



2024 ANNUAL REPORT



Batchelor
Institute

NOTICE

Indigenous Australians should be aware that this document may contain images or names of people who have passed away.

COVER IMAGE

Staff, participants and speakers at the Learning Journeys, Land & Language Symposium (13–14 August 2024), as part of the Batchelor Institute 50 years anniversary celebrations.

ACKNOWLEDGEMENT OF COUNTRY

Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) would like to acknowledge and pay respect to the Indigenous Australians sovereign people of the lands on which our campuses are located.

As we share our knowledge, teaching and learning, and engage in research practices within this institution, and conduct business with a variety of external agencies and organisations, we must always pay respect to the sovereign status of our hosts. May their Ancestors always be remembered and honoured, their Elders listened to and respected, all members treated with dignity and fairness, in the present, and well into the future.

We also acknowledge and pay respect to the knowledge embedded forever with our hosts, stewardship of country, and their binding relationship with the land.

Batchelor Institute extends this acknowledgment and expression of respect to all sovereign custodians, past, present, and emerging.

By expressing Acknowledgement of Country, we encourage all to extend and practise respect to all Indigenous Australians wherever their lands are located.



Batchelor Institute

ANNUAL REPORT 2024

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RTO provider number: 0383

TEQSA provider number: PRV12068

ABN: 32 039 179 166

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ISSN 1324-8685

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MESSAGES FROM OUR LEADERS

CHAIR'S FOREWORD

In 2024, Batchelor Institute marked 50 years of empowering First Nations education—a milestone that fills us with pride as we reflect on our journey and look to the future. From humble beginnings, we've touched the lives of three generations of Aboriginal and Torres Strait Islander peoples, with stories of parents, aunties, and uncles inspiring the next wave of learners across the nation.

Our new Strategic Plan 2025-2027 will guide us as we continue building on our unique Batchelor Way. This plan sets a bold path forward, putting our knowledges and communities at the heart of all we do. It commits us to privileging local ways of knowing—land, sea, sky, and stars—while delivering world-class education that transforms lives. We'll keep listening to our students, families, and partners to meet their aspirations, ensuring Batchelor remains a culturally safe space for learning and growth.

This year, we've celebrated real successes, like launching the Skills for Education and Employment (SEE) Program, bringing free literacy, numeracy, and job skills training to the Top End since July 2024. We're also planning to extend the Office of Elders across campuses to strengthen our cultural presence.

A heartfelt thank you to our Council, staff, students, and supporters—you're the backbone of this journey. Here's to 50 years and a bold future ahead! I would also like to recognise Dr Pat Anderson AO for her six years of outstanding leadership as Chair of the Batchelor Institute Council. Over her years of service, her unwavering commitment to centering First Nations knowledges and empowering our communities has driven our achievements and strengthened our mission. We deeply thank her for her dedication and enduring impact.



PETER RENEHAN
Council Deputy Chair



JOE MARTIN-JARD
CEO

CEO'S MESSAGE

As we celebrated Batchelor Institute's 50th anniversary in 2024, we reflected on our journey from a small college serving bush communities to Australia's only Aboriginal and Torres Strait Islander dual-sector tertiary provider. This milestone year reminded us of the trust placed in us by students, families, and communities—a trust we've earned through 50 years of putting our people at the heart of education.

Our 2024 achievements show the power of this commitment. The launch of the Skills for Education and Employment (SEE) Program brought free literacy, numeracy, and digital skills training to the Top End, empowering our people to take on new opportunities in work and community life.

We also laid the groundwork to have an Office of Elders presence on both campuses, to support our students and staff and guide the implementation of the cultural framework. These efforts align with our Strategic Plan 2025-2027, which charts a bold path forward. Grounded in our Both Ways philosophy, we uphold Aboriginal and Torres Strait Islander knowledges while facilitating job readiness and skills development across a range of professions. We're deepening our engagement with remote communities, responding to their aspirations, and building pathways to higher education—a place where our students can learn, grow, and lead, all while staying connected to Country and culture.

We continue to work on and are closer to completing the implementation of the recommendations from the ICAC review. This work has greatly assisted us to strengthen our policies and governance practices and positions us well for the future.

To our students, staff, partners, and communities—thank you for walking this journey with us. Together, we're shaping a future where education liberates, our way.

ORGANISATIONAL STRUCTURE

The governance structure, detailed on our website (<https://www.batchelor.edu.au/about/governance>), includes the Council, CEO, and Senior Executive team. The Institute now has two Groups with various divisions under each.

GROUP INTRODUCTION

Batchelor Institute's Groups are Academic and Student Experience Group and Operations Group and are led by Deputy CEOs David Cusack and Renee Long respectively. They drive our mission to empower Indigenous Australians through culturally responsive education and robust operations. Together, these Groups uphold Batchelor Institute's legacy as Australia's only Indigenous Australian dual-sector tertiary provider.

ACADEMIC & STUDENT EXPERIENCE GROUP

As Deputy Chief Executive Officer overseeing Academic & Student Experience, I lead a group that delivers education and support for Indigenous Australians across the Northern Territory. This group oversees vocational education and training (VET) programmes, higher education degrees, research, and student support services. Guided by the "Both-ways" philosophy, it blends Indigenous Australian knowledge with Western academic traditions, fostering a culturally safe learning environment. It manages a broad range of VET qualifications, from certificates to advanced diplomas, alongside postgraduate degrees, including PhDs. The group also supports research initiatives like the Centre for Australian Languages and Linguistics (CALL), revitalising languages such as Pertame through partnerships with [Pertame School](#), and provides essential services like student travel and accommodation assistance.



DAVID CUSACK

Deputy CEO, Academic & Student Experience



RENEE LONG

Deputy CEO, Operations

OPERATIONS GROUP

As Deputy CEO of Operations, I lead a group that keeps Batchelor Institute running smoothly to support its educational mission for Indigenous Australians. This group manages finance, human resources, facilities, IT, and compliance. By ensuring operational excellence, it supports the institute's academic and research efforts, enabling a focus on education and self-determination for Indigenous Australians. It oversees budgeting and financial reporting, staff recruitment and development, maintenance of campuses in Batchelor and Alice Springs, and IT infrastructure for online learning. Compliance with regulatory requirements, including the Batchelor Institute of Indigenous Tertiary Education Act 1999, ensures the Institute operates efficiently and sustainably.



Batchelor Institute



50 YEAR CELEBRATION

In 2024, Batchelor Institute commemorated its 50-year anniversary as Australia's oldest and only First Nations dual-sector tertiary education provider. This significant milestone was celebrated with a series of public events in the month of August, hosted in Batchelor, Darwin and Alice Springs. These events brought together staff, students, alumni, academic researchers, the community, stakeholders, supporters and funders to celebrate the Institute's remarkable journey and transformation.

ARTWORK

The 50-year anniversary artwork was commissioned from artists Donnie McGinness and Homere Wosomo. Of these works, images featured throughout the 50-year anniversary theme and were the inspiration for the digital works used for celebration events.



Original artworks by Donnie McGinness and Homere Wosomo

DINNER UNDER THE STARS

Community Event – Desert Peoples Centre Campus, Alice Springs (09 August)

This event celebrated Batchelor Institute's 50th year with a 'Dinner under the Stars' event at the Desert Peoples Centre Campus and kicked off the start of the 50-year celebration program. The night, attended by 150 guests, brought together staff, students, alumni, precinct partners, stakeholders, and the community to connect, engage, and celebrate with keynote speakers, live performances, an Institute art collection exhibition and dinner cooked traditionally in coals.

Highlights

- › Event artwork by Janice Carroll
- › Entertainment by Paul AhChee
- › Welcome to Country by Teresa Alice
- › Poet readings by Running Water Community Press Inc
- › Golden Years Art exhibition by Batchelor Institute Art Curator

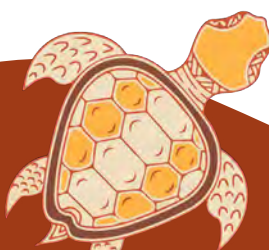
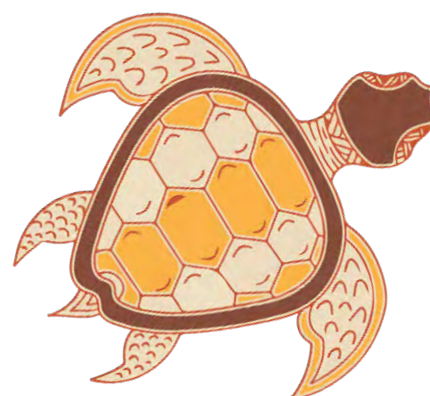
EXHIBITS & ACTIVITIES - ACROSS THE YEARS

Community Event – Batchelor Campus (12-16 August)

This event showcased exhibits around Batchelor Institute's Batchelor Campus, giving visitors and the community a glimpse of the Institute's journey across 50 years (1974-2024), as well as allowing them to participate in scheduled activities. Exhibits included a Batchelor Institute Art Collection commemorative exhibition and photography displays across the years. Activities included a Flag-raising ceremony, 'Sharing Graduate Stories,' and performances by Batchelor Institute alumni and current students. As part of the Institute's commitment to the local community and education, there were also scheduled activities coordinated with the Batchelor Area School throughout the week.

Highlights

- › Welcome to Country by Kaye McGinness and Dr Helen Bishop
- › Information stalls by external providers
- › Photographic displays showing the transformation of the Institute
- › Activities undertaken with Batchelor Area School students
- › Musical performances by the Mystics band, alumni and current students
- › Traditional BBQ dinner by Aboriginal Community Harvest



SYMPOSIUM - LEARNING JOURNEYS, LAND & LANGUAGE

Community Event - Batchelor Campus (13-14 August)

Batchelor Institute's 50th Anniversary Symposium took the theme 'Learning Journeys, Land and Language' and saw a range of speakers from alumni, staff, and external researchers presenting talks over two days about their learning journeys at and beyond the Institute. The symposium was part of a broader program of 50-anniversary-related events in August at the Institute's Batchelor and Alice Springs campuses and was an opportunity to reflect on, explore, and celebrate the challenges and successes of the past decades in readiness for a stronger, learning-rich future.

Highlights

- Welcome to Country by Don McGinness
- 'Golden Years', commemorating BIITE's 50th anniversary through the BIITE Art Collection & the 'All My Country' Book Launch
- Keynotes from
 - Associate Professor Robyn Heckenburg, Dean of Learning and Teaching, Centre for Aboriginal Studies, Curtin University, 'Holding Heart and Transformation'
 - Shania Armstrong, Batchelor Institute & Sashanna Armstrong, Pertame Language Nest, 'Language Fluency Transfer Programme'
 - Dr Helen Bishop, 'Gathering food for thought—Preparing the ground for sitting in Many Camps'
 - Kathy McMahon, Yalmay Yunupingu & Leon White, 'From the old to the renewed'
 - Dr Michelle Hogue & Dr Robyn Ober, Batchelor Institute, 'Two-Eyed Seeing for Both Ways Knowing: Exploring Indigenous—Ally Relationships to Co-learn, Co-design, Co-create and Co-share Knowledge in the 21st Century'
 - Joyce Bonner
 - John Whop, PhD candidate, Batchelor Institute & Mavis Bani
- Presentations from
 - Pat Torres, Masters candidate, 'Positioning and Djugun-ngany Nila-ngany (Djugun knowledge system)'
 - Stephanie Barber, Batchelor Institute, 'Suitcase Metaphor, Tow-way education at Batchelor Institute'
 - Dr Sadie Heckenburg, 'NATSIHEC — The Batchelor Statement'
 - Rob McCormack, 'Reflections on Batchelor Common Units'
 - Valmae Morrison, 'Not Flora and Fauna, The Real Story'
 - Zane Hughes, 'Micro-credential for Rangers'
 - Dr Megan J Clark, 'The Road to Batchelor'
 - Hayes Van Der Meer, 'Bridging Cultures'
 - Associate Professor Kathryn Gilbey, Batchelor Institute

GOLDEN YEARS ART EXHIBITION & ALL MY COUNTRY BOOK LAUNCH

Golden Years was launched in mid-August to coincide with BIITE's 50th anniversary symposium Learning Journeys, Land & Language. The exhibition comprised 45 artworks in a variety of mediums from artists both established and lesser known. The roll call included names such as Johnny Warangkula Tjupurrula, Jimmy Pike, Kitty Kantilla, and Mervyn Bishop, along with local Kungarakana artists Donnie McGinness and Barbara Taylor Wudjitpul. It included work by student artists such as Isobel Windy, with her winning design for the Institute (then College) logo competition in the mid-1980s. It also included a bark petition (circa 2000) by Maningrida students calling for a study centre in the community. Their painterly plea was eventually answered and followed by a string of BIITE study centres and annexes throughout the NT.

Batchelor residents were familiar with BIITE's former Indigenous Media Unit located in the centre of town. Four doors painted by broadcasting and journalism students had been salvaged from this abandoned facility to find a new home in the collection and as part of Golden Years.

In tandem with the exhibition was the publication *All my Country*, the Batchelor Institute Art Collection, the first substantive book on this Collection. The title came from the book's editor-in-chief Dr Ngatkali Wendy Ludwig, a Kungarakana and Gurindji woman from Darwin and a committed lifelong advocate for First Nations education, training, and arts. "The BIITE Art Collection, in all its wonderful diversity," said Ludwig, "essentially celebrated and affirmed the artists' connections to and longing for Country."

CELEBRATING SCREEN & MEDIA EXCELLENCE

Showcase - Deckchair Cinema, Darwin (15 August)

This event showcased and celebrated the Screen & Media excellence of Batchelor Institute students and alumni. With a spotlight over the decades, it acknowledged and honoured the trailblazers who had shone brightly nationally and internationally in the radio, television, and film industry and collected accolades for their amazing work.

The night included short films and Q&A opportunities with the filmmakers.

- Dipped in Black (Yankunytjatjara: Marungka Tjaltjunu) - Co-Director - Derik Lynch
- LIL BOIS - Director - Grant Thompson
- Nambi (Nambi) - Director - Mark Watjana
- Carry The Flag - Presenter, Co-Writer, and Co-Producer - Bernard Namok Jnr

Highlights

- Welcome to Country by the Larrakia Dancers
- Interview with Co-Director Derik Lynch
- Catering by Soul Essence on the Bay
- Event was proudly supported by Deckchair Cinema Darwin

MUSIC SHOWCASE

Community Event – Bustard Town, Darwin (16 August)

This event showcased the music excellence of Batchelor Institute students and alumni. The night included musical and cultural solo and group performances by past and current students, including Normey J & Dancers, Grant Thompson, Cassandra Ariuu, Nathan Wanambi, and the Drifting Cloud Band from Gapuwiyok.

This event was proudly supported by Bustard Town Darwin.

CELEBRATING 50 YEARS DINNER

Gala Dinner – Darwin Convention Centre, Darwin (17 August)

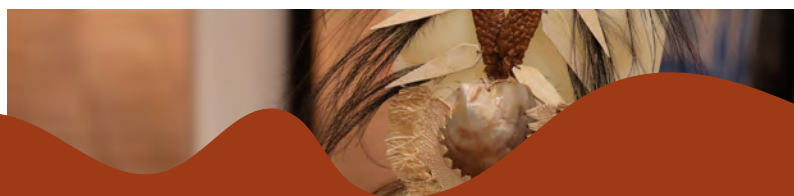
This sold-out event brought together Batchelor Institute staff, students, alumni, stakeholders, and supporters to celebrate 50 years of the Institute. The evening showcased a memorable event, filled with 300 distinguished guests, captivating entertainment, and reflections on five decades of educational leadership and First Nations empowerment, as well as where the next 50 years might take the Institute.

Highlights

- Master of Ceremonies, Marcellus Enalanga, SBS correspondent and Batchelor Institute Graduate
- Welcome to Larrakia Country by Youth Mill
- Keynote speakers included
 - Dr Pat Anderson AO, Batchelor Institute Council Chairperson
 - Yalmay Yunupingu, Senior Australian of the Year, Teacher, Linguist, Community Leader & Batchelor Institute Graduate
 - John Ingram AM, Batchelor Institute Principal 1985 – 1999
 - Senator The Hon. Malarndirri McCarthy, Minister for Indigenous Australians
 - The Hon. Eva Lawler, Northern Territory Chief Minister
 - The Hon. Mark Monaghan, Northern Territory Minister for Education; Minister for Mining; Minister for Agribusiness and Fisheries
 - Marie-Claire Boothby, Shadow Minister for Business, Jobs and Training, representing Mrs Lia Finocchiaro, Leader of the Opposition
 - Joe Martin-Jard, Batchelor Institute CEO
 - Aaron Fa'Aoso, Actor and Author
 - Michael Keating, Batchelor Institute
 - Chelsea McNair, Batchelor Institute
- Honorary Doctorate award, Dr Charlie King, Doctor of the Institute (Honoris Causa)
- Performances by Deadly Darwin, Jaxon DeSantis, and Normey J & Dancers
- Sponsors included Power and Water and Charles Darwin University (Platinum), Lowitja Institute (Gold), Tribal, AIATSIS, Portal Technology (Silver), NT Department of Education (Bronze).



• Celebrating 50 Years Gala Dinner





HONORARY DOCTORATES

DR CHARLIE KING AM

In a remarkable celebration of dedication and leadership, Charlie King AM, a prominent Gurindji man and advocate for social justice, was awarded an honorary doctorate at Batchelor Institute's 50th Anniversary Gala Dinner. This honour recognises Dr King's lifelong commitment to empowering First Nations communities and his influential role in the fight against family violence.

Charlie King AM is widely respected for his extensive work in media and his role as the founder of the NO MORE Campaign—a pioneering initiative aimed at combating domestic and family violence in communities across Australia. His advocacy has been instrumental in driving social change, inspiring communities to unite against violence and fostering safer environments for families.

Upon receiving the honorary doctorate, Dr King emphasised the importance of engagement in empowerment. "To truly empower our people, we must engage with them at every level. It's through listening, understanding, and working together that we create real, lasting change," Dr King said during his acceptance speech. His core message, 'engage to empower,' has been a guiding principle throughout his career, resonating deeply with those committed to making a difference in their communities.

Pat Anderson AO, Chairperson of the Batchelor Institute Council, praised Dr King's contributions: "Charlie King has been a source of pride for First Nations people. He has provided a positive role model for Aboriginal and Torres Strait Islander people over many decades in the media. He has used his public profile to champion the issue of domestic and family violence through founding the very successful NO MORE campaign. We are incredibly proud to honour him with this doctorate."

Dr King's recognition at the Gala Dinner is a testament to his enduring impact on First Nations communities. His work has not only highlighted critical social issues but has also inspired a new generation of leaders and advocates committed to fostering positive change.

Dr Charlie King AM at the Batchelor Institute's 50th Anniversary Gala Dinner





Dr Pat Anderson AO at the Batchelor Desert Peoples Centre Campus Gradutaion

DR PAT ANDERSON AO

On September 12, 2024, Batchelor Institute's graduation ceremony at the Desert Peoples Centre Campus in Alice Springs became a historic moment as Pat Anderson AO, an Alyawarre woman and renowned advocate for First Nations rights, was awarded an Honorary Doctorate. The event, celebrating the achievements of graduates and the Institute's 'Both-Ways' learning philosophy, marked a fitting occasion to honor her lifelong contributions to health, education, and social justice.

Dr Anderson, reflecting on the recognition, said:

"It is a tremendous honour to receive this from Batchelor Institute, a place that empowers our people through education. This graduation isn't just about academic success—it reflects the resilience, strength, and determination of our communities. I'm proud to stand with these graduates as they step forward, rooted in their cultural heritage and armed with knowledge."

