libraries to support students.
- The Batchelor campus library is a joint use library with the primary role of an academic library to support the teaching and learning goals of the Batchelor Institute; and an additional role as a community library for Coomalie Community residents and for the Batchelor Area School.

5. Indigenous Workforce Strategy accessible by public

The Institute has adopted a 'Special Measures' strategy in the recruitment and selection of staff, or more correctly "the priority consideration of Aboriginal and Torres Strait Islander applicants". This strategy has been running for almost two years now and has provided an edge to our targeted recruitment. Frustratingly candidates are still hard to find. That said, the Special Measures have allowed us to explore different ways to attract Aboriginal candidates and we now have an increasing number of senior staff positions being filled by Aboriginal and Torres Strait Islanders. We are now standing at approximately 36% with a goal of 50% by the end of 2018.

'Special Measures' is not about lowering standards. On the contrary, Special Measures have been adopted to improve our selection processes and ensure that Aboriginal and Torres Strait Islander applicants are given a level playing field when it comes to recruitment and selection. The introduction of Special Measures enables the Institute to focus our search for talent and apply the existing affirmative action provision of our employment pathways. This does not detract from the process, rather it adds strength to our unique status and position as a First Nations Higher Education and VET provider.

With the ongoing attention to Special Measures and recruitment and selection in general some of the initiatives which have been put in place include:

1. The application process has changed whereas the applicants do not need to complete a separate response for each selection criteria. They are required now to submit a one page covering letter explaining their suitability in undertaking the position relating to the selection criteria.
2. Panel Chairs are required to meet with the HR Director to confirm the selection strategy is consistent with attracting talented Aboriginal and/or Torres Strait Islander candidates. This includes testing the essential criteria against the role profiles and expected outcomes, looking at support provided for the positions and the capacity of the directorates to ensure success.
3. In conjunction with the Office of the Executive Advisor Academic and Cultural Leadership, HR provide Aboriginal and Torres Strait Islander panel members who have the capacity to evaluate the candidate's potential for development and fit within the Institute.
4. Introduction of more community networking to find suitable applicants for roles.
5. Whilst appointments are made on a merit basis, a selection Panel must use the special measures process which requires a Panel to firstly conduct interviews from a first pool of Aboriginal and Torres Strait Island candidates who meet the position criteria. A suitable candidate from this pool will get the job. A second pool of non-Aboriginal or Torres Strait Islander applicants will not be considered until the Panel has considered that there are no suitable applicants from the first pool. If a Panel determines there is no one suitable in the first pool of applicants then the Chair of that Panel may request the second pool list of candidates. The second pool of applicants are released after being scrutinised by the Director of HR.

The major strategies in relation to increasing the employment of Aboriginal and Torres Strait Islander staff are not only seen in the implementation of Special Measures as described above, but also in the Recruitment and Selection Policy and

Procedures. For example, four core principles that underpin the Recruitment and Selection Policy are:

1. Priority consideration for Aboriginal and Torres Strait Islander applicants will apply to all positions advertised at the Institute.
2. An Aboriginal or Torres Strait Islander applicant assessed by the relevant selection panel as meeting the selection criteria and as suitable to perform the duties at the level appropriate for the position will be recommended for appointment.
3. Workplace Diversity. The Institute aims for an inclusive and diverse workforce. All equal employment opportunity groups are encouraged to apply for vacancies. and
4. A transparent and accountable recruitment and selection process.

The above principles are implemented through the Recruitment and Selection Procedure which outlines the processes for recruiting and selecting staff. Appointment of Aboriginal and/or Torres Strait Islander staff also includes a confirmation of identity built into the procedure and managed through Office of the Elder - Academic and Cultural Leadership, at the Batchelor campus and at the Elder in Residence Office at the Desert Peoples Centre for Alice Springs staff.

In addition to the above policy and procedure the Enterprise Agreement recognises two very important areas for indigenous staff:

1. The provision for financial recognition for employees who use Indigenous languages as part of their employment and able to speak the local language. and
2. The use of broad banding provisions for employees working within the "Physical" Employment streams to encourage meaningful advancement through attainment of Certificate qualifications.

