



2025 ANNUAL REPORT



**Batchelor
Institute**

NOTICE

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

ACKNOWLEDGEMENT OF COUNTRY

Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) acknowledges and pays respect to the Indigenous Australian 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 the Institute 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, and 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.

ANNUAL REPORT 2025

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cover image:

Batchelor Graduation Ceremony, Desert Peoples Centre, Mparntwe (Alice Springs),
Thursday 11 September 2025

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INTRODUCTION

Batchelor Institute of Indigenous Tertiary Education is a unique Australian higher education provider focused on Indigenous education, training, and research. It is Australia's only Indigenous dual-sector tertiary provider. The Institute is headquartered in Batchelor, about 100 km south of Darwin, with additional campuses and delivery locations across the Northern Territory.

The Institute specialises in delivering both vocational education and training (VET) and higher education by research programs tailored for Aboriginal and Torres Strait Islander students. Its courses span areas such as business, early childhood education, health, community services, creative arts, and land and environmental management, with a strong emphasis on culturally responsive teaching and community engagement.

Established in 1974, Batchelor Institute was created to support Indigenous self-determination through education. Since its establishment, the Institute has been led and guided by Aboriginal and Torres Strait Islander people. Its approach integrates Indigenous knowledge systems with Western academic frameworks, allowing students to study in ways that reflect their cultural identities, languages, and community responsibilities.

A distinctive feature of the Institute is its “both-ways” philosophy, which values the intersection of Indigenous and Western knowledge. Delivery models are often flexible, including block release, remote community-based learning, and online options, enabling students from regional and remote areas to participate.

In addition to teaching, the Institute undertakes research focused on Indigenous knowledge, languages, and community development. It also plays an important role in preserving and promoting Aboriginal languages and cultures across Northern and Central Australia.

The Institute is also an accredited member of the World Indigenous Nations Higher Education Consortium (WINHEC), an international body that supports Indigenous-controlled higher education systems and institutions.



Governance is provided by a Council established under Northern Territory legislation, supported by committees and an Academic Board that oversees academic quality and standards.

Overall, Batchelor Institute serves as a key national provider of Indigenous tertiary education, with a mission centred on access, equity, and culturally grounded learning.

above: Aboriginal and Torres Strait Islander flags, Reception, Batchelor campus

The sunburst chart illustrates the organizational structure of TAFE NSW, organized into three main functional areas: Executive, Academic, and Vocational Education and Training (VET). Each area is represented by a distinct color and contains multiple levels of detail, showing the hierarchy from high-level leadership down to specific roles and departments.

- Executive (Dark Blue/Grey):**
 - Chief Executive Officer**
 - Executive Admin Officer**
 - Marketing
 - Batchelor Press
 - Art Collection
 - Records Archives
 - Quality
 - Deputy Chief Executive Officer (Operations)**
 - Quality Manager
 - Ground Maintenance Cleaning
 - Leasing Remote Property
 - Fleet
 - OHS WHS
 - Recruitment
 - Human Resources
 - Projects
 - Regional Development
 - Desert Peoples Centre (DPC) Alice Springs Campus
 - Deputy Chief Executive Officer (Finance)**
 - Facilities Manager
 - Senior Manager People and Culture
 - Director Central Australia
 - Deputy Chief Executive Officer (People and Culture)**
 - Chief Information Officer
 - Chief Financial Officer
 - Finance Manager
 - Finance Business Partner (FBP)
 - Chief Security Officer
 - Project Aquittals
 - Procurement and Contracts Coordinator
- Academic (Light Blue):**
 - Deputy Chief Executive Officer (Academic)**
 - Head of VET Learning and Teaching**
 - Senior Lecturers
 - Conservation and Ecosystem Management
 - Resources and Infrastructure
 - Construction
 - Head of VET Business Operations**
 - Education Early Childhood
 - Australian Languages
 - Health
 - SEE Program**
 - Business
 - Creative Industries
 - VET Administration**
 - VET Program
 - VET Business Operations
- Vocational Education and Training (VET) Director (Light Green):**
 - WETT Manager**
 - Nyirripi
 - Willoura
 - Lajamnu
 - SEE Program**
 - Business
 - Creative Industries
 - VET Administration**
 - VET Program
 - VET Business Operations

MESSAGES FROM OUR LEADERS



CHAIR'S FOREWORD

It has been my privilege to serve as Acting Chairperson of Batchelor Institute throughout 2025, a year marked by renewed momentum and purposeful change. The Council maintained a clear focus on strengthening the foundations of the Institute—ensuring it is sustainable, well governed and confidently positioned for the future. Significant advances were made in organisational stability, leadership capability and financial discipline, supported by stronger communication frameworks.

The Council is particularly proud of the continued consolidation and growth of Vocational Education and Training. The Centre of Excellence in Remote Primary Health stands as a flagship achievement, reinforcing Batchelor Institute's vital role in meeting workforce needs and supporting community outcomes across the Northern Territory. This work reflects the Institute's growing influence, strong partnerships and commitment to excellence in education and training.

In Higher Education and Research, the Council supported initiatives that expand opportunity, strengthen pathways and elevate the Institute's academic profile. Securing Fee Free UniReady places for delivery in 2026 represents a significant step forward in widening access to higher education and aligns strongly with government priorities and the aspirations of our communities.

Student experience and cultural leadership remained central to the Council's oversight and decision making. The establishment of the Student Experience Hub and continued progress toward student accommodation at the Desert Peoples Centre are transformative developments that will shape the student journey for years to come. Collectively, these achievements reflect a year of strong progress and provide a solid platform for Batchelor Institute to continue delivering on its purpose and strategic objectives with confidence.

PETER RENEHAN

Council Acting Chair



CEO'S MESSAGE

In 2025, Batchelor Institute made strong progress in strengthening its foundations, building confidence and positioning for long-term impact.

Governance, financial discipline and organisational stability were significantly enhanced, supported by critical ICT and cyber security upgrades, workforce reforms and an unqualified audit outcome. The Institute continued to lead in Vocational Education and Training, with the Centre of Excellence in Remote Primary Health showcasing our impact in building a skilled, culturally responsive workforce for remote communities. RTO re-registration through to 2027, alongside deeper partnerships with government and sector stakeholders, further reinforced quality, trust and reputation.

Higher Education and Research gathered pace, with expanded university pathways, growing research performance and secured funding for Fee Free UniReady places in 2026—opening doors and lifting aspirations across the region. Student experience remained front and centre, highlighted by the launch of the Student Experience Hub, progress toward student accommodation at the Desert Peoples Centre.

Together, these outcomes reflect an Institute that is stable, trusted and future focused committed to students, culture, community and delivering meaningful impact across the Northern Territory.

This year also marked the retirement of former CEO Joe Martin-Jard, whose leadership contributed to the Institute's strength, reputation and direction. The Institute extends its sincere thanks to Joe for his leadership and commitment, not only at Batchelor Institute but throughout his 40-year career. We wish Joe every success and fulfilment in his well earned retirement.

RENEE LONG

Chief Executive Officer



Council Members, Batchelor Institute's 2025 Graduation Ceremony, Desert Peoples Centre, Mparntwe (Alice Springs)
left to right: Peter Renehan, Susan Bowden, Bess Price AM, Valmai Dyer, Renee Long

OFFICE OF ELDER



Donnie McGinness
Kungarakan Elder,
Batchelor Campus

The Office of Elder plays a vital role in strengthening cultural authority, supporting community engagement, and embedding Aboriginal and Torres Strait Islander knowledge systems across the Institute. It provides cultural guidance and leadership, ensuring that cultural protocols are respected and that culturally safe practices are reflected in teaching, learning, and organisational activities. The Office also supports students by providing cultural guidance, mentorship, and a culturally safe point of connection, helping students feel supported in their learning journey and strengthening their sense of identity, belonging, and wellbeing within the Institute.

Throughout the reporting period, the Office contributed to a range of key events and initiatives that support the Institute's commitment to culture, community, and Country. This included the facilitation of a yearly healing ceremony and our yearly NADOIC staff lunch, design of the new staff work shirt, and supporting the farewell of CEO Joe Martin-Jard, and the welcoming of visitors and dignitaries. The Office is also supporting the development of a mural in the Recreation Hall, creating a visible expression of culture and identity on campus. The Office also contributed to the delivery of Cultural Framework training to strengthen staff understanding and practice. These activities reinforce respectful relationships, cultural understanding, and the Institute's core values.

Attendance at the World Indigenous Peoples Conference on Education (WIPCE) November 2025 in Aotearoa, New Zealand provided a valuable opportunity to engage with Indigenous educators, leaders, and communities from across the globe. Insights gained from the conference highlighted the importance of Indigenous-led education, language preservation, and culturally grounded approaches, and will continue to inform and strengthen the Institute's work. Planning is under way to commence Cultural Framework training in the first-half of 2026, and WIPCE photos have been included to support and enrich the Cultural Framework report.



STAFF SHIRT DESIGN

Story of Loondaroo (Saltwater Crocodile) and Pilitj-Pilitj (Rainbow Lorikeets)

Two young men went out hunting, and the old men of the camp warned them to acknowledge Loondaroo, the Saltwater Crocodile, before crossing the river, explaining that they must introduce themselves and share whatever they hunted with him. Despite these warnings, the young men ignored the advice, crossing the river without speaking to Loondaroo or offering him any share of their catch. After waiting for their return, the old men sensed something was wrong. When they approached the river, they saw Loondaroo and asked if he had seen the young men. Loondaroo replied, "Yes, I ate them." An old man then speared Loondaroo, killing him. When Loondaroo's body was opened, two rainbow lorikeets (Pilitj-Pilitj) flew out, which was all that remained of the young men. To this day, the sight of rainbow lorikeets around waterways serves as a reminder that Loondaroo is watching.

The moral of the story is clear: always listen to your elders, show respect when passing through someone's Country, and share with others as well as respect for others.

Text by Donnie Noongungjul McGinness based on a story as told by the late Mooradoop Auntie Kathy Mills.

T-shirt graphic design by A.K.M.A.N.S. Prints & Designs based on original artwork by Donnie Noongungjul McGinness.

opposite: Institute staff wearing the new 'Loondaroo and Pilitj Pilitj' staff shirt for the NAIDOC March, Garramilla (Darwin), Friday 11 July 2025



OPERATING ENVIRONMENT



OVERVIEW

Batchelor Institute of Indigenous Tertiary Education operates within a multi-layered regulatory and legislative framework spanning Commonwealth and Northern Territory requirements, reflecting its status as both a vocational education and higher education provider. At the national level, its vocational education and training (VET) activities are regulated by the Australian Skills Quality Authority (ASQA), which oversees compliance with the Standards for Registered Training Organisations (RTOs) 2025. Its higher education provision is regulated by the Tertiary Education Quality and Standards Agency (TEQSA), which ensures compliance with the Higher Education Standards Framework.

As a statutory authority of the Northern Territory, the Institute is also governed by its enabling legislation, the Batchelor Institute of Indigenous Tertiary Education Act 1999. This establishes its Council, committee structures and defines its functions, powers, and governance obligations. The Council is ultimately responsible for strategic direction, financial oversight, and institutional compliance. In addition to sector-specific regulation, the Institute is required to comply with a broad range of Australian legislative obligations applicable to tertiary education providers. These include work health and safety legislation, privacy laws, anti-discrimination and equal

opportunity requirements, copyright and intellectual property frameworks, financial management and public reporting obligations, and employment and industrial relations laws.

Together, these frameworks ensure the Institute operates with robust governance, maintains educational quality across both VET and higher education, and meets expectations for accountability, transparency, and risk management within the Australian tertiary education system.

STRATEGIC FOCUS

The Strategic Plan 2025–2027, was approved by the Council in November 2024 and has continued to be implemented throughout 2025. The Strategic Plan centres around the Institution's Vision which aspires to be an institution of "Liberation through education our way". The table below outlines the key principles of the Strategic Plan. A copy of the Plan is available on the BIITE website: https://www.batchelor.edu.au/uploads/About/Batchelor-Institute-Strategic-Plan-2025-2027_V1.0.pdf

VISION	The institution we aspire to be...	Liberation through education our way	
PURPOSE	Our purpose...	We provide transformative education centred on Aboriginal and Torres Strait Islander people's knowledges, imagination and voice and where teaching, learning and research is built upon and accountable to Country and community.	
VALUES	What we believe in...	World class education Students and communities first Culture is strength	Both ways approach Innovation and opportunity
DIRECTIONS	How we will make a difference...	Demonstrate recognition and respect for local land, sea, sky, stars based knowledges Provide outstanding training, education and research Respond to students', families', communities' and partners' aspirations and needs Strengthen organisational culture, capacity and capability to deliver on priorities Build a strong and sustainable financing system	

opposite page: Louisa Castle (Student & Residential Services) shows students around Batchelor campus as part of Orientation Week, February 2025

OUR COUNCIL

Former Members



DR PAT ANDERSON AO

Council Chair
4 Feb 2019 - 16 Feb 2025

Current Members as at 31 December 2025



BESS PRICE AM

Member, Acting Council Chair
30 Jul 2025 - Current



MONICA BAROLITS-MCCABE

Member
appointed by the Administrator
21 Dec 2023 - Current
(FARMC Chair)



JOE MARTIN-JARD

Chief Executive Officer
27 May 2024 - 31 July 2025



RENEE LONG

Chief Executive Officer
1 Aug 2025 - Current
(FARMC Member)



SUSAN BOWDEN

Chief Executive,
Department of Education
28 Sep 2024 - Current



PETER RENEHAN

Council Deputy Chair,
Acting Council Chair
21 Dec 2023 - 30 Nov 2025



VALMAI DYER

Member
30 Jul 2025 - Current
(FARMC Member)

COUNCIL ESTABLISHMENT

The Council is the governing authority of the Institute. Powers are conferred upon the Council to control and manage the entire Institute under section 10 of the Batchelor Institute of Indigenous Tertiary Education Act (BIITE Act) 1999. However, save for matters that the BIITE Act prescribes that cannot be delegated, management control of the Institute is delegated to the Chief Executive Officer.

COUNCIL APPOINTMENTS BY THE ADMINISTRATOR

The Administrator for the Northern Territory, Mr Hugh Heggie, appointed two new members to Council in 2025, Mrs Bess Price AM and Mrs Valmai Dyer, for an interim term of 12 months from 1 August 2025 to 1 August 2026.

ELECTIONS TO COUNCIL

The Council has two elected positions—staff and student representatives. In 2025, no new members were elected to Council.

COUNCIL MEMBER INDUCTION & CONTINUING EDUCATION

An induction program is provided for all new Council and Council Committee members. This program includes key institutional and strategic information, ensuring members are equipped with the necessary context to effectively perform their roles. Members are also granted access to relevant documentation, including legislation, the Strategic Plan, annual reports, the Council Terms of Reference and Code of Conduct, and applicable Committee terms of references, as well as confidential Council and Committee materials.

As part of the induction process, new and re-appointed or elected members are required to complete a disclosure and declaration of interests' form, identifying any potential conflicts of interest. These

disclosures are considered at each formal meeting of Council and its Committees and are managed on a case-by-case basis.

COUNCIL PERFORMANCE EVALUATION

Council evaluates its performance in line with the Voluntary Code for Best Practice for the Governance of Australian Public Universities. The code recommends that 'at least once each two years, the governing body should assess its performance, the performance of its members and performance of its committees'.

Council Committees conduct self-assessments annually or in accordance with their respective Terms of References and provide annual reports to the Council outlining their activities for the prior year.

MEETINGS OF COUNCIL

Where practical, meetings of Council are open to observers for non-confidential items. The meetings are attended by members of the Institute Executive, who may be invited to be present for confidential items, as determined by Council. Also in attendance is the Institute Secretary and, as may be required, officers of the Institute Corporate Governance and Risk Office who form part of the Council secretariat. Other persons may be permitted or invited to attend meetings, or specific parts of meetings, as determined by Council.

BIITE Council met on five occasions in 2025, with the majority of meetings conducted in person and, where required, using a hybrid in-person/video-conferencing model.

Member's Name	Position	start date	cessation date	Council meetings	
Dr Patricia Anderson AO	Chair	4 Feb 2019	16 Feb 2025	1	1
Mr Peter Renehan	Deputy Chair (Acting Chair)	21 Dec 2023	30 Nov 2025	5	5
Ms Bess Price AM	Member (Acting Chair)	30 July 2025	Ongoing	2	2
Mr Joe Martin-Jard	Member	27 May 2024	31 July 2025	3	3
Ms Renee Long	Member	01 Aug 2025	Ongoing	2	2
Ms Monica Barolits-McCabe	Member	21 Dec 2023	Ongoing	3	5
Ms Susan Bowden	Member	28 Sept 2023	Ongoing	5	5
Ms Valmai Dyer	Member	30 July 2025	Ongoing	2	2
				No. attended	No. eligible to attend

THE CHAIRPERSON

The Chairperson is appointed by the Administrator of the Northern Territory under section 11 of the BIITE Act. The Chairperson’s principal responsibilities are to provide appropriate leadership to the Council and to ensure the Council fulfils its obligations under the Council Terms of Reference.

THE DEPUTY CHAIRPERSON

The Deputy Chairperson is appointed by Council and is an experienced member of Council drawn from its external members (that is, those appointed by the Minister). The principal responsibilities of the Deputy Chairperson are to assist the Chairperson in providing appropriate leadership to the Council and ensuring Council fulfils its obligations under the Act.

THE CHIEF EXECUTIVE OFFICER

The Chief Executive Officer is also the principle academic officer of the Institute and is appointed by Council for a period determined by Council. The Chief Executive Officer is accountable to the Council for the discharge of their responsibilities. The Chief Executive Officer reports to the Council through the provision of reports, briefings and presentations to the Council, covering the performance of the Institute and key issues affecting it. The Council may delegate any specific matters to the Chief Executive Officer in accordance with the BIITE Act.

COUNCIL COMMITTEES

Council is supported in the discharge of its responsibilities by the Finance, Audit and Risk Management Committee and the Nominations Committee. These committees comprise Council members and, where appropriate, additional internal and external appointees who contribute leadership and specialist expertise. All Council committees operate in accordance with terms of reference either under the Act or approved by Council.

FINANCE AND RISK MANAGEMENT COMMITTEE (FARMC)

The Finance and Risk Management Committee provides advice to Council on the appropriateness of the Institute’s annual financial reporting, audit processes, performance reporting, risk oversight framework, internal controls, and compliance with policies, applicable laws, and regulations.

During the reporting period, the Committee actively considered key matters including regular BIITE financial updates, significant issues relating to financial governance, and capital management initiatives. It also provided oversight to Council on the preparation of the Institute’s Performance Statements and Annual Financial Statements, and reviewed audit reports arising from internal and external audit activities.

In addition, the Committee examined and monitored key risk areas, including the implementation of audit findings and recommendations, and the progress of major initiatives such as the Alice Springs Accommodation and Pertame School building projects. An executive summary of each Committee meeting is provided as a standing agenda item for Council.

NOMINATIONS COMMITTEE

The Nominations Committee is established under section 22 of the BIITE Act. Its role is to consider expressions of interest submitted in response to notices published under sections 12 or 24C of the Act, and to assess whether applicants meet the eligibility requirements for nomination to Council.

Following this assessment, the Committee provides the Minister with a shortlist of candidates considered suitable for nomination and appointment as Council members.

FARMC Member’s Name	Position	start date	cessation date	FARMC meetings	
Mr Joe Martin-Jard	Member	27 May 2024	31 July 2025	1	2
Ms Renee Long	Member	01 Aug 2025	Ongoing	3	3
Ms Monica Barolits-McCabe	Member	30 Apr 2024	Ongoing	4	4
Ms Valmai Dyer	Member	22 Oct 2025	Ongoing	1	1
Mr Matthew Kennon*	Member	12 Sept 2023	Ongoing	4	4
				No. attended	No. eligible to attend

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

CORPORATE GOVERNANCE & RISK OFFICE

GOVERNANCE OVERSIGHT

The Office of Corporate Governance and Risk coordinates the Institute's corporate and academic governance functions, providing procedural advice and secretariat support to Council, its committees, the Academic Board and its sub-committees. The Director serves as principal governance adviser to the Chair, Chief Executive Officer, and committee Chairs, and oversees the Institute's governance frameworks, including legislation and policy.

CONDUCT, ETHICS, AND DISCLOSURE OF INTERESTS

The Institute upholds high standards of conduct and accountability. Separate Codes of Conduct apply to all Staff, Students and Council members, complemented by a range of policies covering areas such as teaching, research supervision, and student academic integrity, and fraud control.

The Institute's Conflict of Interest Policies outline the requirements for identification and management of actual, potential, or perceived conflicts of interest. Council and committee members comply with legislative requirements for disclosing material personal interests. A central register is maintained, with annual and ongoing declarations reviewed at each meeting.

ACADEMIC GOVERNANCE

The Institute's academic governance arrangements are overseen by the BIITE Academic Board, a formal body that reports directly to Council.

The Academic Board is responsible for maintaining high standards in teaching, scholarship, and research. It reviews academic policy recommendations, advises Council on the conferral of degrees and other awards, and provides a forum for information sharing and discussion on strategic academic objectives and goals of the Institute and the actions necessary to develop and sustain those objectives and goals.

The Academic Board is supported by specialist sub-committees, including the Institute Research Committee and the Ethics Advisory Committee.

FREEDOM OF SPEECH AND ACADEMIC FREEDOM

The BIITE Academic Freedom and Freedom of Speech Policy was approved by Council on 7 March 2023 and is scheduled for review in 2026. The Academic Board is responsible for developing and promoting the principles underpinning academic freedom, and for advising the Chief Executive Officer and Council on the safeguarding

and implementation of the Policy. It also oversees the ongoing application and evolution of the Policy.

The Institute is committed to maintaining an environment in which freedom of speech and academic freedom are upheld and protected. Matters relating to these principles are addressed promptly, actively, and in good faith.

RISK OVERSIGHT AND MANAGEMENT

The Institute operates in a complex and evolving risk environment, recognising that risk is inherent in achieving strategic objectives. It supports informed, evidence-based risk-taking in line with its risk appetite. A structured governance framework enables staff to identify and manage risks effectively. The Quality Assurance team oversees academic compliance and risk, while corporate risk is captured by the Risk and Audit Coordinator. The Finance and Risk Management Committee oversees and advises on risk and financial management, supported by the corporate and academic internal audit programs.

During the reporting period, the Institute strengthened its risk culture by aligning risk with strategy, enhancing communication, and embedding risk into decision-making. Investment in risk capability continues, with dedicated Risk Management training planned for the Leadership and Operational teams in 2026 to further support agility and responsiveness.

POLICY GOVERNANCE

The Policy Governance Framework guides the development, approval, and review of policies, procedures, standards, and guidelines. It promotes consistency, quality, accessibility, and compliance, supported by an online Policy Library, training, and advisory services. The Policy team coordinates policy development and review with subject matter experts, business areas, and Responsible Owners to ensure relevance, effectiveness, and alignment with strategic objectives and operational requirements.

