

Batchelor Institute

Annual Report 2023



**Batchelor Institute of Indigenous
Tertiary Education**

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NOTICE

Aboriginal and Torres Strait Islander people should be aware this document may contain images and names of people who have passed away.

ACKNOWLEDGEMENT OF COUNTRY

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

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

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

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

By expressing Acknowledgement of Country, we encourage all to extend and practice respect to all First Nations people wherever their lands are located.

ANNUAL REPORT 2023

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Messages from
our Leaders

MS PAT ANDERSON AO CHAIR

In 2024 Batchelor Institute of Indigenous Tertiary Education will enter our 50th year. While our next annual report will highlight the celebrations to mark this important event, on the eve of this important year, I would like to focus on some of our current successes and our strategic direction.

Not all organisations make it to 50 years, and while Batchelor Institute had some challenging times, the core of our very being is our focus on educating and training First Nations people from the Northern Territory and Australia and we have fulfilled these needs for generations.

Looking forward to the future, one key piece of work that we have been developing in 2023 has been a Cultural Framework for Batchelor Institute. This important work is being led by Associate Professor Sue Stanton and will guide us going forward.

This year we entered re-registration with the Australian Quality Skills Authority (ASQA) and Tertiary Education Quality and Standards Agency (TEQSA) for our VET and Higher Degree by Research qualifications respectively. These processes will go into 2024, and while these are part of the normal business of a tertiary education and training organisation, I highlight these because of their connection to where the Council plans to take Batchelor Institute.

As part of our re-registration, we will be seeking to return to offering undergraduate qualifications. This will also provide First Nations students in Australia a pathway where they could start with a pre-VET qualification, do a VET qualification, undertake an undergraduate qualification, and do post-graduate studies in the one culturally safe education and training organisation. The aim is to build authentic pathways for our students through their formal education journey.

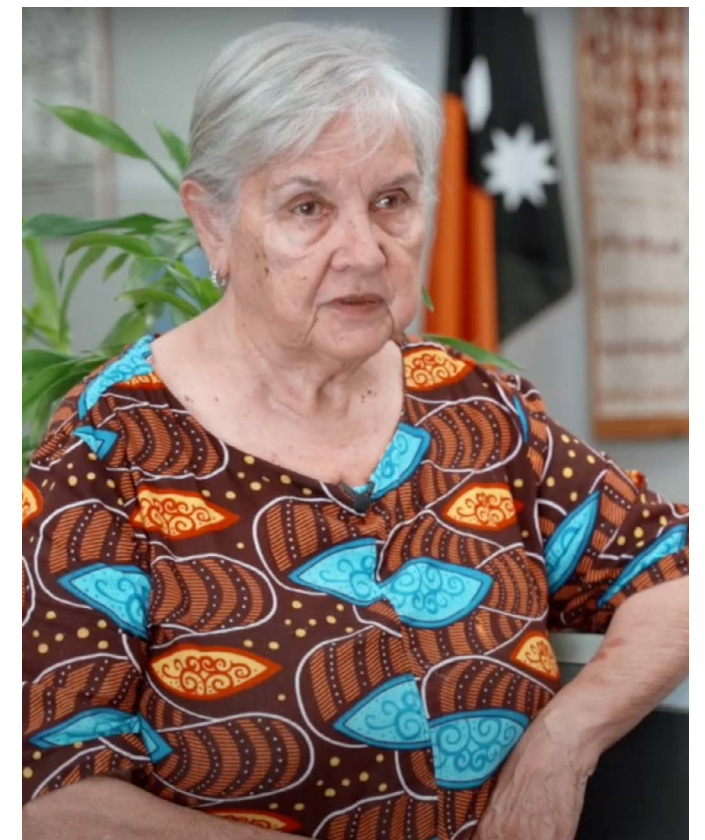
While this is indeed a worthy goal in and of itself, we do not intend to stop there. Once we have secured this connected and culturally safe pathway from pre-VET to PhDs our ambition is for Batchelor Institute to attain university status. That is for Batchelor Institute to become Australia's First Nations University and we will strive toward that goal. There is a lot of work to do to achieve this, but we are ready for the challenge.

We were deeply saddened by the passing of three great lights in 2023, Mr Russell Taylor AM, Dr MK Turner OAM who had received an honorary doctorate from the Institute in 2022 and Dr Samuel Bush-Blanasi. Mr Taylor joined Batchelor Institute's Council in 2019 and served on Council as the Deputy Chair and Chair of the Finance Audit and Risk Management Committee until 2023. As during his

distinguished career, Mr Taylor served Batchelor Institute with distinction and I miss his wise counsel. Both Drs Turner and Bush-Blanasi also made important contributions over their lifetimes to progressing First Nations issues in the Northern Territory and Australia. A short summary of the many achievements of Mr Taylor, Drs MK Turner and Bush-Blanasi is included in the Tributes on page 12. We take comfort in the knowledge that they now rest with their ancestors.