The ceremony itself was a vibrant blend of tradition and academia. Graduates from communities like Alice Springs, Gillen, and Tennant Creek received qualifications ranging from Certificate III and IV to a Master of Philosophy, donning traditional clothing alongside their academic gowns. The Pertame School Children's Choir added a cultural highlight, singing in the Pertame language. Professor Kathryn Gilbey captured the mood, saying, "We are so proud of our Institute, our students, and our Chair."

For Dr Anderson, the day carried even greater significance as she announced a bold vision: "We are on the road to becoming the inaugural First Nations University—the first of its kind in Australia." This milestone will position Batchelor Institute as the country's first Aboriginal Higher Education University, a testament to her leadership and the Institute's commitment to blending Indigenous traditions with Western academic rigor.

The 2024 graduation was more than a celebration of individual achievements—it was a tribute to Dr Pat Anderson's legacy and a step toward a groundbreaking future for First Nations education.

OPERATING ENVIRONMENT



Batchelor Campus

Batchelor Institute is Australia's oldest and only First Nations dual-sector tertiary education provider. It is constituted under the Batchelor Institute of Indigenous Tertiary Education Act 1999 (NT).

Batchelor Institute's philosophy is one of 'Both Ways Learning'. The philosophy celebrates First Nations people's traditional skills, knowledge and concepts. Our students layer Western education concepts over this foundation of traditional knowledge, and it is this philosophy that dictates Batchelor Institute's teaching pedagogy.

Batchelor Institute aligns its courses to employment opportunities in remote communities, from preparatory courses, VET certificates, diploma level courses, higher education degrees, and research programs, across three academic faculties and divisions.

LEADERSHIP AND GOVERNANCE

Batchelor Institute is governed by its Council of nine members, of which six, including the Chairperson, are Aboriginal and Torres Strait Islander peoples, who all provide diverse industry and cultural representation. The Council conducts the affairs of the Institute under the Batchelor Institute of Indigenous Tertiary Education Act 1999.

The Council's functions are:

- Approve the mission and strategic direction of Batchelor Institute.
- Oversee and monitor the academic activities of Batchelor Institute.
- Establish policy and procedural principles consistent with legal requirements and community expectations.
- Oversee Batchelor Institute's management by reviewing management practices and performance, reviewing and monitoring the Chief Executive Officer's performance, approving the budget and business plan, and approving significant commercial activities and assessing risk.
- Monitor systems of accountability implemented by Batchelor Institute.
- Establish a system for dealing with grievances of students and staff.
- Regularly review delegations.

FINANCE, AUDIT & RISK MANAGEMENT COMMITTEE

The Finance, Audit & Risk Management Committee (FARMC) is a standing committee of the Council and meets four times yearly. The committee's role is to advise the Chief Executive Officer and Council on emerging strategic risks. It assists the Chief Executive Officer and Council in ensuring that Batchelor Institute is financially viable, operating efficiently and effectively in providing tertiary education, training programs and courses to Aboriginal and Torres Strait Islander people.

ACADEMIC BOARD

Academic Board is a committee of Council and the principal academic body responsible for the academic governance of the Institute. The Academic Board has oversight of teaching, learning, research and research training, and focuses strongly on the assurance and strengthening of the academic quality and standards of all programs and awards, as well as matters of academic integrity.

**Batchelor Institute
delivered courses at**

65

**Locations across
the NT**

- 2024 Delivery Locations for
- Vocational Education and
- Training Courses



OUR COUNCIL



DR PAT ANDERSON AO

Council Chair
4 Feb 2019 - 16 Feb 2025



PETER RENEHAN

Council Deputy Chair
21 Dec 2023 - Current



DAVID CUSACK

Interim Chief Executive Officer
17 Dec 2022 - 26 May 2024



JOE MARTIN-JARD

Chief Executive Officer
27 May 2024 - Current



DONNAAH CHEE

Member
appointed by the Administrator
21 Dec 2023 - 7 Jul 2024



LAUREN GANLEY

Member
appointed by the Administrator
4 Feb 2019 - 16 May 2025



MONICA BAROLITS-MCCABE

Member
appointed by the Administrator
21 Dec 2023 - Current



KAREN WESTON

Chief Executive,
Department of Education
23 Mar 2020 - 27 Sep 2024



SUSAN BOWDEN

Chief Executive,
Department of Education
28 Sep 2024 - Current

REPORT BY MEMBERS OF COUNCIL

The members of the Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) Council present the following report on Batchelor Institute for the year ended 31 December 2024.

Members

As established under the Batchelor Institute of Indigenous Tertiary Education Act 1999, Batchelor Institute's Council consists of up to ten members. The Chairperson Dr Patricia Anderson AO, along with the other Council members, provide relevant and diverse industry and cultural representation.

Meetings of Members

The number of meetings of the members of the Council of Batchelor Institute and Council committee meeting held during the year ended 31 December 2024 and the number of meetings attended by each member are set out below:

Member's Name	Meetings of Committees			
	Council Meetings		Financial, Audit & Risk Management Committee	
	A	B	A	B
Dr Patricia Anderson AO	6	7		
Ms Lauren Ganley	2	3	1	1
Ms Donna Ah Chee	1	4		
Ms Monica Barolits-McCabe	5	7	4	4
Mr Peter Renehan	6	7		
Ms Karen Weston	4	6		
Ms Susan Bowden	1	1		
Mr David Cusack	2	3	0	1
Mr Joe Martin-Jard	4	4	3	3
Mr Mathew Kennon*			4	4

A = Number of meetings attended

B = Number of meetings the member was eligible to attend

* This individual is a member of the Finance, Audit and Risk Management Committee only.

Principal Activities

During the year, the principal continuing activities of Batchelor Institute included:

- providing tertiary education relevant to the needs of First Nations people;
- facilitating, encouraging, developing, and improving study and research, particularly in subjects of relevance to First Nations people;
- providing other educational programs and courses of study or instruction, including vocational education and training, courses of higher education and cultural studies; and
- accrediting the educational programs and courses offered by Batchelor Institute.

There were no significant changes in the nature of activities during the year.

Correction of Prior Period Error

From review of the 2023 LEGO grant agreement it was identified revenue that was deferred should have been recognised at point in time in accordance with AASB 1058 rather than over time recognition in accordance with AASB 15. This has resulted in restatement of 2023 financial statements. The adjustment resulted in Revenue of \$1.27 million, deferred in 2023, being recognised in the restated 2023 comparative column of the financial statements. This correction applied following AASB 108, results in an increase in 2023 revenue and surplus, and a corresponding reduction in 2024 income.

HISTORY

The Batchelor Institute of Indigenous Tertiary Education, based in Batchelor, Northern Territory, has a 50-year legacy of empowering Indigenous Australians through education. Below are key milestones from its journey:

Late 1960s: Began as an annexe of Kormilda College, training Indigenous Australians as teacher aides for community schools.

1974: Relocated to Batchelor township as the Aboriginal Teacher Education Centre (ATEC).

1979: ATEC became Batchelor College, a college of technical and further education.

1982: Commenced as Australia's first dual-sector tertiary provider, offering vocational and higher education.

1983: Held inaugural Batchelor College Council meeting on 12 August.

1990: Established a second campus in Alice Springs for Central Australian Indigenous Australians.

1999: Renamed Batchelor Institute of Indigenous Tertiary Education, becoming Australia's first Indigenous-controlled tertiary provider.

2003: Recognised and funded as a 'National Institute' under Australian Government reforms.

2008: Opened the Desert Peoples Centre in Alice Springs with the Centre for Appropriate Technology.

2011: Partnered with the Northern Territory Government and Charles Darwin University for enhanced education outcomes.

2014: Celebrated first PhD graduates, examined by international and Indigenous Australian experts.

2017: Gained full accreditation with the World Indigenous Nations Higher Education Consortium (WINHEC).

2020: Graduated its first 10 Higher Degree by Research students (PhDs and Masters).

2023: Won NT VET Large Provider of the Year for the third year in a row.

2024: Marked 50 years with events like "Dinner under the Stars" and exhibits at the Desert Peoples Centre.



STRATEGIC DIRECTION

The 2020-2024 Strategic Plan will guide us, as the only First Nations dual sector tertiary education provider in Australia

VISION	The institution we aspire to be...	The First Nations Institute of choice where truth, knowledge and wisdom meet.		
MISSION	Our purpose...	We educate to liberate.		
PRINCIPLES	What we believe in...	› Our culture is our strength › Realising opportunities › Collaboration › Excellence › Learning on our terms › Valuing all forms of scholarship		
COMMITMENTS	How we will make a difference...	› Putting students first › First Nations' sovereignty › Decolonisation through education and enquiry › Local, national & global impact › Cultural legacy › Partnerships		
STANDARDS	How we will hold ourselves...	› We will work together to achieve our vision with mutual respect and commitment. › We will always remember the people and communities we serve and show deep respect for each other.		
GOALS	How we will achieve our goals...	PILLAR 1 Provide outstanding training, research and life long education.	PILLAR 2 Offer what our students, families, partners and communities seek and need.	PILLAR 3 Strengthen our culture, capability & capacity to meet our values & commitments.

SENIOR EXECUTIVE TEAM

The functions/responsibilities of the SET are to provide advice to the Chief Executive Officer and/or make decisions regarding:

- › The oversight, and management of the Institute's financial activities, personnel, operational and administrative governance documents, and non-academic operations.
- › To establish, monitor and maintain delegations,
- › The implementation and monitoring of the Strategic Plan,
- › To foster a student centred pastoral care practice, expressed in the values and culture of the Institute.
- › The management of major change,
- › Operational matters regarding compliance with ASQA and TEQSA standards and registration (in coordination with the Academic Board),
- › The implementation of risk management plans (in coordination with the Finance Audit and Risk Management Committee); and
- › To establish principles and practices through which the Institute will manage the sustainability, development and performance of its workforce including the negotiation and operation of the Enterprise Agreement [EA].

HEALTH AND SAFETY

Batchelor Institute takes a proactive risk management approach to workplace health and safety issues to meet the requirements of the Work Health and Safety Policy and legislation. Our dedicated Work Health Safety Support Officer has day-to-day responsibility for activities in this area, working with the Institute's Work Health and Safety Committee. The Council, the FARMC, and the SET review health and safety measures, incidents and incident management as part of their cycle of reports.

FREEDOM OF INFORMATION

Batchelor Institute is committed to protecting the privacy of staff, students and other stakeholders. Its privacy statement contains the Institute's policies for responsible management of all personal information collected. It is part of the procedures put in place by the Institute to protect the privacy of personal information in accordance with the Information Privacy Principles (IPPs) set out in the Information Act 2002 (NT). It is also subject to the relevant provisions of the Commonwealth Privacy Act 1988 through the operation of Section 7 of the Privacy Act.

OUR PEOPLE

The People and Culture (P&C) department has made considerable improvements in 2024 aligning its operations with modern human resources best practices while fostering a supportive and inclusive workplace culture. Through strategic initiatives and process improvements, the department has enhanced its ability to attract, develop, and retain talent, while strengthening employee engagement and organisational alignment.

The year saw the introduction of the Talent Manager & People Partner role which is responsible for overseeing all aspects of recruitment. Creating this position was a strategic move aimed at streamlining processes and creating strong recruitment campaigns. This new position has strengthened Batchelor Institute's competitive edge, particularly in a tight labour market, and is crucial for the Institute's ability to attract top talent in regional locations. New recruitment and reference checking software was introduced in May which played a pivotal role in streamlining the recruitment process in which most cases Approval to Advertise and Request to Fill applications were approved on the same day as they were lodged.

Batchelor Institute is striving to be an employer of choice and while we are based slightly outside of Darwin and Palmerston, our conditions of employment enable us to be competitive in attracting candidates.

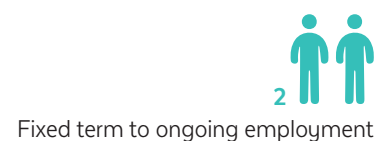
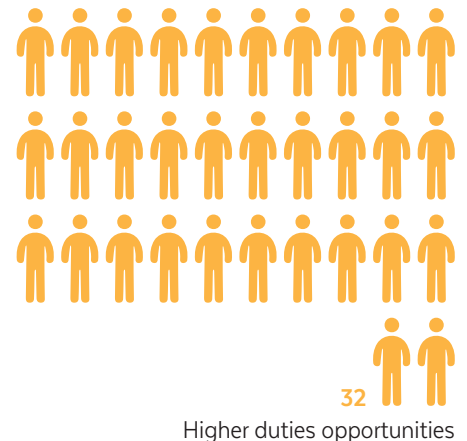
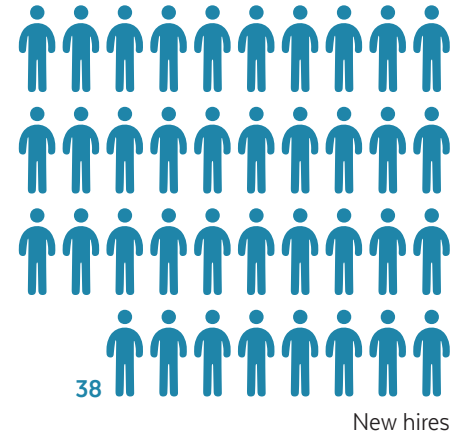
STAFF COMMUNICATION

People and Culture have developed a monthly newsletter promoting information about policies, working conditions, welcoming new staff and staffing changes, professional development, Work Health and Safety and celebrating significant length of service milestones.

STAFF SUPPORT

In July we expanded our Employee Assistance Program (EAP) by engaging Solace Consulting, an additional provider that employs Aboriginal counsellors. This allows staff to have more options when accessing EAP services and ensures culturally appropriate support is available.

RECRUITMENT



PROFESSIONAL DEVELOPMENT

People and Culture actively promoted October Business Month which provided valuable opportunities for staff to enhance their skills, network, and further their career development within the Institute. The P&C team attended ‘The Human Condition’ which delved into the secrets of cultivating positive workplace culture and achieving peak performance. A total of 29 sessions were attended by staff in October which included Transform your Organisation with Positive Duty, Communicate with Influence, Difficult conversations – Here’s the Formula, Using Meta, Tik Tok and LinkedIn in Ad platforms and Elevating Emotional Intelligence and Resilience.

In November we hosted an All Staff Recall which was essentially a professional development week with a series of comprehensive information sessions delivered to staff and designed to enhance operational efficiency, corporate knowledge and understanding of key processes. These sessions aimed to provide valuable insights and training for staff across various operational areas and covered a wide range of topics including:

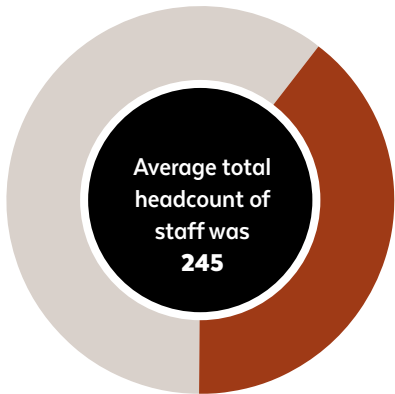
- 1. Six Steps to Success
- 2. Recruitment and Selection Panel Training
- 3. Performance and Professional Development
- 4. Accounts Payroll Process
- 5. Understanding Credit Card Approvals and Expense 8
- 6. Phishthreat Training
- 7. Understanding AFB Delivery Rules
- 8. Understanding Student Travel Requests
- 9. Callista Inquiry Training
- 10. Understanding Reverse Block and Field Trip Approvals
- 11. Fleet Process
- 12. Campus and Library Tours
- 13. Aboriginal Mental Health First Aid Training

REVIEW OF SALARY SACRIFICE PROVIDER

A review of our salary sacrifice provider was conducted to ensure that our benefits package remains competitive and compliant with current legislation. This review aimed to support the financial well-being of employees, assess the ongoing suitability of the scheme, and identify necessary adjustments in response to personal or organisational changes. Additionally, it ensured that Batchelor Institute remains competitive in offering employee benefits while adhering to relevant regulatory requirements.

OUR WATCH

Batchelor Institute has been working closely with ‘Our Watch’ throughout 2024 as part of the Community of Practice, alongside a number of other TAFEs across Australia. This collaboration focuses on advancing Respect and Equality within TAFE Institutions, sharing best practices, and developing strategies to address gender inequality and prevent violence, ultimately fostering safer, more inclusive educational environments.



First Nations staff made up **39.6%** on average of total staff headcount

HEALTH & SAFETY OVERVIEW

Batchelor Institute is committed to maintaining a safe and healthy environment for all staff, students, contractors, and visitors. Our primary duty of care is to ensure, as far as reasonably practicable, that the health and safety of all individuals at the Institute are not compromised by any of our work or activities.

We firmly believe that workplace injuries are preventable, and the Institute strives to integrate best practice Work Health and Safety (WHS) systems into all operations. This is a crucial part of ensuring the health, safety, and wellbeing of everyone at Batchelor Institute. Our health and safety strategy aligns with our statutory duty of care obligations, with the goal of fostering a harmonious and productive learning and work environment free from health and safety risks.

RENOVATION AND SAFETY ENHANCEMENTS

Significant renovations were carried out by the Facilities team on both residential and office buildings at Batchelor Campus to improve safety and wellbeing. This included the removal of asbestos from one of the residential accommodations. These upgrades ensure a safer and more modern environment conducive to learning and work.

TREE LOPPING

Tree lopping services are organised 3-4 times a year by the contractor manager to maintain a safe campus environment. This effort ensures that any potentially hazardous trees are regularly pruned, further enhancing the safety of our campus.

UPGRADED FIRE ALARM SYSTEM WITH EWIS

The Institute upgraded the fire alarm system to an Emergency Warning and Intercommunication System (EWIS). As per Australian Standard AS 3745-2010, the Institute has a duty of care to run fire drills once a year. This new system not only provides a reliable fire warning but also allows Batchelor to communicate directly with staff about fire emergencies or drills. It plays a crucial role in assisting with fire drill training exercises, ensuring all staff are well-prepared and informed during emergency situations.

PURCHASE OF A THIRD DEFIBRILLATOR

A third defibrillator was purchased to enhance student safety during off-campus activities. This defibrillator will be available for students travelling on weekends for recreational purposes, as part of our broader proactive health and safety strategy.

POLICY AND PROCEDURE UPDATES

All relevant Workplace Health and Safety (WHS) policies, procedures, and guidelines are being updated to meet the latest safety standards. Additionally, a new Management System Chart is being implemented to streamline our health and safety management processes.

We continue to work diligently to ensure that Batchelor Institute remains a safe place for everyone, and we will keep striving to improve and implement the best practices in health and safety.

People and Culture Team



FINANCE

Batchelor Institute of Indigenous Tertiary Education is a statutory body established under the Batchelor Institute of Indigenous Tertiary Education Act 1999. It is a dual-sector, multi-campus institution delivering both Higher Education and Vocational Education and Training (VET) across the Northern Territory. The Institute plays a critical role in advancing education outcomes for Aboriginal and Torres Strait Islander communities through place-based, culturally informed programs and applied research.

Batchelor Institute prepares its financial statements in accordance with Australian Accounting Standards (Tier 1) and relevant legislation. The financial statements are audited annually by the Northern Territory Auditor-General.

The following summary provides an overview of the Institute’s financial performance and position for the year ended 31 December 2024.

FINANCIAL PERFORMANCE SUMMARY

In 2024, Batchelor Institute recorded a **net deficit of \$2.16 million**, compared to a **surplus of \$3.94 million** in 2023 (Restated). Total income decreased to **\$36.60 million** (2023 (Restated): \$38.28 million), with higher operational costs contributing to the overall result.