DELEGATIONS OF AUTHORITY

The Delegations Framework assigns authority and accountability across the Institute, reflecting organisational structure and legislative requirements. It is regularly reviewed to remain current and effective. Updates during the reporting period included adjustments reflecting organisational changes, procurement delegations, and legislative authorities assigned to key roles.

QUALITY ASSURANCE

Within the Office of Corporate Governance and Risk, the Quality Assurance Team plays a critical, Institute-wide role in strengthening confidence in Batchelor Institute’s education, training, and governance. It provides independent assurance that systems, practices, and outcomes meet regulatory requirements, while fostering continuous improvement.

The team supports regulatory accreditation and compliance, including engagement with the Australian Skills Quality Authority (ASQA) and the Tertiary Education Quality and Standards Agency (TEQSA), by coordinating submissions, managing audits and reviews, and ensuring alignment with relevant standards.

It also undertakes internal audits, quality reviews, and reporting,

providing objective insights into performance, risks, and opportunities, and strengthening oversight and accountability.

Through training, workshops, and advisory support, the team builds capability across the Institute, embedding quality principles in everyday practice and promoting consistent standards.

LEARNER EVALUATION

Quality Assurance conducted a number of Learner Evaluation assessments in 2025. The following tables summarise related key findings.

Table 1: Learner Evaluation Summary Report

The data for this report is based on 145 evaluation forms returned by students across a number of teaching areas for both on-campus and off-campus delivery.

Overall Satisfaction Index = 93% ‘Very good’ averages across all 10 evaluation categories.

Qualitative Themes: Top Strengths

- Pedagogical clarity: repeatedly praised (“clear”, “understandable”, “patient”)

Table 1: Learner Evaluation Summary Report

Evaluation category	Very good %	Good %	Positive total %	Interpretation
Reasons for training clearly explained	90%	9%	99%	Clear communication of purpose and context
Training achieved objectives	88%	11%	99%	Objectives consistently met
Learner training needs satisfied	87%	12%	99%	Learners felt confident post-training
Information well explained	89%	10%	99%	Course information well structured
Learning materials clear	87%	11%	98%	Practical and accessible materials
Lecturer explained clearly	94%	6%	100%	Top category: teaching clarity
Teaching venues suitable	86%	13%	99%	Small infrastructure limitations only
Technology/tools	86%	13%	99%	Adequate and reliable resources
Would recommend to others			100% Yes	No negative or neutral recommendations
Reasons for training clearly explained	90%	9%	99%	Clear communication of purpose and context



Quality Assurance team staff (left to right): Megan Caswell, Allison Wright, Rebecca Nilkare, Laxmi Neupane, Batchelor Campus

- Engagement & practical learning: role plays and demonstrations excellent
- Cultural relevance: trainers adapted to local language and context

Table 2: Australian Quality Training Framework (AQTF)
Survey Summary Report

The data for this report is based on 45 individual questionnaires. It covers the period January 2025 to March 2026 and the following courses:

- Education (ECEC)**—Certificate III Early Childhood Education and Care
- Automotive (AUR)**—Certificate I Automotive Preparation
- Civil Construction (RII)**—Certificate III Civil Construction
- Business (BSB)**—Certificate III in Business
- Health (HLT)**—Certificate IV Primary Health Care & Provide First Aid Short Courses

Qualitative Themes

Best Aspects of Training (recurrent phrases)

- “Trainers explained things clearly”: top comments in 80% of forms
- Good mix of theory and practice: hands-on learning valued across AUR and ECEC
- Supportive environment and respect for backgrounds—particularly noted by Aboriginal students
- Learning new skills for work—theme present in nearly every Automotive and Business entry
- Helpful and understanding trainers—undiluted praise in Health and ECEC cohorts

Areas for Improvement

Most left blank or wrote “None”. Where noted:

- Desire for longer practical sessions (AUR and RII)
- Occasional comment on resource limitations (e.g., tools or learning material availability)
- Extra practice to reinforce learning requests in ECEC

No form contained serious negative feedback.

Table 2: AQTF Survey Summary Report

Survey item	% Agree/ Strongly agree	Comment
Developed skills and knowledge expected	99%	Universal mastery confidence
Training focused on relevant skills	99%	Strong job alignment
Trainers had excellent subject knowledge	98%	High trust in trainer expertise
Feedbacks on assessments was useful	97%	Consistent positive responses
Assessment fairness and realism	97%	Especially strong in ECEC and RII
Clear expectations and standards	98%	Clarity praised across fields
Mix of theory and practice	96%	Slightly lower in short courses (brief duration)
Up-to-date materials and facilities	95%	Minor neutral marks in Civil/Automotive
Overall satisfaction with training	99%	Nearly universal ‘Strongly Agree’
Would recommend the organisation	99%	Exceptional advocacy scores
Training was flexible and met needs	96%	Noted as especially important for adult learners



(left to right): Dr David Bangura, Professor Curtis Roman, John Berto, David Cusack,
Graduation Ceremony Desert Peoples Centre, Mparntwe, September 2025

COMMUNICATIONS & MARKETING



The Communications and Marketing division serves as the institutional voice of Batchelor Institute, shaping and sustaining the narrative that connects the Institute with its students, communities, partners, and the broader public.

Through an integrated portfolio of strategic communications, targeted marketing, and purposeful event management, the team advances the Institute's reputation, supports enrolment objectives, and amplifies the impact of its academic and community programmes. At the core of its work, this division is guided by the Institute's commitments to culturally responsive education for Aboriginal and Torres Strait Islander people. This commitment, however, is not incidental to the team's activities; it is foundational. Every campaign developed, every story told, and every event delivered is shaped by a responsibility to represent the Institute's communities with authenticity, respect and purpose.

In 2025, the Communications and Marketing division delivered a comprehensive programme that strengthened the Institute's positioning as a leader in Indigenous tertiary education while extending its reach across the Northern Territory and into broader national and international audiences. The sections that follow present a detailed account of the department's activities, achievements, and performance metrics for the year. Collectively, they reflect a year of sustained output, deepened community engagement, and measurable growth across the Institute's communications and marketing platform, which reaffirm the division's role as the key driver of institutional visibility, reputation, and connection to internal and external stakeholders.

STRATEGIC COMMUNICATIONS INITIATIVES

During the reporting period, Communications and Marketing directed concerted effort towards the development of foundational strategic frameworks to guide the Institute's communications activities of the medium and long term. This work represented a significant investment in the institutional framework necessary to ensure that all communications, digital engagement, and reputational management activities are conducted with clarity, consistency, and purpose.

A comprehensive Communications Strategy was developed to provide structured approach to how the Institute engages with its diverse audience, including prospective and current students, community stakeholders, government, industry partners and the broader public. The strategy establishes clear objectives, key messages, and communication channel priorities that align to the Institute's Strategic Plan, ensuring that all communications activity contributes meaningfully to institutional goals.

In addition to the Communications Strategy, a Crisis Communications Strategy was developed to equip the Institute with a clear and practical framework for managing sensitive or high-risk communications situations. This framework defines roles and responsibilities, establishes response protocols, and positions the Institute to communicate with transparency, speed, and confidence in all reputational, operational, or community sensitive matters. The division further developed a Social Media Strategy and Plan, consolidating the Institute's approach to digital audience engagements across its active platforms: Facebook, Instagram, LinkedIn and YouTube. Together, these strategic documents form a cohesive communications governance framework that underpins the Institute's positioning, strengthens its reputational resilience, and deepens its capacity to engage meaningfully with communities and stakeholders across the reporting period and beyond.

SOCIAL MEDIA ENGAGEMENT & IMPACT

During the 2025 reporting period, Communications and Marketing achieved remarkable success in the areas of amplified digital storytelling and media coverage, sustained high-visibility event presence, and enhanced internal creative support. The team produced 43 Good News stories and issued 15 media releases, resulting in 807 earned media mentions across print (31), online (198), television (468), and radio (110). This generated an Advertising Value Equivalence (AVE) of \$294,286 and an estimated potential audience reach of 15.5 million. Media reception was overwhelmingly positive, with 53.3% balanced and 45.4% trending positive coverage (Sreem Instant Insights Report, 2025).

The Institute’s digital presence expanded considerably across all platforms during the reporting period. Integrated social media campaigns, graduation timeline videos, and live updates significantly enhanced engagement. Facebook garnered 502,900 views and 8,100 interactions, representing a 10.5% increase. Instagram, on the other hand, achieved 7,700 views and 1,600 reach, resulting in a 15.6% increase. YouTube recorded 3,037 views and 94.3 hours of watch time. LinkedIn, the Institute’s main platform for engaging with government and corporate partners, effectively engaged professionals through postings, scholarship opportunities, and cultural narratives. The division further published 10 issues of the Institute’s flagship monthly newsletter, achieving engagement with over 90 per cent of staff. These outcomes held significance as they celebrated student and community achievements, strengthened the Institute’s internal communication and contributed to a more cohesive organisational culture aligned with the Institute’s strategic objectives, which generated substantial advertising value.

	Views	Interactions/Reach
Facebook	502,900	8,100 = 10.5% increase
Instagram	7,700	1,600 = 15.6% increase
YouTube	3,037	

Batchelor Institute’s digital presence, 2025

COMMUNITY ENGAGEMENT AND OUTREACH

Community engagement remained central to the division’s operational strategy. In the area of community engagement, the division facilitated prominent visibility at fourteen key events while securing four sponsorships. Notably, highlights included representation and, in some cases, sponsorship at the Garma Festival, Barunga Festival, Puliima 2025, Tiwi Cultural Festival, AIASTIS Summit, NT Training Awards, Aboriginal Economic Development Forum 12, and Northern Territory Shows in Alice Springs, Tennant Creek, Katherine, and Darwin.

The team further participated in career expos (in Marrara and Darwin) and job fairs (Tiwi Futures, Maningrida, and Borroloola). Extensive merchandise, including thousands of pens, phone grips, water bottles, fans, capes, and hats, and equipment support, along with volunteer coordination, ensured a strong on-ground presence. These engagements deepened relationships with local stakeholders and ensured that outreach activities were responsive to the distinctive needs of each community. The positive feedback received at the Garma Festival, for instance, validated the value of merchandise as far-reaching, tangible brand activation approach. The promotional content produced for community engagement activities captured authentic student and community narratives, which were subsequently distributed across digital platforms to create awareness of and amplify the Institute’s distinctive ‘Both Ways Learning’ philosophy that integrates Indigenous and Western knowledge systems.

The Communications and Marketing division further provided support for the Institute’s principal graduation ceremonies held in Batchelor and Alice Springs (Desert Peoples Centre—DPC), marking student achievements and bringing together graduates, families, and communities. The division also supported community graduations

in Tennant Creek. The Batchelor and DPC proceedings, which were live-streamed, attracted more than 5,000 views online, significantly broadening the reach of these important community occasions. Coverage was further expanded through prominent outlets like First Nations TV, News Corp, ABC Alice Springs, and SBS, as well as leading dailies such as the *NT News* and *The Cairns Post*, with editorial focus centred predominantly on the Institute and Indigenous education.

above: Marketing & Communications staff Maninder Malhi and Kerry Harlan, Batchelor Campus

left: Construction lecturer Alvin Tan was the subject of the article Training up in Ngukurr, *The Australian TAFE Teacher*, Winter 2025, 59/2. An adaption of the article was run as a news item on Batchelor Institute’s website: <https://www.batchelor.edu.au/news/article/empowering-indigenous-australians-through-on-country-civil-construction-training-in-ngukurr/>



RECORDS AND ARCHIVES

The Records and Archives unit has experienced a productive and engaging year, continuing to play a vital role in ensuring the Institute meets its information management and data governance requirements. The unit’s day-to-day responsibilities include the collection and registration of mail across the Batchelor campus, as well as the registration, filing, storage, and digitisation of corporate records for the Institute. The unit further coordinates the secure destruction of documents in accordance with approved policies and regulatory requirements.

DIGITISATION PROJECT

Throughout 2025, Records and Archives undertook several key projects, with a strong focus on reducing the volume of hardcopy records stored within the Institute’s climate-controlled archives. This involved the systematic sorting and digitisation of records, alongside the disposal of materials at the end of their lifecycle, in line with approved disposal schedules and records management standards. These efforts have significantly improved storage efficiency and enhanced access to information across the Institute.

The digitisation project uncovered many historically significant records documenting the trajectory from Batchelor College to Batchelor Institute, for example. Such records are an important part of the Institute’s heritage and contribute to preserving and understanding the organisation’s evolution over time.

The organisation and filing of old student records was completed during the reporting period, significantly improving accessibility and retrieval efficiency. Staff development remained a priority throughout the year, with all team members training in Conflict of Interest, Code of Conduct, and Cyber Awareness, strengthening the unit’s governance and compliance capabilities.

Equally, in 2025, a project was conceived to review and rationalise information held within shared digital storage areas. This initiative was designed to identify obsolete information assets for disposal while ensuring records of ongoing value are appropriately captured and preserved within the Records Management Database.

PRE-2017 STUDENT RECORDS

Building on the achievements of 2025, Records and Archives continues to position itself to advance its strategic priorities in 2026 and beyond. In collaboration with Student Administration, the unit intends to progress the digitisation of old students’ records (pre-2017), further enhancing long-term accessibility and preservation outcomes. This project will run simultaneously with the shared digital storage rationalisation project and focus on completing the review and implementation of a systematic disposal and retention practices that align with the Institute’s records management framework. To achieve these, the unit remains committed to supporting the Institute’s broader strategic direction, ensuring that its records and archives function continues to evolve as a reliable, efficient and future-proof service for staff, students, and other stakeholders.

2025 Records Management

Item	Number	Storage/disposal
Files created	34	
Documents registered	250	
Disposals	212	
Sorting	82	SACs (Standard Archival Cartons)
Digitised	6439	
Internal requests for information	31	
Secure document destruction	34	Bins

opposite: Denise Palethorpe and Julie Muirhead in the Mailroom area of Records & Archives, Batchelor Campus



2025 Mail

Mail In	Type	Mail Out	
293	Standard letter	4921	
178	Large letter	882	
9	Brochures		
35	Catalogue		
7	Credit cards		
20	Express Post	20	
5	Fuel cards	1	
1	International letter		
1	International parcel		
87	Magazines		
2	Mailing tube	29	
12	Newspapers		
175	Parcels	264	
16	Registered Post	201	
14	Reply Paid		
TOTALS	855	6318	7173

PRINTERY



The Printery performs a range of essential services supporting learning and teaching at Batchelor Institute, including printing workbooks, curriculum documents, graduation booklets, as well as laminating, binding, and other related production tasks.

Since its establishment in the early 2000s, the Printery has undergone significant change. Originally staffed by four employees, it is now managed by a single staff member responsible for the full scope of operations. Over the past 23 years, advances in printing technology have been substantial, requiring ongoing adaptation and skills development.

This role often involves managing competing priorities and deadlines. Materials are ordered directly from suppliers, while maintenance of leased machinery is carried out by the respective lessors. Batchelor Institute-owned equipment is maintained by Printery staff, ensuring continuity of service and production capability.

Demand for Printery services, as recorded through the job logging system, has increased steadily over recent years with 2025 seeing a significant 25% increase in print requests. By producing teaching and learning materials in-house, the Printery helps meet growing and evolving demand in a timely and cost-effective manner, reducing reliance on external suppliers.

The Printery works closely with teaching staff and Quality Assurance to ensure all printed materials meet required compliance standards, including those set by ASQA. In 2025, the Printery also maintained its close working relationship with Batchelor Press in producing a number of the Press's print-on-demand resources.

above: Helena Buckland in the Printery, Batchelor Campus

Batchelor Printery: Summary

	Colour pages	Greyscale page	Duplex pages	Total printed pages	No. of jobs	Cost
Batchelor Printery	265,418	556,723	796,444	822,141	2,711	\$161,839.50

Batchelor Printery: Job Type Summary

Paper size	Duplex	Colour pages	Greyscale pages	Total printed pages	No. of jobs	Cost
A3	Simplex	144	7	151	26	58.30
A3	Duplex	1,580	87	1,667	50	640.70
A4	Simplex	7,533	3,706	11,239	855	3,383.70
A4	Duplex	253,124	552,908	806,032	1,747	156,540.40
A5	Duplex	930	0	930	6	372
Custom	Simplex	1	0	1	1	0.40
Custom	Duplex	21	1	22	10	8.50
Folio (Oficio)	Duplex	2	0	2	1	0.80
JIS-B4	Duplex	3	0	3	2	1.20
Legal	Duplex	25	5	30	3	10.50
Letters	Simplex	1	1	2	2	0.50
Letters	Duplex	2,054	8	2,062	8	822.40
TOTALS		264,418	556,723	822, 141	2,711	161,839.50

INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

In 2025, the Information & Communication Technology (ICT) division underwent significant transformation, including the transition from reliance on external service providers to the establishment of a strong internal team. As part of this shift, ICT conducted a comprehensive review of key suppliers and this initiative resulted in a cost saving of approximately 30% against the original budget.

Batchelor has also moved toward directly procuring most software and hardware, strengthening its relationships with suppliers and improving procurement efficiency.



Additionally, Batchelor ICT successfully completed the major Right Fit For Risk (RFFR) project in 2025. RFFR is an Australian Government cyber security accreditation framework requiring organisations such as the Institute which handle government data to meet and maintain appropriate security standards. Accreditation was awarded under this framework, managed by the Department of Employment and Workplace Relations, marking a significant achievement in aligning with government standards.

Digital connectivity at the Institute has been significantly boosted by AARNet (Australia's Academic and Research Network) which received investment through Round 3 of the Australian Government's Regional Connectivity Program. Under this program, a number of research- and education-related services in Batchelor including the Institute are being connected to the high-speed AARNET network through the provision of optical fibre. Installation of the optical fibre in Batchelor commenced in 2025, to be completed and activated in the first-half of 2026. This means the Institute will enjoy the same high-quality and reliable AARNET connectivity that supports education delivery and administration at other Australian tertiary institutions.



top: Sven Montgomery (left) and Brian Lena, part of the ICT team, Batchelor Campus

above: Network server, Batchelor Campus

opposite page: John Bonson, Certificate III in Community Services student, peruses BIITE's 2025 Student Guide



CENTRAL AUSTRALIA & REGIONAL DEVELOPMENT

STUDENT ACCOMMODATION

Batchelor Institute of Indigenous Tertiary Education proudly welcomed transformative \$5.1 million investment from the Albanese Labor Government to build new student accommodation at our Alice Springs campus. Announced by Senator the Hon. Malarndirri McCarthy, this funding will provide culturally safe housing at the Desert Knowledge Precinct (DKP), empowering Aboriginal and Torres Strait Islander students from remote Northern Territory communities.

The new accommodation will support students enrolled in our diverse range of programmes, from Vocational Education & Training certificates to Higher Education degrees, many of whom travel vast distances to study. This initiative underscores our commitment to empowering Aboriginal and Torres Strait Islander peoples through education.

Ekistica has been engaged as the project managers. Ekistica is remote and regional Australia's leading advisory and technical consultancy firm, with offices across regional Australia. They work nationally and internationally with clients in challenging engineering, project development and delivery. They were established in 2007 by parent company the Indigenous-controlled Centre for Appropriate Technology (CAT). CAT's team of professional project managers includes electrical, renewable, power systems, environmental, water, process, civil, structural and mechanical engineers, commercial advisors, engagement specialists, and data analyst experts.

PERTAME CLASS PROJECT

In 2024 BIITE was granted \$1.5 million from Aboriginal Investments NT in an auspicing agreement with the Pertame Language Nest for the construction of a classroom. The first milestone payment was received in 2025. Originally this funding was to build at Boomerang Bore. However, the Pertame community requested it to be built in Alice Springs as the majority of community members live in town and it would therefore be easier to access.

Aboriginal Investments NT approved the variation to this agreement in 2025 and stipulated that the construction of a Pertame School On-Country Learning Hub be established at the DKP as it is specifically for education.

The Pertame Ngetya Untya (Language Nest) is an immersion playgroup for Pertame infants and their parents to be raised within their language, culture and community. Language nests have been recognised internationally as the most successful means to revitalise endangered Indigenous languages. The Nest is structured like a preschool or playgroup, where all activities, routines, songs, games and instructions are given in Pertame only. English is left at the front

door. The Nest is led by Pertame educators, guided by fluent Elders and supported by the parents of the children

BUSINESS DEVELOPMENT OFFICER

The Business Development Officer position has been established in the Batchelor/CDU office. This role will work with industry partners and develop a fee-for-service package for Industry and other fee-for-service clients.

OTHER ENGAGEMENT PRIORITIES

Other priority areas include:

- Re-establishing a presence in the Barkly Region, particularly Tennant Creek and the surrounding Barkly communities.
- Re-establishing training at Warlpiri Education and Training Trust (WETT) Learning Centres in Nyirripi, Willowra and Lajamanu and working towards the re-establishing of a centre at Yuendumu.

REMOTE TRAINING HUBS

These are intended to support Central Australian First Nations peoples' access to On-Country VET in conjunction with the Mobile Training Unit project. The Department of Employment and Workplace Relations, the National Indigenous Australians Agency and the NT Government are working in partnership with First Nations peoples to establish up to seven Remote Training Hubs across Central Australia located at Ntaria, Ltyentye Apurte, Yuendumu, Ti Tree, Atitjere, Papunya and Mutitjulu. These training hubs will belong to the communities and be accessed by the Institute and other education/training providers.

The Hubs will:

- connect people with training for skills needed On-Country by delivering mobile training units and Hubs that enhance the quality and reach of On-Country training to the community
- assist with transport between locations
- engage mentors to help people connect training qualifications with a local job.

The development of the Remote Training Hubs has been informed by community consultation undertaken in 2023 and guided by advice from the Central Australian Plan Aboriginal Leadership Group.

Announced in 2024, planning is under way to set up the Hubs. The funding for the Hubs will be distributed via a grant opportunity. The Hubs Network will be established by 30 June 2028.

MOBILE TRAINING UNIT

Mobile Training Units (MTUs) are a key component of the Remote Training Hubs Network measure. Desert Peoples Centre Inc (DPC) was the successful recipient of a \$3 million grant to design, construct and deliver four custom-built and industry standard MTUs that will support the delivery of training in remote First Nations communities in Central Australia. Once complete, the Institute and other education and training providers will be able to incorporate the use of these MTUs in their training delivery at the Remote Training Hubs. The MTUs’ functionality will be linked to the following in-demand industries:

- Carpentry
- Conservation and Ecosystem Management
- Hospitality (Cookery)
- Resource and Infrastructure

DPC will lead a joint consortium to enhance the capability of Registered Training Organisations in remote Central Australia to:

- lift the availability of accredited VET
- enhance the ability to viably and affordably provide compliant, simulated work environments
- ensure that appropriate training can be delivered to communities.