I would like to finish by thanking all of the many people who contribute to the success of Batchelor Institute and make aspirations a reality – the Batchelor Institute Council and supporting committees, staff, students and our friends, supporters and communities.

I look forward to celebrating Batchelor Institute's 50th anniversary with you all in 2024.



Ms Pat Anderson AO, Chair

MR DAVID CUSACK CEO

I have been honoured to serve as Batchelor Institute's CEO for 2023 in what was a busy, challenging and rewarding year.

This year Batchelor Institute was awarded the Northern Territory's Large VET Training Provider of the Year for the third year running (2021, 2022 and 2023). To win this important award three times in a row is a testament to Batchelor Institute's VET training team and those that support them as well as the excellence of the training and education that Batchelor Institute delivers across the Northern Territory. We also went on to represent the Northern Territory in the national VET awards.

Batchelor Institute's Graduate School was also very successful and in 2023 we had 22 Higher Degree by Research (HDR) candidates. These are First Nations peoples undertaking their Masters and PhDs at the Institute who are studying in a broad range of areas from health to education to governance and First Nations culture and their scholarship is important in responding to issues of importance to us. In the HDR space, we are consistently the most successful in terms of the retention and completion of First Nations HDR students in Australia.

Another highlight for me was the 2023 annual Aboriginal and Torres Strait Islander Health Worker and Practitioner Excellence Awards. Where awards recipients were majority Batchelor Institute alumni or students. I am extremely proud that Batchelor Institute continues to provide an important contribution to the education and training of First Nations people who deliver health and support services for our communities in the Northern Territory.

Another of my personal highlights of 2023 was the driving trip that I did from Darwin to Alice Springs (and return). While we have an increased range of technological communication options, in this ongoing (and never quite post) COVID world, face-to-face connections remain vital. During these visits, I reengaged with First Nations organisations and people. In 2024, you will increasingly see Batchelor Institute staff and Council members in all regions of the Northern Territory representing the Institute.

While there were successes and highlights, there was also sadness and challenges.

Batchelor Institute supported a Yes vote for the 2023 Referendum. While we were heartened by some 5 million Australians who voted Yes in the 2023 Referendum, the failure of the Referendum was a cause for dismay in the public politics of Australia and their unwillingness to support First Nations recognition in the constitution and a constitutionally enshrined voice to Parliament.

Lastly, 2024 marks the 50th year anniversary of Batchelor Institute. We look forward with immense pride and optimism to making this celebration one to remember.

This Annual Report provides an overview of Batchelor Institute's year in 2023. From the Institute's operating environment to information about our partnerships and training and research arm through the Annual Report we provide insights into what we did and how we did it and I commend the 2023 Annual Report to you.



Mr David Cusack, CEO

DR SUE STANTON ELDER ACADEMIC

Kemec nyngah – I greet you as Tjilingmara – Elder, Kungarakan traditional Custodian and also employed in the role of Elder Academic at Batchelor Institute.

The Office of Elder acknowledges Kungarakan and Warai Traditional Owner-Custodians Of the Batchelor-Coomalie-Litchfield-Adelaide River regions. The Office also acknowledges and extends gratitude to all respective Traditional Owner-Custodians on whose Countries Batchelor Institute staff live, travel across and work. We pay tribute to their enduring stewardship of Country and Knowledge. We honour and respect all Elders and their ongoing contribution to our daily spiritual, environmental, social, cultural, political, historical and economic fabric.

Greetings and good wishes are extended to All Staff, students, external partners and associates and stakeholders and all those who take an interest in and support Batchelor Institute.

As Elder Academic and on behalf of Batchelor Institute Staff I pay respect to Chair, Batchelor Council Pat Anderson AO and express gratitude to Council members who continue to provide guidance and support through ongoing strengthening and maintenance of the reputation of the Institute's identity as Australia's primary First Nations dual sector tertiary education provider, ensuring the embedding of First Nations perspectives, philosophies, and practices in all learning and teaching, and operations of the Institute. It is directly due to the ongoing support of Council that the Elder Academic role and the Office of Elder continue to play a vital role in operationalising the Institute's overall Vision whilst being consistent with our Strategic Plan and ensuring the cultural integrity of the organisation.

I acknowledge the effort of the CEO Mr David Cusack and thank him for his support of the Office of Elder throughout 2023. As well I wish to express to the CEO hope for a more steady upcoming year with less obstacles and that he will have the time and strength to re-focus on different directions for the growth of the Institute.

While the past 4-5 years has presented a number of significant challenges – many continue to strive to improve our stride and combined primary goal – through investment in ourselves and each other.

The year 2023 threw up even more challenges than the previous year presented. However, along with the added and sometimes extra special other challenges the Institute continues to overcome much adversity, through resilience and hard work that result in some changes and many successes across all Batchelor Institutes sites. In particular

development of the Batchelor Institute Cultural Framework has managed to side-step some obstacles and has progressed sufficiently to be fully operational in 2024.