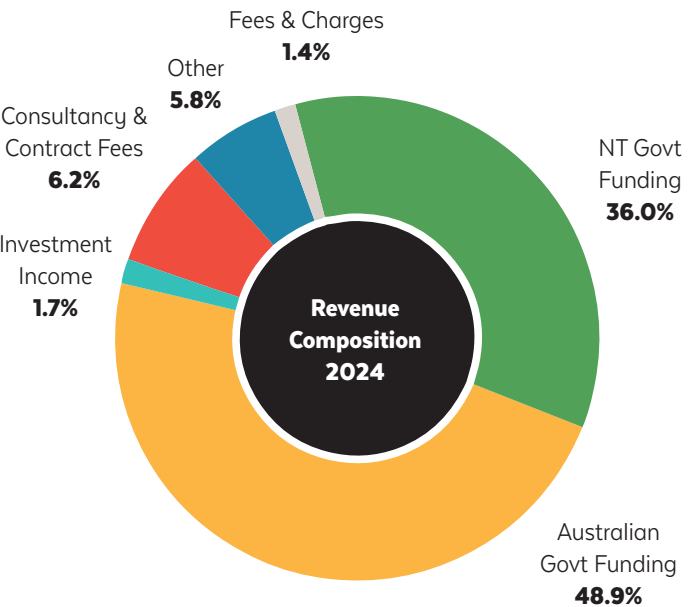
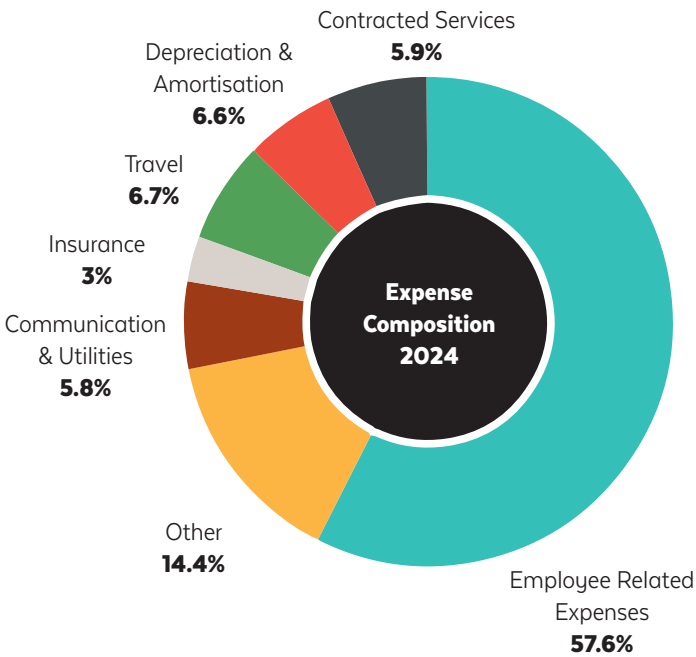
2024 Income Statement summary comparison to previous year and budget					
\$M	Actual 2024	Actual (Restated) 2023	Variance	Budget 2024	Variance
Income	36.60	38.28	(1.68)	36.33	0.27
Expenses	(38.76)	(34.34)	(4.42)	(38.17)	(0.59)
Surplus/ (Deficit)	(2.16)	3.94	(6.10)	(1.84)	(0.32)

REVENUE COMPOSITION

The majority of Batchelor Institute’s revenue in 2024 was derived from **Australian Government funding (48.9%)** and **Northern Territory Government funding (36%)**, reflecting the Institute’s reliance on public sector grants to support its educational and community-based programs. Other key income streams included **consultancy and contract revenue, donations and non-government grants, and investment income**, which benefited from higher interest rates and strong cash holdings. Fee-based revenue remained modest, consistent with the Institute’s role as a publicly funded First Nations education provider.

EXPENSE COMPOSITION

Employee-related expenses accounted for the largest portion of total expenditure (58%), consistent with the labour-intensive nature of education delivery and support. Other significant costs included **depreciation, contracted services, travel, and communication and utilities**, which reflect the operational demands of delivering programs across regional and remote locations. The combined category of **“Other Expenses”**, including insurance, minor equipment, scholarships, and general administration, represented the second-largest expenditure grouping.



FINANCIAL POSITION

As at 31 December 2024:

- **Total assets:** \$61.83 million (2023: \$62.39 million)
- **Total liabilities:** \$10.15 million (2023 (Restated): \$8.68 million)
- **Net assets:** \$51.67 million (2023 (Restated): \$53.71 million)
- **Cash and cash equivalents:** \$13.12 million (2023: \$12.66 million)

KEY FINANCIAL RATIOS

- **Current Ratio:** 1.92 (2023 (Restated): 2.29)
- **Cash Ratio:** 1.40 (2023 (Restated): 1.57)
- **Solvency Ratio:** 16% (2023 (Restated): 14%)

These ratios demonstrate the Institute's continued financial stability and capacity to meet short- and long-term obligations.

EXTERNAL FUNDING

Batchelor Institute's operations are supported by a range of major external funding sources, including:

- **National Indigenous Australians Agency (NIAA)** – including the Indigenous Education Agreement and various Indigenous Language and Culture programs
- **Australian Government Department of Education** – funding for the National Institutes, Higher Education Support, and Research Training Program
- **Northern Territory Government** – including Training Contract (Schedule J), Free Fee TAFE funding, capital works, and equipment grants
- **LEGO Foundation** – supporting early childhood education and Indigenous learning initiatives
- **Office for the Arts** – Indigenous Broadcasting and Language grants
- **Other Commonwealth agencies** – including grants under Closing the Gap and Destination Australia

COMPLIANCE SUMMARY

Batchelor Institute is a Commonwealth Entity and prepares its financial statements in accordance with Australian Accounting Standards (Tier 1) and reporting obligations under the *Australian Charities and Not-for-profits Commission Act 2012* and the *Higher Education Support Act 2003*. All grant funding is assessed under relevant accounting standards (AASB 15 or AASB 1058) and acquitted accordingly.

INSURANCE PREMIUM FOR OFFICERS

Batchelor Institute maintains professional indemnity insurance that provides coverage for members of Council, committee members, officers, employees, and volunteers while they are acting in their official capacity on behalf of the Institute. Coverage extends to legal liability arising from their official functions, subject to the terms and limits of the policy.

RELATED PARTY TRANSACTION

Details of related party transactions are disclosed in Note 22 and 25 of the Financial Statements.

Batchelor Institute Staff





MARKETING AND COMMUNICATIONS

COMMUNITY ENGAGEMENT AND OUTREACH

In 2024, the Marketing & Public Relations Department at Batchelor Institute delivered a robust and impactful programme that reinforced the Institute's commitment to Indigenous tertiary education while significantly enhancing its presence across the Northern Territory and beyond.

The department conducted over 20 community visits to regions such as Maningrida, Elcho Island, Gunbalanya, Bagot Community, Borroloola, Katherine, and Alice Springs, fostering stronger ties with local stakeholders and tailoring outreach to meet community needs.

Participation in key external events, including the Career Expo Day in Darwin, Katherine School Career Expo, and Alice Springs School Expo, enabled the department to connect with over 1,500 prospective students. The department also sponsored cultural festivals such as the Barunga Festival and Desert Harmony in Tennant Creek, boosting visibility and celebrating Indigenous culture.

Promotional videos produced during these visits captured authentic student and community stories, which were shared across digital platforms, amplifying Batchelor Institute's impact and highlighting its 'Both Ways Learning' approach, which integrates Indigenous and Western knowledge systems. Additionally, the department launched targeted marketing campaigns to further elevate the Institute's visibility. At Casuarina Shopping Centre, a 15-second silent video, crafted from film production during a trip to Apatula (Finke) in Central Australia, ran on the big screen for three months, showcasing the Institute's connection to remote communities.

Concurrently, a full-side bus wrap featuring Batchelor branding and Donny McGinness's artwork for the 50th anniversary was displayed for three months, seen across Darwin and Palmerston areas, enhancing brand recognition and celebrating the Institute's milestone through Indigenous art.

MEDIA AND COMMUNICATIONS ACHIEVEMENTS

The Marketing & Public Relations Department achieved significant milestones in media and communications throughout 2024. The team conducted 50 interviews with staff, students, and stakeholders, resulting in 33 news stories published on the Institute's website, and 23 videos uploaded to YouTube. Media coverage garnered a total of 526 mentions across various platforms, with radio leading at 46.6% (245 mentions), followed by online at 31.2% (164 mentions), TV at 17.5% (92 mentions), and print at 4.8% (25 mentions), achieving a cumulative potential audience reach of 23,867,322 over 275 days.

Prominent media outlets such as News Corp, ABC, and SBS, along with leading print sources like The NT News and online platforms like Cairns Post, featured Batchelor Institute's work, with key themes centring on Darwin, Batchelor Institute, and Indigenous education.

The department launched a monthly internal newsletter in 2024 to enhance staff communication, foster a stronger sense of connection among colleagues, and align activities with the Institute's goals.

Additionally, the department supported the Institute's main graduation ceremonies in Batchelor and Alice Springs, celebrating student achievements and uniting graduates, families, and communities, with live-streamed events garnering over 5,000 views online.

SOCIAL MEDIA IMPACT

The Marketing & Public Relations Department significantly expanded its digital footprint through social media in 2024. On Facebook, the Institute's page recorded 118.7K views and 138.2K reach, with content interactions soaring by 2,615% to 7.5K, driven by a lifetime follower base of 44,644. Instagram efforts resulted in 2.9K views and 1.5K reach, with content interactions doubling to 159 and a lifetime follower count of 1,779. LinkedIn saw 66,482 impressions, 1,862 reactions, and a total follower base of 1,914, reflecting a 32.8% growth with 638 new followers. These digital achievements complemented the department's broader efforts, ensuring Batchelor Institute's message reached diverse audiences across multiple platforms.

50TH ANNIVERSARY MILESTONE

Marking Batchelor Institute's 50th anniversary as Australia's longest-standing First Nations dual-sector tertiary provider, the Marketing & Public Relations Department played a pivotal role in commemorating this milestone. Through these efforts, the Marketing & Public Relations Department not only expanded Batchelor Institute's reach and deepened community connections across the Northern Territory but also elevated its narrative on a national stage, ensuring the Institute's mission of empowering Indigenous learners resonates widely.

Barunga Festival 2024

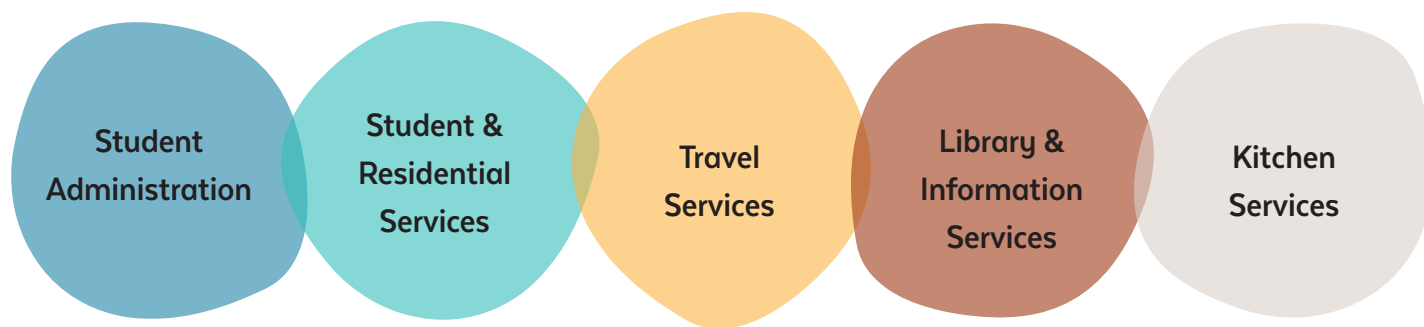


STUDENT EXPERIENCE

“The supports offered through the Student Experience Division are pivotal and are designed to foster safe, positive and culturally appropriate support for our students throughout their educational journey.”

Director, Student Experience





The Student Experience Division is made up of key essential areas that offer provisions of services to Batchelor Institute students and plays a significant role to ensure students experience an environment that is positive, supportive, meaningful, rewarding, free from bias and inclusive of individual and cultural needs during their learning journey with the Institute. The team are compassionate and empathetic to individual student circumstances, and understand the importance of hearing, knowing, understanding and responding to student needs.

The Student Experience Division strives to continuously increase its percentage of employment of Aboriginal and/or Torres Strait Islander staff to strengthen our culture, capability, and capacity to deliver on priorities and expectations.

Approx. 59% of Student Experience Division staff identify as Aboriginal and/or Torres Strait Islander.

R U OK? CONVERSATION CONVOY - 25 JUNE

The R U OK? Conversation Convoy visited Batchelor Institute's Campus in Batchelor. The convoy hosted a free BBQ sausage sizzle, and delicious salads were organised through our Kitchen Services team for the lunchtime event. This initiative not only spreads awareness of the importance of mental health but also strengthens our community, encouraging people to invest more time in their personal relationships and the ability to build informal support networks. With an inviting atmosphere for open conversations and connections with all participants, the R U OK? Conversation Convoy BBQ was a successful event for students, staff members and the wider community to sit, chat, eat and play a few rounds of chess and checkers together.



Attendees participating in the day and playing a game of chess hosted by the RU OK? Convoy

Photo by student Sharon Walker (8 July 2024)

NAIDOC WEEK - 7-14 JULY

NAIDOC week celebrations opened at the Batchelor campus on Kungarakan-Warai country on Monday with a Greeting to Country by Dr Sue Stanton, Elder Academic, accompanied by a flag raising ceremony. This was followed by a morning tea and to hear from traditional owner and staff member Kaye McGuinness who shared personal stories and what this year's theme of 'Keep the fire burning! Blak, Loud and Proud' meant to her.

"Little crowd BIG spirit: Loud and proud."

Dr Sue Stanton, Elder Academic

On Wednesday, at the Desert People's Centre Campus on Central Arrernte country, staff, students and the Pertame School celebrated with a lunch on the coals. This highlighted the work of many hands to come together to share stories, food and perspectives on the meaning of NAIDOC week.

To close the week, the Institute was represented by both staff and students who joined the NAIDOC March in Garramilla (Darwin) on Friday to celebrate and recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.



BACHELOR CAMPUS GRADUATION CEREMONY - 06 JUNE

This event celebrated the remarkable achievements of our students with 225 graduands receiving 247 individual awards. Representing 76 different communities, these graduands exemplified Batchelor Institute's prowess in delivering courses across the Northern Territory, demonstrating our commitment to Both-Ways Learning and highlighting the diverse and inclusive nature of our student body. Of the graduands 44% were female (99) and 56% were male (127).



- Zelda Dhamarrandji; conferred and awarded the Diploma of Early Childhood Education and Care, at the Batchelor Campus Graduation Ceremony, and who also delivered a response on behalf of all graduating students.

"As a proud Yolngu woman; I stand here. I am overwhelmed with memories and emotions. Thank you for being on (our) sides and sharing this incredible ride. Our teacher Meredith Neeson and mentors - your wisdom and (guidance) have sharpened our minds and ignited our passion for learning. Your dedication to education has not only imparted knowledge but has also (instilled) in us a desire to keep growing and exploring."

- Zelda Dhamarrandji, Batchelor Institute Diploma of Early Childhood Education and Care Graduate 2024, Student Response.

- Image 1: The Pertame School joining the NAIDOC festivities at the Desert People's Centre Campus in Central Australia. (10 July 2024)

- Image 2: Staff and students hold banners designed by students during NAIDOC week for the NAIDOC March in Garramilla (Darwin) (12 July 2024)

Highlights of the Ceremony

- **Diverse Representation:** Graduands from 76 different communities, reflecting the broad reach and inclusive nature of Batchelor Institute
- **Significant Achievements:** A total of 247 awards conferred, highlighting the academic excellence and perseverance of our students
- **Cultural Celebrations:** The ceremony featured traditional performances and acknowledgments, celebrating the rich cultural heritage of our Indigenous students
- Mark Watjana received the Harry Wilson Memorial Award, a Special Achievement award sponsored by Top End Aboriginal Broadcasting Association (TEABBA) acknowledging hard work and accomplishments by a graduating student in the field of Screen and/or Media



- TEABBA representative with graduate Mark Watjana. Mark was conferred and awarded the Certificate III in Media, at the Batchelor Campus Graduation Ceremony, and was the recipient of the Harry Wilson Memorial Award in 2024.

“Each of our students has shown tremendous resilience and commitment to their education. The graduation ceremony is not just a celebration of academic achievement but also a recognition of the strength and vitality of Indigenous cultures.”

- Joe Martin-Jard, Chief Executive Officer

Special Highlight

Graduation Booklet Cover Artwork & Artist

Lorraine Williams undertook some studies in the Certificate II in Visual Arts but also graduated in 1995 with an Associate Diploma of Applied Science (Lands Parks and Wildlife Management) and received the Rotary International Award in recognition of academic excellence for that year.

Lorraine is a Larrakia woman of Darwin and is passionate about looking after Larrakia land and sea country. Lorraine is passionate about working on her language and has a vast knowledge and experience of working on Larrakia cultural heritage sites which include shell midden sites. Lorraine spends a lot of time gathering shellfish in the mangroves.

“In this artwork titled ‘Darnijarra & Damaugula’ our mangrove ecosystems are important to us providing, air, clean water and protection from storm surges. Mangroves are important flora and fauna habitats which provide food and medicinal resources for our people. The shellfish here are Darnijarra (Long Bums), Damaugula (Mud Mussell) in a Danila (string bag).”



- ‘Darnijarra & Damaugula’ artwork
- by Lorraine Williams

STUDENT EXPERIENCE

DESERT PEOPLE'S CENTRE GRADUATION CEREMONY - 12 SEPTEMBER

This event was a powerful demonstration of the Institute's 'Both-Ways' learning philosophy, which honours both Aboriginal and Torres Strait Islander traditions alongside European academic customs.

Graduating students included those from Alice Springs, Gillen, and Tennant Creek, and surrounding communities. The diverse group of graduates included individuals who completed qualifications across multiple levels. In total, the ceremony saw awards conferred upon 32 students who have demonstrated exceptional commitment to their studies, overcoming numerous challenges to achieve their educational goals.



- The Pertame School Children's Choir leading the Academic Procession at the Desert People's Centre Campus Graduation Ceremony.

Highlights of the Ceremony

- Conferral: Master of Philosophy
- Significant Achievements: A total of 32 awards conferred, including 1 honorary award, highlighting the academic excellence and resilience of our students.
- Cultural Celebrations: Performance and Academic Procession led by the Pertame School Children's Choir

Bessie Parsons with her artwork that was selected for the cover of the graduation booklet at the Desert People's Centre Graduation Ceremony



- Betty Vincent, conferred and awarded a Master of Philosophy at the Desert People's Centre Graduation Ceremony, delivering a response on behalf of all graduating students. People's Centre Campus Graduation Ceremony.

Special Highlight

Graduation Booklet Cover Artwork & Artist

My name is Bessie Parsons. I was born at Yuendumu in 1948. I was with my mum until I was 4 years old until the Native Affairs came to the community and took me away from my family. I was placed in a home called Saint Mary's for 'half-caste' children in Alice Springs. Then they sent us to school every day on a bus into town. I stayed there at home until the age of 14. At 14 I was thrown out of Saint Mary's.

They helped me with accommodation at Saint John's Anglicare. They had room and accommodation there. Because I didn't have a job Sister Eileen Heath (Native Welfare) got two detectives to go and get me and take me to the police station where they treated me like a criminal. They locked me up for one day and then put me in the main women's jail for two days. Then the welfare lady sent me to the Melbourne Abbotsford nunnery. I had to stay there until I was 16 years of age. Then I went to Darwin for eight years before I came back to Alice Springs.



STUDENT ADMINISTRATION

Student Administration worked closely with internal and external stakeholders to improve a student's overall experience with the Institute, across all teaching divisions, in relation to enrolments, resulting, completions and administration enquiries.

The Student Administration team were pivotal components in the organisation, and in addition to the recording and processing of student data for government load reporting, conducted Graduation Registration and Gowning for the Institute's two main Graduation Ceremonies, on Batchelor Campus in June and the Desert People's Centre Campus in September.