While the Institute has a much higher percentage of Aboriginal and Torres Strait Islander staff than any other Higher Education Provider this has been achieved

without having any specific positions officially identified as Aboriginal and Torres Strait Islander only. However, three positions have been 'tagged' and would only be allocated to an Aboriginal and/or Torres Strait Islander person. These positions are:

- Elder: Executive Advisor Academic and Cultural Leadership,
- Elder in Residence – Desert Peoples Centre Alice Springs, and
- Co-Ordinator Cultural Training and Torres Strait Islander Adviser

The following two tables show the total established positions of the Institute and the number and percentage that are filled by Aboriginal and/or Torres Strait Islander staff, as at December 2017. The table indicates that the participation of Aboriginal and/or Torres Strait Islander staff is comparatively very high across all areas of the Institute – management, academic, administrative and operational.

**First Nations staff as a percentage of
Batchelor Institute staff across listed positions.**

Note: Neither Table includes ATAS

Table 1: Staff (Minus Casuals) - December 2017

| <i>Listed positions</i> | <i>Aboriginal & Torres Strait Islander Staff</i> | <i>All Batchelor Institute Staff</i> | <i>% Aboriginal & Torres Strait Islander Staff</i> |
|-------------------------|--|--------------------------------------|--|
| Academic A | 2 | 3 | 67% |
| Academic B | 11 | 58 | 19% |
| Academic C | 2 | 13 | 15% |
| Academic D | 1 | 2 | 50% |
| Admin Officer 2 | 4 | 4 | 100% |
| Admin Officer 3 | 5 | 8 | 63% |
| Admin Officer 4 | 7 | 16 | 44% |
| Admin Officer 5 | 11 | 27 | 41% |
| Admin Officer 6 | 1 | 15 | 7% |
| Admin Officer 7 | 3 | 7 | 43% |

| <i>Listed positions</i> | <i>Aboriginal & Torres Strait Islander Staff</i> | <i>All Batchelor Institute Staff</i> | <i>% Aboriginal & Torres Strait Islander Staff</i> |
|-------------------------|--|--------------------------------------|--|
| Admin Officer 8 | 2 | 10 | 20% |
| Chief Executive Officer | 1 | 1 | 100% |
| Executive Contract | 3 | 7 | 43% |
| Professional 3 BI | 1 | 2 | 50% |
| Physical 1 BI | 4 | 8 | 50% |
| Physical 3 BI | 1 | 2 | 50% |
| Physical 3 BR | 8 | 13 | 62% |
| Physical 4 BR | 1 | 6 | 17% |
| Physical 5 BR | 3 | 4 | 75% |
| Physical 7 BR | 0 | 1 | 0% |
| Technical 2 BI | 1 | 1 | 100% |
| Technical 3 BI | 0 | 1 | 0% |
| Grand Total | 72 | 209 | 34% |

Table 2: Staff (Including Casuals) - December 2017

| <i>Listed positions</i> | <i>Aboriginal & Torres Strait Islander Staff</i> | <i>All Batchelor Institute Staff</i> | <i>% Aboriginal & Torres Strait Islander Staff</i> |
|-------------------------|--|--------------------------------------|--|
| Academic A | 2 | 3 | 67% |
| Academic B | 11 | 58 | 19% |
| Academic C | 2 | 13 | 15% |
| Academic D | 1 | 2 | 50% |
| Admin Officer 2 | 12 | 17 | 71% |
| Admin Officer 3 | 5 | 9 | 56% |
| Admin Officer 4 | 7 | 16 | 44% |
| Admin Officer 5 | 11 | 27 | 41% |
| Admin Officer 6 | 1 | 16 | 6% |
| Admin Officer 7 | 3 | 7 | 43% |
| Admin Officer 8 | 2 | 10 | 20% |
| Casual Lect BI | 0 | 3 | 0% |

| Listed positions | Aboriginal & Torres Strait Islander Staff | All Batchelor Institute Staff | % Aboriginal & Torres Strait Islander Staff |
|-------------------------|--|--------------------------------------|--|
| Chief Executive Officer | 1 | 1 | 100% |
| Executive Contract | 3 | 7 | 43% |
| Professional 3 BI | 1 | 2 | 50% |
| Physical 1 BI | 4 | 8 | 50% |
| Physical 2 BI | 5 | 11 | 45% |
| Physical 3 BI | 1 | 2 | 50% |
| Physical 3 BR | 8 | 13 | 62% |
| Physical 4 BR | 1 | 6 | 17% |
| Physical 5 BR | 3 | 4 | 75% |
| Physical 7 BR | 0 | 1 | 0% |
| Technical 2 BI | 1 | 1 | 100% |
| Technical 3 BI | 0 | 1 | 0% |
| Grand Total | 85 | 238 | 36% |