The consortium in Central Australia is comprised of the DPC, Centre for Appropriate Technology and Batchelor Institute of Indigenous Tertiary Education, together with Charles Darwin University and the Northern Territory Department of Education and Training.

Batchelor Institute signage, Desert Peoples Centre campus, Mparntwe, Alice Springs



PEOPLE AND CULTURE

The past year has been one of reflection, improvement, and preparation for the future within the People and Culture team. As Batchelor Institute continues to evolve, our focus has been on strengthening the foundations that support our people while ensuring our systems and processes keep pace with the needs of the Institute.

STREAMLINING PROCESSES

A key priority this year has been reviewing how we work and identifying opportunities to streamline and automate processes. By reducing manual administration and improving the efficiency of our workflows, we aim to create more consistent, reliable, and timely services for employees and leaders across the Institute. These improvements will also allow the People and Culture team to dedicate more time to strategic initiatives that support our workforce and organisational goals.

COMPLIANCE

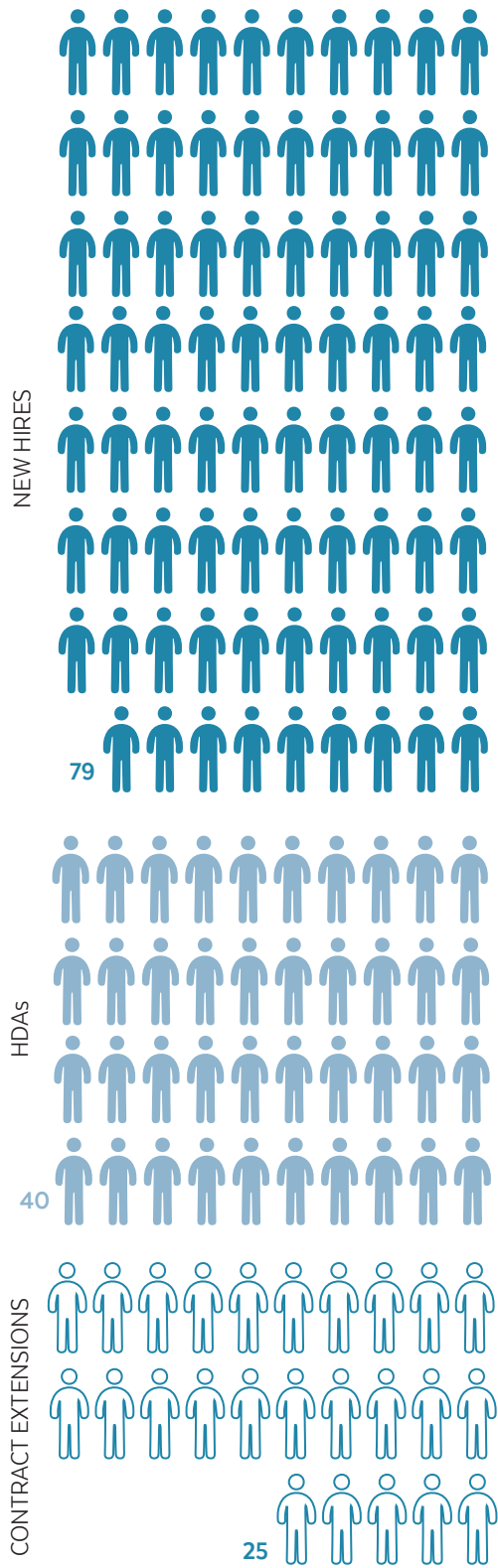
Maintaining strong compliance also remains central to our work. We have continued to focus on ensuring our policies, procedures, and practices align with legislative requirements and organisational standards. Strengthening compliance frameworks and improving documentation and reporting processes have been important steps toward building a more robust and transparent People and Culture function.

Through these efforts, the People and Culture team remains committed to supporting Batchelor Institute and its staff, contributing to a positive workplace culture, and building systems that are efficient, compliant, and sustainable for the future.

RECRUITMENT

Recruitment-related figures show some key variations compared with 2024. The number of Indigenous Australian staff saw a slight increase, from 39.6% in 2024 to 39.9% in 2025. Increases were also evident with contract extensions (from 12 to 25) and notably over double an increase in new hires (from 38 in 2024 to 79 in 2025) making the abovementioned streamlining processes all the more welcome. Higher Duty Appointments (HDAs) also increased by 25% in 2025, from 32 to 40.

2025 Recruitment figures





AUTOMATION

As part of this work, we have moved away from the use of DERF forms and implemented the START system to notify ICT of positions that are being advertised. This change ensures the ICT is informed earlier in the recruitment process, giving them sufficient time to prepare and allocate the necessary IT equipment for new employees. This improvement supports a smoother onboarding experience and better coordination between teams.

OCHRE CARD AUDIT

People & Culture have commenced an audit of Ochre Cards and have implemented automated email reminders to notify employees in advance of upcoming expiries, as well as when cards have expired.

HEALTH AND 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.

WHS GOVERNANCE AND ENGAGEMENT

The WHS Committee met regularly throughout the year to review incidents, monitor trends, and promote awareness across the Institute.

The WHS Committee continued to focus on improving safety systems, communication, and workplace conditions throughout the

year. Key actions included reviewing and amending the draft WHSC Terms of Reference, updating staff/student travel procedures, and progressing cyclone, emergency, and wet season documentation. 28 hazards and 23 incidents were reported to the WHS Committee throughout 2025. These and other workplace safety and infrastructure concerns were addressed, including repairs required to the pathway leading to the kitchen following reports of trips and falls, replacement of posters for Health & Safety Representatives (HSRs), Emergency Warden and First Aid contacts, and planning for future evacuation drills. Discussions were held regarding the use of Starlink GPS tracking for vehicles and the installation of outdoor bubblers, with costings to be investigated.

Additional initiatives included updating the list of HSRs for distribution to staff, adding a comments section to the Incident/Accident form, and improving WHS communication through staff newsletters and distribution of WHS Survey results to all staff.

CONTINUOUS IMPROVEMENT

Policies, procedures, and guidelines were regularly reviewed and updated to ensure alignment with current legislation, best practice, and operational needs.

The Institute remains committed to continuous improvement in Work Health and Safety performance and will continue to strengthen its systems, processes, and culture to ensure a safe environment for all.

ENTERPRISE AGREEMENT

The Enterprise Agreement came into effect in August 2025 following a formal approval process involving employee consultation, a majority vote in favour of the proposed terms, and review by the relevant industrial authority.

above: Some of the People & Culture team (left to right):
Alison Hoy, Jesse Erkelens, Kelsey Clark, Nima Lou

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 2025.

FINANCIAL PERFORMANCE SUMMARY

In 2025, Batchelor Institute recorded a net deficit of \$2.35 million, compared to a deficit of \$2.16 million in 2024. Total income increased to \$38.16 million (2024: \$36.6 million), with higher operational costs contributing to the overall result.

2025 Income Statement summary comparison to previous year and budget					
\$M	Actual 2025 \$M	Actual 2024 \$M	Variance \$M	Budget 2025 \$M	Variance \$M
Income	38.16	36.6	1.56	40.72	(2.56)
Expenses	(40.51)	(38.76)	(1.75)	(42.34)	1.83
Surplus/ (Deficit)	(2.35)	(2.16)	(0.19)	(1.62)	(0.73)

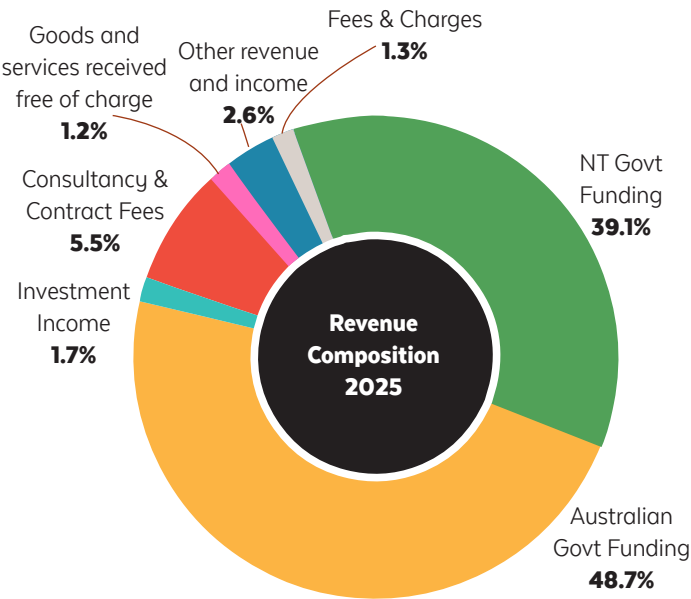
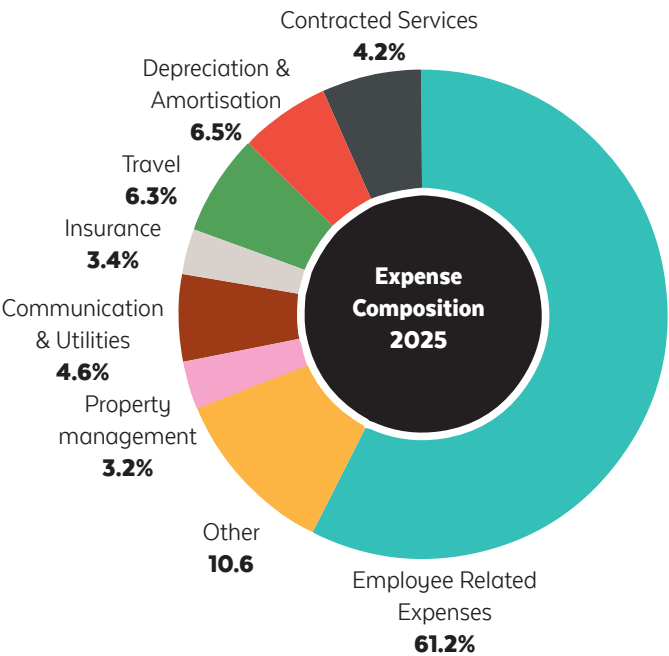
REVENUE COMPOSITION

The majority of Batchelor Institute’s revenue in 2025 was derived from Australian Government funding (48.7%) and Northern Territory Government funding (39.1%), 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 (61.2%), 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 repair and maintenance,, minor equipment, scholarships, and general administration, represented the second-largest expenditure grouping.



FINANCIAL POSITION

As at 31 December 2025:

Total assets: \$65.57 million (2024: \$61.83 million)

Total liabilities: \$12.34 million (2024: \$10.15 million)

Net assets: \$53.22 million (2024: \$51.67 million)

Cash and cash equivalents: \$14.41 million (2024: \$13.12 million)

KEY FINANCIAL RATIO

Current Ratio: 1.67 (2024: 1.92)

Cash Ratio: 1.26 (2024: 1.4)

Solvency Ratio: 19% (2024: 16%)

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

LAND, BUILDING &

INFRASTRUCTURE REVALUATION

Land, buildings and infrastructure were subject to a desktop asset revaluation in 2025. The revaluation resulted in a decrease of \$0.01 million in land, an increase of \$3.76 million in buildings, and an increase of \$0.15 million in infrastructure. Land has been valued using the market approach based on available sales evidence, while the Depreciated Replacement Cost (DRC) approach was applied to buildings and infrastructure.

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 transactions are recognised and measured in accordance with the relevant accounting standards. Particular attention is given to the assessment of grant funding, which is evaluated under the applicable 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.

Some of the Finance team including (left to right) Liuaki Fifita, Fishta Fidiana, Fariana Kashem, Soumya Chacko, Meri Shrestha, Mengchen Yang, Building 10, Batchelor Campus



STUDENT EXPERIENCE



The Student Experience division is dedicated to creating a safe, supportive and empowering environment where our students can thrive.

We honour each learner's journey as unique and are committed to nurturing pathways where students flourish—supported by an Institute that respects their sovereignty, values their voices and strengthens their potential.

In this way, we contribute to the Institute's vision of education that is transformative, community-centred and grounded in Aboriginal and Torres Strait Islander knowledges.

Aligned with Batchelor Institute's strategic direction to place students and communities first and recognise culture as strength, we centre Indigenous worldviews and uphold self-determination in everything we do. The Student Experience Division strives to continuously increase its percentage of employment of Indigenous Australian staff to strengthen our culture, capability, and capacity to deliver on priorities and expectations.

Although the Student Experience Division saw a small decrease (approx. 7%) in Indigenous Australian staff compared to 2024, we remain firmly committed to employing local Aboriginal and Torres Strait Islander people.

We will continue to investigate future employment opportunities, including pathways for our Alumni (graduates) to enrich the depth of the Student Experience division.

“To ensure students are supported throughout their journey with the Institute, the Student Experience division provides essential support services. On some days, this means organising a tutor, connecting students with external providers, issuing certifications or ensuring resources are available across our libraries. On other days, it's about creating a welcoming campus environment—offering a deadly feed, assigning student residential workshop accommodation, or simply being available for a yarn. This is the duality of the division: adapting to meet students' needs as they arise.”

Director, Student Experience

opposite: Virginia Doolan (left) and Jolene Lesley Doolan, Finke Graduation, Finke Community, 9 April 2025



ACROSS THE YEAR

NATIONAL APOLOGY ANNIVERSARY

Our Desert People’s Centre (DPC) library display recognised the National Apology to the Stolen Generations, delivered by Kevin Rudd in Federal Parliament on 13 February 2008. This was an important moment in Australia’s journey towards truth-telling and reconciliation.

The Apology formally recognised the deep pain and trauma experienced by Aboriginal and Torres Strait Islander people as a result of past government policies, including the forced removal of children. It followed the powerful 1992 Redfern Speech by Paul Keating, which also acknowledged these injustices.

LIBRARY LOVERS DAY

Celebrated on both our Batchelor and DPC campus libraries Library Lovers Day (14 February) is an annual event that recognises the importance of libraries and the joy of reading. The day encourages students and communities to explore books, discover new authors and genres, and appreciate the vital role libraries play in supporting literacy, learning, and imagination.

FINKE GRADUATION

Batchelor Institute held a Community Graduation in Finke to celebrate the resilience and dedication of the participants who completed their qualifications. A Community Graduation meant these graduates could celebrate in their home community along with their families, friends and employers.

A thank you to our partners Catholic Care NT for helping facilitate this touching event.

Certifications awarded included National Qualifications for the Certificate II in Community Services.

TENNANT CREEK GRADUATION

Batchelor Institute held a Community Graduation at the Barkly Business Hub to celebrate the dedication and success of the participants—and the bright futures that lie ahead.

A huge thank you to our partners Barkly Regional Council, RN Employment, and our Construction Lecturers for making this possible.

Certifications awarded included a mix of National Qualifications for the Certificate III in Civil Construction, and Statement of Attainments for short courses.

BACHELOR CAMPUS GRADUATION

Batchelor Institute celebrated 253 graduates at its 2025 Graduation Ceremony on 5 June 2025. Held on Kungarakana and Warai Country, the event honoured Indigenous Australians who have transformed their lives through education.

Sharon Walker (pictured), a Larrakia woman, embodied this transformation. Adopted and raised in NSW, she reconnected with her Holtze family in Darwin in 2017, finding a sense of belonging. After surviving breast cancer in 2021, Sharon sought a career with purpose, moving to Wagait Beach to make a difference.



above: Student Experience staff

left: Valentines Day becomes Library Lovers Day at the Institute’s Batchelor and Desert Peoples Centre libraries



Her journey took a pivotal turn when she began driving an ambulance, sparking a passion for health care. Encouraged by mentor Marcelle Keenan, Sharon enrolled in Batchelor's HLT40221 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice), embracing the challenges of returning to study after 40 years.

"Batchelor College gave me the skills to help those facing challenges as a health worker," said Sharon Walker. "I have made friendships during our time in the classroom that will last a lifetime." Now an Aboriginal Health Practitioner trainee at Belyuen Health Clinic, Sharon's training reflected Batchelor's "Both Ways" philosophy, blending Larrakia cultural knowledge with professional skills.

The ceremony awarded 276 qualifications to 253 graduates from 76 communities, including Wadeye (19 awards), Holtze (18), and Yirrkala (17), with some earning multiple certificates. Courses ranged from HLT40221 (12 awards) to Certificate III in Civil Construction Plant Operations (38 awards), with 43% of graduates identifying as female. These graduates are now set to strengthen NT communities in health, education, and conservation.

Highlights of the Ceremony

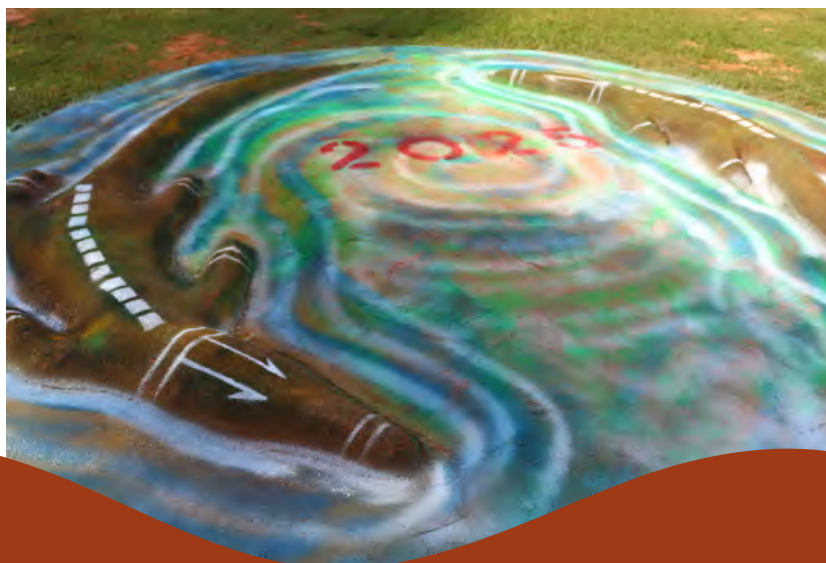
- Master of Ceremonies conducted by Stephanie Barber, a Meriam Samsep and Dhoeybaw and Yandruwanda woman staff member of Batchelor Institute.
- Sand Artwork and Welcome to Country by Kungarakan Traditional Owner and Custodian and Elder at Batchelor Institute, Mr Donnie McGinness
- Keynote Speech by Ms Kaye McGuinness, a Kungarakan and Yanyuwa woman, and staff member of Batchelor Institute.

centre: Sharon Walker, 2025 Batchelor Graduation Ceremony

right: Sand sculpture by Donnie McGinness for 2025 Batchelor Graduation Ceremony



above, left: Finke Graduation, Finke Community, 9 April 2025 (left to right): Sarah Jane Lynch, Virginia Doolan, Jolene Lesley Doolan, Matthew Allen, Ruei Joshua Dei Wal
right: cover, Finke Graduation booklet





2025 Batchelor Graduation Ceremony

left: Emelia Anne Patterson (Graduate, Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care), Kaye McGuinness (Keynote speaker), Trudy Avlonitis, Dr Helen Bishop, Marian Patterson



below: Procession of graduates towards the Recreation Hall;

Graduation Ceremony, Recreation Hall





SPECIAL HIGHLIGHT

Graduation Booklet Cover Artwork & Artist

Hello, my name is Stephanie Anderson and I'm a Ngangi Kurrungurr woman. I come from a small outstation called Namarluk, it's my Mother's country. I've learned mostly everything from my two Grandmothers, Mable and Marlene. At first, I thought it was boring, they'd make me sit in front of them while they did weaving, telling stories and painting at the same time. Weaving came from my Mum's mother, Mable, and painting stories came from my Dad's mother, Marlene. She would mainly talk about the older day ceremonies and paint on bark. So now I would love to share what I was taught by my beautiful Grandmothers. I mostly weave and do paintings, make dillybags, sunmats and wall mats.

The name of the painting is *Cena the Falmikuri*. Falmikuri means mermaid in my language.

A story about a little girl named Cena who changed into a mermaid. One day she went for a walk and found herself at the waterfall where she went for a swim. As she was walking away, she heard a woman singing. She walked towards the waterfall where she saw a mermaid signing under the waterfall. She couldn't believe it. She asked the mermaid if she could stay with her. The mermaid said to her, "You want to live here you will change into a mermaid, and you will never go back to your family again." So she chose to change into a mermaid because her aunty was an alcoholic. That's why she chose to change into a mermaid.

DEMENTIA AUSTRALIA

Batchelor Campus Library hosted Strengthening Connection, a



family day event with Dementia Australia on 4 June 2025. This day featured stalls from various organisations that assist and support people with dementia and their families and carers.

HIGHLIGHTS

- Q&A panel session with special Guest Speaker Gwenda Darling from the Dementia Australia Advisory Committee
- Dementia Australia - EDIE (Virtual Reality) session opportunity to use VR and see what it is like to live with dementia
- Short video stories
- Brain activities and games
- Weaving
- Morning tea and BBQ Lunch

NAIDOC WEEK

DARWIN

Kicking off National NAIDOC week (6-13 July), Batchelor Institute was proud to sponsor the 2025 Deadly Cup Carnival, a highlight for our staff and students. In line with this year's NAIDOC theme, The Next Generation: Strength, Vision & Legacy, the event was a vibrant celebration of Indigenous culture and talent, packed with deadly Indigenous mob. We were grateful for the opportunity to support this incredible event and connect with our communities.

BACHELOR

Batchelor Institute then launched National NAIDOC Week 2025 with a flag raising ceremony on Batchelor campus, held on Kungarak and Warai Country. Guided by our respected Elder Donnie McGinness, we were reminded that our actions today shape the legacy we leave for the next generation, a powerful reflection of this year's NAIDOC theme.

above: Charlee-ann Reid and Sesle Pastore with Milpa the Goanna, 2025 Deadly Cup Carnival, Marrara Sporting Complex, Darwin



HIGHLIGHTS

NAIDOC events were scheduled throughout the week and included:

- NAIDOC Luncheon - hosted by the Elder, with the launch of a new staff shirt
- NAIDOC Performance - with performances by Screen and Media student Terry Guyula (Drifting Clouds) and special guests, a BBQ lunch and information stalls
- NAIDOC BBQs - hosted in Community with Community partners (Lajamanu and Willowra)

DESERT PEOPLES CENTRE

Batchelor Institute was proud to support the NAIDOC Cultural Day, hosted by Akeyulerre alongside Centre for Appropriate Technology and Desert Knowledge Australia at the Alice Springs campus. This vibrant event brought our community together to share and pass on knowledge to future generations, showcasing the enduring strength of Arrernte culture.