Highlights

- Delivery of professional development to teaching divisions
- Issuance of all AQF certification for VET and HDR students
- Filling of 220 Fee Free TAFE places for students
- Attendance of staff at the National Aboriginal Community Controlled Health Organisation (NACCHO) Conference in Canberra, as part of the trade show

Fee-Free TAFE is a joint initiative of the Australian, state and territory governments, providing tuition-free courses to students wanting to train, retrain or upskill. 50% of Fee Free TAFE places by Batchelor Institute were filled by students from a remote location.



Student Administration staff on Graduation Day at Batchelor Campus (June 2024)



Special Highlight

VET Student Guide Cover Artwork & Artist



'Both Cultures - Aboriginal & Torres Strait Islander' artwork by Homere Lily Wosomo

Artwork

'Both Cultures - Aboriginal & Torres Strait Islander'

This painting reflects the artist's cultural lineage, being both Aboriginal and Torres Strait Islander. It reflects the importance of knowing and understanding both cultures and how they are incorporated within her life and her cultural clans and totems, which brings together her identity.

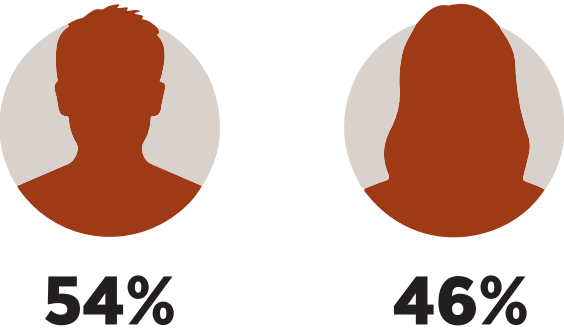
Artist

Homere Lily Wosomo is of Aboriginal and Torres Strait Islander descent. Homere is passionate about achieving her future career aspirations and bringing both Aboriginal and Torres Strait Islander knowledges, skills and cultures through her journey in life and to ensure this is instilled within future generations.

Student Administration staff at the NACCHO Conference in Canberra (December 2024).

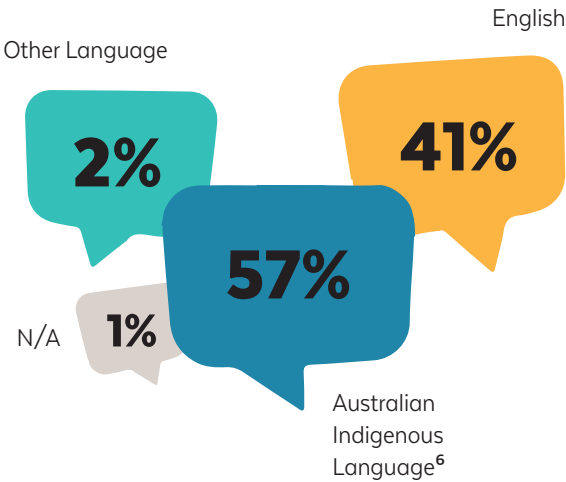
VET STUDENT DEMOGRAPHICS

2024
VET STUDENT
GENDER BREAKDOWNS

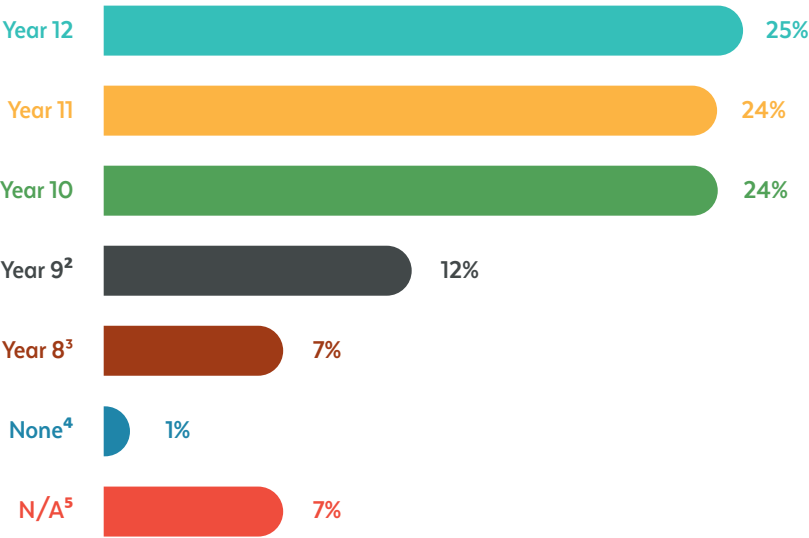


Of **2036** VET individual students¹,
46% identified as Female,
and 54% identified as Male.

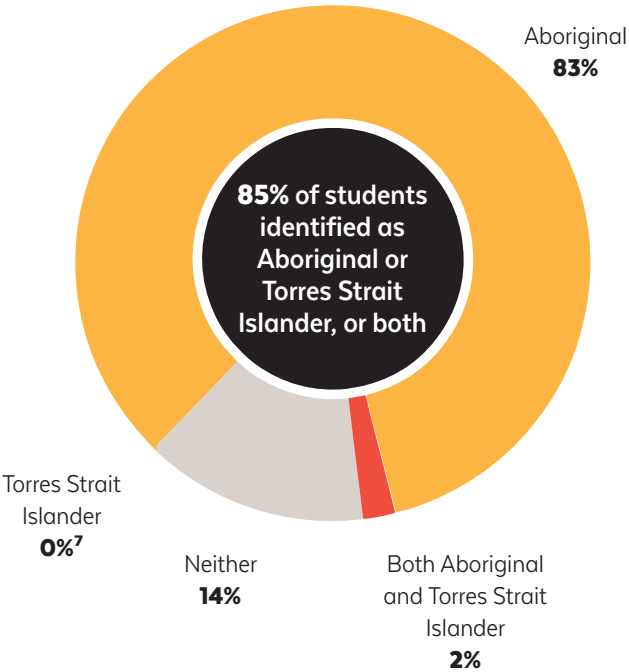
2024
VET MAIN LANGUAGE
SPOKEN AT HOME



2024
VET HIGHEST LEVEL
OF SCHOOL
COMPLETED

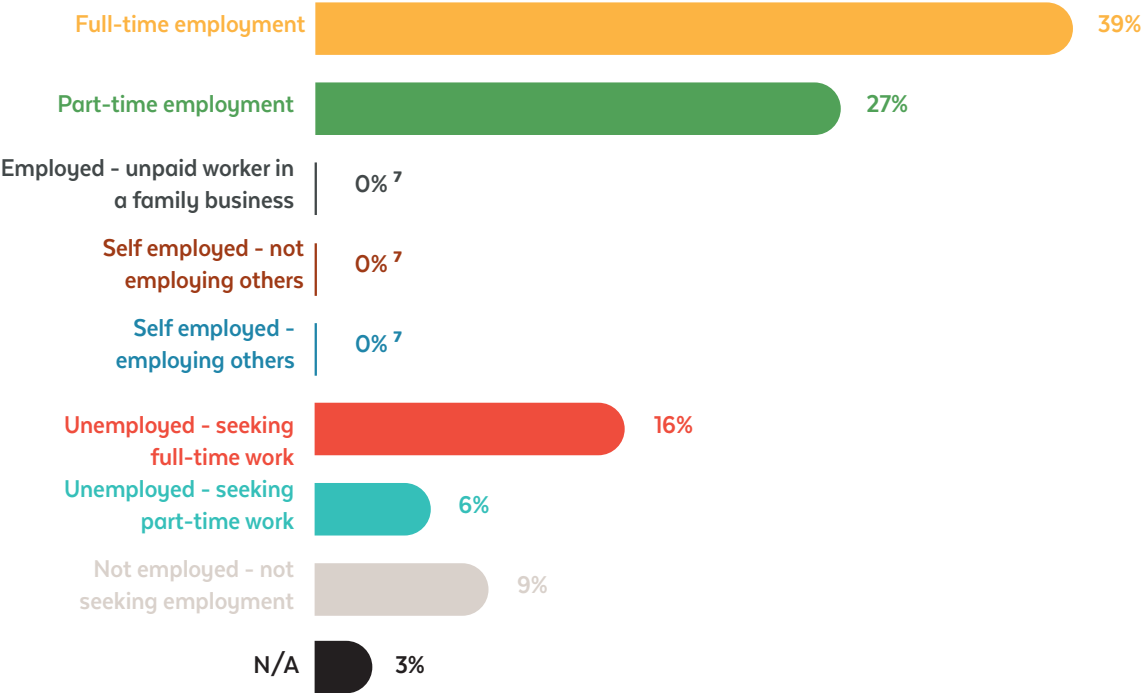


2024
VET ABORIGINAL AND/OR TORRES
STRAIT ISLANDER IDENTIFIED



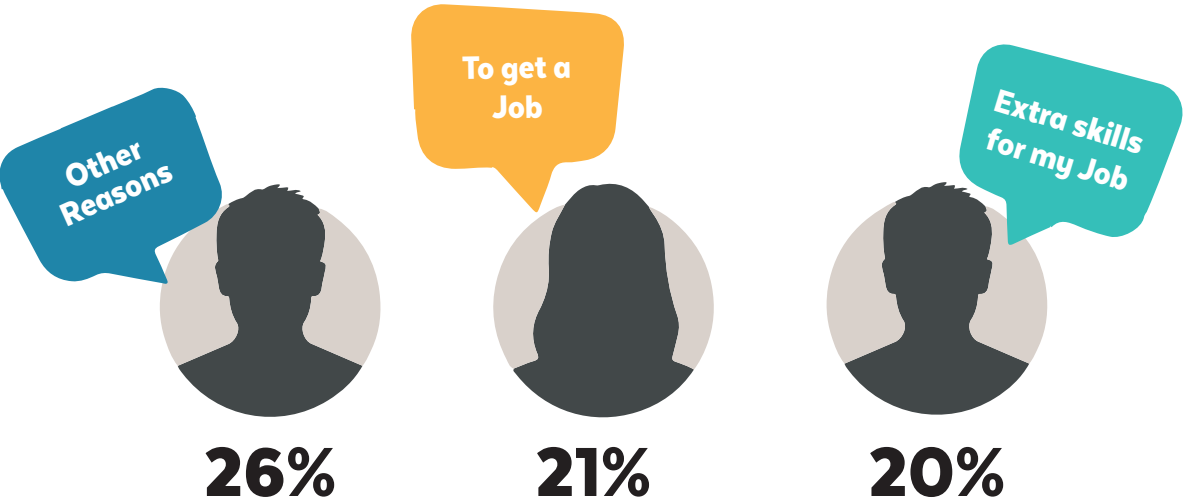
¹An individual student is defined by a unique student in an academic year.
²Year 9 or equivalent
³Year 8 or lower
⁴Did not go to school
⁵Asked but not specified
⁶An Australian Indigenous Language as defined by the Australian Bureau of Statistics (ABS).
⁷Denotes a percentage lower than 1%

2024
VET EMPLOYMENT
STATUS

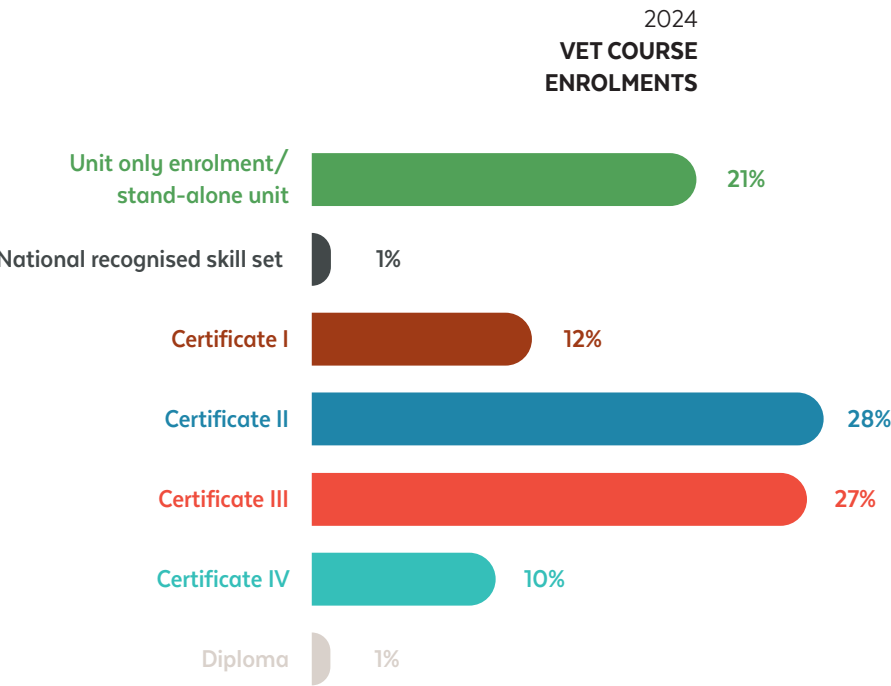
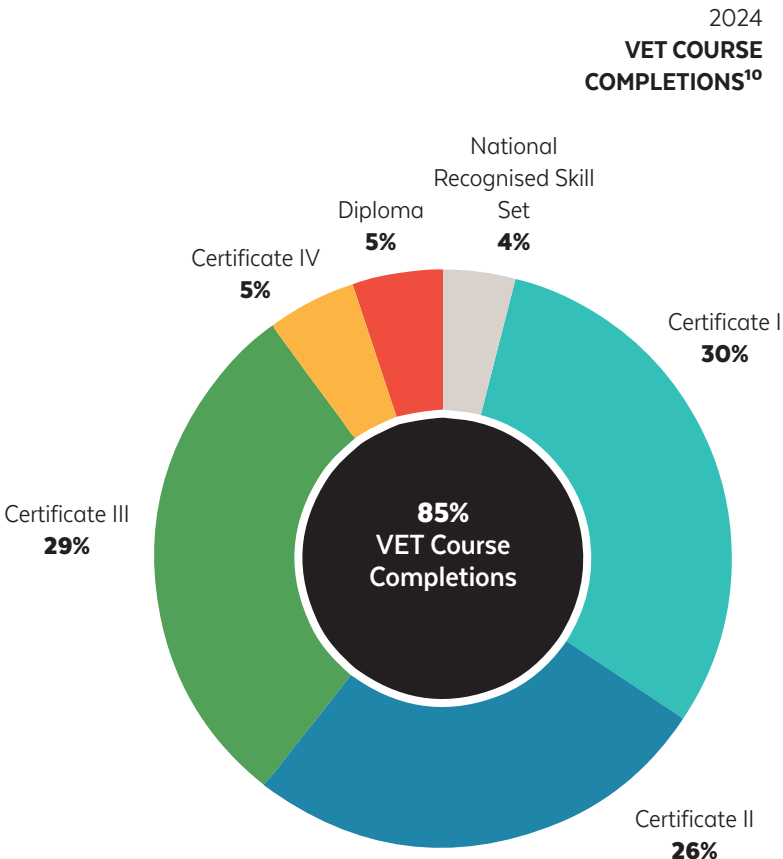


62% of students commenced their enrolment with no prior studies.

2024
TOP THREE REASONS
FOR STUDYING



VET COURSE DEMOGRAPHICS



Of **3555** individual VET course attempts⁹, AQF level II and III qualifications had the highest number of enrolments for the year.

HIGHER DEGREE BY RESEARCH (HDR) STUDENT DEMOGRAPHICS

STUDENT EXPERIENCE

2024
HDR STUDENT
GENDER BREAKDOWNS

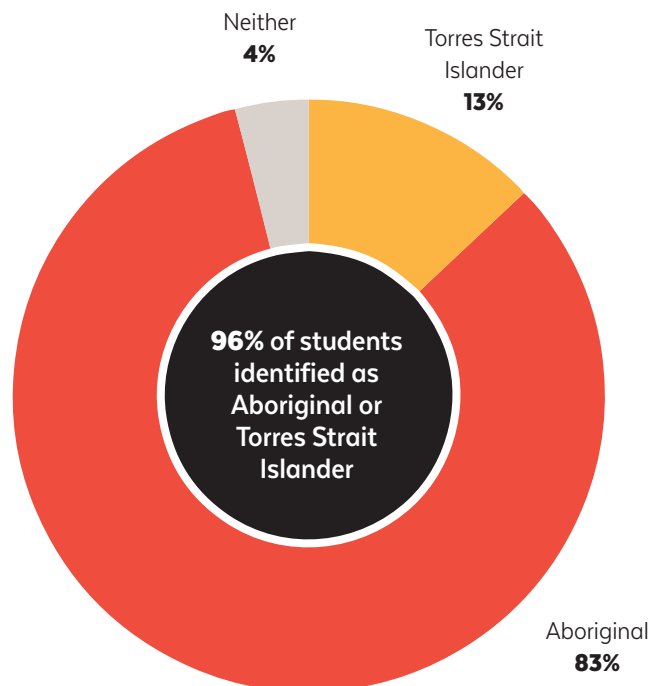


17%

83%

Of **23** HDR individual students¹, 83% identified as Female, and 17% identified as Male

2024
HDR ABORIGINAL AND/OR TORRES
STRAIT ISLANDER IDENTIFIED

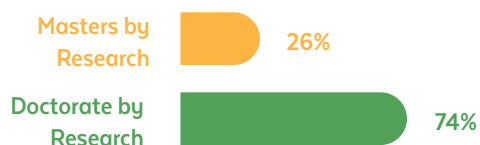


96% of students
identified as
Aboriginal or
Torres Strait
Islander

Aboriginal
83%

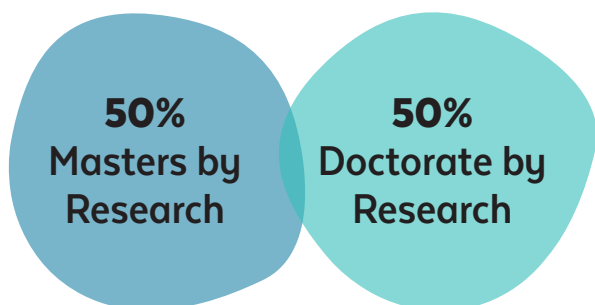
HIGHER DEGREE BY RESEARCH (HDR) COURSE DEMOGRAPHICS

2024
HDR COURSE
ENROLMENTS



Of **23** HDR individual course attempts⁹, 74% of students were enrolled in an AQF level 10 (Doctorate) program, and 26% of students were enrolled in an AQF level 9 (Masters) program.

2024
HDR COURSE
COMPLETIONS



Of **2** HDR course completions¹⁰, 50% of completions were at AQF level 9, followed by 50% of completions at AQF level 10.

2024
HDR GRADUANDS



2

HDR Graduands¹¹ were conferred with an award at a Graduation Ceremony.

⁸A delivery location is defined by the location in which as unit attempt was delivered.

⁹An individual course attempt is defined by the number of attempts in an individual course. NB: An individual student can have one or more individual course attempts in an academic year, i.e., they are enrolled in two or more courses in the same academic year.

¹⁰ A course completion is defined by the academic year in which a student completed the requirements of the course.

¹¹A Graduand is defined by the academic year in which a student's course completion was conferred in a Graduation ceremony.