In relation to Section 12 of the ISSP Guidelines, the Institute currently exceeds the requirements for the 2018 Grant year to a very significant degree. The Guidelines for 2018 require Aboriginal and Torres Strait Islander staff to be at least 3% of total employees and at least one Aboriginal and Torres Strait Islander senior executive to be at the Pro Vice-Chancellor or Deputy Vice Chancellor or equivalent level. The achievement for the Institute at December 2017 was:

- a. Total Aboriginal and Torres Strait Islander staff level was 36% - being 1,200% over the minimum 2018 requirements of the *Indigenous Student Assistance Grants Guidelines 2017* (12(c)) for the 'number of employees engaged by the provider who are Indigenous persons.
- b. Aboriginal and Torres Strait Islander academic staff was 21% of total academic staff, and
- c. The Chief Executive Officer (CEO) [equivalent Vice-Chancellor position] was an Aboriginal person. In addition, the recently appointed CEO is also an Aboriginal person.

6. Indigenous involvement in decision-making

The Council of the Institute is made up of ten members, the majority of whom are Aboriginal and/or Torres Strait Islanders, including the Chairperson and the CEO of the Institute. The composition of the Council is also strengthened by having both the Student and Staff members being Aboriginal and/or Torres Strait Islanders.

The Institute has an Aboriginal and Torres Strait Islander Staff Committee in place that reports to the CEO; and with direct communication protocols to the Council. The committee provides feedback and comment on educational, cultural, staffing and policy matters.

The Corporate Executive group consists of the six most senior executives of the Institute, of which four have been Aboriginal and/or Torres Strait Islanders. The Corporate Executive provided a forum for discussion regarding general direction in relation to strategic planning and implementation, corporate priorities and positioning of the Institute and its operations and business. Specifically the role of the Corporate Executive included:

- Oversight of the financial management and plans of the Institute (in coordination with the Finance and Risk Management Committee),
- Provision of strategic direction,
- Provide direction in regards to the development, interpretation and implementation of the Strategic Plan,
- Consider and provide direction on corporate priorities,
- Provide direction on positioning of the Institute within the Tertiary and Indigenous Education sectors,
- Provide direction on business and major emerging opportunities,
- Provide direction and/or instruction to the Senior Management Group, as appropriate, and
- Consider major strategic and operational matters for the Institute and provide advice or direction as necessary.

The Senior Management Committee (SMC) is the Institute's principal (operational) management committee. The SMC does not report to any other committee, but may take directions from the Corporate Executive and report to Council on particular matters through the CEO. Its functions include:

- Providing advice to the CEO on any matter as requested,
- Approval of Institute operational policies,
- Establishing, monitoring and maintaining delegations,
- Implementation and monitoring of the Strategic Plan,
- Management of major change,
- Matters referred by the Corporate Executive,
- Operational matter in regards to ASQA and TEQSA standards and registration (in coordination with the Academic Board),
- Implementation of risk management plans (in coordination with the Financial and Risk Management Committee), and
- Establish principles and practices through which the Institute will manage the sustainability, development and performance of its workforce.

The Academic Board, being the major committee overseeing the academic standards and operation of the Institute has a significant proportion of Aboriginal and/or Torres Strait Islander members. These currently include:

- The Chief Executive Officer,
- Up to three Representatives appointed from the Aboriginal and Torres Strait Islander full time Academic Staff, at least one from the Top End and one from the Central Region,
- At least one or more up to a maximum of 3 Student Representatives appointed by the Student Body,
- The Director of the Graduate School, and

- Elder/Executive Advisor: Academic and Cultural Leadership.

The participation and influence of Aboriginal and/or Torres Strait Islander people in the academic standards and operation of the Institute can be seen when the role of the Academic Board is considered. The role of the Academic Board as outlined in their Rules includes:

- Making recommendations and reporting to the Council or the Chief Executive Officer on strategic academic direction, policy, process, implementation, course design and delivery, assessment, course regulations and academic quality assurance.
- Approving academic policies and where appropriate subordinate policy documents.
- Making recommendations on academic objectives and goals of the Institute.
- Reviewing and making recommendations on the Institute's teaching and learning, and research strategic directions and plans. and
- Recommending to the Council academic proposals for the introduction of new academic programs and ensuring that existing academic programs of study are reviewed regularly.

During the September-November 2017 period the Council and Senior Executive commissioned an Organisational Health Survey and a Financial Governance Review. The results of those reviews are being implemented throughout 2018.