HIGHLIGHTS

- Bush medicine making and tool crafting (spears, boomerangs)
- Kangaroo and damper cooking, shared in community spirit
- Yarning circles fostering connection and storytelling
- Traditional men's and women's dances celebrating Arrernte heritage

CO-LOCATION

In 2025, Student Services joined the Travel Services and Student Administration teams in Building 2 on Batchelor Campus. The creation of this centralised hub means all student support services are readily accessible to our students, further enhancing the student experience whilst on their learning journey with Batchelor Institute.

STUDENT LOUNGE MAKEOVER

Centralisation is also an aspect of the Student Lounge and Student Gym. Both are located within a centralised area of Batchelor Campus, and are available for our students to access recreational activities, fitness and wellbeing. The Student Lounge provides a space for students to interact socially and provides an alternative study space with fellow students outside of their classrooms. In 2025, new furniture and décor was purchased for the Student Lounge with a make-over scheduled for 2026.

top: Terry Guyula (Drifting Clouds) performs, 2025 NAIDOC Celebrations, Batchelor

left: NAIDOC Cultural Day at the Desert Peoples Centre features traditional dancing and bush tucker (kangaroo tails)

opposite page, left: ochre-painted lorrkon (hollow log coffins), Garma
right: Dhäwu'mi Wänga (House of Stories), a site at Garma for sharing ceremony, art, film and storytelling



GARMA FESTIVAL

REFLECTION PIECE—Director Student Experience



There's a different kind of magic in East Arnhem Land—a formidable strength in the land, the language, and the people. Each year, the Garma Festival brings this strength to the forefront, and in 2025 (1-4 August), it celebrated its 25th anniversary.

As a staff member of Batchelor Institute, attending Garma was not just a professional moment—it was a deeply personal one. There's something about this place, this festival, that demands you pause, listen, and learn.

Garma is more than a celebration. It's a platform for truth-telling, cultural sharing, and, perhaps most importantly, learning. Minytji (art), manikay (song), bunggul (dance), and storytelling aren't simply performed here—they teach. They teach history, identity, law, and deep belonging.

These are not exhibitions; they are lessons.

The very word 'garma' in Yolngu Matha refers to a two-way learning process—and it resonates strongly with our own 'both-ways' philosophy at Batchelor Institute. This shared principle—of Indigenous knowledge walking alongside Western academic systems—has been central to how we teach, how we support our students, and how we view the future of Aboriginal and Torres Strait Islander education.

So perhaps it was fate when six of us from the Institute made the long journey from Darwin to Gulkula. Three cars packed to the roof with merchandise, sleeping swags, and a reliable esky, crawling over 1,100 kilometres of deep red earth. By the time we pulled in on a windy Thursday afternoon, we were tired, windblown, and covered in dust.

But we were also buzzing. We had arrived. We were ready.



Over the next three days, our stall became more than a point of contact—it became a meeting place. Community members came with questions, stories, memories. We met former students who recalled their time with Batchelor in its earliest days, and young people wondering if study could be part of their own future. The curiosity was real—and the hope even more so.

One conversation stayed with me. A young woman approached our stall and began talking about her mother, a Batchelor graduate who had studied teaching. Her pride in her mother's journey was palpable, but so too was her own quiet determination to follow that same path. In that moment, the significance of our work was reinforced: Batchelor Institute isn't just an education provider—it's a generational legacy. It's living proof that Aboriginal and Torres Strait Islander-led education changes lives, families, and futures.

We also saw current students and graduates scattered across Garma—performing on stage, running logistics, supporting events. They weren't just participating in the festival—they were shaping it. And that's what hope looks like.

In 2024, Batchelor Institute celebrated its 50th anniversary. Half a century of serving as the only Indigenous Australian-led tertiary education provider in the country. But being at Garma in 2025 reminded me that our story isn't just about longevity. It's about responsibility. The future of education doesn't rest on policy alone—it lives in places like this. In the hearts of students and graduates. In the wisdom of Elders. In the spark of children dancing to the rhythm of bunggul, already learning in ways no textbook could ever contain.

As the sun set each night over Gulkula, I found myself thinking not just of where we've come from—but where we're going. There is still much work to be done. But when education is grounded in culture, driven by community, and shared in both directions, it becomes more than a tool. It becomes a promise.

And Batchelor Institute intends to keep that promise—both-ways, always.



top: BIITE staff at Garma, left to right: Sam Henry, Lynette Ross, Sesle Pastore, Renee Long, Charlee-Anne Ah Chee, David Cusack

left, below: BIITE merchandise and Batchelor Press publications on offer at BIITE's Garma stall

opposite page, top: Garma participants at the BIITE stall

bottom: Yolngu dancers make their way to the bunggul ground, Garma 2025





DESERT PEOPLES CENTRE GRADUATION

On 11 September, Batchelor Institute celebrated its second main graduation ceremony on the Desert People's Centre Campus in Mparntwe (Alice Springs).

With an academic procession led by the Pertame School and the Batchelor Institute Council and Staff, graduands gathered to celebrate their successes and be formally conferred with their relevant awards.

Master of Ceremonies Lavinia Heffernan led the proceedings, allowing the graduates, their families and guests to hear greetings to country by Traditional owner and custodian Marie Ellis, and messages of congratulations by the Institute CEO, Renee Long, Dean of Higher Education and Research, Professor Curtis Roman, VET Senior Lecturer for Conservation & Ecosystem Management and Media, Michael Walters (on behalf of the VET Director), as well as special guest speakers.

A total of 75 individual student awards were conferred on the day, with over 20 students making the journey to be included in the celebrations.

"... your success holds special meaning. Your achievements continue the proud traditions of learning, leadership, and cultural strength. You are shaping the future not only for yourselves, but for your families, communities, and generations to come. Your journeys inspire us all, and your voices are vital in building a more inclusive and empowered future."

Renee Long, CEO, Batchelor Institute

HIGHLIGHTS

- Beryl Price Research Training Program Top Up Scholarship recipients awarded—
Bianca Stawiarski and Ceane Towers
- Academic procession led by the Pertame School children including a performance to launch their first album
Pertame Ketjey irllelhem
- Student Response by April Campbell, Graduate of Certificate IV in Teaching an Australian First Nation's Language
- Dr Sylvia Nakachi, showcasing the alternate Ph.D regalia which is inspired by the colours of the Torres Strait Island flag. 2025 saw the first use of this regalia which complements the classic Ph.D regalia which is inspired by the colours of the Aboriginal flag.

SPECIAL HIGHLIGHT



Graduation Booklet Cover Artwork & Artist

Ruby Kunoth-Monks is a 23-year-old Alice Springs/Utopia community artist who has been attending Batchelor Institute for three years gradually working through her Certificates 1, 2 and 3 in Visual Arts.

Ruby is a versatile, talented and dedicated artist whose work ranges from anime to drawing and painting, printmaking and ceramics. In 2023 Ruby won the Highly Commended Prize for the Advocate Art Award and the 18-25 Category for the Alice Springs Town Council's 'Alice Upcycle Art Prize'. Ruby has a dream to create an independent art business for First Nations youth. The name of the painting is *Rainbow Valley*.

opposite page, top: Dr Sylvia Nakachi gowned in the alternate (Torres Strait Islander) Ph.D regalia, Desert Peoples Centre Graduation Ceremony, September 2025

below: April Campbell, Student Response and Graduate of Certificate IV in Teaching an Australian First Nation's Language, Desert Peoples Centre Graduation Ceremony



STUDENT EXPERIENCE

PROFESSIONAL DEVELOPMENT

Student Experience Division staff undertook team building and team planning sessions 8-10 October on Batchelor Campus. These days were facilitated by the Director, Student Experience, and included sessions run by the Elder on Campus, the Manager Quality Assurance and the Policy Officer.

On day one, the Division took part in activities to foster improved communication: working in teams, how to bring about innovation, celebrating successes, and managing self-care. This day also included a special excursion to Rum Jungle Lake with the Elder on Campus.

Day two and three brought the managers and team leaders together to discuss leadership, continuous improvement, operational planning and mapping.

CURTIN UNIVERSITY VISIT

A delegation of staff from Batchelor Institute, including those from the Student Experience Division, visited Curtin University's Centre for Aboriginal Studies (CAS) on Whadjuk Nyungar Country over four days (27-30 October). This trip allowed staff from both sides to create connections and share in knowledge exchanges to continue to strengthen current and future partnership opportunities.

WORLD INDIGENOUS PEOPLE'S CONFERENCE ON EDUCATION

Indigenous-led approaches to education, health and wellbeing were shared on the global stage at the World Indigenous Peoples' Conference on Education (WIPCE) in Aotearoa (New Zealand), 16-20 November 2025.

Staff members from our Student and Residential (S & R) team participated in WIPCE 2025 with a presentation showcasing the S & R Services Suitcase Metaphor. The S & R Suitcase Metaphor is a holistic framework that supports Aboriginal and Torres Strait Islander students throughout their education journey, highlighting our Both Ways education approach.

Manager of Student and Residential Services Stephanie Barber said the presentation emphasised the importance of viewing education through a cultural lens, recognising that meaningful outcomes are achieved when cultural perspectives guide how support is designed and delivered.

"Approach, impact, outcome, innovation and significance is achieved by looking through our cultural lens and adjusting our cultural shifts to support our people through their education journey."

The S & R Suitcase Metaphor also challenges simplified understandings of Indigenous knowledge systems, highlighting the diversity of cultures, perspectives and ways of knowing carried by students into education.

As Australia's only Indigenous-led dual-sector tertiary provider,



top: Donnie McGinness, Ruth Reid, Stephanie Barber and Sesle Pastore, WIPCE, Aotearoa, November 2025



above: Lisa Rioli, Rebecca Nilkare, Anneke Scheeper and Natasha Erkelens, Student Experience Professional Development, October 2025

Batchelor Institute positions Aboriginal and Torres Strait Islander peoples as knowledge holders in all educational interactions. Our Both Ways approach honours and elevates First Nations knowledge systems, ensuring they stand equal to Western education in every learning and research experience. This culturally grounded education strengthens our students' identities, builds capability and empowers students for success.

WIPCE 2025 provided a valuable international platform to share this work and contribute to global conversations on Indigenous-led education, health and wellbeing. The conference reinforced the importance of culturally grounded, holistic approaches that empower and support First Nations students and communities through education.

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 Institutes two main Graduation Ceremonies, on Batchelor Campus in June and the Desert People's Centre Campus in September.

HIGHLIGHTS

- Delivery of professional development and relevant orientation information to teaching divisions
- Prepare all AQF certification for VET and HDR students
- Filling of 220 Fee Free TAFE places for students
- Attendance of staff at NAIDOC events such as the Deadly Cup Carnival and NAIDOC March and Ball in Garramilla (Darwin)

above: Charlee-ann Reid and Nicola White,
2025 Batchelor Graduation Ceremony

SPECIAL HIGHLIGHT



VET Student Guide Cover Artwork & Artist

Tamika Richardson is both of Aboriginal and Torres Strait Islander descent. Tamika was born in Darwin and lives in Batchelor where she is a student at Batchelor Area School and a VET for Secondary Schools student with Batchelor Institute.



STUDENT & RESIDENTIAL SERVICES

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

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

HIGHLIGHTS

- Implementation of mandatory Student Orientation for students in residence each year
- Residential Officer Gail Rioli graduated with a Certificate III in Community Services. This qualification allows Gail to strengthen the tools she uses in her role as a Residential Officer.
- Student Enquiries and Support Coordinator Louisa Castle retired after 25 years' service with Batchelor Institute
- Appointment of Team Leader, Student Services to replace the above position
- Manager, Student & Residential Services attends 2025 WIPCE, presenting the Student & Residential Suitcase Metaphor paper in Auckland, New Zealand

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

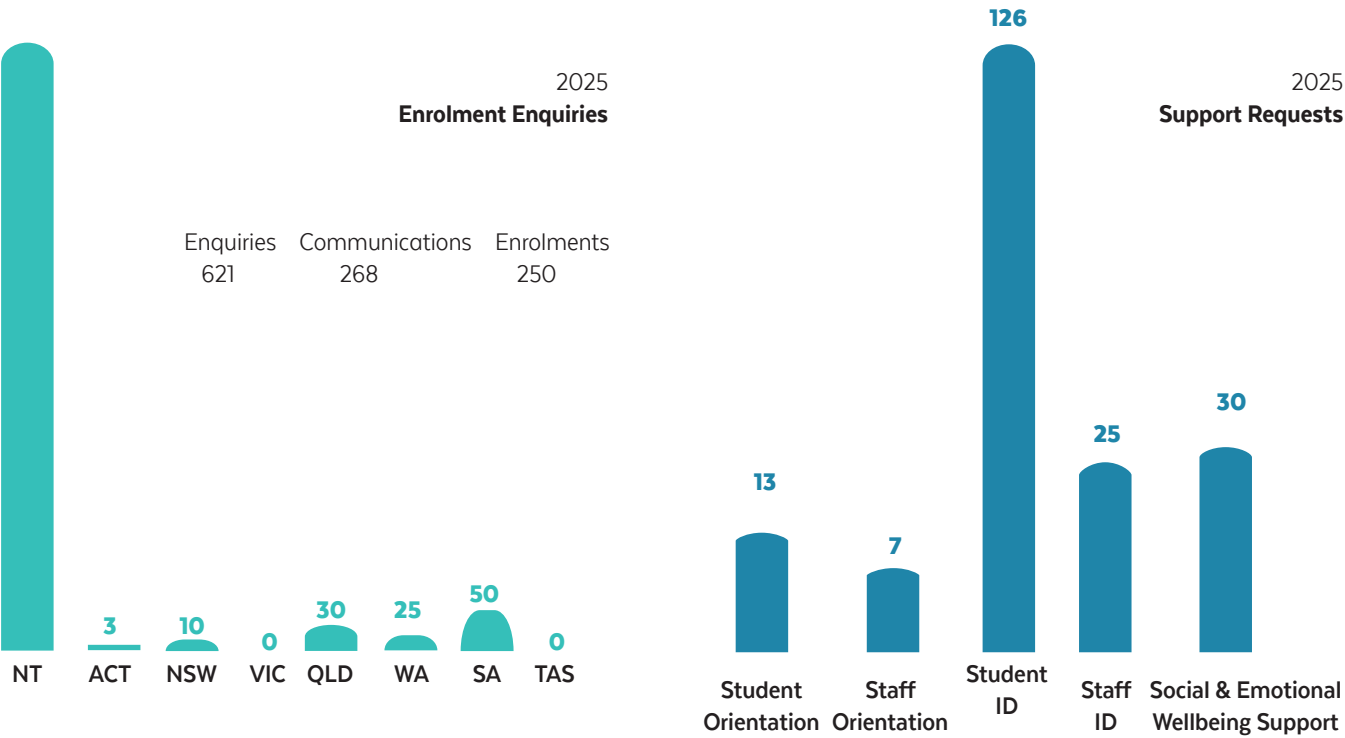
above: Student & Residential Services staff (left to right): Gail Riolo, Lisa Rioli, Costa Bulsey, Jodie Martin, Stephanie Barber/Bulsey, Michelle Booth, Nerisha Cables; (front) Noressa Bulsey

centre: (left) Gail Rioli (graduate, Certificate III in Community Services) with Joelle Puantulura (graduate, Certificate III in Early Childhood Education and Care), 2025 Batchelor Graduation Ceremony

right: National Apology Day (12 February 2025), Batchelor Library, Desert Peoples Centre

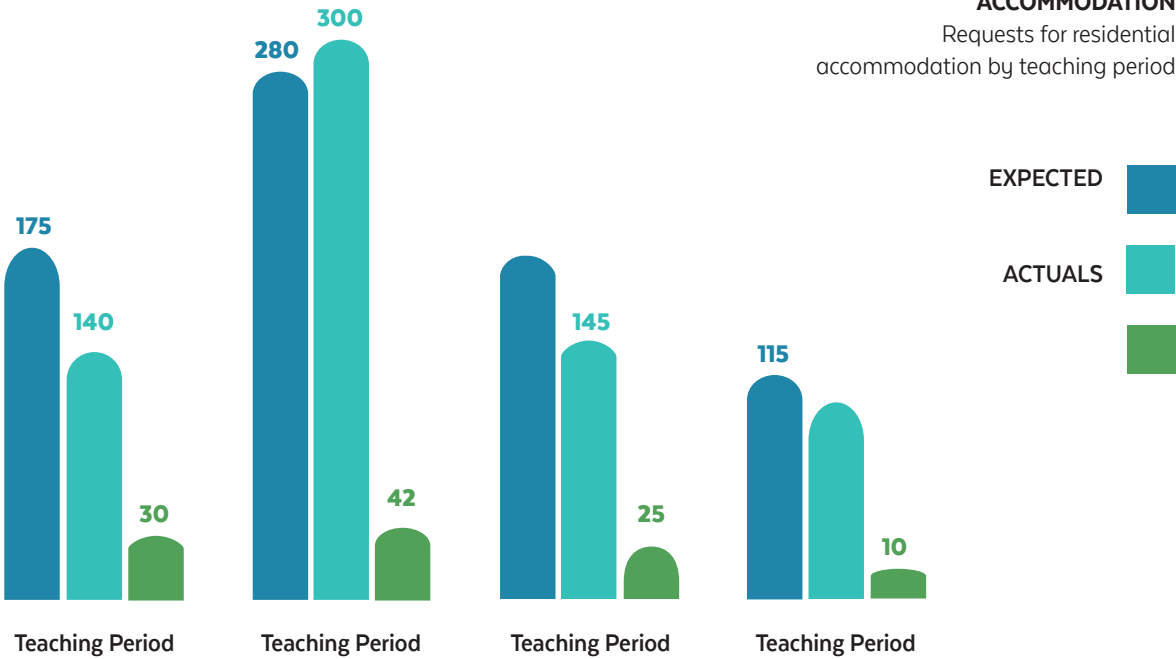


STUDENT & RESIDENTIAL SERVICES DATA



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

2025 RESIDENTIAL SERVICES ACCOMMODATION
Requests for residential accommodation by teaching period





above: Commemorating the Joint Use Agreement between Batchelor Institute and Coomalie Council for the Batchelor Library, (left to right): Sharon Hillen, Joanne Wood, Melissa Raymond, Sesle Pastore, Anneke Scheepers, Mitch Mitchell, Renee Long

LIBRARY & INFORMATION SERVICES

Batchelor Institute libraries (located at Batchelor and DPC campuses) provide access to the latest digital and print resources to support students, staff and community members.

The Library's Vision is to provide a culturally safe academic library with physical and online services and programs, connecting students, staff, and communities; delivering services and resources that empower, inform and share; to support strengthening culture, language, and identity through access to resources; to educate to liberate.

The library also oversees the Centre for Australian Languages and Linguistics (CALL) Collection (see related image page 72). The is a nationally significant repository of Indigenous Australian language materials representing more than 50 years of language work and intergenerational cultural knowledge. Held at the Batchelor campus, the collection supports ongoing language maintenance and revitalisation through community access. During 2025 priorities focused on migrating the collection to secure the digital archive, developing a richer and more culturally relevant metadata framework to improve searchability, and digitising rare and obsolete materials.

HIGHLIGHTS

- Continuation of the Joint Use Agreement between Coomalie Council and Batchelor Institute
- Nungalinga College staff and students visiting the Batchelor campus library to access material from the CALL Collection. Wadeye students in May and Tiwi islander students visiting in July as part of their studies in translation
- The library's application to be a Services Australia Access Point was successful to enable Batchelor community to access Centrelink service

- ABC journalists visiting the DPC library in June
- The Honourable Hugh Heggie AO, PSM, Administrator of the NT and Ms Ruth Jones touring the Desert Knowledge Precinct including the DPC Library
- Dementia Australia community event: Strengthening Connections—Family Day
- Dementia Australia—Bridging Generations: making memory boxes in August. This activity included senior students from Batchelor Area School working alongside senior residents of the Coomalie region to make memory boxes.
- Batchelor Library was successful in receiving a Community Heritage Grant (\$18,140) to digitise vulnerable print and text-based material held in the CALL archive.

Storytime here at Batchelor Institute Library started off small with students from Batchelor Area School attending these sessions. The teachers and students enjoyed these sessions so much which resulted in more classes from the school visiting us here at the library on a weekly basis... Hughie (Batchelor Institute student) delivered a Yanyuwa storytelling session to students from the school. It was such an awesome session that the school asked for another storytelling session by Hughie ...

Anneke Scheepers, Senior Library Officer, Batchelor Institute

TRAVEL SERVICES

Student travel is an essential part of how education is delivered.

The Travel Services team provide support services to students throughout the academic year. This includes 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. This includes afterhours service for urgent traveller needs.

In 2025, student travel activity grew significantly, reflecting the Institute's expanded delivery across the Northern Territory, particularly at the Desert Peoples Centre campus in Alice Springs. This growth, combined with challenging market conditions across the NT, contributed to an increase in overall travel expenditure.

Batchelor Institute covered over 1.9 million kilometres of flights through the Corporate Travel Management (CTM) system—the equivalent of circling the globe nearly 49 times. This remarkable distance reflects the Institute's unwavering dedication to reaching students and communities across the Territory and interstate, ensuring that no community is too remote to access quality education.

HIGHLIGHTS

- Continuing a culturally responsive, flexible, people-centre approach to student travel movements
- Successful appointment of a Senior Travel Officer to support the Travel Services team and travellers
- Strengthened staff capability through professional development
- Expansion of role to include all staff and student travel under specific funding contracts

Batchelor Institute covered over 1.9 million kilometres of flights through the Corporate Travel Management (CTM) system—the equivalent of circling the globe nearly 49 times.



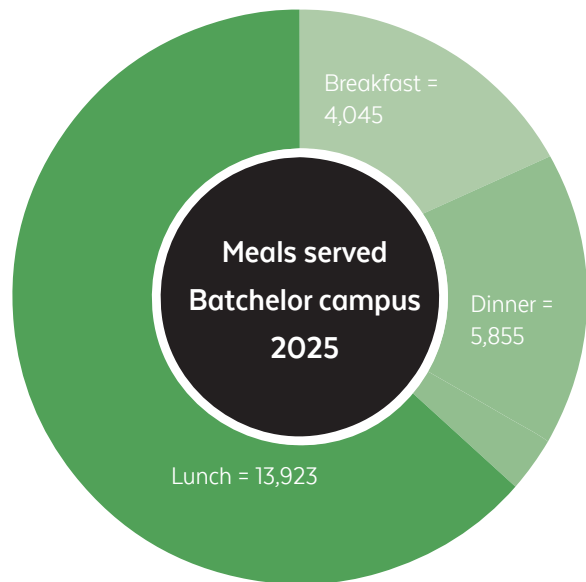
KITCHEN SERVICES

Kitchen Services are responsible for providing balanced, home-style meals for students while staying on Batchelor campus. The kitchen provides three balanced and nutritious meals, including packed lunches when students are out on field trips.

Kitchen services work in conjunction with Student Services and Student Travel to ensure students with special dietary needs are catered for.