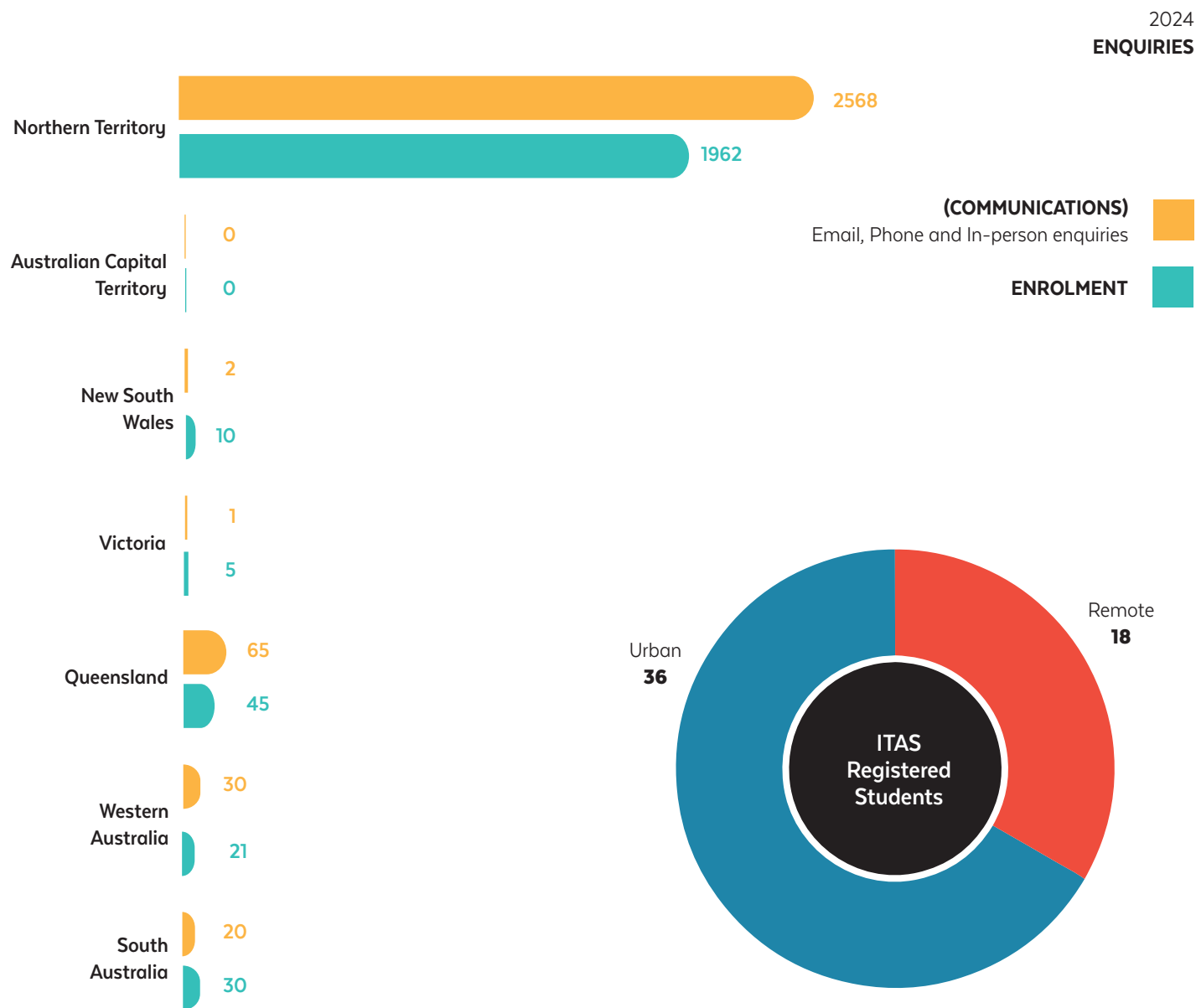
STUDENT & RESIDENTIAL SERVICES

The Student & Residential Services team is the first point of contact for prospective and current students, as well as for students who reside on campus during a residential workshop.

This area supports students by responding to enquiries, providing social and emotional wellbeing (SEW) support, issuing student ID cards, facilitating campus orientations, arranging tutorial support and providing accommodation needs whilst students are on residential workshops.

Highlights

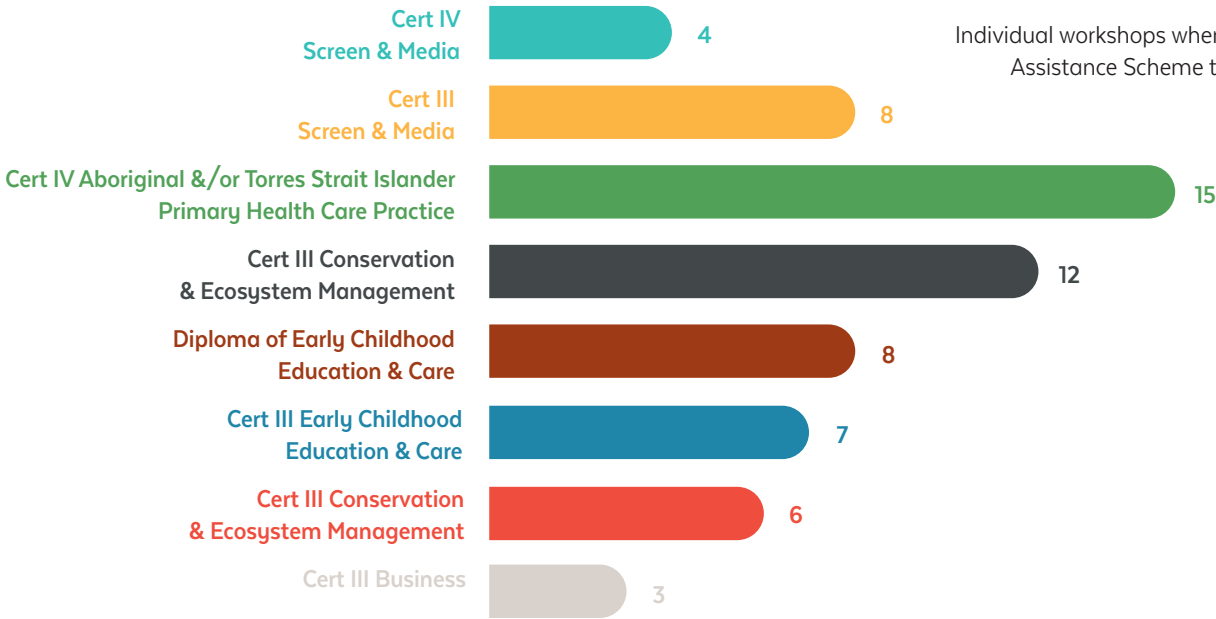
- Appointment of a Student Experience Officer position at the Desert Peoples Centre campus to provide in-person support to students.
- Appointment of a Recreation Officer position at the Batchelor campus to provide recreational activities for students residing on campus.
- The Coordinator, Student Support attending the Respect and Equality Summit, hosted by OurWatch, in South Australia, to work on prevention projects in TAFE around violence against women.



2024

ITAS WORKSHOP
ENGAGEMENT

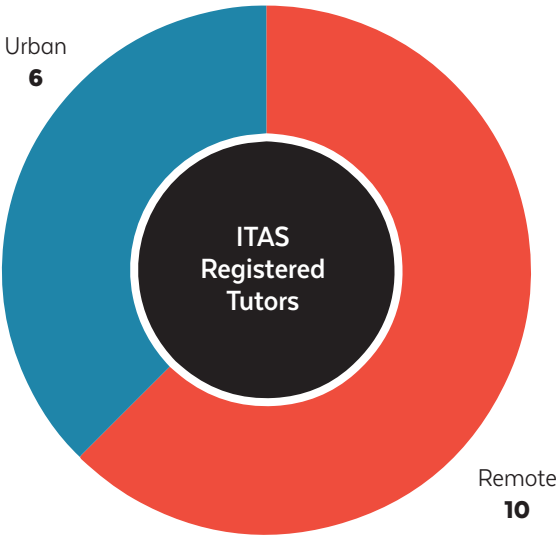
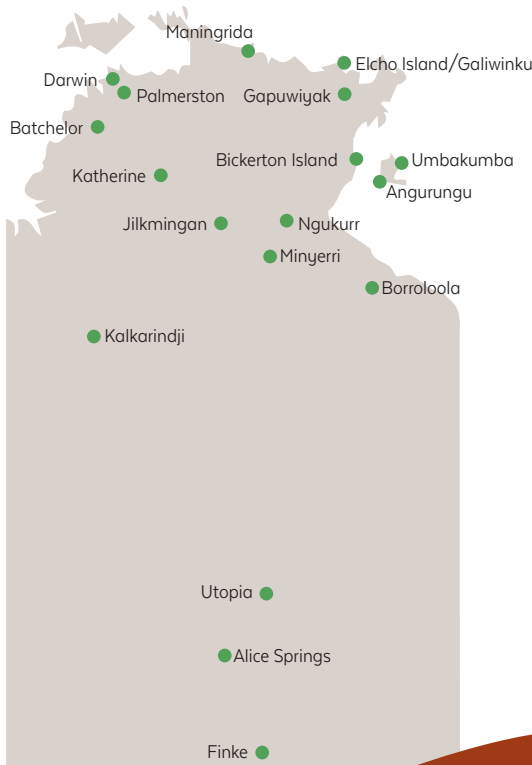
Individual workshops where Indigenous Tutorial Assistance Scheme tutoring was provided



100% of Student & Residential Services staff identify as Aboriginal and/or Torres Strait Islander.

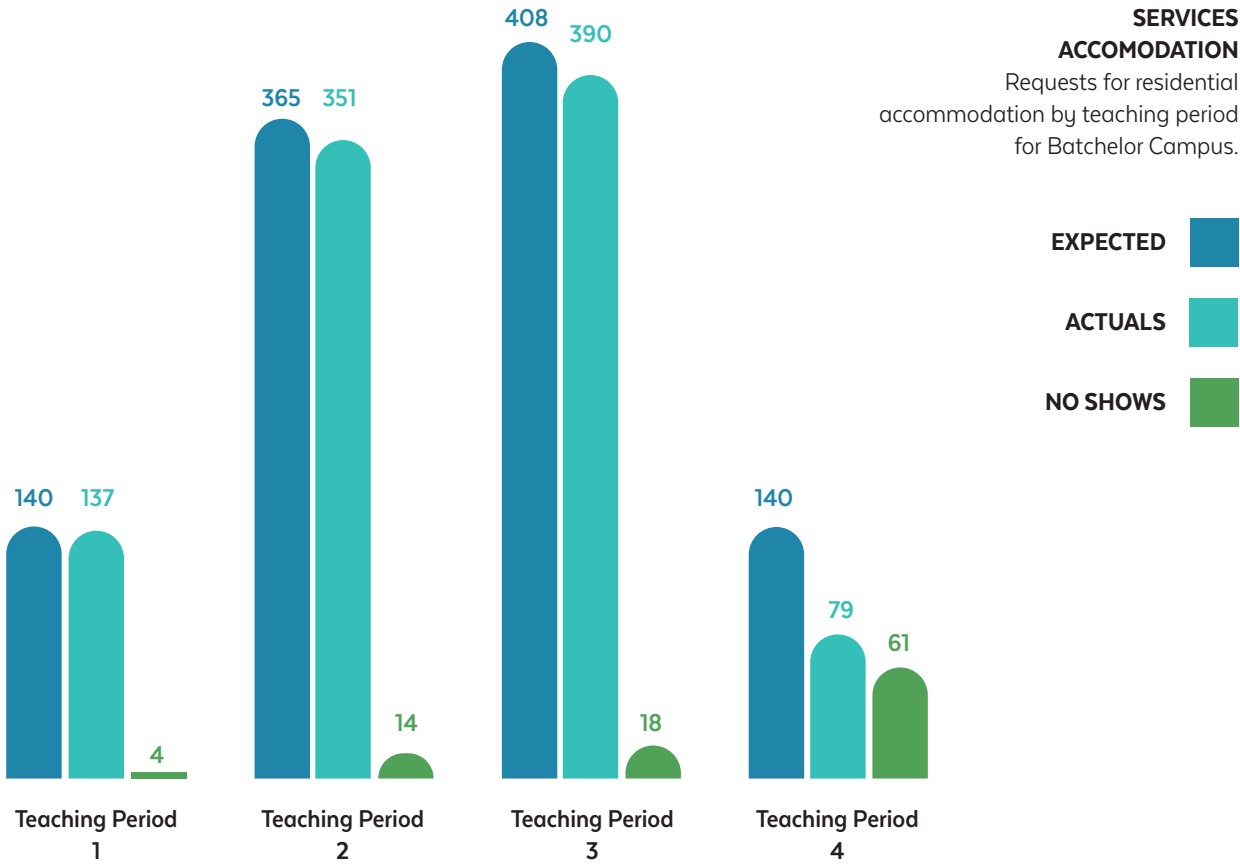
2024
ITAS WORKSHOP
ENGAGEMENT

Individual locations where Indigenous Tutorial Assistance Scheme tutoring was provided



RESIDENTIAL
SERVICES
ACCOMODATION

Requests for residential accommodation by teaching period for Batchelor Campus.



Student Services staff on campus



TRAVEL SERVICES

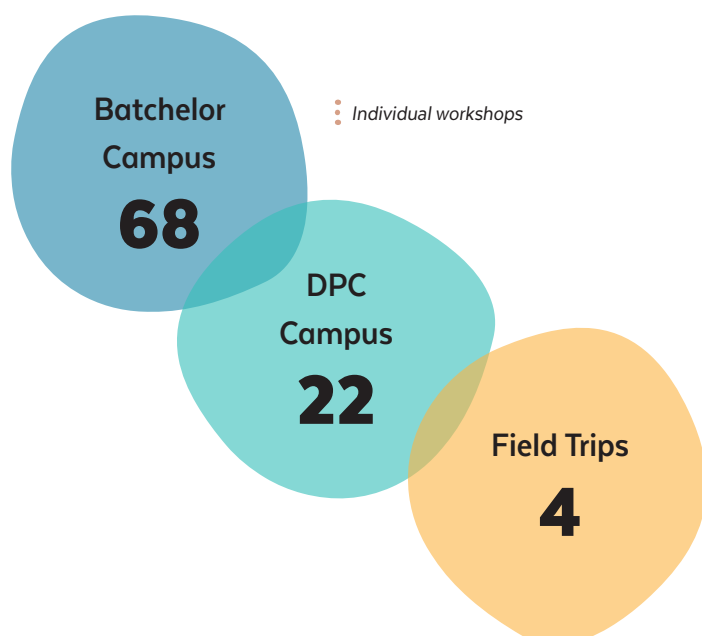
The Travel Services team provided support services to students throughout the academic year. This included the coordination, organisation and booking of meal and accommodation provisions, management of charter and economy air, boat, bus, and train travel to, during and from residential workshops and field trips and afterhours service for urgent traveller needs.

A prior year restructure resulted in the recruitment of a Senior Travel Officer position in November. This role enhanced capacity to:

- Address special travel requirements for both staff and students
- Manage complex travel arrangements more efficiently
- Provide specialised attention to unique travel situations
- Develop improved protocols for non-standard travel scenarios

Communication Enhancements have also seen the provision of the following:

- Early Notification System - Students are now emailed as soon as enrolment is confirmed and contact information is placed in our system, providing extended preparation time prior to travel dates, greater opportunity to organise personal and family arrangements, reduced last-minute complications and cancellations, and increased student readiness upon arrival
- Text Message Notifications - texting services are an additional method of communication with students. This initiative has improved delivery of travel arrangement information, enabled better identification of individual student intentions to travel, resulted in a notable increase in confirmed attendance and reduced instances of no-shows and last-minute cancellations



Travel Services prepared 1751 individual trips in 2024 for students

The academic year presented significant logistical challenges due to adverse weather conditions. Extended periods of heavy rainfall resulted in flooding across several regions, rendering numerous communities inaccessible by road in early 2024.

In response, the Travel Services team:

- Increased charter flight arrangements compared to the previous year
- Developed contingency travel plans for weather-affected communities
- Established emergency protocols with charter service providers to ensure student safety
- Maintained timely communication with students and staff regarding travel adjustments

Despite these challenges, the team successfully maintained workshop attendance targets through proactive planning and adaptive travel solutions. This experience strengthened logistics capabilities and will inform planning for similar situations in the future.

“It was truly gratifying to witness the campuses come alive with so many successfully transported students this year. Seeing students arrive safely and on time for their workshops validates the hard work the team puts into coordinating these complex travel arrangements. The positive feedback from students about their travel experience reinforces our commitment to providing seamless logistical support. I’m proud of what we’ve accomplished.”

– Team Leader, Travel Services

LIBRARY & INFORMATION SERVICES

Batchelor Institute libraries, at the Batchelor and the DPC campuses, provide access to hard copy and online resources to support the needs of all Batchelor cohorts. This also includes access to the Centre for Australian Languages and Linguistics (CALL) Collection, an archive of Australian First Nations language materials.



Desert Peoples Centre Campus Library display



Library staff welcoming Batchelor Institute Executive staff and visitors to Batchelor campus Library during a site visit from the Hon Andrew Giles MP (October 2024)

The library provides information literacy, research and study skills services, as well as programs and facilities to support clients' needs, to ensure the provision of a holistic experience for all.

The library's various collections continued to grow in 2024, especially in the language and research areas. The library continued to work towards the goal of housing a significant First Nations collection. Donations were gratefully received from various people and organisations, including substantial ones from Dr Sue Stanton and Jennifer Kemarre Martinello OAM, and these items have been added to the library's collection. To ensure optimal support and services, library staff undertook relevant professional development throughout the year and three library staff members also completed a basic cataloguing course through ALIA (Australian Library and Information Association).

"Beautiful library and beautiful grounds. Don't see this in a small town."

- Visitor to Batchelor campus Library

Initiatives completed in 2024, to enhance the library experience, included: the installation of a large touch screen monitor in the seminar room at Batchelor, a reconfiguration of spaces at both campus libraries, changes to shelving locations, loans policies, work on the new website, flyers, postcards, QR codes, work towards updating the Joint Use Agreement between Batchelor Institute and Coomalie Council, online staff registration, additional shelving and new student computers.

15,014 hard copy items from the libraries were circulated throughout 2024

During 2024, as well as usage by Batchelor staff and students, community usage and engagement increased, including: Coomalie Council (community library operating from Batchelor campus); Drug and Alcohol Services Australia (Alternatives to Custody) program participants, Let's talk language morning teas, Reading group at DPC library, ARDS visit (CALL Collection), Nungalinga students and teachers (CALL Collection and library), Belyuen (Ironbark), Dementia Australia community information sessions, Batchelor Area School class visits, Language Data Commons of Australia (LDoCA) and the Pertame School. Library staff networked with various organisations including Libraries and Archives NT, NPY Women's Council, Central Land Council library, CDU library, Alice Springs Public library, Children's Ground and Headspace.

Both libraries continued to ensure that current and relevant displays were exhibited, such as: new resources, First Nations Leaders, World Space Week, World Food Day, Halloween, Library & Information Week, Library Lovers' Day, Adult Literacy Week, International Women's Day, Jeannie Bell and Batchelor's 50-year Celebrations.

"Glad to see Dark Heart and Wild North on shelves - they are my favourite read."

- Student

The library worked towards strengthening cultural capabilities and capacities to ensure optimal resources, services, programs and support were available to, and for, all Batchelor Institute library cohorts and stakeholders.

KITCHEN SERVICES

Kitchen Services, established in mid-2024, is responsible for meal provisions for all students residing on Batchelor campus for the duration of a workshop.

This essential service serves balanced, nutritious, home-style meals, whilst ensuring variety in daily and weekly meals to support the needs of students, following Australian Dietary Guidelines and Australian Health Initiatives.

Kitchen Services staff work closely with Student Services to ensure identified student dietary requirements are catered to, as well as ensuring all meals display any relevant allergen information.

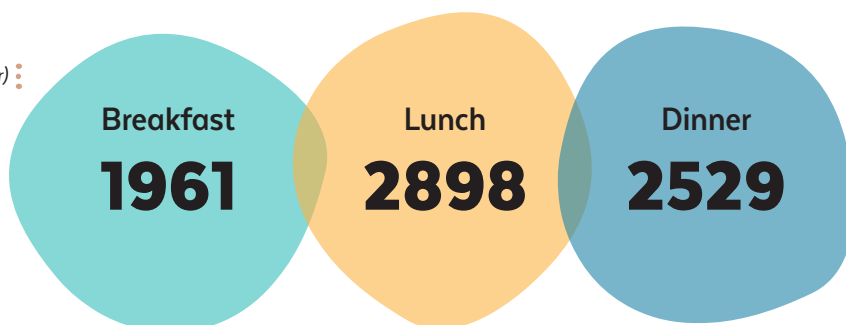
Kitchen Services also provide catering for students undertaking day trips with their trainers, as well as packed meals for students who arrive and depart outside of regular kitchen hours.