When the roles of the Corporate Executive, Senior Management Committee and the Academic Board are considered and the very high representation of Aboriginal and/or Torres Strait Islander staff, students and Council members it is clear that the participation of Aboriginal and Torres Strait Islander people in both the educational and operational decision-making of the Institute is extremely high.

6a. Statement by the Indigenous Governance Mechanism

The Batchelor Institute of Indigenous Tertiary Education is the only Table A Aboriginal and Torres Strait Islander Higher Education Provider in Australia. The Institute has a 44-year long and proud history of providing education and training to the most disadvantaged section of the Australian population in an often extremely challenging environment, not experienced by other Universities or Higher Education Providers in Australia.

The foregoing comments and statements in this performance report indicate the success of the Institute in an environment where our students have faced often extreme disadvantage in access to education, training, opportunities and support. The Institute has been able to achieve higher completion rates in both higher education and VET for a group of people that are recognised as one of the most disadvantaged sections of Australian society.

The Institute, during 2017 (and at the time of this reporting in 2018) has undergone a number of reviews and internal investigations to ensure that the future of the Institute is assured, and will continue to achieve high levels of educational and training achievement for Aboriginals and Torres Strait Islanders.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation

BATCHELOR INSTITUTE OF INDIGENOUS TERTIARY EDUCATION

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2017 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

| Item | Actual ISSP (\$) | Estimate other funds (\$) | TOTAL (\$) |
|---|---------------------|---------------------------|---------------------|
| ISSP Grant 2017 | 200,843.13 | | 200,843.13 |
| Rollover of funds from previous years | - | | - |
| Interest earned/ royalties | - | | - |
| Sale of assets | - | | - |
| (include other categories as appropriate e.g. HEPP for other funds) | - | | - |
| | | | |
| | | | |
| A. Total Income 2017 | \$200,843.13 | \$ | \$200,843.13 |

2. Expenditure (excluding GST)

| Item | Actual ISSP (\$) | Estimate other funds (\$) | TOTAL (\$) |
|--|-------------------|---------------------------|-------------------|
| Salaries | 127,920.54 | | 127,920.54 |
| Administration | - | | - |
| Travel – domestic | 4,585.58 | | 4,585.58 |
| Travel – international | 2,984.31 | | 2,984.31 |
| ISSP Asset purchases | - | | - |
| Conference fees and related costs | 17,846.55 | | 17,846.55 |
| (other major expenditure categories ensuring breakdown sums to total at B below) | | | |
| | | | |
| B. Total Expenditure 2017 | 153,336.98 | | 153,336.98 |
| C. Unexpended funds PM&C agreed to rollover | 47,506.15 | | 47,506.15 |
| D. Unexpended Funds to be returned to PM&C | - | | - |
| E. TOTAL ISSP Funding use (B+C+D) | 200,843.13 | | 200,843.13 |

Note: A-E must equal zero

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017

- If GST is not paid to you, do not complete the table in this section 3.
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

| | |
|--|---|
| 1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs). | \$0.00 |
| 2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) | \$0.00 |
| Amount remitted: \$ Date remitted: / / | Amount remitted: \$ Date remitted: / / |
| | Amount remitted: \$ Date remitted: / / |

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

| Asset Description/ category | Adjustable Value | ISSP contribution |
|-----------------------------|------------------|-------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

4a ISSP Asset - acquisitions and disposals summary

| Asset Description/ category | Acquisitions Purchase Value | Disposals/ Sale Price | Disposals Average Age |
|-----------------------------|-----------------------------|-----------------------|-----------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |


5. Financial Acquittal supported and initialled by:

Ms Leah Atkinson

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

 24.5.2018

(Signature and date)

Telephone contact: (08) 8939 7133

E-mail: leah.atkinson@batchelor.edu.au

Note:

- If the organisation is subject to audit by an **Auditor-General** of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 CERTIFICATION

Complete this certification after reading the completed 2017 Performance Report and 2017 Financial Acquittal for the Indigenous Student Success Programme.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2017 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2017 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.


Certification recommended by university's Indigenous Governance:

Name: Ms Naomi Anstess
Title: Executive Director, Strategic & Shared Services

Signed:  Date: 8th May 2018

Certification made by Vice-Chancellor or equivalent delegate:

Name: Prof Steve Larkin
Title: Chief Executive Officer

Signed:  Date: 8 May 2018