HIGHLIGHTS

- Catering of Batchelor Institute run events such as the: 2025 Batchelor Campus Graduation Ceremony; NAIDOC Week celebrations, Batchelor Campus; Staff Recall End of Year luncheon
- Introduction of a catering menu for internal and external client morning teas
- New for-purchase services offering barista coffee and sandwiches
- Workplace experience opportunity for a Certificate I in Hospitality student at Taminmin College



“... the food at the [kitchen] is absolutely amazing, the staff are amazing and are working to keep the place nice and clean.”

John Seden, Screen and Media student, Batchelor Institute





top: Kitchen staff, Batchelor campus (left to right): Liz Kofe, Min-Jing Hsieh and Marianne Baird

above + opposite: dishing up lunch from the Kitchen bain marie, Batchelor campus

VOCATIONAL EDUCATION AND TRAINING (VET)



The Institute continued to deliver responsive, high quality vocational education and training aligned to the workforce needs of the Northern Territory and the aspirations of learners and communities. VET delivery remained strongly grounded in place-based approaches, industry engagement and culturally responsive practice, reflecting the Institute's role as a trusted education provider.

Training was delivered across priority industry sectors including health, construction, resources and infrastructure, conservation and ecosystem management, community services, business, and early childhood, education and care. Delivery models were flexible and included on-Country training to meet the needs of learners in remote and regional locations.

The Institute remained focused on continuous improvement and regulatory compliance across all VET operations. Robust quality frameworks ensured training and assessment strategies were validated, consistent with training package requirements and reflective of current workplace practice.

Key compliance and quality activities included:

- Ongoing review and enhancement of Training and Assessment strategies
- Systematic validation of assessment practices
- Strengthening trainer and assessor professional capability including industry currency
- Continuous improvement through learner feedback, stakeholder consultation and internal audit processes

The Institute actively monitored regulatory updates and sector reform to ensure ongoing alignment with national VET policy and ASQA regulatory guidance.

opposite: BIITE Lecturer Adam Stanton (left) shows rangers from Yirralka and Bawinanga the impacts of gamba at the Institute's inaugural 2025 ExtravaGAMBA forum, April 2025

VET DIVISION STRUCTURE

January 2025 saw the resignation of the Director VET Business Operations. An interim Director was in place until the recruitment of the new Director VET Business Operations was finalised in July. Planning was then undertaken to strengthen the VET Division leadership through creation of two leadership roles: Head of Learning and Teaching and Head of VET Business Operations.

The Head of Learning and Teaching role was designed to provide strategic and operational leadership of the Vocational Training team to ensure high-level teaching, curriculum development, and quality across the division. This role oversees VET Senior Lecturers and Project Leads to ensure delivery of high-quality, industry-aligned, and compliant VET training programs. The Head of VET Business Operations leads key VET business operations projects to ensure effective delivery of the Institute's objectives, including oversight of administrative functions, project governance and stakeholder engagement across the VET Division.

The dual roles clarify accountability and support a more integrated approach to achievement of student outcomes, quality assurance, and organisational performance. Both roles formally commence in 2026 and will be positioned to deliver immediate and sustained impact.

NORTHERN TERRITORY CENTRE OF EXCELLENCE FOR REGIONAL AND REMOTE ESSENTIAL CARE SERVICES

The NT Centre of Excellence for Regional and Remote Essential Care Services (NT Centre of Excellence) is a collaboration between Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) and Charles Darwin University (CDU) that is funded by the Australian and Northern Territory governments. The Centre was established in 2025 as an outcome of the 2024-2028 National Skills Agreement, with the objective of: "Supporting regional and remote employers in the delivery of critical essential care services* and providing pathways for local people to secure and be successful in careers in essential care services."

The NT Centre of Excellence Collaboration Agreement between Batchelor Institute and CDU was signed in December 2025. At the direction of the Executive Oversight Committee (EOC), work began on the collaboration in mid-2025. The EOC continues to provide strategic oversight for the Centre along with an Industry Advisory Group (IAG) which held its first meeting early December 2025. The IAG represents a Territory-wide approach while looking to other state and national models such as the TAFE Queensland Centre of Excellence in Health Support and the National TAFE Network to Holmesglen Institute's Centre of Excellence for Community Care.

*Essential Care Services include but are not restricted to organisations providing services in areas of critical need in regional and remote Northern Territory including health, aged care, childcare, disability, mental health, allied health and community services (for example Women's Shelters and Night Patrols).



Highlights

- Completed research into Aboriginal and Torres Strait Islander Primary Health Care Practitioner Students and Graduates—Retention in employment
- Established a CoE Learning Hub in Alice Springs (DPC)
- Purchased and contextualising Certificate II in Primary Health Care to increase the pipeline of local, regional and remote people positioned to secure local employment opportunities
- Progressing the establishment of a CoE Learning Hub in Tennant Creek
- Upgrading the Batchelor Campus Primary Health Care Model Clinic
- Recruiting Primary Health Care staff in Alice Springs
- Commencing the development of a Cultural Safety Professional Development Program for visiting employees, trainers and remote and regional employers

INDUSTRY AND COMMUNITY ENGAGEMENT

Strong partnerships with industry, employers, Aboriginal organisations and government agencies remained central to VET delivery in 2025. Engagement supported training relevance, employment pathways and workforce development outcomes.

Batchelor Institute was included in the National Aboriginal Controlled Community Health organisations (NACCHO). This Community of Practice is made up of 60 First Nation RTOs from around Australia. The collaboration allows the Institute to network with similar RTOs, identify meaningful collaboration and gain industry knowledge.

The Department of Education and Training lead the First Nations RTO Community of Practice (FN RTO CoP), a Commonwealth Government initiative that contributes to the National Skills Agreement (NSA) by providing facilitated opportunities for NT



FN RTOs to collaborate and to establish sustainability across the Northern Territory VET Sector.

Skills for Education and Employment (SEE) Program

Since January 2025 the Batchelor Institute Skills for Education and Employment (SEE) team have been working tirelessly in getting this great initiative off the ground so that we are able to support our local and remote communities with the opportunity to build up their Language, Literacy, Numeracy and Digital literacy (LLND) skills to enhance their employment possibilities or develop career pathways into a desired industry.

above, left: SEE Program staff (left to right): Sue Gow, Petrina Triantafillou, Jessica Pen-Dennis and Laura Ficorilli

right: A couch decorated by the Young Mums Strong Mums program which addresses mental health issues for young mums. The couch won Runner-up, Best Dressed category in the annual Couch Surfing for Youth Homelessness Matters Day, 16 April 2025.

above: BIITE lecturers Barry Whalan and Blake Hunt (right) conduct LARS (Learner Assessment Records) as part of Certificate III in Civil Construction training, Tennant Creek



In 2025, the Institute delivered the Skills for Education and Employment (SEE) Program across Yirrkala, Nhulunbuy, Batchelor, Milngimbi and Pine Creek, supporting adult learners to build foundation skills for employment, further training and increased participation in community and economic life.

The SEE Program focused on:

- Improving language, literacy, numeracy and digital skills
- Building learner confidence, participation and engagement
- Supporting transition pathways into accredited training, employment or further education

Delivery was tailored to local community contexts and individual learner goals, with a strong emphasis on culturally safe practice and flexible learning arrangements. Community-based delivery models supported engagement with learners experiencing barriers to participation, including geographic isolation, prior educational disadvantage and employment-readiness challenges.

To support the expansion and sustainability of SEE delivery, targeted recruitment activity was undertaken to fill Trainer positions. Recruitment focused on attracting suitably qualified and experienced educators with strong foundation skills expertise and the capability to deliver training in culturally diverse and remote settings.

The combination of workforce growth, professional capability development and locally relevant resources enabled the Institute to maintain high-quality SEE delivery across multiple Northern Territory locations while remaining responsive to evolving learner and community needs.

Young Mothers Strong Mums Program

At Batchelor Institute, we are committed to fostering both the academic and personal growth of our students. The Young Mums Strong Mums program, delivered at the Palmerston Family and Child Centre, is a valued initiative we are proud to support. Established in 2017, the program provides young mothers with the opportunity to



study Certificate II and III in Community Services through Batchelor Institute. In 2025, the program celebrated the graduation of 10 students across these qualifications, with two graduates progressing into the Bachelor of Teaching at Charles Darwin University. The course is strengthened through wraparound support delivered in partnership with other Community Services organisations, ensuring students receive holistic assistance. Importantly, onsite childcare is available in the same building while students study, enabling them to remain close to their children and focus on their learning with confidence.

Resources and Infrastructure

Batchelor Institute strengthened its role as a Territory-wide provider of vocational education and training, delivering responsive, industry-aligned programs across regional and remote Northern Territory communities.

A key focus is targeted workforce development in regional locations. The Institute partners with regional and remote employment services providers to deliver Civil Construction Plant Operations Certificates, supporting learners to gain job-ready skills aligned to increased mining and infrastructure activity in the regions. Training is delivered through an on-Country based model, leveraging Institute-owned plant and equipment and local employer engagement to strengthen employment pathways and regional and remote workforce capability.

Outcomes reflect the Institute's continued commitment to access, equity and workforce development in regional and remote

above, left: Participants in the Young Mums Strong Mums program with BIITE lecturer Alison Crooks

right: BIITE Lecturer Palwinder Grewal conducts Workplace technology training with Mimal Rangers in Bullman



communities, delivered in compliance with ASQA requirements and aligned to Northern Territory economic and social priorities.

Batchelor Institute, in collaboration with RN Employment Services, delivered a 10-week training block, providing 24 Tennant Creek locals with access to a Certificate III in Civil Construction Plant Operations (RII30820). This initiative is specifically designed to address the skills shortage in Australia's remote regions by training locals for local job opportunities, especially with a surge in new mines operating in the area.

Early Childhood, Education and Care

Batchelor Institute continues to build local workforce capability in remote communities through the delivery of targeted Early Childhood Education and Care (ECEC) training aligned to community and service needs.

Training is structured to combine face-to-face learning with supervised practical application in local early childhood settings, enabling learners to develop competencies in authentic work environments. This hands-on approach strengthens learner confidence and supports meaningful skill development while allowing participants to remain in community or travel to one of the Institutes regional campuses. Participation levels reflect strong local engagement and commitment to growing the early years workforce within communities.

Delivery models reflect Batchelor Institute's commitment to accessible, culturally responsive and community-embedded training, supporting workforce development in early childhood services across remote and regional Northern Territory locations.

At Batchelor Institute, we're proud to spotlight a recent milestone

above, left: Early Childhood Education and Care training at Galiwin'ku with BIITE Lecturer Lana Collier (right), February 2025

right: Screen and Media students Cassie and Tahlia interview Senator Kerryne Liddle, Batchelor Campus



in ECEC training delivered to the remote Yolngu community of Galiwin'ku (Elcho Island). From 24-28 February 2025, a unique partnership brought vital vocational education to local learners, strengthening the community's early years workforce and showcasing the power of collaboration on Country.

Conservation & Ecosystem Management

In 2025, Batchelor Institute continued to strengthen its leadership in Conservation and Ecosystem Management training, supporting communities across the Northern Territory to care for Country while building sustainable employment pathways. Grounded in the Institute's Both Ways approach, training delivered throughout the year brought together Indigenous ecological knowledge and contemporary land management practices, ensuring learning remained culturally informed, practical and community led.

Batchelor Institute worked closely with ranger groups, community organisations and industry partners to deliver nationally recognised Conservation and Ecosystem Management qualifications and targeted professional development. This included strong engagement through Territory Natural Resource Management forums and conference activities, where Batchelor Institute staff and partners shared good news stories showcasing ranger leadership development, workforce capability building and collaborative approaches to land and sea management. These engagements highlighted the real world impact of Batchelor Institute training, with graduates applying their skills directly to biodiversity protection, ecosystem restoration and cultural stewardship across the Territory. Collectively, this work reinforced Batchelor Institute's role in developing confident, skilled conservation practitioners and future Indigenous leaders who are equipped to care for Country now and into the future.

Over 80 Indigenous rangers from 27 ranger groups across the Top End gathered at Batchelor Institute for the inaugural 2025 ExtravaGAMBA Forum, a pivotal event in the fight against gamba



Anangu educators from Finke, Titjikala, Utju, and Yipirinya schools undertake the Institute's Certificate III in Learning a First Nations Language at Finke Aputula School, August 2025

grass. Hosted in partnership with the Gamba Eradication and Biodiversity Conservation (GEBC) Project and the Northern Land Council (NLC), the forum equipped rangers, many from remote areas, where this invasive species is beginning to take hold, with practical skills and knowledge to identify, manage, and eradicate gamba grass.

Business

In 2025, Batchelor Institute delivered a suite of Workplace Skills and Business qualifications that supported Aboriginal and Torres Strait Islander learners to build strong foundations for employment, further study and leadership. Through the Certificate I and II in Workplace Skills, and Certificate II and IV in Business, the Institute focused on developing practical, job-ready capabilities aligned with contemporary workplace and community needs.

Across all programs, there was a strong emphasis on digital skills and workplace technology, including the use of computers and mobile devices, digital communication, workplace software, online systems, document creation and basic data management. This training supported students to confidently navigate modern work environments and respond to the increasing digitisation of workplaces across the Northern Territory.

The Certificate I and II in Workplace Skills programs provided entry-level pathways for learners to build confidence, literacy, numeracy, communication and foundational digital capability, supporting successful transition into employment or further vocational study. The Certificate II in Business strengthened practical administrative and organisational skills, including customer service, workplace documentation and the effective use of business technologies in real work contexts. The Certificate IV in Business supported learners to develop higher level skills in coordination, supervision and workplace operations, preparing them for leadership

roles within community organisations and Indigenous led enterprises.

Delivered through flexible, culturally responsive learning models grounded in Batchelor Institute's Both Ways philosophy, these programs ensured training was relevant, accessible and directly connected to workplace realities. In 2025, Workplace Skills and Business training at Batchelor Institute contributed to improved employability, digital capability and workforce readiness, supporting individuals and communities to participate confidently in today's evolving workplaces.

Screen and Media

We were thrilled to host Liberal Senator for South Australia Kerryne Liddle at our Batchelor Campus. Our talented media students Cassie and Tahlia interviewed the former TV and radio journalist, showcasing their growing skills in media production. Their engaging questions and professionalism highlighted the strength of our education programs.

First Nations Languages

Batchelor Institute continued to strengthen its role as the Northern Territory's specialist provider of Aboriginal languages education, supporting language maintenance, teacher capability and intergenerational knowledge transfer across remote communities.

Through accredited training in First Nations languages, the Institute's Languages Team supported Aboriginal educators to strengthen linguistic knowledge, teaching practice and curriculum development in local languages. Delivery reflects Batchelor's Both Ways philosophy, valuing Indigenous knowledge systems alongside formal education frameworks and reinforcing community authority over language, culture and learning.

Professional learning activities are community-led and culturally



grounded, bringing educators together to share expertise, develop teaching resources and apply language knowledge in practical classroom contexts. This approach supports workforce capability in schools, strengthens language transmission to children, and contributes to long-term language sustainability in the Northern Territory. (See HERD section for related details for the Institute's delivery of Certificates II and III in Learning a First Nations Language and Certificate IV in Teaching a First Nations Language.)

Aboriginal and Torres Strait Islander Primary Health Care

In 2025, Batchelor Institute continued to play a critical role in strengthening Aboriginal and Torres Strait Islander primary health care through culturally grounded training and strong partnerships with the health sector. Delivered through the Institute's Both Ways philosophy, primary health care programs support students to combine Indigenous ways of knowing, being and doing with contemporary clinical and community based health practices, ensuring graduates are well equipped to meet the needs of their communities.

Throughout the year, Batchelor Institute supported the training and development of Aboriginal and Torres Strait Islander health workers across the Northern Territory, with a strong focus on community controlled primary health care. Training emphasised culturally safe care, preventative health, chronic disease support, health promotion, and working effectively within multidisciplinary health teams. These skills align closely with national and sector priorities highlighted across health industry forums and conferences in 2025, including workforce sustainability, scope of practice, and strengthening care close to home.

Engagement with the broader health sector in 2025 reinforced the importance of Indigenous led training pathways in building a capable and confident workforce. Good news stories shared across health industry networks and professional forums reflected the positive impact of Aboriginal and Torres Strait Islander health practitioners who are trained locally, remain connected to Country, and bring deep cultural knowledge into primary health care settings.

Batchelor Institute's programs continue to contribute to this pipeline by creating accessible pathways into employment, further study and leadership within the health system.

Batchelor Institute also maintained close relationships with community-controlled health organisations and health services during 2025, ensuring training remained responsive to workforce needs and emerging priorities. By delivering flexible, community-based learning and wraparound student support, the Institute helped students balance study, work, family and cultural responsibilities, an approach repeatedly recognised as essential to retention and success in the Aboriginal and Torres Strait Islander health workforce.

Overall, Batchelor Institute's Aboriginal and Torres Strait Islander primary health care training in 2025 contributed to stronger local capability, culturally safe services and improved health outcomes for communities across the Northern Territory. Through education that centres culture, community and Country, Batchelor Institute continues to support the development of a resilient and future focused Indigenous primary health care workforce.

“Batchelor Institute is a place of empowerment, where Indigenous Australians shape their futures while staying connected to culture.”

Pilar Cubillo, Senior Lecturer, Aboriginal and/or Torres Strait Islander Primary Health Care

above: Sean Tatipata, a guest trainer for BIITE's Health program and leader in Indigenous eye health, was the subject of a 2025 BIITE news article: <https://www.batchelor.edu.au/news/article/shining-a-light-on-eye-health-shaun-tatipatas-journey-to-community-visionary/>

opposite page: Construction Lecturer Paul Taylor delivers White Card training at Willowra Learning Centre



Construction

Batchelor Institute continued to strengthen pathways into the construction industry through the delivery of Certificates I and II in Construction, and Certificate II in Construction Pathways, supporting workforce development across the Northern Territory. These programs play an important role in creating accessible, practical training opportunities for Indigenous Australian learners, particularly those living in regional and remote communities.

Construction training focused on developing job-ready skills aligned with current industry needs, including safe work practices, use of tools and equipment, basic carpentry skills, and working effectively on construction sites. Delivered through flexible, hands-on learning models, the training enabled students to gain real world experience while maintaining strong connections to family, culture and community. This approach aligns closely with construction industry priorities highlighted across sector forums where growing the local workforce, supporting apprenticeships and strengthening regional capability remained key themes.

Across 2025, Batchelor Institute worked alongside industry partners, employers and community organisations to ensure construction training remained responsive and relevant. By embedding workplace expectations, strong safety awareness and practical learning into

training delivery, the Institute supported students to transition successfully into construction worksites and related employment opportunities. These partnerships also reinforced the value of culturally safe training environments, an approach increasingly recognised across the construction industry as essential to attracting and retaining Indigenous Australian workers.

Overall, Batchelor Institute's construction training in 2025 contributed to stronger local capability, improved employment pathways and increased participation of Indigenous Australian people in the construction workforce. Through Construction programs, the Institute continues to support individuals to build skills, confidence and meaningful careers while helping meet the Territory's ongoing demand for a skilled and sustainable construction workforce.

WETT (Warlpiri Education and Training Trust) Learning Centres

The WETT Learning Centres at the predominantly Warlpiri communities of Lajamanu, Willowra and Nyirpi have seen increasing activity throughout 2025, with significant momentum across both accredited training programs and infrastructure enhancements.

A range of infrastructure, connectivity, and visual improvements were implemented across each centre to strengthen sustainability and community engagement. New signage in Warlpiri was developed



for each Learning Centre to promote upcoming training and events, improving communication and awareness within communities. At the Willowra Learning Centre, heavy-duty screens were installed on all external doors and windows significantly improving site security and supporting the Centre's long-term sustainability.

Connectivity was also strengthened, with Starlink now successfully operating at the Willowra, Nyirripi, and Lajamanu Learning Centres, enabling more reliable access to online services, training delivery, and remote support. The Nyirripi meeting room extension was completed, further enhancing the Centre's capacity to support both service delivery and training activities. This upgrade now enables the Nyirripi Learning Centre to host multiple workshops and external meetings each week.

Significant progress was also made in the delivery of accredited training, with a number of high-participation courses delivered across all three Learning Centres. These included Applied First Aid (UOE118 and UOE228), Mental Health, Certificate III in Learning an Australian First Nations Language (Warlpiri), Construction short courses, Certificate I in Workplace Skills, Back on Track, DriveSafe, White Card (CPCWHS1001), and Certificate I in Small Engines (AUR10120). Strong participation in these programs represents an important step toward establishing more consistent and ongoing training opportunities, improving access to skills development and creating clearer pathways to employment within communities.

In addition to accredited training, non-accredited and support-focused workshops continue to play an important role in responding to community needs. Engagement with Lutheran Care has led to the delivery of one-on-one money management workshops across both 2025 providing targeted financial capability support aligned with community priorities. Further collaborations with Warnayaka Art and local primary schools are being developed to support training opportunities for Yapa (Warlpiri) staff, strengthening local capacity and reinforcing pathways between education, training, and employment.

Ten casual Yapa employment contracts were successfully renewed, supporting workforce continuity and ongoing community engagement. In addition, four new casual staff members commenced employment, providing yard maintenance support and contributing to the upkeep of the Learning Centre environment.

This progress reflects a meaningful step toward stronger, more sustainable Learning Centres, with increasing opportunities for skills development, employment pathways, and community-led engagement across all locations.

School Based Education Support

In 2025, Batchelor Institute continued to deliver school-based education support training as a core component of the Remote Aboriginal Teacher Education (R.A.T.E.) program, supporting Indigenous Australian Remote Assistant Teachers working in schools across the Northern Territory. The program remained a key pathway for strengthening the local education workforce in remote and very remote communities, aligning with NT Government priorities to grow a culturally responsive teaching and education support workforce.

Throughout the year, Batchelor Institute delivered nationally recognised Vocational Education and Training qualifications in School Based Education Support, including the Certificate IV in School Based Education Support, using flexible, community-based delivery models. Training focused on practical classroom support skills, student wellbeing, inclusive education practices, and working effectively alongside classroom teachers. Consistent with Batchelor Institute's Both Ways philosophy, learning integrated Indigenous Australians' knowledge, language and community context with contemporary education support practices, ensuring training was relevant to remote school environments.

Batchelor Institute's delivery of the R.A.T.E. education support pathway in 2025 contributed to a broader NT Government strategy to create clear, supported career pathways for Aboriginal Assistant Teachers, recognising education support roles as critical to student engagement, attendance and learning outcomes in remote schools.



top: Details of various designs by BIITE Visual Arts students which were screenprinted onto fabric as placemats for the 2025 NT and National Training Awards Dinners, both held in Darwin

above: BIITE Visual Arts students at the 2025 NT Training Awards, Darwin (left to right): Lorraine Williams, Colleen Hale, Laura Callaghan (Lecturer), Zoe Patullo, Jo Clark, Nikyra Cox

Public statements and program frameworks associated with R.A.T.E. continue to highlight the importance of strengthening skills, confidence and leadership capability among Indigenous Australian educators while enabling progression into further VET or teacher education qualifications over time.