Highlights

- Successfully registered as a food business.
- Employment opportunities for local community members.
- Junior employee using experience from employment as credit towards high school completion.
- Catering for Batchelor Institute's 50-year celebration event on Batchelor campus.



Meals served (June to December) :



VOCATIONAL EDUCATION AND TRAINING (VET)



Conservation and Ecosystem Management graduate Shane White
at the Desert People's Centre Graduation Ceremony (September 2024)

BUSINESS

In 2024, our focus remained on strengthening business and digital skills, ensuring students are equipped with relevant workplace competencies. We successfully delivered key qualifications, including Certificates I and II in Workplace Skills, III and IV in Business, and Workplace Technology Skill Set including Digital Literacy Programs. Additionally, we expanded our offerings with Digital Business Administration Skill Set, providing learners with essential digital proficiency for modern work environments.

We continued our partnership with the Literacy for Life Foundation in Tennant Creek and delivered the Digital Literacy Program. This marks the third consecutive year of offering the program in Tennant Creek, highlighting our commitment to enhancing digital skills in the region.

We also delivered a similar program in Maningrida for the first time, with strong enrolments and enthusiastic participation. Given the positive response, we are set to continue offering this program in 2025, ensuring more students gain access to vital digital education.

To maintain high-quality instruction, we welcomed a new business lecturer following the retirement of a long-serving staff member. This appointment ensures continuity in delivering relevant and practical training tailored to industry needs.

A major highlight of the year was the introduction of the Digital Business Administration Skill Set in 2025, planned as a pathway from the Digital Literacy and Workplace Technology Skill Set. This program delivers more complex skills, equipping students with advanced digital tools for workplace administration and further enhancing their career prospects.

The hands-on training approach received positive feedback from students and stakeholders, reinforcing its effectiveness in improving confidence and job readiness. Looking ahead, we aim to further expand our programs, enhance digital learning opportunities, and strengthen industry partnerships to support the evolving workforce in 2025 and beyond.



Students at Batchelor Campus

CONSERVATION AND ECOSYSTEM MANAGEMENT (CEM)

The Batchelor Institute Conservation and Ecosystem Management team remains committed to delivering high-quality training reaching over 20 remote and very remote locations in the Northern Territory.

Training programs continued to support multiple ranger groups and organisations, including the Northern Land Council (NLC), Central Land Council (CLC), Dhimurru Aboriginal Corporation, Tjuwanpa Women Rangers, Rum Jungle, and Parks Australia. These efforts continue to strengthen the skills and knowledge of Indigenous Rangers, promoting environmental sustainability and community development across the region. Our CEM delivery—ranging from cohort specific short courses to Certificate II and III qualifications—ensure that Indigenous learners have access to valuable education tailored to their needs.

Batchelor Institute has also successfully delivered Foundation Skills (FSK) training to Ranger Groups in Milngimbi and Timber Creek, enhancing their capabilities with tailored literacy and numeracy support. Additionally, training in North-East Arnhem Land at Yirkala and Garthlala schools has led to successful completions of Certificate II and III programs, demonstrating strong student engagement and outcomes.

To stay aligned with best practices and emerging trends, staff actively participated in key industry events, including the Indigenous Carbon Industry Network (ICIN) Savannah Fire Forum and the Territory Natural Resource Management (TNRM) Conference.

A major highlight was the successful fire training collaboration between Batchelor Institute, Desert Knowledge Australia (DKA), the Centre for Appropriate Technology (CfAT), and the Northern Territory Fire and Rescue Service (NTFRS). This initiative trained 40 Rangers from CLC, Tjuwanpa Women Rangers, and CfAT, with NTFRS facilitating an ecological burn to control buffel grass at the Desert Knowledge Precinct.

CONSTRUCTION

The construction industry plays a vital role in the economy and development of any region, including the Northern Territory. Key areas including economic contribution, infrastructure development, housing and property development, regional development and disaster resilience through innovation and technological advances. Batchelor Institute has a very successful Construction Team that have demonstrated the value and importance of Indigenous engagement, education, and skills development, providing opportunities for individuals to gain valuable skills and qualifications, which can lead to long-term careers and economic stability.

VOCATIONAL EDUCATION AND TRAINING (VET)

In 2024 the Construction Team led by Senior Lecturer Liam Fraser developed strong relationships in the communities of Tiwi Islands, Bagot, Groote Eylandt, Port Keats and Katherine which increased training and employment opportunities for students. The short courses at Groote Eylandt project was highly successful, with students gaining valuable confidence, knowledge and nearly every student started work.

The CPC20120 Certificate II in Construction was also successfully delivered on Country at the Tiwi Islands where the government has allocated funding for the construction of houses.

The Construction Team also delivered training in Bagot Community in Darwin. This training has been very positive for the Bagot Community and Mission Australia, developing confidence and construction skills and engagement has been high, with commitments into 2024 for further students to enrol and begin their learning journey. This year we completed the concrete footpath for the school kids to walk on to school and back instead of walking through the mud.

At the end of 2024 we started delivering short courses in the Barkly Region to start to train the locals for job opportunities. We did have some success in some communities.

EARLY CHILDHOOD

The Early Childhood Education and Care programs continue to play a vital role in supporting remote students, enabling them to gain qualifications while working in childcare centres. Over the past year, the CHC30121 Certificate III in Early Childhood Education and Care and CHC50121 Diploma of early Childhood Education and Care were successfully delivered at both the Alice Springs and Batchelor campuses, with students from across the NT completing their studies and graduating. A key focus has been the expansion of remote delivery, ensuring greater access for students in communities such as Maningrida and Galiwinku.

The Batchelor Early Childhood team further strengthened its partnership with Early Childhood Australia, fostering collaboration between staff across the Territory to support training on country and through workshops at Batchelor and Alice Springs. This partnership remains a key driver of success. Additionally, Batchelor Institute's strong relationships with the NT Department of Education and private schools continue to support First Nations educators in shaping the next generation, both on Country and in urban communities across the NT.



EDUCATION SUPPORT

Education remains a cornerstone of progress in the Northern Territory, playing a vital role in reducing social, educational, and economic inequalities faced by Aboriginal and Torres Strait Islander peoples. It is integral to reconciliation, closing the gap, preserving cultural identity, and equipping future leaders with the skills and knowledge they need. Expanding training opportunities in remote communities such as Maningrida and Galiwinku has been a key focus, ensuring culturally appropriate education that strengthens employment pathways and community leadership. The VET Education team, under the leadership of Evelyn Schaber, successfully delivered training programs, including CHC30221 Certificate III in School Based Education Support and CHC40221 Certificate IV in School Based Education Support, with an increased emphasis on remote delivery to enhance access and participation.



Remote workshop delivery - Certificate III in School Based Education Support at Ramining School.

HEALTH AND COMMUNITY SERVICES

Aboriginal and Torres Strait Islander Primary Health Care (ATSI PHC) in the Northern Territory is a critical area of service provision and is vitally important for several reasons, playing a crucial role in addressing the unique health challenges and disparities faced by communities across the NT. ATSI PHC in the NT addresses health disparities, promoting cultural competence, and improving the overall health and well-being of Indigenous communities. It serves as an essential component of the broader efforts to achieve health equity and social justice for First Nations people in the NT and across Australia. Batchelor Institutes VET Health and Community Services Team, led by Pilar Cubillo, continued to deliver high quality training in this space in 2024, as well as the delivery of Community Services, First Aid and Family Well Being programs that were well received and continue to assist students in helping their own communities and families with the sort of hands-on skills and expertise required to bring change.

Early Childhood Education and Care student in a workshop on the DPC Campus

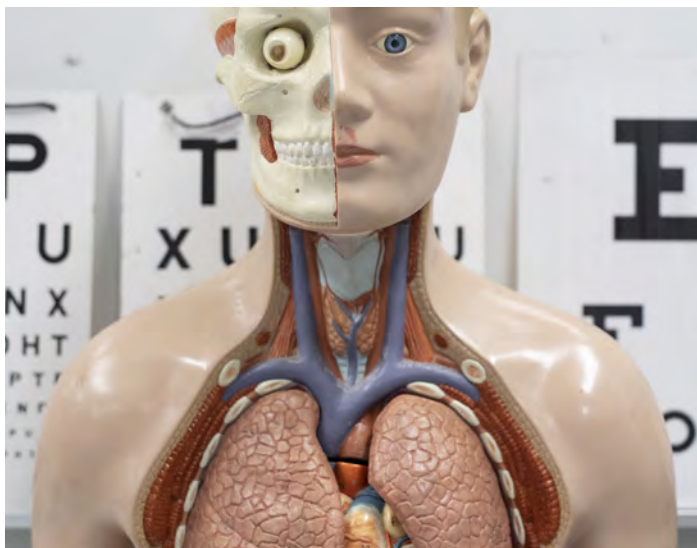
The team has continued to work with Palmerston Family and Children Centre to deliver the CHC22015 Certificate II in Community Services and CHC32015 Certificate III in Community Services as a continuum to a career pathway for young mums. The program is aimed to progress students from successful completion into employment. Students completing the program is testament to the staff's hard work and students' dedication.

In September 2024, Australasian Foundation of Plastic Surgery surgeons continued to visit Batchelor campus to provide their expertise to teach suturing and wound care practices to 20 Aboriginal health practitioner students for a fourth year. Led by Sydney-based Chairman of the Australasian Foundation for Plastic Surgery and a new addition to the partnership, Associate Professor Christina Parker, and Dr Richard Barnett, School of Nursing, Queensland University of Technology for Chronic Wound Management, the surgeons donated their time as part of a wound management program and through a Deed of Collaboration with Batchelor Institute. The students were in their first or second year in the HLT40213 Certificate IV in Aboriginal and Torres Strait Islander Primary Health Care (Practice).

The HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice) continued to be accredited by the Australian Health Practitioner Regulation Agency. Students from the Northern Territory, Victoria, South Australia, and Queensland undertook the course on campus, to participate in demonstrations and practice 62 clinical skills.

In October Batchelor Institute received notice of the Aboriginal and Torres Strait Islander Health Practice Board of Australia's (the Board) decision regarding approval of Batchelor Institute's HLT40221 program in 2024. The HLT40221 program was approved and can now be found as an approved program of study listed on its website.

The HLT40213 Certificate IV in Aboriginal and Torres Strait Islander Primary Health Care (Practice) program (Batchelor and Alice Springs) was approved in December 2024 as a program for study for registration until 30 July 2025 when it ceases in its entirety.



RESOURCES AND INFRASTRUCTURE

The Resources and Infrastructure team exceeded performance targets in 2024, expanding delivery to include more apprenticeships and on-the-job training. Key highlights include training delivered at both Tindal and Darwin RAAF bases in partnership with ABR Group, and the successful completion of RII30820 Certificate III in Civil Construction Plant Operations by Rum Jungle Trainees.

The team also received approval from the Motor Vehicle Registry (MVR) in September to deliver truck licensing training for classifications from Light Rigid (LR) through to Multi-Combination (MC) vehicles.

A major milestone was achieved in Wadeye, where machinery training was provided to 24 students. Participants completed varying numbers of units, from one or two up to eight, to meet the operational needs of the West Daly Shire Council.



Student Mark is learning to use the Pole Saw under the supervision of Lecturer Alvin at Borroloola Community

In addition, the team delivered a range of short courses in high demand across industries and remote communities. These included Fencing, Pothole Repair, Manual Tree Felling, and Forklift Operation, among others.

Early in 2024, the team focused efforts on supporting the West Daly Regional Council to upskill staff across three of its communities. Training commenced in June and continued through to early December. Over 28 students completed a range of machinery skill sets, including Skid Steer, Backhoe Loader, Tractor, Grader, and Excavator operations. West Daly Council has now begun recruiting new workers who will be signed up for a full RII30820 Certificate III in Civil Construction Plant Operations, scheduled to commence in early 2025.

VOCATIONAL EDUCATION AND TRAINING (VET)

The team also grew in capacity with the addition of a part-time lecturer delivering AUR10120 Certificate I in Automotive, as well as a new full-time staff member. AUR10120 Certificate I in Automotive was also successfully delivered on campus at Batchelor to remote school students, with 12 students participating and strong interest expressed for future programs.

A successful training block was conducted in Katherine, focusing on Grader and Loader operations. The media team produced a short video featuring stakeholders and students, which was well received and showcased the impact of the training.

A well-planned year delivered strong results, with significant community engagement and increased training requests already received for 2025.

SCREEN AND MEDIA

Batchelor Institute continues to deliver high-quality vocational education and training in Media across the Northern Territory. CUA31020 Certificate III and CUA41220 Certificate IV in Screen and Media were offered at both the Batchelor and Alice Springs campuses, equipping students with essential industry skills.

Expanding on this foundation, the Institute facilitated Fee-For-Service (FFS) training for the First Nations Media Australia Journalist Cadets Program, providing emerging media professionals with specialised technical and journalistic training to enhance their industry readiness.

Practical experience remained a key focus. Students gained hands-on exposure by contributing to major cultural and industry events such as the Barunga Festival, Parrtjima Festival, and the National Indigenous Music Awards (NIMAs), strengthening both their skills and industry connections. Certificate IV students also took the lead in live-streaming the Batchelor Institute Graduation Ceremony in June, gaining valuable experience in live broadcast production.

Industry engagement played a significant role in student success. At the red carpet screening of the Netflix series *Territory*, three Batchelor Institute students secured employment on the production, demonstrating the Institute's role in fostering pathways into the film and media industries.

Batchelor Institute staff and students were also instrumental in the Institute's 50-year celebrations, organising and participating in movie screenings at Deckchair Cinema, live performances at Bustard Town, and various campus activities. Additionally, students filmed the seminar series as part of the commemorative events, further honing their media production skills.

Through these initiatives, Batchelor Institute remains committed to delivering high-quality training, fostering industry partnerships, and supporting students in gaining real-world experience and employment opportunities.

VISUAL ARTS

In 2024, we expanded our Visual Arts programs, equipping students with essential creative and technical skills to support their artistic development. Our offerings included CUA10320 Certificate I, CUA20720 Certificate II, and CUA31120 Certificate III in Visual Arts, allowing students to explore different mediums and techniques through hands-on learning experiences.

We successfully delivered Visual Arts courses within the VET in Schools program in Alice Springs and Batchelor, providing secondary students with early exposure to structured arts education. These programs have been crucial in nurturing emerging talent and offering pathways into further education and careers in the creative sector.

To strengthen our Visual Arts department, we welcomed a new trainer at the Batchelor campus. This appointment enhances our ability to provide expert instruction, ensuring students benefit from comprehensive guidance as they refine their skills.

Students and stakeholders have expressed strong appreciation for the interactive, practice-based approach, which allows learners to apply their creativity in meaningful ways. Moving forward, we plan to expand our Visual Arts programs, build new partnerships, and incorporate more digital and contemporary art practices into our curriculum.



Visual art student at the Desert People's Centre Campus

Early Childhood Education and Care Graduate Zelda Dhamarrandji delivering the Student Response at the Batchelor Graduation Ceremony (June 2024)



HIGHER EDUCATION AND RESEARCH



THE BATCHELOR STATEMENT

A significant moment at the Institute's 50th anniversary symposium was the presentation by Dr Sadie Heckenberg, Chair of the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSHEC), of the Batchelor Statement. This important Statement, copied in full below, announced the support for Batchelor to become Australia's first First Nations University. It was developed during NATSHEC's first Elders and Knowledge Holders Summit held at Batchelor Institute in 2023.

The Batchelor Statement

Akaltye-arle-anthemeye,
teaching is a really sacred thing
akaltye-irrenheke,
constantly learning;
arintyeke,
seeking it as forever ongoing;
imerneheke,
being shown continuously.
That is how it was and is.

(MK Turner Report 2023)

In 2023, the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSHEC) held its first Elders' Summit at Batchelor Institute of Indigenous Tertiary Education, on the Traditional Lands of the Kungarakan and Warai Peoples. This event brought together Aboriginal and Torres Strait Islander Elders from across Australia. Led by Kungarakan Traditional Owner-Custodian and Batchelor Elder Academic Associate Professor Aunty Sue Stanton, and NATSHEC Vice-President Eldership, Professor N'arweet Carolyn Briggs AM, the Summit was an opportunity for Elders and senior Knowledge Holders to gather and discuss important issues across the higher education sector and communities.

The Summit of respected leaders, scholars and sovereign Elders, offers the following document herein referred to as 'The Batchelor Statement'.

Our vision is for a world class education system that encourages and supports all students and recognises Indigenous systems of teaching and learning as being equally appropriate and effective as western systems. We recognise the importance of families and communities in educational design and delivery, knowing that we succeed when education is designed by our communities and delivered in Country by our people.

We the undersigned as direct beneficiaries of the toil of our Ancestors and Elders are determined to establish an Indigenous university in this Country.

We gather as First Peoples of our respective Aboriginal and Torres Strait Islander nations, recognising and reaffirming the sovereignty and the educational rights of all First Peoples.

Batchelor Institute of Indigenous Tertiary Education is the only Aboriginal and Torres Strait Islander community controlled dual sector educational institution. For this reason, we propose Batchelor Institute as the site of the first Indigenous university in Australia. We propose that a university built on strength and beliefs in our old ways will fundamentally change the knowledge exchange landscape of this country.

Batchelor Institute is built on foundations that trust in the hospitality, laws and customs of our old ways, and trust in our many unique and varied cultures across this large land. Batchelor is uniquely equipped to recognise, respect and value our many cultural traditions as being distinct to their own countries and land-based practices.

The privileging of First Nations ways of learning and teaching underpins our engagement with western education systems, and society more broadly. An Indigenous university, envisioned by former Chair of Batchelor Institute Gatjil Djerrkura, "must stand alone. It must be clearly defined by an Australian Indigenous mentality...it must reflect us black people... the learning system or the learning institution has to be black philosophy and ideology" (Aunty Rose Kunoth-Monks in Ngoonjook 2004).

We see the brilliance of children come to life when their environments of learning are founded in their cultures and languages. Our learning systems are the oldest in the world. It is time for a national education policy with a pathway, a timeline and the resources to create a First Nations-led and designed learning system as part of our national education system.

(MK Turner Report 2023)

The right to Indigenous led education is a fundamental right in the United Nations Declaration on the Rights of Indigenous People, however, as First Peoples of Australia we are yet to see the UNDRIP implemented. Australia has a moral imperative to take the UNDRIP beyond motherhood statements in policy and to urgently legislate them into domestic laws, particularly Article 14. By signing below we support the implementation of the principles and philosophy of the United Nations Declaration on the Rights of Indigenous People to be applied in full, the dream and vision our Elders have charged us with.

The Batchelor Statement reinforces that our Elders, as sovereign people, remind the current and futures generations that the journey is ongoing.

We recognise the wisdom of this Elders collective and all those who have fought before us to realise this vision, that when we recognise our old ways in an educational setting, that is uniquely our own we step closer to the global vision of education self-determination. We support and recognise the long history of advocacy and social justice fighting of bodies we move forward into our collective future.

RESEARCH

Batchelor Institute's research team may be small but continues to build its reputation for excellence at the national and international level.

This was demonstrated by the appointment during the year of Batchelor's Executive Dean of Higher Education and Research Division and renowned First Nations researcher, Professor Kathryn Gilbey, to the Australian Research Council's (ARC) inaugural Indigenous Forum.



Professor Kathryn Gilbey

RESEARCH AND EVALUATION IN FIRST NATIONS EDUCATION

The Institute is renowned for its research in the field of First Nations education, primary through to tertiary, and is invited regularly to undertake research in this field and present findings at national forums. Conferences are an important mechanism for disseminating learnings and impacting policy and practice.

Professor Kathryn Gilbey and ARC funded project colleagues, including Batchelor's PhD candidate Uncle John Whop, were the plenary speakers at the Quality in Postgraduate Research Conference held in Adelaide in April. They presented on their research on doctoral education as a site of potential epistemic justice in Australia, Aotearoa and South Africa through foregrounding Indigenous and transcultural knowledges and identities. This project is led by University of the Sunshine Coast.

Image 1: Prof Kathryn Gilbey and Batchelor's PhD candidate Uncle John Whop speaking at the Quality in Postgraduate Research Conference held in Adelaide

Image 2 : Dr John Guenther, Dr Robyn Ober and Dr Catherine Holmes, presented at the Australian Association for Research in Education (AARE)

Image 3: Batchelor's PhD candidate Uncle John Whop, and Dr Robyn Ober

In December 2024, 3 Batchelor researchers, Dr John Guenther, Dr Robyn Ober and Dr Catherine Holmes, presented at the Australian Association for Research in Education (AARE) Conference, on findings from different research projects they have been involved with.

Also at AARE was Batchelor PhD candidate Uncle John Whop, who was with research team members presenting on the ARC funded project about foregrounding Indigenous knowledges in doctoral education.



ARC DISCOVERY PROJECT – REMOTE SCHOOL RETENTION

Already partnering in two Australian Research Council (ARC) funded projects, 2024 saw Batchelor apply for and win an ARC Discovery Project for the first time in over 10 years. This project will commence in 2025 and investigate remote Aboriginal students' high school retention and post-school pathways. This project aims to determine what schools can do to retain students to support transition to work and further study. It will build on the learnings from previous studies undertaken by the team. The research team includes Dr John Guenther and Dr Robyn Ober from Batchelor, Dr Rhonda Oliver from Curtin University and Dr Catherine Holmes from ANU.

INDIGIMOB EVALUATION

Batchelor Institute has worked with First Nations Media Australia to evaluate its inDigiMOB program. The final report, completed in December 2024, highlighted findings of the last phase of the program and looked forward to ways that digital inclusion programs could better meet the needs of remote communities into the future. Batchelor researchers John Guenther and Cat Holmes interviewed remote community stakeholders to find out what they thought might improve access, affordability and digital skills. Beyond the pressing need for digital skills and cyber safety, their report highlighted the need for place-based community hubs which could address digital inclusion issues. Stakeholders also wanted future programs to prioritise Aboriginal and Torres Strait Islander languages and cultures and offer affordable and reliable access to technologies.

PRF

The research team was also successful in winning a tender to evaluate the Paul Ramsay Foundation (PRF) partnership with Australian Schools Plus. PRF is a philanthropic foundation with a focus on ensuring that people and places have what they need to thrive. Schools Plus provides support to schools through the Schools Partnerships Program. The evaluation will assess the effectiveness of the partnership between PRF and Schools Plus in delivery of SPP to 45 remote and very remote schools. The project will take place in 2025 and 2026.

NCVER

Still in the education space, Batchelor researchers commenced a project with the National Centre for Vocational Education and Research (NCVER) called Place-based approaches and culturally appropriate teaching, learning and supports for Aboriginal and Torres Strait Islander adult learners (VET). As part of this NCVER project, Batchelor researchers will complete 6 case studies of RTOs demonstrating good practice in culturally responsive place-based training models, operating in various locations around Australia.

LANGUAGE AND EDUCATION

Dr Robyn Ober, who completed her PhD in 2019 on Aboriginal English as a Social and Cultural Identity Marker in an Indigenous Tertiary Educational Context and since gained recognition for her expertise in this field, was a keynote speaker at the international Sociolinguistics Symposium 25, in Perth. Robyn spoke on Slipping and Sliding through Aboriginal English – Taking the ordinary to create extraordinary Indigenous educational spaces. Dr Ober was also invited to be guest editor on the Australian Review of Applied Linguistics (ARAL) Call for Papers – 2025 Special Issue Special Issue title: Strengthening Aboriginal and Torres Strait Islander language learning.



Dr Robyn Ober at the international Sociolinguistics Symposium 25, in Perth.

SOCIAL JUSTICE

Batchelor's research team also has a strong interest in social justice issues such as homelessness and poverty.

Lutheran Care

The report An exploration of the impact of Lutheran Care's Financial Wellbeing programs in Central Australia, the drivers of poverty and what can be done?, co-authored by Dr Judith Lovell, Margaret Friel, Theresa Alice and Dr John Guenther from the Institute, was launched by Lutheran Care during the year. The findings from this study highlight the important work being done by Lutheran Care in Central Australia and the systemic barriers facing people experiencing hardship or disadvantage, particularly Aboriginal people, as well as presenting some solutions for change.

INDIGENOUS RESEARCH METHODOLOGIES

In 2024 Dr Ober was promoted to Indigenous Research Practice Leader in recognition of her experience and expertise. Robyn heads up a small team of First Nations researchers including two Research Associates who are PhD candidates of Batchelor Institute's Graduate School. Robyn has long been a strong proponent of the "Both-Ways" approach, working to combine Indigenous and non-Indigenous ways of knowing, being and learning in teaching practice and in research. During the year she commenced a scoping study around community-based researchers which is expected to lead into a larger research project.

A book published in 2024 titled Indigenous Early Career Researchers in Australian Universities. Our Stories includes a chapter by Robyn, talking about her journey from teacher to PhD student to becoming an early career researcher.

SpringerBriefs in Education

Michelle Trudgett · Susan Page · Rhonda Povey ·
Michelle Locke Editors

Indigenous Early Career Researchers in Australian Universities Our Stories

OPEN ACCESS

 Springer

SPIRIT PROJECT

The SPIRIT (Supporting Play and Intergenerational Relationships with Indigenous Tradition) Project entered year 2 in 2024. This project, aimed at enhancing child development and well-being in First Nations communities, is a global Indigenous initiative led by Johns Hopkins Centre for Indigenous Health (USA) with partners Batchelor Institute (Australia), The University of Otago (NZ) and First Nations Health Authority (Canada) and funded by the Lego Foundation.

A key development during the year included entering into an agreement for support for the First 2000 Days Program in Grafton NSW. First 2000 Days supports families with children aged 0-5 years of age from pregnancy through until start of formal schooling. With support from the SPIRIT Project, the First 2000 Days Program is now able to provide transport to families to assist them to attend primary care and other necessary appointments.



The SPIRIT Project Partners with branded vehicle

The SPIRIT Project continues to support several initiatives in Mparntwe, including the Pertame Language Nest, an immersion playgroup designed for babies up to 5 years old and their parents. Additionally, the project supported Early Years Learning on Country sessions at Burt Creek, Sandy Bore, and Hidden Valley, provided by the local partner organisation Children's Ground.



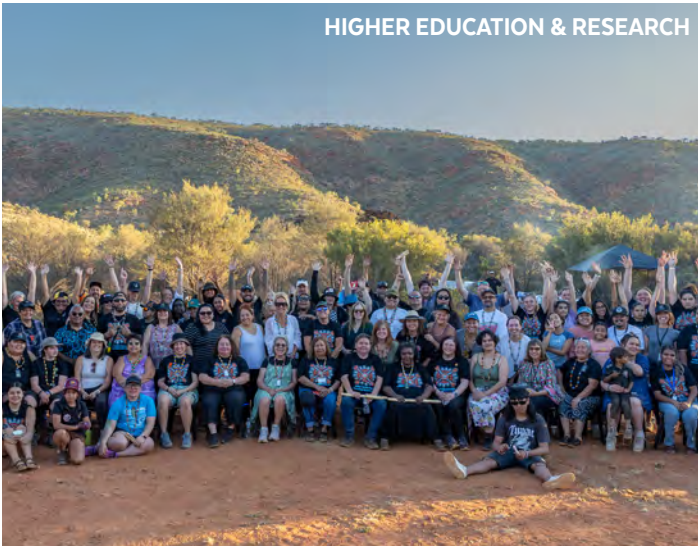
SPIRIT GLOBAL GATHERING

Batchelor Institute hosted the second SPIRIT Global Gathering in Mparntwe (Alice Springs) in August 2024, bringing together 65 First Nations colleagues from our partner countries and organisations to share countries, stories and research.

Professor Gilbey, Batchelor’s project lead, acknowledged our amazing Chair, Pat Anderson, and vibrant local identity Marie Ellis. Pat is a member of the SPIRIT Project’s Global Advisory Council, and Marie has been involved in various capacities since the project’s rollout in Australia.

RECOGNISING OUR ALUMNI

As part of its 50th anniversary celebrations, Batchelor campus hosted a 2 day symposium with presentations by alumni of the Higher Education and VET courses including Associate Professor Robyn Heckenberg, Dr Helen Bishop, Yalmay Yunupingu, Uncle John Whop, and our own Dr Robyn Ober with Canadian colleague Dr Michelle Hogue among others. These past students spoke to their experience at Batchelor and the strength of Batchelor’s approach in supporting students.



HIGHER EDUCATION & RESEARCH



Photos from the SPIRIT Global Gathering
Photographer: Oliver Eclipse

GRADUATE SCHOOL

As the top Higher Degree provider for success and retention in Australian Universities, Batchelor Institute remained committed to creating a safe space fostering academic excellence and cultural strength. In 2024, the Graduate School maintained significant milestones, with two-thirds of candidates pursuing higher degrees by research residing in regional and remote areas.

In 2024 we completed 2 and retained 18 Candidates each undertaking a higher degree MA - Masters by Research or PHD - Doctorate by Research. The research undertaken by Candidates in the Graduate School is Indigenous Knowledge-led research including through thesis and by creative and cultural practice, academic writing, literary writing, art making, video documentary and software development. The contribution of Graduate School candidates impacts on national and international research communities through contributing to Indigenous Knowledges in practice, in community stake holding, participation in research networks, and fundamentally through intersecting widely across the academy. Candidate research projects are decolonising, interpreting, reinterpreting, awakening and generating knowledge including through new forms of creative practice and artefacts, project and thesis.

Two intensive Masterclasses in 2024 supported research advancement, while increased tutorial support, advocacy for success, participation in national research forums and conferences, scholarship in ARC research projects, and work in commissioned evaluation contributed some of the Graduate School's highlights. The Institute appointed the second of two research associates who are undertaking their PhD research in Indigenous Tertiary Education, and in Healing from Country while they gain hands-on experience in research and evaluation projects as research-active staff members.

Batchelor Institute remains the number one Higher Degree provider for success and retention in Australian Universities. The Graduate School, which offers higher degree by research in the Doctor of Philosophy (PhD) and Master of Philosophy (MA) levels, operates both within and outside Australian University mainstream academic structures. It ensures a safe space with a strong focus on academic excellence and cultural strength by prioritising Aboriginal and Torres Strait Islander ways of knowing and being. This focus is further supported through the Cultural and Academic Integrity leadership of the Institute which enables Candidates to have a safe and robust forum for discussion to explore the challenges faced by First Nations researchers who are accountable not only to the academy but to their cultural and community responsibilities.

Achievements in 2024 included one PhD graduation and one MA graduation, three Confirmations of Candidature and two Human Research Ethics applications given clearance. A further five Candidates continued extensive components of their research, including with people in remote locations in central and northern WA, along the Torres Strait, within the Northern Territory.

The Graduate School Higher Degree Research community remains diverse, multi-disciplinary and strongly representative of all states and territories. In 2024 two-thirds (14) of the 20 candidates lived in either regional or remote areas. The two Graduate School Liaison and Engagement Officers continued to play a central role in supporting candidates' success and wellbeing. We also acknowledge the commitment of our academic supervisors, our senior First Nations academics and Elders as well as Alumni (10) in contributing to candidate success. 50% of our active supervisors are Aboriginal or Torres Strait Islander academics or industry experts.

Other candidate development opportunities included participation at significant national research forums and conferences.



Master Class Research Training Skills Intensive gathering at Anthwerke (Emily Gap)

Master of Philosophy (Research) Graduate Betty Vincent at the
Desert People's Centre Graduation Ceremony (September 2024)



CENTRE FOR AUSTRALIAN LANGUAGES AND LINGUISTICS (CALL)

In May 2024, CALL proudly released its Plan for the first half of the International Decade of Indigenous Languages, Amangke-itneme. Please reach out if you would like a hardcopy, or download it at the [CALL website](#). CALL, as one of Australia's 24 Indigenous Languages and the Arts (ILA)-funded Indigenous Language Centres (ILCs), sits within Batchelor Institute's Higher Education and Research Division, and stands as a crucial hub in Central Australia and the Top End of the Northern Territory for the revival, maintenance and promotion of Australia's First Nations languages.

The International Decade of Indigenous Languages has seen increased international focus on language endangerment worldwide, which has been matched by increased Federal government support for ILCs. CALL continued to play a multi-pronged role supporting First Nations Languages and community language teams in a range of advocacy and revitalisation efforts including leading delivery of and involvement in language education programs, production of and maintenance of paper and online resources and involvement in regional language networks.

CALL provided leadership to an ILA-funded consultation about new language centre funding coming to Central Australia, and supported a number of key events that both celebrated Indigenous languages and provided opportunities for increasing community awareness of language endangerment. During 2024, CALL has increased its staff to include a new linguist in the Top End and an Arrernte senior project officer in Central Australia, as well as a number of language-based casual contracts for the strengthening of projects and resource production.

CALL has continued to carry out a range of projects, finalising some, continuing others and beginning new projects. Through its many collaborations with community language teams and partner organisations, CALL provides language support to Wadeye, Central Australia and some other Top End locations.

With the addition of a new linguist in the Top End, community stakeholder consultations in Wadeye have presented new opportunities for language sustainability for the endangered languages including Marri Ngarr, Mati Ke, and Magati Ke. Currently, work is underway on new language learning resources such as language learning posters and a Learners guide.

The Kungarakany Language Project, funded by Indigenous Languages and Arts (ILA) was completed during 2024 with the finalisation of the resources. All resources are available via the CALL website <https://callprojects.org.au/kungarakany>.

The ILA-funded Talking Tracks project involves a series of animations and books in 6 Central Australian languages. Project work is continuing to make the resources available from the CALL website as well as hard copy format. This is a work in progress that has continued to involve communities in checking and recording audio to match the resources.

The Martutharra/Southern Luritja language project continues through an intergenerational community language team who are working to set up language learning opportunities/activities on country around Mt Peachy in Central Australia. Alongside that goal



the team is working on the production of a digital language resource, an online audio dictionary and a number of other language resources to support the intergenerational learning.

The [Pertame Language Revival Project](#), a community-based and community-led project, continued to be supported by CALL and continued to go from strength to strength. It now includes a Language Nest (0-5yos), a Fluency Transfer project designed to enable the young adults to learn to speak their language and therefore support the language nest, and a range of other prongs to their work. The Pertame team have secured funds for the building of an on-Country school. Some Pertame community members have begun studying the new language certificates being offered at Batchelor.

The Mowanjumb Endangered Languages Project: Worrora, Wunambal and Nygarinyin has stalled for a while since COVID and due to deaths in the community but we anticipate finalising it in 2025.

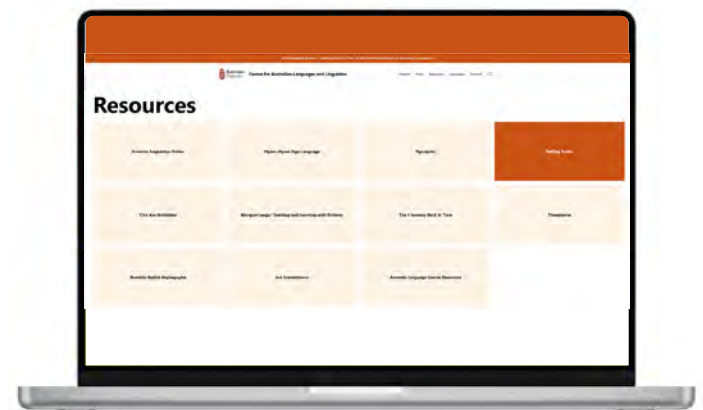
During 2024 CALL received 2-year ILA funding for a new Arrernte book about plants and their uses called Arne-kenhe. CALL also obtained funding from the NTG for a Kaytetye language history project, and from Newmont Corporation for a Coniston Massacre history project. These projects are both being undertaken by First Nations people with direct links to the tellers of the stories.

During 2024, CALL began to host monthly get-togethers, Let's Talk Language morning teas, to share language resources, experiences and concerns. Let's Talk Language morning teas are taking place outside the library at the Desert Peoples' Centre on the first Wednesday of each month. People from all over have attended – Ngaanyatjara, Pitjantjatjara, Yankuntjatjara, Luritja, Martutharra, Arrernte, Anmatyerr, Alyawarr, Pertame, Kaytetye, Western Arrarnta – just to mention a few of the languages represented. These get-togethers have been greatly enjoyed, bringing people together who otherwise might not get to hear from each other, to talk language and hear what is going on.

Another initiative begun during 2024 is the 'Let's Talk Language' podcast. They may stop you in your tracks! Press play today! 'Let's Talk Language' podcast launched in December 2024 to share interviews with some local Language Champions, both Elders and across the generations. It is a podcast about Language featuring stories told by First Nations Australians from Central Australia and the Top End of Northern Territory. These heartfelt stories reveal vastly different experiences that can alter views on how we understand First Nations peoples' experiences in relation to their Languages. To listen to these stories, go to: <https://open.spotify.com/show/51WjJc2G7G7sWkhMqcaJAS>



• Ltyentye Apurte Language workers and voice actors for the Nturrerte, Ntange Akerte (Pigeon and the grass seed) animation, Talking Tracks project.



• Resources page on the [CALL website](#).

CALL continues to maintain and develop a suite of online resources. These include the [CALL website](#), an Australian [Indigenous sign language dictionary](#) and related sign language resources and information, and the [Arrernte online wordlist and phonics resource](#). The Martutharra Luritja project is continuing checking and adding audio and images to its online resource, developed in partnership with the Bininj Kunwok Regional Language Centre. In partnership with the Batchelor Institute Library, the CALL Collection database and website has become one of the projects in the BI/CALL partnership with UQ/UniMelb National language data project LdaCA in order to ensure its persistence into the future as a storage and access site for language resources. We are proud too to announce another significant project with LdaCA and Melbourne University to develop a website showcasing the life work of [Veronica Dobson](#), Arrernte language and culture expert, teacher and elder and co-author of the Arrernte encyclopaedic dictionary.

LANGUAGE EDUCATION/COURSES

Partnerships with NTDE to support school language programs and regions continued in 2024 and saw CALL involved in workshops with Warlpiri, Anmatyerr and Arrernte regions at Tilmouth Well, Ti Tree and in Alice Springs.

CALL ran a series of language classes for Arrernte speakers either working as language teachers or with the aim of becoming language teachers. The main Arrernte teacher we have is Veronica Dobson who is 80 years old, and who is determined to support the next generation of potential teachers to develop the necessary skills and confidence.

This past year, we have also continued to support the new language certificate courses at Batchelor Institute:

- 10890NAT Certificate II in Learning an Australian First Nation’s Language
- 10891NAT Certificate III in Learning an Australian First Nation’s Language
- 10892NAT Certificate IV in Teaching an Australian First Nation’s Language

These certificates are delivered across the Northern Territory with the inclusion of languages such as Arrernte, Batjmalh. Dagoman, Kungarakana, Pertame, Luritja, Tiwi, and Warlpiri.