CELEBRATING RESILIENCE AT THE BATCHELOR INSTITUTE 2025 DESERT PEOPLES CAMPUS GRADUATION

On 11 September 2025, Batchelor Institute proudly hosted its Graduation Ceremony at the Desert Peoples Campus in Mparntwe (Alice Springs), NT. A total of 74 graduands received their qualifications, reflecting the Institute's unique "Both Ways" approach, blending Indigenous knowledge with modern education to empower First Nations communities.

Graduation outcomes reflected the breadth and diversity of qualifications delivered. Four graduates attained the Certificate IV in Teaching an Australian First Nation's Language, contributing

to workforce capability in language education. Certificate III qualifications accounted for the largest number of awards (34), led by Certificate III in Civil Construction Plant Operations (13 awards) and Certificate III in Early Childhood Education and Care (12 awards).

Additional outcomes included Certificate I (14 awards), Certificate IV (12 awards), Certificate II (10 awards) and Diploma level qualifications (4 awards). Awards in culturally significant programs, including the Certificate III in Learning an Australian First Nation's Language (3 awards), highlighted the Institute's ongoing role in supporting language, culture and community capability.

April Pengart Campbell (see p. 47), an Anmatyerr woman from Ti Tree Community, earned her Certificate IV in Teaching an Australian First Nation's Language. Her inspiring journey, spanning over 30 years, highlighted the transformative power of culturally responsive education.



Outcomes and Continuous Improvement

VET delivery contributed to improved learner capability, work readiness and local workforce capacity. Graduate outcomes reflected positive progression into employment and further training.

The Institute remained committed to continuous improvement by:

- Analysing performance and outcome data
- Incorporating learner and stakeholder feedback

Looking Ahead

In the coming year, the Institute will continue to strengthen VET delivery through expanded industry partnerships, enhanced foundation skills pathways and continued delivery of the SEE Program across regional and remote communities. Focus will remain on quality, compliance, and responsiveness to the evolving skills needs of the Northern Territory.

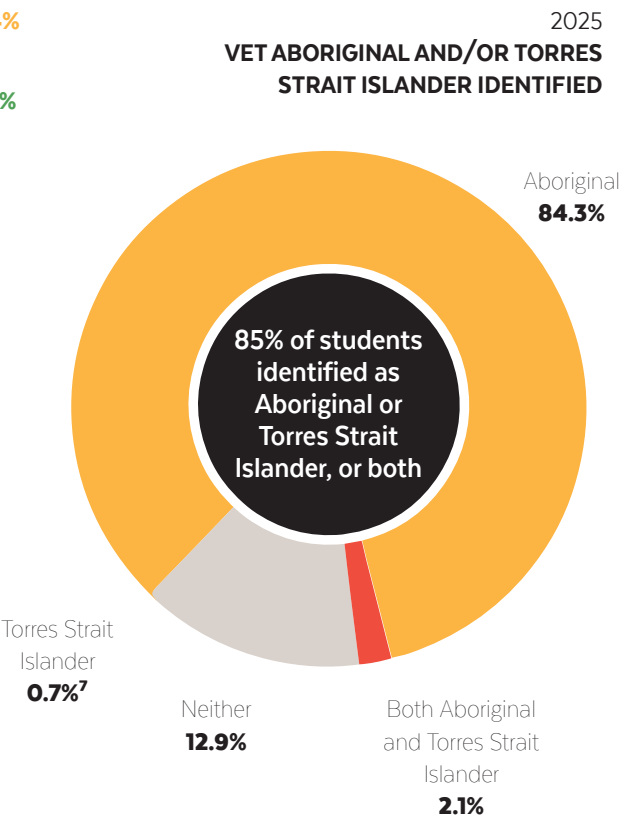
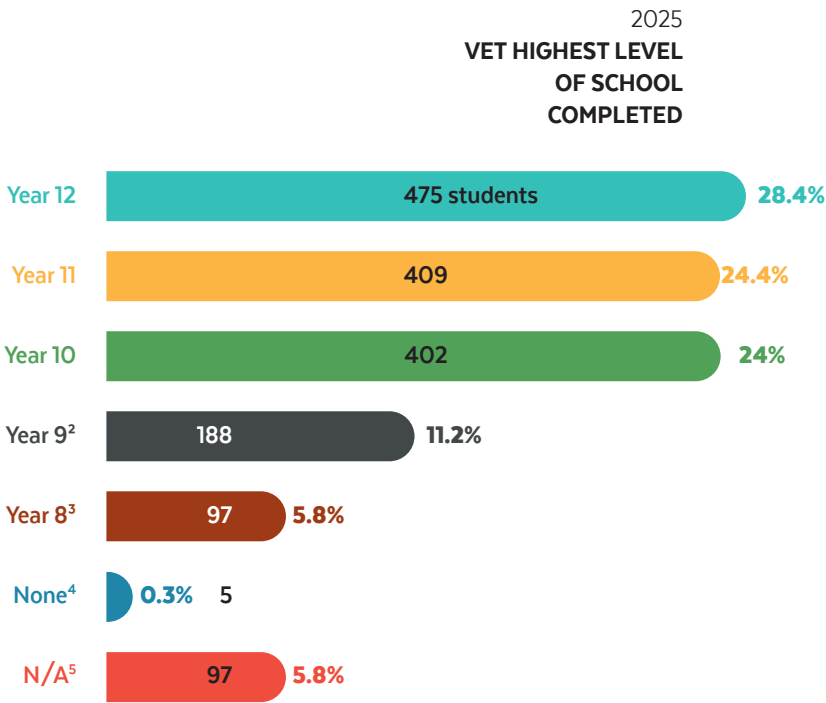
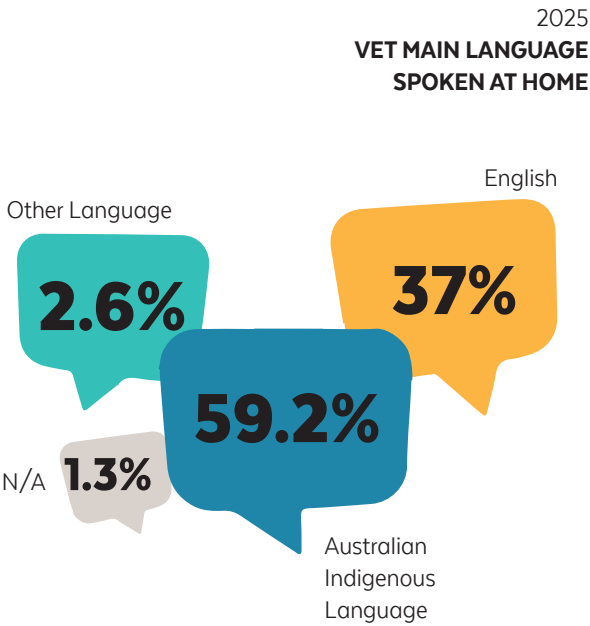
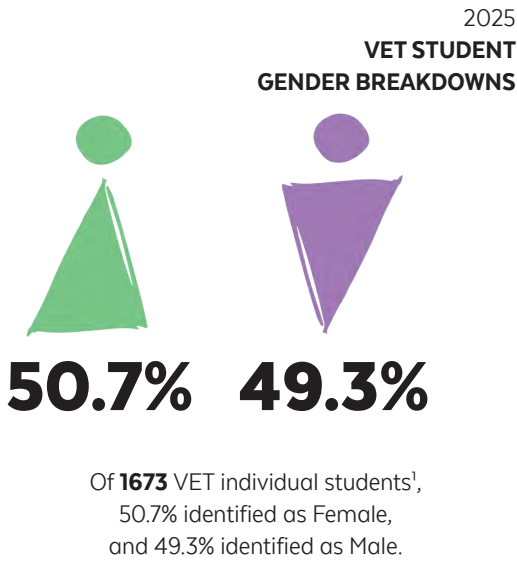


above: Student Experience staff Hardik Patel and Poppy Skoutellis assist the graduands, Batchelor's DPC Graduation Ceremony, September 2025

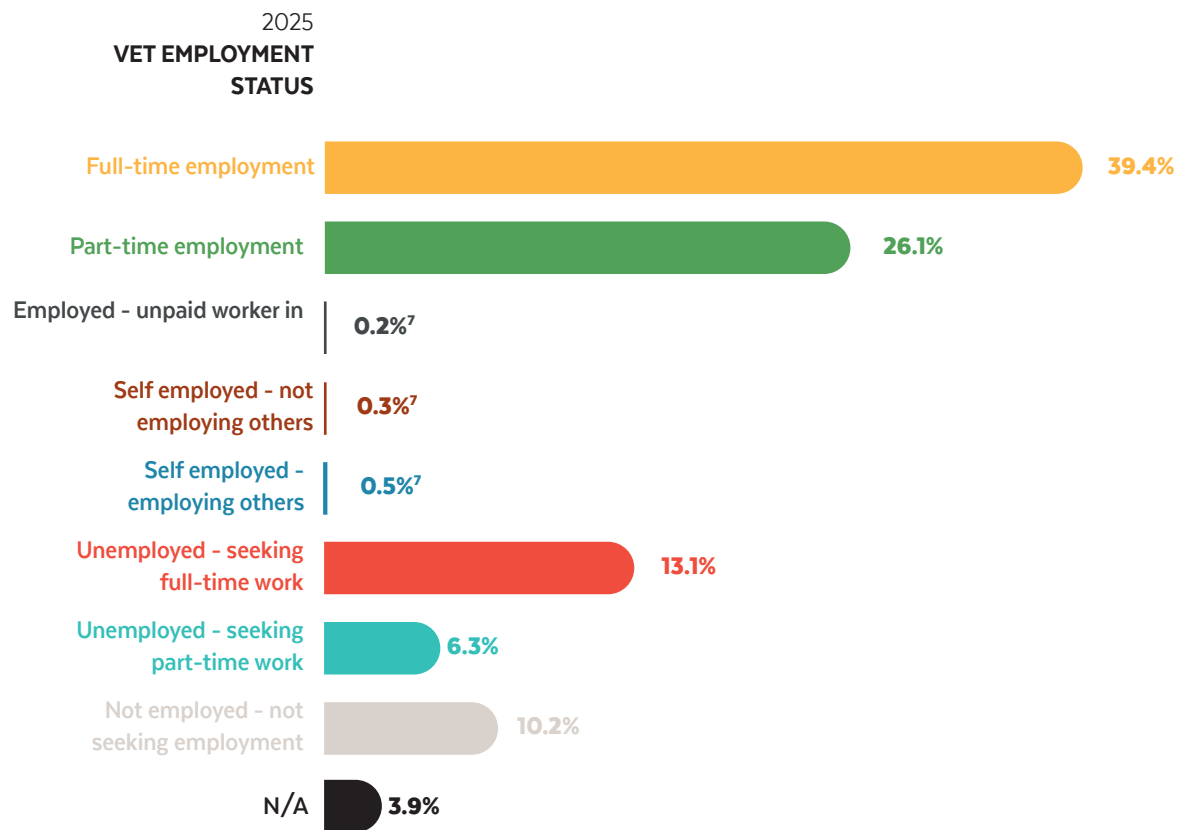
below: DPC Graduation Ceremony, September 2025



VET STUDENT DEMOGRAPHICS



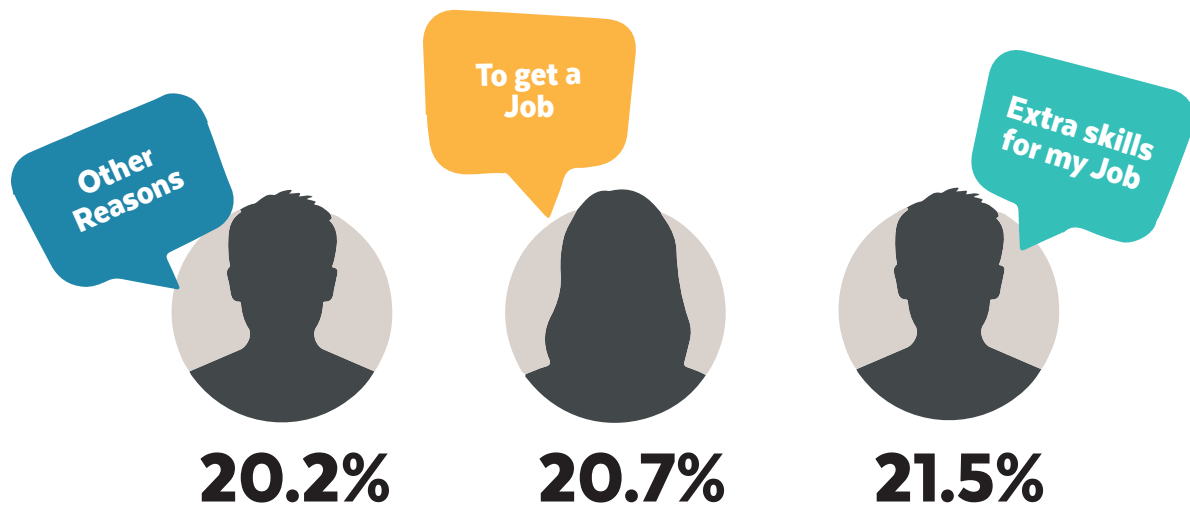
¹An individual student is defined by a unique student in an academic year.
²Year 9 or equivalent
³Year 8 or lower
⁴Did not go to school
⁵Asked but not specified
⁶An Australian Indigenous Language as defined by the Australian Bureau of Statistics (ABS).
⁷Denotes a percentage lower than 1%



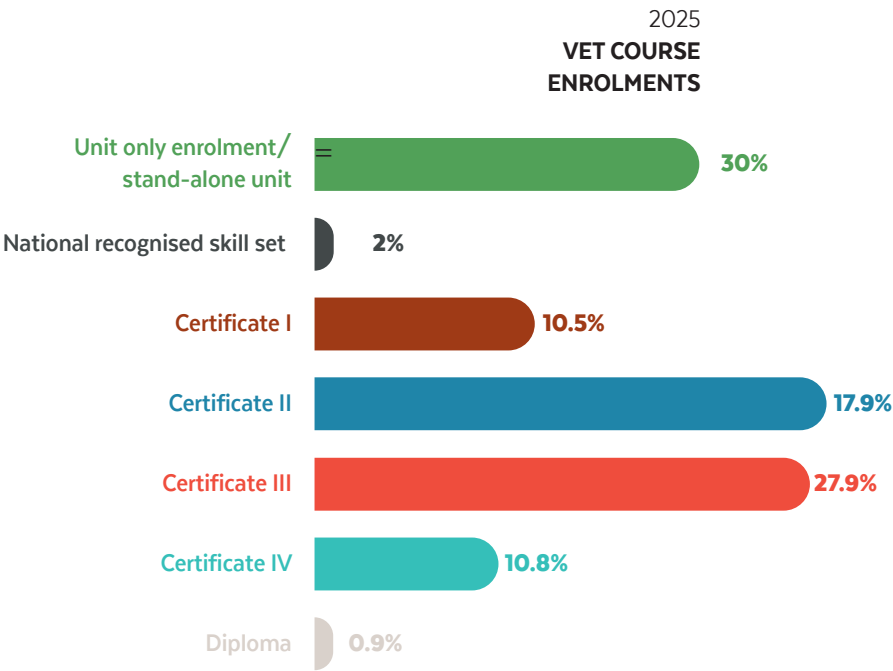
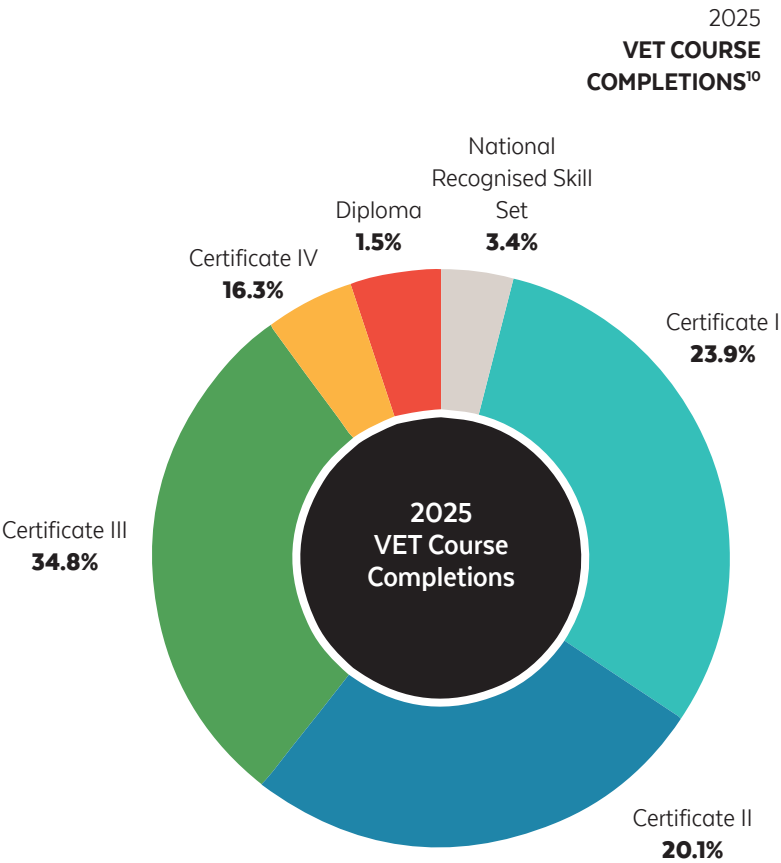
58.9%

of students commenced their enrolment with no prior studies.

2025
TOP THREE REASONS
FOR STUDYING



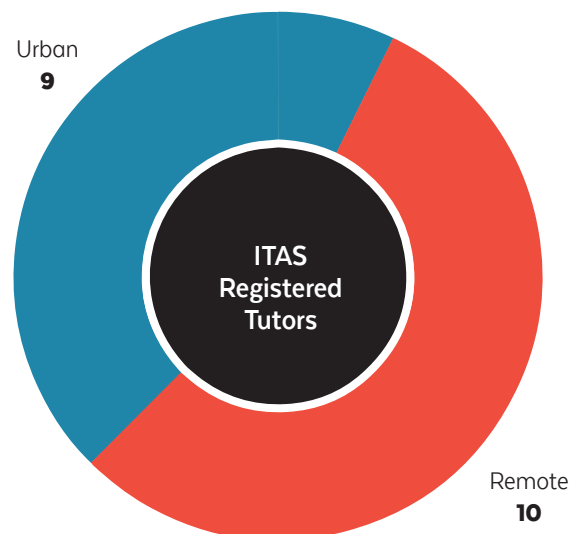
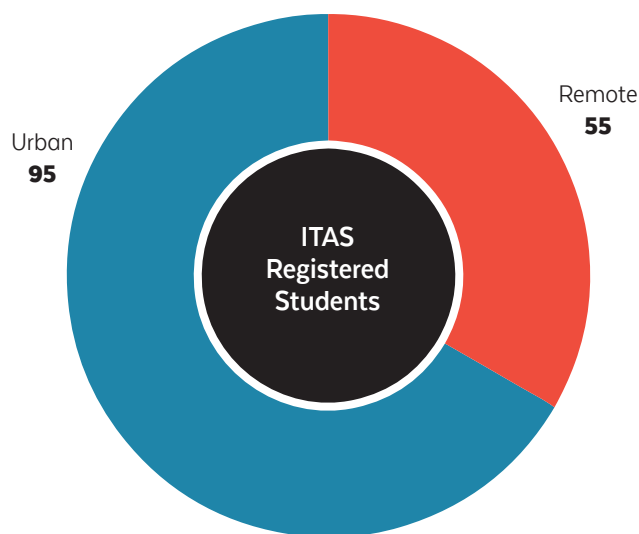
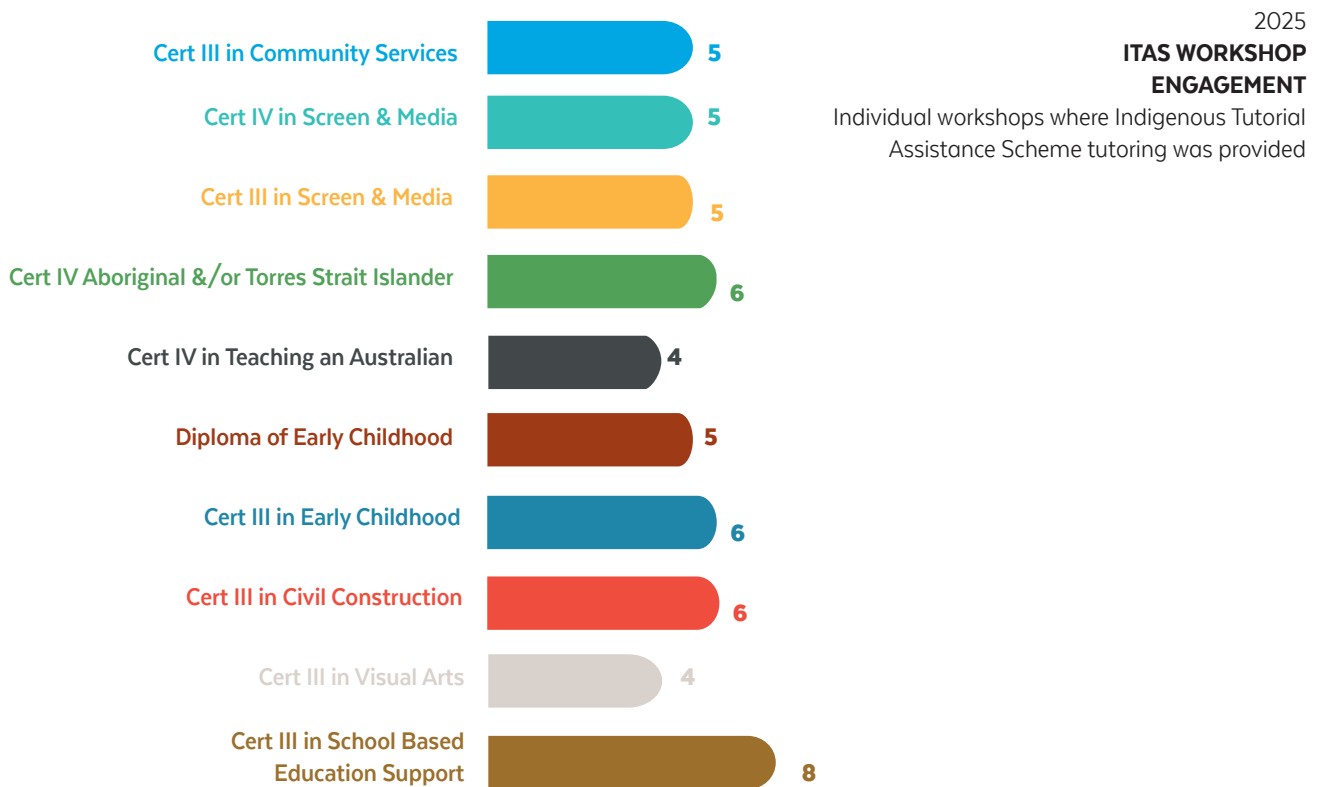
VET COURSE DEMOGRAPHICS



Of **2248** individual VET course attempts⁹, AQF level III and II qualifications had the highest number of enrolments for the year.