CALL COLLABORATIONS

Collaborations in 2024 with CALL include:

- Research Unit for Indigenous Language, University of Melbourne
- LdaCA Language Data Commons Australia
- NT Department of Education Languages and Culturally Responsive Learning Team and Anmatyerr Schools, Warlpiri Schools, Amangu Schools and Arrernte Schools language regions
- Numburindi Development Aboriginal Corporation ILA grant application for Numburindi Upskilling to Preserve our Language project. A three-year grant application to support the upskilling of language workers and the development of a dictionary via semantic domain for the Wubuy language.

- Launch of the Amangke-itneme CALL plan for the International Decade of Indigenous Languages at the monthly Let’s Talk Language Morning Tea.



CALL GOVERNMENT GRANTS RECEIVED IN 2024

ILA Central Australia and Wadeye 2023-2024
\$550,000.00

ILA Central Australia and Wadeye 2024-2025
\$412,500.00

ILA Arrernte Arne-kenhe project 2024-2025
\$68,320.00

ILA Pertame Language nest 2023-2024
\$63,750.00

ILA Pertame Language nest 2024-2025
\$210,000.00

ILA Kaytetye history book 2024-2025
\$20,000.00

- Language forum at the Desert Peoples Centre Campus and recording of the Let’s Talk Language Podcast.



BACHELOR PRESS

The publishing highlight for 2024 was the release of the long-awaited book on the Batchelor Institute Art Collection, the first such significant publication on this little-known but invaluable resource. Visual arts also featured strongly in *An-jiburey*, published early 2024 and testament to the Press's longstanding focus on endangered languages and community-driven content.

ALL MY COUNTRY

All my Country, the Batchelor Institute Art Collection is the first significant publication on this Collection which numbers around 1,000 artworks made primarily by Indigenous Australian artists. The publication was launched to coincide with BIITE's 50th anniversary considering that the Collection offers such a rich window into BIITE history. The book actually had three launches: the first in Darwin as part of the NT Writers' Festival; the second at Batchelor as part of BIITE's 50th anniversary symposium; and the third at Red Kangaroo Books, Alice Springs. The book also had a presence at the 2024 annual conference of the Art Association of Australia and New Zealand at the Australian National University, Canberra.

The title *All my Country* comes from the book's editor-in-chief Dr Ngatkali Wendy Ludwig who was supported by Maurice O'Riordan as editor. Commissioned writers for the book's key essays include Gary Lee, Chips Mackinolty, Pat Torres and Joanna Barkman who are affiliated with the Collection in various ways. Also featured is a Collections Highlights section profiling prominent themes or mediums such as Bush Toys, Megafauna at Alcoota or Carved (objects), and a Catalogue section with details of all works in the Collection as at the time of publication. Designed by Therese Ritchie, the book presents over 330 colour images. *All my Country* was produced with grateful assistance from Creative Australia.



- Maurice O'Riordan and Dr Ngatkali Wendy Ludwig at the launch of *All my Country*, Red Kangaroo Books, Alice Springs; photo by Oscar Stenmalm Wolke, reproduced from his article *BIITE launches latest All my Country offering*, *The Centralian Today*, 31 October 2024, p. 22.

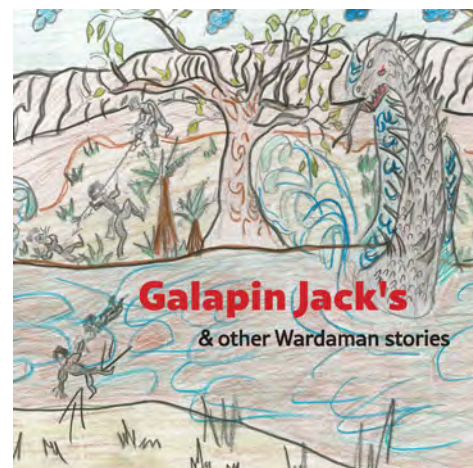
Cover of *Galapin Jack's* with illustration by Bill Harney Jnr. :

CLAN AND COUNTRY

Visual arts, through the artwork of the late Bangardi Alec Wurrmara, is also a feature of the publication *An-jiburey*, a clan-mapping book published by Batchelor Press in association with the Cultural Research Office, Maningrida Arts and Culture. The book relates to the Balkarranga, Gangarl, Gamarl and junggay (caretaker) clans of Central Arnhem Land. Much of the Press's work on this publication was carried out in 2023, with the bulk of the research done over the past 3 years at Maningrida as part of a federal Indigenous Languages and Arts (ILA) program-funded project. The book was published in early 2024 for a primarily community-based distribution managed through the Cultural Research Office. The overall project is featured on ILA's website: <https://www.arts.gov.au/news/conserving-and-revitalising-indigenous-cultural-expression>

In 2024, Batchelor Press once again partnered with members of the Wardaman community and linguist Francesca Merlan to produce another Wardaman/English language-learning resource, *Galapin Jack's & other Wardaman Stories*. Once again, Bill Harney Junior was the book's illustrator however for this latest title he produced many more images than the single illustration for *Bornorron Warrag* (2023).

Galapin Jack's is a more substantive publication, drawing on autobiographical stories told by Bill Harney Snr, the late Elsie Raymond and Sally Wijnmarr as recorded by Merlan from the late 1980s to the present day. The stories share important insights into Wardaman culture and aspects of frontier life including pastoralism and the forced removal of mixed-heritage children. Escape by Bill Harney Snr, for example, recalls how he dodged Welfare authorities as a young child by escaping out bush on horseback (and after biting one of them on their first attempt to take him away). Each story has a QR code linking to the original audio recording. The project was enabled through the Endangered Languages Documentation Programme, Berlin, with the book to be published and launched early 2025.



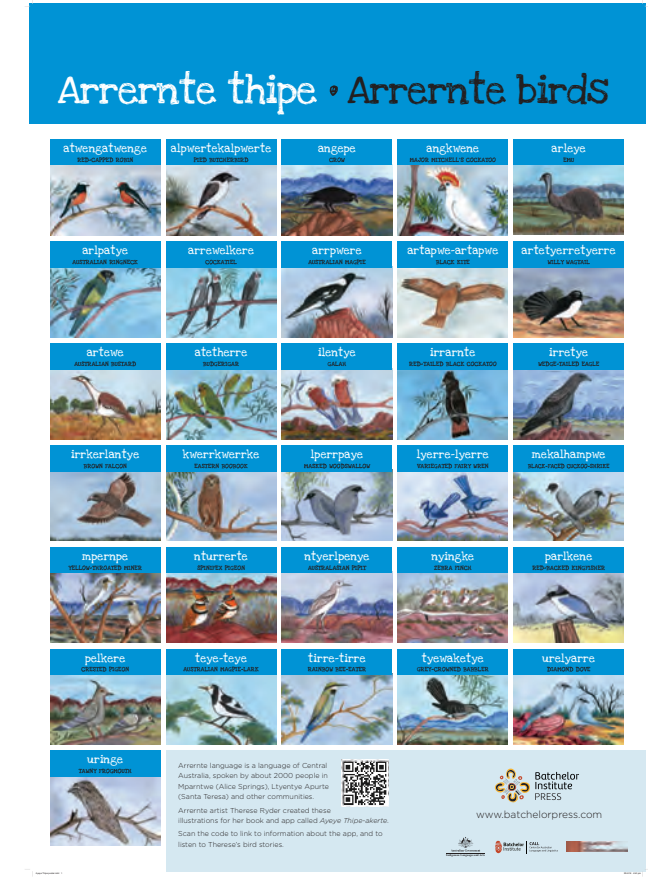
The Press featured strongly in the publication Amangke-Itne, The CALL Plan for the International Decade of Indigenous Languages (2024) through its role as publisher and editorial assistance and through the Plan’s coverage of the many ways in which CALL-led projects have also involved outcomes for Batchelor Press. BIITE’s 50th anniversary year also saw the revival of the Language Champions initiative through an informal partnership between Batchelor Press and the NT Education Mob, leading to the production of new posters for champions including Jeanie Bell, Obed Ragget, Maurice Luther and Tarna Andrews. These were displayed as part of BIITE’s 50th anniversary symposium.

MARKET IMPRINT

The most popular book by number of sales in 2024 was the Nyoongar Dictionary, a slightly bigger-than-pocket-sized dictionary first published in 2011 for the Benedictine Community New Norcia Inc and the Nyoongar Language Project. It has had numerous reprints since 2011. Djerap, another Nyoongar language-related title (djerap meaning ‘birds’), was the Press’s best seller by income in 2024 followed by the newly released All my Country with the push of its various public launches. The Press’s most popular posters for the year were Face Parts and Body Parts along with the Ayeye Thipe Bird Poster (Arrernte language) which had a reprint in late 2024. Public events for the Press included the Barunga Festival (via BIITE’s Marketing team) and the inaugural Belyuen Cultural Festival which it’s hoped will grow in the coming years. Batchelor Press continued its participation on the First Nations Lens Steering Committee for the Informit academic database at RMIT, Melbourne.



- Image 1: Cover of An-jiburey with an image (detail) of Bangardi Alec Wurrmala’s ‘Janambal’ bark painting (no date).
- Image 2 : Pages from An-jiburey, pp. 48-49. Part of a four-page spread in the book picturing the site of Ana-jola in Balkarranga Rrawa (Country)
- Image 3: Jeanie Bell, Language Champion poster



- The Arrente thipe (birds) poster based on the Ayeye Thipe-Akerte, Arrente stories about birds book (Batchelor Press, 2017) with illustrations by Therese Ryder

BATCHELOR INSTITUTE ART COLLECTION

The 2024 year was one of increased visibility for the Batchelor Institute Art Collection and a strengthening of its operational mechanisms, following renewed levels of support from Council and Executive Services in 2023. The number of acquisitions also saw an increase on the previous year with works by both emerging and established artists adding to the Collection's unique and significant scope.

BACKGROUND

The Batchelor Institute Art Collection is a significant cultural and financial asset comprising around 1000 artworks from First Nations artists Australia-wide though predominantly from the NT. The collection also contains some work from Papua New Guinea and from non-Indigenous Australian artists with affiliations to the Institute or with Indigenous Australian art per se.

Begun in the 1980s with the donation of artworks from students and friends of (then) Batchelor College, the Collection was initially conceived as a means to make the campus environment more familiar to students with artwork reflective of their familial and homeland ties. A more concerted acquisition program followed which was significantly bolstered by the Institute's artist-in-residence and master artist-in-residence programs and the establishment of the Coomalie Cultural Centre as an exhibition and workshop venue. Key Institute staff involved in the Collection's development include David McKay, Pat Torres, Joanna Barrkman and LeeAnne Mahaffey, among others. By 2007, the Collection's first (part-time) curator, Gary Lee, was appointed, followed by Steve Anderson (2008-2019) and Maurice O'Riordan (2022-present). In 2024, Batchelor Press published *All my Country*, the Batchelor Institute Art Collection, the first such significant publication.



RECENT DEVELOPMENTS

After a long hiatus, the Art Collection Advisory Committee was reformed in 2024 and held its first meeting Friday 25 October 2024, at BIITE's Alice Springs campus. The Committee is chaired by the Director, Executive Services and includes the BIITE CEO and Curator as ex officio members. The Committee reports to the BIITE Council, and its terms of reference include a provision for three external members of which at least two must be Indigenous Australians.

Towards the end of the year, BIITE's Finance division engaged Darwin-based art valuer Paul Johnstone to undertake a valuation of the Art Collection. Also around this time, the Collection's policy and procedure documents were reassessed in line with an annual review.

PUBLIC PROFILE

Golden Years

The aptly titled *Golden Years* exhibition, curated by Maurice O'Riordan, commemorated the Institute's 50th anniversary through its Art Collection. The exhibition at Coomalie Art Centre, Batchelor, opened mid-August to coincide with BIITE's 50th anniversary symposium and was also a platform to launch the Collection's *All my Country* publication. *Golden Years* comprised 45 Collection works to offer "a glimpse into a first-class art collection which is itself a formidable window into BIITE history and the key formative and ongoing relationships at the heart of its identity" (Territory Q, 45, p. 46). The exhibition highlighted the Collection's various acquisition channels—through direct commission and gifts, from the artist-in-residence program, and from students including works in response to studying at BIITE. BIITE staffer Charlee-Anne Ah Chee curated a Desert Peoples Centre (DPC) component of *Golden Years* in Alice Springs which coincided with a Dinner under the Stars 50th anniversary event in August.

On loan

Collection artworks were also loaned for external exhibitions throughout the year. Three bark paintings from the Collection were loaned for Taripang / Dharripa / Trepang, the Northern Centre for Contemporary Art's 2024 Darwin Festival exhibition which focused on Aboriginal-Macassan histories. The loan of Maningrida artist George Pascoe's painting for this context prompted fresh enquiries with the artist (facilitated by Be Keillor, Maningrida Arts and Culture) which confirmed the work's Macassan significance with a much richer level of detail than previously documented in the Collection. George's work was accompanied by historic bark paintings from the Collection by the late Groote Eylandt artist Thomas Nandjiwarra

- Ted Jangala Egan, *Ngapa Jukurrpa*, 1974, acrylic on fibro sheet, 25 x 35cm, the oldest
- dated work in the Collection, pre-dating the establishment of the Warlukurlangu art
- centre, Yuendumu

BATCHELOR INSITUTE ART COLLECTION

Amagula: Macassan Trepang Fishermen in Prau and Southeast Trade Wind (both c. 1970s). Collection artworks at DPC were also loaned for the Artists of the next generation exhibition mid-November at Central Craft, Alice Springs, organised by BIITE art lecturer Georgia Mattingly and VET students from three Alice Springs high schools.

Art and racism

In December, with the support of BIITE's Research Support Program, BIITE Curator Maurice O'Riordan attended the Art History Association of Australia and New Zealand's annual conference held at the Australian National University. As part of a 'difficult art' panel, he presented a paper which dealt with art's capacity to challenge racism.

ACQUISITIONS

In 2024, 33 works were acquired for the Art Collection including two by donation—a Tiwi Design T-shirt and singlet donated by Darwin-based curator Joanna Barrkman. These Bede Tungutalum design-screenprinted garments complement other Tiwi Design textiles in the Collection. Also included among the acquisitions are four painted doors which were salvaged from the former Indigenous Media Unit in Batchelor. The removal and replacement of these doors was funded through a BIITE small project grant tied to 50th anniversary activities. These doors were displayed as part of the Golden Years exhibition as were a number of 2024 acquisitions including Arthur Jalyirri Dixon's *The Stream* (2023), a boldly abstract addition to the Collection, and Gloreen Campion and Hedley Brian's charming *Ant and Bandicoot* (2023) fibre sculptures. The *Bandicoot*'s gold-painted legs particularly suited the exhibition's commemorative theme. The 2024 acquisitions represent the work of 21 artists (along with the unknown artists for the doors) with cultural affiliations across the NT, Western Australia and Queensland including the Torres Strait Islands.

Also acquired by donation in 2024 is a collection of ephemera from the National Office of the Campaign Against Racial Exploitation (CARE) which operated from 1973 until 1994, along with a collection of related material from the Gale family who were actively involved in CARE. This material awaits further research and contextualisation.



Image 1: *Collection comes of age*, one-page advertorial, *Territory Q* magazine, Issue 45 Oct-Dec 2024, p. 46; text by Maurice O'Riordan; photo by Charlee Anne Ah Chee

Image 2: *Taripang / Dharripa / Trepang* exhibition, installation view (detail), Northern Centre for Contemporary Art (NCCA), Darwin, August 2024, with bark paintings from the BIITE Art Collection on the exhibition's title wall; photo courtesy NCCA

Image 3: Gloreen Campion and Hedley Brian, *Bandicoot*, 2023, acrylic paint, wood, pandanus, grass stuffing, 60 x 20 x 15cm (irregular)



FINANCIAL SUMMARY

STATEMENT OF COMPREHENSIVE INCOME

for the year ended 31 December 2024

Revenue and income from continuing operations	2024 \$'000	2023 (Restated) \$'000
Australian Government financial assistance	17,903	17,420
Northern Territory government financial assistance	13,180	14,017
Fees and charges	508	283
Consultancy and contract fees	2,271	3,483
Other revenue and income	1,779	2,255
Investment income	605	473
Goods and services received free of charge	350	344
Gains on disposal of assets	6	1
Total income from continuing operations	36,602	38,276
Expenses from continuing operations		
Employee related expenses	22,313	19,784
Depreciation and amortisation	2,564	1,922
Repairs and maintenance	198	119
Borrowing costs	47	29
Impairment of assets	74	216
Goods and services received free of charge	350	344
Communication and utilities	2,255	2,363
Contracted services	2,285	2,981
Property management	1,151	1,062
Travel	2,603	1,712
Insurance	1,164	789
Other expenses	3,758	3,019
Total expenses from continuing operations	38,762	34,340
Net result for the year		
Item that will not be reclassified to profit or loss	(2,160)	3,936
Gain from revaluation of property, plan and equipment	124	16,734
Total other comprehensive income	124	16,734
Comprehensive result	(2,036)	20,670

STATEMENT OF FINANCIAL POSITION

for the year ended 31 December 2024

	2024 \$'000	2023 (Restated) \$'000
Assets		
Current assets		
Cash and cash equivalents	13,124	12,662
Receivable and contract assets	4,219	5,389
Other assets	672	399
Total current assets	18,015	18,450
Non-current assets		
Property, plant and equipment	43,813	43,939
Total non-current assets	43,813	43,939
Total assets	61,828	62,389
Liabilities		
Current liabilities		
Trade and other payables	1,913	2,480
Lease liabilities	463	311
Provisions	4,404	4,097
Contract and other liabilities	2,627	1,183
Total current liabilities	9,407	8,071
Non-current liabilities		
Lease liabilities	747	608
Total non-current liabilities	747	608
Total liabilities	10,154	8,679
Net assets	51,674	53,710
Equity		
Reserves	47,672	47,548
Retained earnings	4,002	6,162
Total equity	51,674	53,710

STATEMENT OF CHANGES IN EQUITY

for the year ended 31 December 2024

	Reserves \$'000	Retained surplus \$'000	Total \$'000
Balance at 1 January 2024	47,548	6,162	53,710
Net result for the year	-	(2,160)	(2,160)
Gain from revaluation of art collection	124	-	124
Balance at 31 December 2024	47,672	4,002	51,674
Balance at 1 January 2023	30,814	2,226	33,040
Net result for the year	-	2,665	2,665
Gain from revaluation of property plan and equipment	16,734	-	16,734
Balance at 31 December 2023 as previously reported	47,548	4,891	52,439
Restatement of prior period error			
Balance at 1 January 2023	30,814	2,226	33,040
Net result for the year (restated)	-	3,936	3,936
Gain from revaluation of property plan and equipment	16,734	-	16,734
Balance at 31 December 2023 as restated	47,548	6,162	53,710

STATEMENT OF CASH FLOWS

for the year ended 31 December 2024

	2024 \$'000	2023 \$'000
Cash flows from operating activities		
Australian Government grants	18,339	15,379
Northern Territory Government financial assistance	15,564	12,275
Receipt from student fees and other customer	4,322	7,704
Interest received	581	473
Payments to suppliers and employees	(36,017)	(31,885)
Interest and other costs of finance	(47)	(29)
Short-term lease payments	(6)	(1)
Lease payments for leases of low value assets	-	(1)
Net cash provided by operating activities	2,736	3,915
Cash flows from investing activities		
Proceeds from sale of property, plant and equipment	6	1
Payments for property, plant and equipment	(1,787)	(1,081)
Net cash used in investing activities	(1,781)	(1,080)
Cash flows from financing activities		
Repayment of lease liabilities	-	(264)
Repayment of chattel mortgage	(493)	(222)
Net cash used in financing activities	(493)	(486)
Net increase in cash and cash equivalents	462	2,349
Cash and cash equivalents at the beginning of the financial year	12,662	10,313
Cash and cash equivalents at the end of the financial year	13,124	12,662





**Batchelor
Institute**