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

INDIGENOUS TUTORIAL ASSISTANCE SCHEME (ITAS)



⁸A delivery location is defined by the location in which a 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.

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

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





above: SEE Lecturer Suman Bista introduces the SEE Program at Yirrkala, providing students with information about the enrolment process and pre-training assessment

right: SEE Lecturer Karen Khan working with the Nja-marleya Cultural Leaders and Justice Group in Maningrida, supporting the participants to strengthen their LLND skills to better support people in their community

opposite page: Items from the nationally significant CALL Collection of Australian Indigenous language materials.

(left to right): L-R7-inch reel. Stories and songs recorded at Yuendumu in 1967. Compact Cassette. Language lessons in Warlpiri. Produced by the Institute for Aboriginal Development (IAD).

Discussion paper on the orthography, sounds and history of the Koko-bera language from Cape York.

School reader written in Burarra. Produced by the Maningrida Literacy Production Centre as part of the bilingual education program, 1991.

Warlpiri archive box with bible translation produced by the Summer Institute of Linguistics, 1983.



HIGHER EDUCATION AND RESEARCH



The Higher Education and Research Division (HERD) undertakes research, research training, and activities to preserve and promote Indigenous Australian languages. HERD has four teams working in collaboration: the Graduate School which oversees the higher degree by research (HDR) program, supporting our Master and PhD candidates; the research team, undertaking research and evaluation projects; the Centre for Australian Languages and Linguistics (CALL), supporting Indigenous language preservation; and the Language Certificate team, delivering certificates in learning and teaching First Nations Languages. Much of the work of the Division is interconnected, with HDR candidates being supervised and supported by languages and research staff and involved in staff led research projects, and language certificate staff part of the continuum of language development provided through CALL.

YEAR IN REVIEW

Professor Curtis Roman, a Larrakia man, was appointed Dean of HERD in the middle of the year bringing a fresh approach and energy to building on the vision of his predecessor to expand Batchelor's role in the higher education space.

Batchelor's higher education focus for a number of years has been the provision of a first class higher degree by research program for Indigenous Australian candidates. A longer-term aim has been to provide an education pathway for Indigenous people from vocational education through to PhDs, including delivery of undergraduate degrees, with the ultimate goal of becoming Australia's first Indigenous university.

Under Professor Roman's leadership the Institute has taken a step closer to this goal by winning Commonwealth Supported Places to deliver an enabling program under the Australian Government's Fee Free Uni Ready program. Professor Curtis is passionate about ensuring Indigenous people have choice in their education, and commenced development of Graduate Certificate courses, to be rolled out in 2027.

Towards the end of 2025, HERD appointed two academics to assist with the development and delivery of course content. Alongside them, a Digital Learning Coordinator was appointed to develop the learning management system. Significant headway has been made in the short time since these staff have come on board. The course is due to commence in August 2026.



GRADUATE SCHOOL

Batchelor Institute's Graduate School provides a safe space fostering academic excellence and cultural strength for its higher degrees by research candidates. The Graduate School maintains its successful record of supporting candidates to completion, with the graduation in September of Dr Sylvia Nakachi for her PhD thesis: ERUB AFTER 1871. Decolonising the colonial narratives within my Erub world views and perspectives.

The 2025 cohort included five Masters candidates and 15 PhD candidates, 18 of whom are Aboriginal and/or Torres Strait Islander. Nearly three-quarters of candidates lived in a regional area including 39 per cent in either a remote or very remote location.

A Masterclass was held at the Alice Springs campus in May 2025, bringing candidates from around the country for face-to-face interaction, support and intensive academic skills development as well as access to a physical library and other on-campus supports. A special feature of the May Masterclass was a two-day workshop provided by Arts Law on Indigenous Cultural Intellectual Property (ICIP), Copyright and Moral Rights, matters that are central to the undertaking of ethical research as expected of Batchelor's researchers. A second online Masterclass in November covered topics critical to candidates' research.

Earlier in the year a Supervisor Workshop was held on Batchelor Campus bringing together supervisors, academics and some candidates to workshop best practice in HDR supervision. A supervision training module has been developed as a result of this initiative.

above: Dr Robyn Ober and Associate Professor John Guenther at the AARE conference (November-December 2025) as part of the team presenting on the Lived Experience project

opposite page: Masterclass participants, Batchelor campus, November 2025; see following page for names



Senior academics from the Graduate School represented Batchelor at the Postgraduate Supervision Conference, Stellenbosch South Africa, presenting a paper on BIG 3D—Doing doctoral education differently, as is the case at Batchelor. Associate Professor Gilbey also presented as part of the ARC-funded University of the Sunshine Coast project on ‘Entangled relationality across difference in doctoral education: the power of life histories and time mapping in supervision’.

Candidates were supported to present at conferences, including international conferences, to disseminate their research findings and connect with other researchers in their field. This included the World Indigenous Peoples Conference on Education (WIPCE) in New Zealand and the Native American and Indigenous Studies Association (NAISA) conference in the US. Three Batchelor HDR candidates presented at WIPCE, two of whom were supported by Batchelor to attend.

HDR candidate Meg Friel wrote this of her WIPCE experience:

“It was a wonderful experience to attend the World Indigenous Peoples Conference on Education in Aotearoa with Batchelor campus elder Don McGinness, Ruth McGinness [Reid], and other staff and postgraduate students. Over 3,000 Indigenous people attended from around the world to present and share information about Indigenous people’s experiences in education—in the school sector, the tertiary sector, education for youth, and education in prisons. The presentations included formal speeches, and poster presentations. The hosts organised cultural and social activities alongside the conference which were well appreciated. The conference provided the opportunity to link with other educators across the globe, and to hear of the good work being done by many others.”

In 2025, HERD appointed two new academics in the Graduate School to assist the Dean to develop and deliver the upcoming graduate certificates in Indigenous employment, Indigenous leadership and Indigenous research methodologies. These courses are due to commence in 2027. Meetings with community stakeholders and government offices have occurred and support for the roll-out of these courses has been immense.

RESEARCH

Batchelor Institute researchers continue to investigate issues important to the Institute and to Indigenous Australians, with a key focus on remote education and mental health.

While only a small team of researchers, Batchelor was involved in 17 research and evaluation projects during the year, including four Australian Research Council (ARC) projects, one of which is led by Batchelor.

In addition, we were successful in winning our first Medical Research Future Fund (MRFF) grant for the Community Participatory Research for Postvention in Central Australia project. This project focuses on reducing the alarmingly high suicide rates in the interconnected regional hubs of Alice Springs (NT), Tennant Creek (NT), and Mount Isa (QLD). This two-year study aims to generate new knowledge on optimal suicide postvention strategies—interventions designed to support those at risk following a suicide. In addition, two evaluation projects with Aboriginal Medical Services Alliance Northern Territory (AMSANT) are examining programs designed to support suicide postvention and suicide prevention.

During 2025, Batchelor Institute researchers worked with Flinders University and Indigenous Allied Health Australia to evaluate a program designed to encourage Indigenous young people to explore allied health careers. The program taps into the potential for Indigenous young people to fill skills gaps in a field that is much needed. The program is continuing in 2026 with the final evaluation report to be provided later in the year.

2025 saw the completion of a four-year research project with Australians Together, titled the ‘Lived Experience’ project. The research team from University of Notre Dame Australia, Deakin University, Federation University and Adelaide University interviewed over 180 Indigenous young people from around Australia, who shared their experiences of schooling. The findings highlighted the significant role that relationships play to shape Indigenous educational experiences. It also highlighted many of the systemic issues, such as racism, that result in negative experiences. The research team presented their key findings, limitations and implications at the Australian Association for Research in Education (AARE) 2025 conference at the University of Newcastle, NSW.

Batchelor’s research team is renowned for its expertise in the field of Indigenous Australian education issues. This is reflected in the team’s publication record, which in 2025 included more than 20 peer-reviewed papers and reports.

above: Meg Friel presents at the World Indigenous Peoples Conference on Education, Aotearoa, New Zealand, November 2025



Masterclass, Batchelor campus, November 2025, **back row** (left to right): Derek Hunt, Brian Lena, Professor Robyn Heckenberg, Associate Professor John Guenther, Professor Kathryn Gilbey, Cheryl Davis, Frank Councillor-Campbell, Tracey Ludwick, Julie Darnell; **middle row**: Dr Veronica Arbon, Dr Judith Lovell, Beverly Councillor, Dr Robyn Ober, Pat Torres, Suzanne Campbell, Tina Cragan, Dr Jenny Fraser, Allison Gray; **front row**: Lexine Solomon, Dr Helen Bishop, Professor Di Bretherton, Theresa Alice, Meg Friel



above: Dr Robyn Ober and Associate Professor John Guenther on a site visit, Tiwi Islands



right: Dr Majon Williamson-Kefu with a 'Community-based research in Australia' poster, WIPCE, Aotearoa, November 2025

ARC DISCOVERY PROJECT—REMOTE SCHOOL RETENTION AND POST-SCHOOL PATHWAYS

The Remote School Retention and Post-School Pathways research team has made initial contact with identified sites in Northern Territory and Western Australia, with four schools formally agreeing to participate in the research project. These schools will be involved in Participatory Action Research until the end of the project in December 2028, to determine what can be done at these sites to retain students to support transition to work and further study. So far, there have been positive responses from schools, principals and communities, with productive visits to schools and their communities. This has involved connections to key stakeholders with a community-based researcher training workshop in western Arnhem Land, and a proposed workshop for the Kimberley, Western Australia. Ethics approvals along with the advisory group are almost finalised, with key people who have expertise in Indigenous education representing Western Australia and Northern Territory.

DEADLY UNIVERSITIES

Batchelor Institute has partnered with Australian Catholic University, University of Melbourne, Charles Darwin University, Wonnarua Nation Aboriginal Corporation and Adelaide University to support an ARC grant designed to better understand how Indigenous Australian higher education students thrive and succeed in their courses. While past small-scale studies have provided important qualitative information about enablers for university participation and success, this new study will demonstrate quantitatively how various factors work together to enable success. Batchelor’s postgraduate students will have an opportunity to participate in the study, providing an important perspective in the context of Australia’s only Indigenous tertiary education institution. The project will also provide opportunities for students to gain additional experience as ‘champions’ as part of the research team.

PRF/SCHOOLS PLUS

The research team has been working in collaboration with Professor Jillian Marsh from Charles Sturt University and Schools Plus on a Paul Ramsay Foundation (PRF) funded research and evaluation project examining the effectiveness of school partnerships that are part of the Schools Plus School Partnerships Program. The research and evaluation project is working closely with 7-10 remote schools across Western Australia, the Northern Territory and Queensland. The project is due to be completed by late 2026.

As part of this project, the research team presented at the AARE Conference in Newcastle in December 2025.

NT AEDC PROJECT

A Batchelor research team was successful in securing a collaborative project with the NT Department of Education to work on the NT Australian Early Development Census (AEDC) Report and accompanying resources for service providers and families. The project commenced in 2025 and is due to be completed in 2026.



top: Participants and staff, Certificate IV in Teaching a First Nations Language (Arrernte)

centre: Certificate IV workshop, term 4 2025; participants learn terminology and metalanguage for teaching Arrernte language with language expert Veronica Dobson

bottom: Veronica Puruntatmeri teaching kids the Tiwi language at the Murupurtiyanuwu Primary School, Warrumiyanga



above: Participants and staff, Certificate III in Learning an Aboriginal First Nations Language (Anangu)

right: Professor Curtis Roman, BIITE's Dean of Higher Education and Research, presents a seminar on Cultural Safety for BIITE's seminar series, Batchelor campus (and online), September 2025. Professor Roman presented two other seminars in 2025 as part of this series (The Removal of Indigenous Children and Understanding Racism: An Indigenous Perspective), along with a seminar by VET lecturer Jaemie Page (Supporting local voices and leadership with Aboriginal Rangers across the NT)



NCVER

The final report for the NCVER project, Place-based and culturally responsive VET for Aboriginal and Torres Strait Islander learners, is nearing completion. This project was led by Batchelor Institute researchers and evaluators Associate Professor John Guenther and Dr Robyn Ober in collaboration with Associate Professor Sam Osborne and Dr Abigail Diplock (Adelaide University). Three case studies presented findings about what VET stakeholders think 'place-based' and 'culturally responsive' training means and how it is reflected in practice. The research also describes the challenges for training providers, stakeholders and learners and how they find solutions to overcome them. The overall project and findings will be presented by Associate Professor John Guenther and Dr Robyn Ober at the Batchelor Institute seminar series in May 2026.

COMMUNITY-BASED RESEARCH

Batchelor's research work has long been grounded in community-based research practices, an area of particular interest to Dr Robyn Ober. Dr Ober has been leading ongoing work on enhancing the practice of community-based research, including through collaborations with the Nulungu Research Institute at Notre Dame University, and work with Dr Marnie O'Bryan (University of Melbourne). Drs O'Bryan and Ober have recently published a related article, Integrity and opportunity in First Nations research: understanding the role and lived experience of community-based researchers (*The Australian Educational Researcher* (2026) 53:33 <https://doi.org/10.1007/s13384-025-00947-w>)

Dr Majon Williamson-Kefu has also been involved in this work. Dr Williamson-Kefu is part of the Graduate School alumni and one of the Institute's current research staff. In November 2025 she spoke about a poster presentation at the World Indigenous Peoples Conference on Education, in Auckland, Aotearoa/New Zealand as part of this project.

LANGUAGE AND EDUCATION

Dr Robyn Ober, both part of the Graduate School alumni and current senior research staff of the Institute, was keynote speaker at the 2025 Applied Linguistics Association of Australia conference in Darwin in November 2025. At this event Dr Ober launched her new publication with fellow editors Drs Rhonda Oliver and Carly Steele: *Celebrating First Nations Languages and Language Learning in Australian Schools—Stories Across Generations of Language Activism, Advocacy and Allyship*.

Dr Ober continues to be in demand for her expertise in this field.

SPIRIT PROJECT

The SPIRIT (Supporting Play and Intergenerational Relationships with Indigenous Tradition) Project entered year 3 in 2025. 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.

Key activities during the year included provision of accredited health educator training in Brisbane attended by representatives from local project partners and a cohort of Australian project participants attending the annual Global Spirit Gathering in Canada in July 2025.

LANGUAGE CERTIFICATES

In 2025 Batchelor expanded delivery of the Certificates II and III in Learning a First Nations Language and Certificate IV in Teaching a First Nations Language. Workshops were delivered for Pitjantjatjara, Yankunytjatjara, Pintupi-Luritja, Eastern Arrernte, Wubuy and Tiwi languages at the Alice Springs and Batchelor Campus and on the Tiwi Islands. As each course is language specific, we have built a team of expert language speakers to support delivery and assessment. Many of the people recruited for this task are graduates of Batchelor teacher education and language programs.

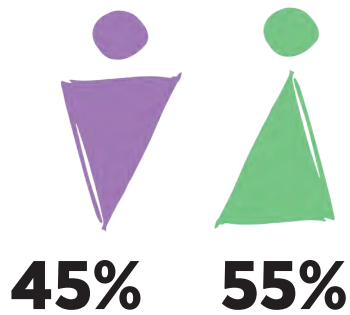
In 2025 there were four graduates of the Certificate IV in Teaching an Australian First Nations Language and 14 graduates of the Certificate III in Learning an Australian First Nations Language—Tiwi and Eastern Arrernte.

KEEPING TIWI STRONG

With new funding from the Commonwealth Department of Education First Nations Languages Education program Batchelor has been managing a two-year project (see details under CALL section).

HIGHER DEGREE BY RESEARCH (HDR) STUDENT DEMOGRAPHICS

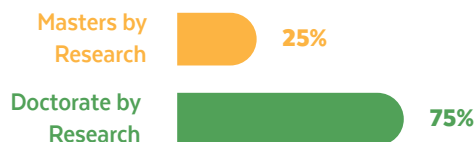
2025
HDR STUDENT
GENDER BREAKDOWNS



Of **20** HDR individual students¹, 55% identified as Female, and 45% identified as Male

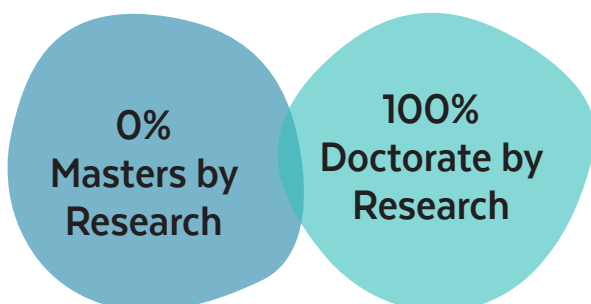
HIGHER DEGREE BY RESEARCH (HDR) COURSE DEMOGRAPHICS

2025
HDR COURSE
ENROLMENTS



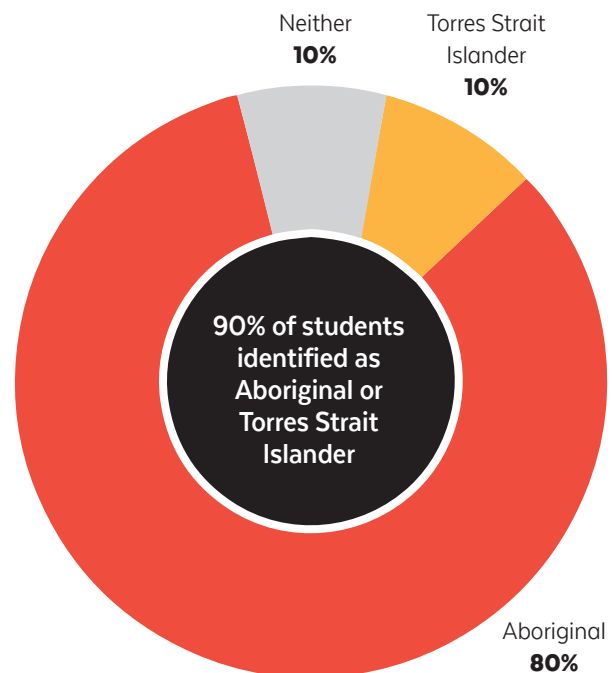
Of **20** HDR individual course attempts², 75% of students were enrolled in an AQF level 10 (Doctorate) program, and 25% of students were enrolled in an AQF level 9 (Masters) program.

2025
HDR COURSE
COMPLETIONS



Of **1** HDR course completion³, 100% of completions were at AQF level 10.

2025
HDR ABORIGINAL AND/OR TORRES
STRAIT ISLANDER IDENTIFIED



2025
HDR GRADUANDS



1

HDR Graduand⁴ was conferred with an award at a Graduation Ceremony.

¹An individual student is defined by a unique student in an academic year.

²An 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.

³A course completion is defined by the academic year in which a student completed the requirements of the course.

⁴A Graduand is defined by the academic year in which a student's course completion was conferred in a Graduation ceremony.

CENTRE FOR AUSTRALIAN LANGUAGES AND LINGUISTICS



CALL continued to play an important role as one of the Nation's 24 federally-funded Indigenous Language Centres providing expert services to language communities primarily in Central Australia and the Top End. Our work supports the language goals of the International Decade of Indigenous Languages and Closing the Gap Target 16 which focus on increasing the number of speakers of Aboriginal and Torres Strait Islander languages and the strength of the languages being spoken.

Achievements this year include:

Hosted the following national/international language events:

- Language Sector Strengthening National workshop in Alice Springs (120 people)
- Hosted a National Indigenous Languages Survey NILS Co-design workshop in Alice Springs (20 people)
- Native American Yuchi visit (150 people)
- Native American Salish Language Fluency Transfer workshop for about 50 Australian language communities, partnerships of speakers and learners, and involving over 120 people

Supported community-led language projects and activities:

- Pertame Language Revival project including the Pertame Language Nest and Fluency transfer program (see details pp. 86-87)
- Maṯutharra/Southern Luritja project, in partnership with Land and Learning at Tangentyere, saw young Maṯutharra people run a successful Country visit for Titjakala School at Mt Peachy Outstation with about 70 people involved
- Wadeye and Belyuen community language initiatives
- Arrernte language immersion project begun, and Katyetye in early stages of development

opposite page: (left to right) Caddie, Joel, Veronica and Camille with a new Arrernte street sign for the project Angkentye-yerrtye ileme mpwarele
- Bringing back the right names to the streets of Mparntwe



Salish Language Fluency Transfer workshop, Desert Peoples Centre, Alice Springs, June 2025

- Keeping Tiwi Strong: with new funding from the Commonwealth DoE First Nations Language Education program, Batchelor has been managing a two-year project with the Schools, vRed Cross and the Museum and Wurrumiyanga to grow a new generation of leaders to keep Tiwi strong. Participation in accredited training is at the heart of the project which also provides for employment of a part-time Tiwi tutor and mentor to support the teaching of Tiwi in both the primary and secondary schools, and a trainee who works with the language experts in the museum to develop materials and administrative processes.
- Little Kids learning languages workshop, Mparntwe, 26 November 2025
- Warlpiri Theme Cycle planning meeting, Mparntwe, 8-12 September 2025
- Facilitated discussion with Warlpiri community members for Warlpiri sign project, and collected letter of support for project investigators

Advocacy and representation:

- Facilitated the participation of language communities in the National Indigenous Languages Survey NILS Co-Design workshop (20 languages)
- Participation on the Language Policy Partnership national body
- Large delegation supported to attend and several groups presented at PULiMA Indigenous Language and Technology Conference in Darwin



- Presented at World Indigenous Peoples Conference on Education (WIPCE), New Zealand
- Presented at National Place Names forum in Brisbane
- Participation in activities supported by LDaCA to ensure sustainability of language data
- 8 Language morning teas with approximately 25 attending at DPC
- Podcast series about language—*Let's Talk Language*, 7 episodes
- Co-facilitated Bilingual Network meetings in Semester 2, 2025 with NT DET for bilingual schools in WA, SA and NT
- Participated in MK Turner Report Alliance network
- Participated in Revitalisation of Bilingual Education meetings
- Worked with Ti Tree schools to draft school's Cultural Orientation program

PUBLICATIONS

Partnering in teaching 'strong' Aboriginal Languages at universities, a chapter co-authored by Angela Harrison, Kumalie Riley et al. in *Projecting Voices: Studies in Language and Linguistics in Honour of*

above: Warlpiri Jinta-jarrimi regional language meeting, Batchelor Learning Centre Willowra, 14-15 November 2025 (left to right): Dominic Morton, Shirley Martin, Yamurna Oldfield Maisie Kitson, Rachel O'Connell, Helen Morton, Wendy Baarda, Angela Harrison, Caroline, Damien Wayne, (front) Myf Turpin, Emma Browne

Jane Simpson (ANU Press, 2025). <http://doi.org/10.22459/PV.2025>

Warlpiri schools in Australia's Northern Territory: Sustaining change from Below with Championing from the side, a chapter co-authored by Emma Browne and Barbara Napanangka Martin in *Including Non-Dominant Languages in Educational Policy Change: Key actors and Agency* (Multilingual Matters, 2025/6)

When language is the main thing: Strengthening Teacher Training Pathways for Australian Indigenous Educators in the Northern Territory, a chapter co-authored by April Campbell, Janine Turner, Ailsa Purdon, Gretel Macdonald and Emma Browne, in *Languages and Cultures Network for Australian Universities Book* (ANU Press, under review)

Produced (and supported production of) language resources:

- Annge a name-irreme How Seeds Travel (produced in a school holiday program workshop that included incarcerated young men); <https://acesse.one/wnflpc>
- Malpa Maths-itja Mankurpa, The Three Maths Friends Areyonga School partnership; <https://llnk.dev/thkpxv>
- Partnered with ICTV to produce two Pintupi-Luritja 'bedtime stories', one featuring a game that was played at Papunya
- Completed five new books including for the Talking Tracks project: four books and animations in six languages: <https://callprojects.org.au/resources> & <https://llnq.com/d6hv9ig>; and supported production of a seed book in three languages: Kaytetye, Anmatyerr and Alyawarr, <https://acesse.one/ukuznwb>
- Arrernte Street signs (nominated for NT Digital Excellence)

Award) and website, in partnership with Indigemoji; <https://www.angkentye-yerrtye-ilemele-mpwarele.com/>

- New boxed board game 'lkew', designed to support Kaytetye elders to talk and share cultural knowledge with the younger generations and adults who are still learning about their connections through Country, kin and Dreaming
- Produced Maṯutharra AṂ bird, plant, animal and insect cards, in collaboration with Tangentyere Land and Learning

Online presence

• **Websites: maintained**

Callprojects.org.au (CALL's resources and projects shared here)

Iltyemiltyem (Aboriginal hand signs)

Arrente-angkentye.online (Arrente language online)

Bird app to website <https://thangkerne.kaytetye.com.au>

• **Websites: new**

Two new person-centred collection websites:

veronicadobson.au and April Campbell website (WIP)

Arrente Streetsigns project <https://www.angkentye-yerrtye-ilemele-mpwarele.com/>

LEARNING AND TEACHING

Non-Accredited

- Arrente classes held at DPC
- Sunday morning Arrente class (open to anyone)
- 40 participants—very successful, much good feedback
- Friday morning Arrente teaching class (target group Arrente language speakers), 10 participants, partnership with Children's Ground
- Ongoing support to Children's Ground educators, about 15 people involved
- Supported Jinta, Jarrimi, Warlpiri workshops in Willowra and Yuendumu in Semester 2, 2025

Accredited

CALL and the Higher Education Research Division have worked together to develop and deliver the new Language Certificates III and IV Courses. The uptake has been excellent, and we had our first cohort of graduates in December 2025. Course delivery to more language groups in Central Australia and across the Top End is planned for 2026.



Partnering with ANU Little Kids Language project, Mparntwe, November 2025 (left to right): Arushi, Alpana Rajgopal, Vanessa Davis, Carmel O'Shannessy



'Bedtime story' filming with ICTV

This is an investment in the upskilling of existing teachers and supporting the growth of emerging teachers while working towards better language outcomes in communities. The feedback has been positive from communities who through a language consultation process completed in 2025 identified the learning and teaching of language being a priority to achieving language strength. Batchelor with its commitment to "both ways learning" is leading the way with these courses through an innovative approach to language teaching.

In 2025, Batchelor expanded delivery of the Certificates II and III in Learning a First Nations Language and Certificate IV in Teaching a First Nations Language. As previously mentioned in this report, workshops were delivered for a range of Central/Western Desert and Top End languages, and which involved the support of expert language speakers, many of whom are BIITE graduates.

PERTAME PROJECTS

The Pertame project is a community-led language revival program empowering Pertame Elders to pass their language and cultural knowledge onto the next generation. The key projects are a Language Nest, Fluency Transfer system, School holiday programs, and an after-hours children and adolescence program.

Ngketja Untja (Language Nest Immersion Playgroup)

The Pertame Ngketja Untja (Language Nest) is an immersion playgroup for Pertame infants and their parents to be raised within their language, culture and community. Language Nests have been recognised internationally as the most successful means to revitalise endangered Indigenous languages. The Nest is structured like a preschool or playgroup, where all activities, routines, songs, games and instructions are given in Pertame only. English is left at the front door. Our Nest is led by Pertame educators and guided by fluent Elders.

- Over 138 Language Nest Sessions for a total of 552 hours of language immersion
- Eight Pertame ketjey 0-5-year-olds immersed in their language, supported by 18 parent educators and Elder speakers and grandparents
- Taught 10 parent educators over 50 hours of the Fluency Transfer System curriculum, with four of the parents now intermediate speakers and ready to progress into the next level of language development and learning

Ngketja ingweyeng lyart-urna thep (Fluency Transfer System)

We are supporting our adult educators to advance their fluency through classes and home study of an immersion curriculum called the Fluency Transfer System. This system, developed by the Salish Immersion School in Spokane US, is a comprehensively sequenced curriculum designed to support adult learners become fluent in their Indigenous Language.

In 2025, our Fluency Transfer learners reported increased language knowledge and all participants reported positive engagements in learning language and the flow on effects to self-esteem and confidence.

- 22 Pertame Indigenous community members learning Pertame
- 138 Fluency Transfer System sessions

HIGHLIGHTS

In August, eight Pertame community members and staff travelled to Darwin to present at the PULiMA Indigenous Language and Technology Conference. Pertame were honoured to present on the Language educational panel in the main hall and do workshops at the Youth Language forum.

In late 2025, the Pertame projects released a full-length album to stream online entirely in the Pertame language (<https://open.spotify.com/artist/1Ufr4AuxF2WkS7Y6SrA44L>). Pertame Language Nest coordinator Sashanna Armstrong won the NAIDOC Week Alice Springs Innovation award!



above: Educator Samantha and primary student Irek Perrulra on Country digging for honey ants during a partner trip with RDK's All rounder Youth program

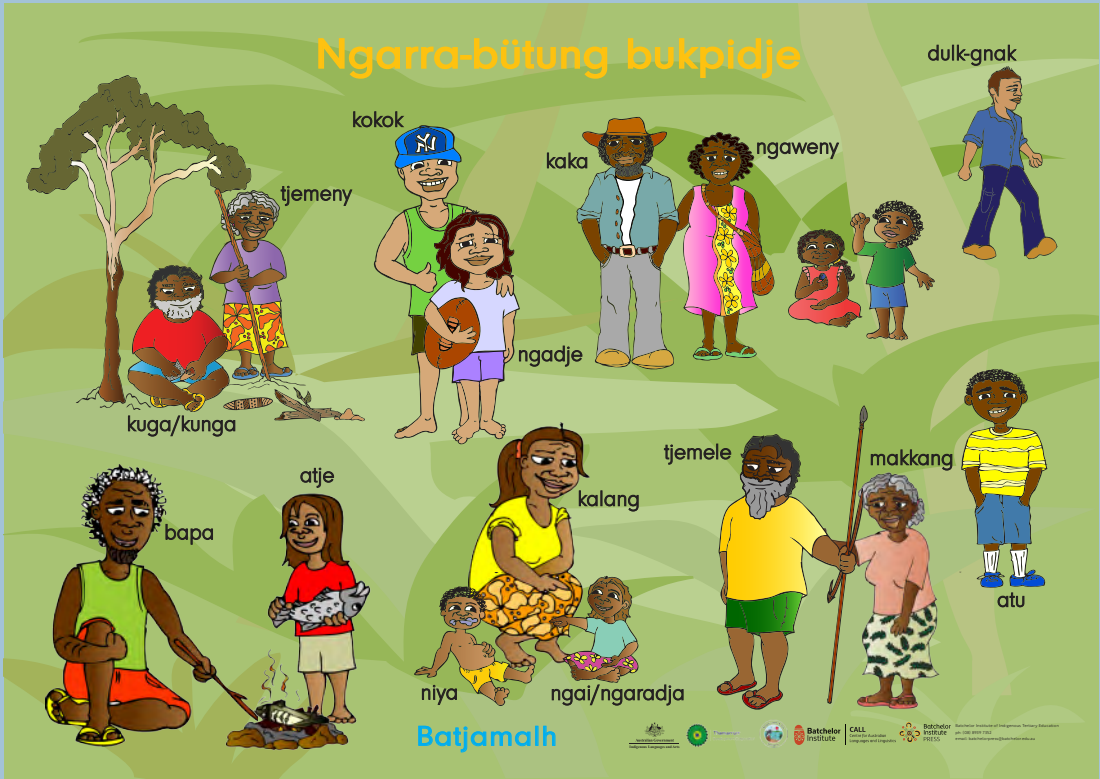
top: Language Nest Ketjey Tyrique Kngwarraye exploring kinship through doll play

centre: Pertame primary years school holiday program, fishing on Country at their homeland at Melenga (Three Mile) on the Finke River

opposite page: Language Nest educator Sashanna Armstrong teaching Pertame language to the ketjey (children) in the Language Nest



BATCHELOR PRESS



top: Bill Harney Jnr speaks at the launch of *Galapin Jack's and other Wardaman Stories*, Katherine Regional Arts, March 2025.
above: Batjamalh Family poster produced as part of CALL's Batjamalh, Emmi and Mendhe Languages Project

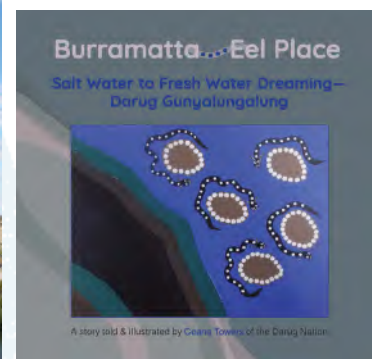
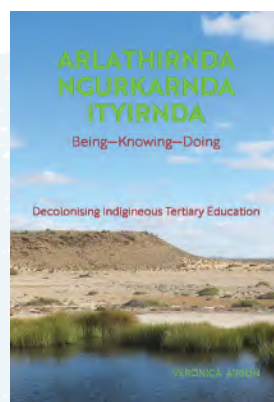
Batchelor Press remained committed to its core mission and values in 2025, advancing the work of First Nations language maintenance and revitalisation and that of Indigenous writers and artists. The Press had a presence at the biennial national Puliima Indigenous Language and Technology Conference, and we developed and supported publications and projects relating to languages including Wardaman, Darug, Pitjantjatjara, Arabana, Batjmalh, Emmi and Mendhe, Anindilyakwa, Kunwinjku, and various north-east Arnhem Land languages.

PUBLICATIONS

- *Galapin Jack's & Other Wardaman Stories*, authors: Sally Wiyimarr, Elsie Raymond, Bill Harney; illustrator: Bill Harney Jnr; linguist Francesca Merlan. Work commenced in 2024, publication completed and launched at Katherine Regional Arts in March 2025 with support from Wardaman Rangers
- *Burramatta Eel Place*, author/illustrator Ceane Towers. An introduction to Darug language and cosmology by current BIITE postgraduate student. Work commenced in 2024, publication completed in 2025.
- *Arlathirnda Ngurkanda Ityirnda, Being Knowing Doing*, author: Veronica Arbon. A refreshed edition of the book to come out of former BIITE CEO Veronica Arbon's Ph.D thesis (first published by Post Pressed in 2008)
- The Bush Tucker Counting Cards project/resources in collaboration with Indigenous Literacy Foundation (ILF), for early learners from Central and Western Desert languages
- Thematic posters for the Batjmalh, Emmi and Mendhe Languages Project (CALL)

HIGHLIGHTS

- Selection of 3 titles for ILF's 2026 Book Supply program: *Galapin Jack's*, *Bornorron Warrag*, *Gulumerrdjijin Madawa*
- Ngur: Best Art Critical Writing by an Indigenous Australian award to Pat Torres for her commissioned essay for *All my Country, the Batchelor Institute Art Collection* (Batchelor Press, 2024), 2025 Arts Writing and Publishing Awards (AWAPAs)
- National Library of Australia purchase of the full collection of Batchelor Press posters, over 400 posters in total and representing over 70 language groups.



COLLABORATIONS AND PARTNERSHIPS

Batchelor Press maintained existing partnerships and developed new ones for a range of projects, including:

- a Memorandum of Understanding signed between Batchelor Institute (facilitated by Batchelor Press) and NT Education Mob for shared archival projects
- a Service (Licensing) Agreement with Noongar Boodjar Language Cultural Aboriginal Corporation for the handing over of Noongar language-related (physical) stock, digital resources and under-licence publishing rights
- Participation on RMIT Informit's First People's Lens Steering Committee
- Yirralka Rangers, Macquarie University, Australian National University and the Nature Conservancy towards the production including design/layout for Wäyin'puy Yolnguwa Djorra field guide
- First Languages Australia, as auspicing body for Anindilyakwa Language Learning (videos) project

PROMOTIONAL

Batchelor Press attended the AWAPAs at the 2025 Art Association of Australia and New Zealand (AAANZ) conference at the University of WA in early December. The Press attended national events the AIATSIS Summit and Puliima (both in Darwin) as an exhibitor, running a stall which showcased Batchelor Press products, BIITE merchandise and course-related information. Batchelor Press products were also part of BIITE stalls held at the Barunga Festival (June), Darwin Show (July) and Garma Festival (August).

Work began on the development of a brand-new Batchelor Press website towards the end of 2025.

above, left: cover, *Arlathirnda, Ngurkanda, Ityirnda* by Veronica Arbon (Batchelor Press, 2025); <https://batchelorpress.com/product/arlathirnda-ngurkanda-ityirnda-being-knowing-doing/>

right: cover, *Burramatta, Eel Place* by BIITE Ph.D student Ceane Towers (Batchelor Press, 2025) <https://batchelorpress.com/product/burramatta-eel-place/>

BATCHELOR INSTITUTE ART COLLECTION

The Batchelor Institute Art Collection is a unique and significant cultural asset which numbers over 1,000 items. The Collection began informally from the 1980s through staff and student donations as a way to enhance and familiarise student experience on campus. Since the 1990s the Collection has become a more formalised entity supported by dedicated staffing and advisory positions and by policy and acquisition programs. In 2025 the Collection continued to grow through acquisitions (by purchase and donation) and in monetary terms as evidenced by the 2024-2025 valuation.

HIGHLIGHTS

- The Collection is described as “highly unique, richly eclectic, and thematically strong in reflecting BIITE’s foundational character, ethos and partnership-building as the nation’s only dual-sector Indigenous tertiary institution” (national *Guide to Public & Regional Galleries, 2024-2026*)
- Profiled for the first time on the Institute website: <https://www.batchelor.edu.au/explore/bachelor-institute-art-collection/>
- The Collection is the subject of a paper presented at the annual 2025 AAANZ Conference, University of WA, 3-5 December 2025

ACQUISITIONS

- Norma Benger (Chidanpee), *Kwala Kwala* (no date), a painting named after the artist’s grandmother’s place in Keytej (Kaytetye) Country, and which is a both a site of colonial massacre and where spirits are born
- 38 works on paper donated by Darwin-based artist Therese Ritchie including works by herself and fellow Darwin artists Chips Mackinolty and Franck Gohier which deal with racism and cultural recognition

VALUATION

A Collection valuation was completed as at December 2024 with key results including:

- a valuation total increase from \$824,277 (in 2021) to \$948,537 (2024), representing a 15% increase.
- According to art market fluctuations some works significantly increased in value, e.g., the *Untitled collaborative* (eight-part) painting (1994) by Fitzroy Crossing artists Amy Nuggett, Elsie Thomas, Nora Toogoodja, Ivy Nixon, Dolly Snell and Spider Snell more than doubled in value: from \$20,000 (2021) to \$42,000 (2025).
- Other works decreased in value, e.g., Kitty Kantilla’s *Untitled* painting (2000) was valued at \$45,000 in 2021; down to \$38,000 in 2025.

COLLABORATIONS & PARTNERSHIPS

The Art Collection formed new and strengthened existing partnerships in 2025, including with:

- The Art Association of Australia and New Zealand through presenting a paper at AAANZ’s 2025 conference, University of Western Australia 3-5 December 2025. The paper, titled ‘Captain’s Pick’, was presented as part of Open Sessions #4, Collection case studies: power, patron and tactility, 9-10:30am Thursday 4 December 2025
- BIITE’s Higher Education and Research Division (HERD) for Research Support Program funding to enable attendance at the 2025 AAANZ conference.
- HERD for small project grant funding for 50th anniversary related activities, and which included framing the BIITE Honorary Doctorate gown of the late Dr Rosalie Kunoth-Monks OAM.
- Northern Centre for Contemporary Art, Darwin for the loan of Art Collection works for the exhibition *Taripang/Dharripa/Trepang: REMIX* shown at The Cross Art Projects, Sydney, 7 June to 12 July 2025.
- Charles Darwin University for the loan of Art Collection works for the exhibition *Yipapirraya arnuwujaputi ... Tide going out, tide coming in ...*, Midpul Art Gallery, Darwin, 9 May to 12 July 2025.



top: Norma Bengler (Chidanpee), *Kwala Kwala*, (n. d.), acrylic on canvas, 60 x 146cm
© Norma Bengler. Batchelor Institute Art Collection.

above: Therese Ritchie, *Children prefer jail to home*, 2016, digital print on Ilford Galerie Prestige Cotton Rag Smooth 300gsm, 76 x 134cm. © Therese Ritchie.
Batchelor Institute Art Collection; donated by Therese Ritchie

right: The Honorary Doctorate gown of the late Dr Rosalie Kunoth-Monks OAM was newly framed for display next to her portrait in the Function Room, Desert Peoples Centre; the framing was enabled by a grant awarded to the BIITE Art Collection



FINANCIAL SUMMARY

STATEMENT OF COMPREHENSIVE INCOME

for the year ended 31 December 2025

	2025	2024
	\$'000	\$'000
Revenue and income from continuing operations		
Australian Government financial assistance	18,579	17,903
Northern Territory Government financial assistance	14,908	13,180
Fees and charges	501	508
Consultancy and contract fees	2,089	2,271
Other revenue and income	987	1,779
Investment income	633	605
Goods and services received free of charge	460	350
Gains on disposal of assets	-	6
Total income from continuing operations	38,157	36,602
Expenses from continuing operations		
Employee related expenses	24,773	22,313
Depreciation and amortisation	2,646	2,564
Repairs and maintenance	149	198
Borrowing costs	48	47
Impairment of assets	13	74
Goods and services received free of charge	460	350
Communication and utilities	1,881	2,255
Contracted services	1,707	2,285
Property management	1,295	1,151
Travel	2,565	2,603
Insurance	1,371	1,164
Other expenses	3,601	3,758
Total expenses from continuing operations	40,509	38,762
Net result for the year	(2,352)	(2,160)
Item that will not be reclassified to profit or loss		
Gain from revaluation of property, plant and equipment	3,902	124
Total other comprehensive income	3,902	124
Comprehensive result	1,550	(2,036)

STATEMENT OF FINANCIAL POSITION

for the year ended 31 December 2025

	2025	2024
	\$'000	\$'000
Assets		
Current assets		
Cash and cash equivalents	14,408	13,124
Receivable and contract assets	4,032	4,219
Other current assets	576	672
Total current assets	19,016	18,015
Non-current assets		
Property, plant and equipment	46,549	43,813
Total non-current assets	46,549	43,813
Total assets	65,565	61,828
Liabilities		
Current liabilities		
Trade and other payables	810	1,913
Lease liabilities	492	463
Provisions	4,881	4,404
Contract and other liabilities	5,214	2,627
Total current liabilities	11,397	9,407
Non-current liabilities		
Lease liabilities	944	747
Total non-current liabilities	944	747
Total liabilities	12,341	10,154
Net assets	53,224	51,674
Equity		
Revaluation reserves	51,574	47,672
Retained earnings	1,650	4,002
Total equity	53,224	51,674

STATEMENT OF CHANGES IN EQUITY

for the year ended 31 December 2025

	\$'000 Revaluation reserves	\$'000 Retained surplus	\$'000 Total
Balance at 1 January 2025	47,672	4,002	51,674
Net result for the year	-	(2,352)	(2,352)
Gain from asset revaluation	3,902	-	3,902
Balance at 31 December 2025	51,574	1,650	53,224
Balance at 1 January 2024	47,548	6,162	53,710
Net result for the year	-	(2,160)	(2,160)
Gain from revaluation of property, plan and equipment	124	-	124
Balance at 31 December 2024	47,672	4,002	51,674

STATEMENT OF CASH FLOWS

for the year ended 31 December 2025

	2025 \$'000	2024 \$'000
Cash flows from operating activities		
Australian Government financial assistance	22,195	18,339
Northern Territory Government financial assistance	13,418	15,564
Receipt from student fees and other customer	5,691	4,322
Interest received	604	581
Payments to suppliers and employees	(39,347)	(36,017)
Interest and other costs of finance	(48)	(47)
Short-term lease payments	(3)	(6)
Net cash provided by operating activities	2,510	2,736
Cash flows from investing activities		
Proceeds from sale of property, plant and equipment	-	6
Payments for property, plant and equipment	(737)	(1,787)
Net cash used in investing activities	(737)	(1,781)
Cash flows from financing activities		
Repayment of lease liabilities	(489)	(493)
Net cash used in financing activities	(489)	(493)
Net increase in cash and cash equivalents	1,284	462
Cash and cash equivalents at the beginning of the financial year	13,124	12,662
Cash and cash equivalents at the end of the financial year	14,408	13,124



Staff Recall Week culminates with a Christmas lunch, Batchelor Campus, Friday 5 December 2025



World Class Education—we show the way and lead the way through excellence to deliver equity and justice.

Students and Communities First—we are responsive to aspirations of students and communities and walk together on the journey with learners.

Culture is Strength—we recognise and respect old ways as the foundation to uphold our cultural values, obligations and responsibilities.

Both Ways Approach—we position Aboriginal and Torres Strait Islander people as knowledge holders and privilege our ways of teaching and learning. Our strength is understanding and appreciating local context and value and demonstrating reciprocity

Innovation and Opportunity—we centre our ways in collaborations and partnerships that deliver positive impact for Aboriginal and Torres Strait Islander people.

Values



**Batchelor
Institute**