There is much to do in relation to cultural transformation of the entire workplace, its systems and processes and the Cultural Framework will set the position and actions committed to ensure we build and maintain strong cultural capabilities with quality and integrity as key focus areas. We recognise that serious organisational change is difficult but necessary for the future of the Institute and we are confident the Cultural Framework will strengthen Batchelor Institute's position as the employer of choice for a variety of positions and will attract right fit people for the organisation as well as attract students who seek high level education and training in culturally safe Batchelor Institute environment.

Bravo to those at Batchelor Institute who continue to work tirelessly in tracking and tackling those demands and challenges in efforts to ensure we are better prepared for a stronger future in 2024 and beyond that.

Good wishes to – Students, Staff, Community and all those who engage with the business that is Batchelor Institute. May you all have great success and enjoy good health throughout the coming year when we will celebrate the 50th anniversary of the establishment of the Batchelor Institute at Batchelor – on beautiful Kungarakan-Warai Country.

Mumuk for now.



Dr Sue Stanton, Elder Academic

Tributes



**WE HONOUR ALL THOSE WHO PASSED
IN 2023, AND COMMEND THEIR SPIRITS
TO THEIR CREATOR(S) AND ANCESTORS.
WE WOULD PARTICULARLY LIKE TO
COMMEMORATE THE LOSS OF THREE
INDIVIDUALS THIS YEAR.**

MR RUSSELL TAYLOR AM

In commemorating the passing of Mr Russell Taylor AM, in 2023 Batchelor Institute would like to note our ongoing appreciation of Mr Taylor’s tireless service to Batchelor Institute as a Member of Council and acknowledge in particular the outstanding contribution, dedication and energy Mr Taylor put into the role of Deputy Chair of Council and Chair of the Finance, Audit and & Risk Management Committee (FARMC). The wisdom and sheer diligence he applied to these roles was outstanding.

Mr Taylor’s list of achievements is varied and long. He was always driven by his dedication and sense of service to the wider First Nations community. He was one of those quiet achievers who just went about and got things done while also initiating such notable foundations as the Australian Indigenous Leadership Centre (AILC).

As a former Principal and CEO of the Australian Institute of Aboriginal & Torres Strait Islander Studies (AIATSIS), Mr Taylor was also recognised and appreciated by many for the significant number of other public appointments he led and held over the years.

Mr Taylor’s significant service to the community as a cultural leader and public service executive in the field of First Nations affairs was recognised in the 2015 Queens’s Birthday Honors List through the award of Member of the Order of Australia (AM). Mr Taylor’s legacy to First Nations public service continues through The Taylor Oration, an annual event which acknowledges and celebrates the achievements and contributions of First Nations people in public service and seeks to inspire and produce the next wave of First Nations leaders.



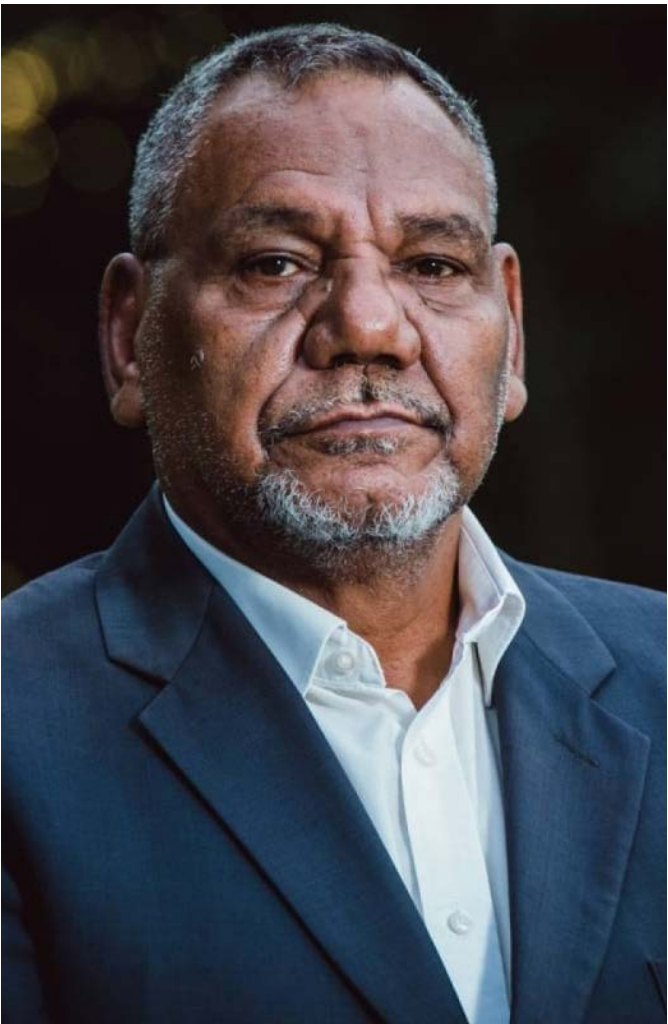
DR SAMUEL BUSH-BLANASI

Born and raised in the community of Wugularr (Beswick), Dr Bush-Blanasi was a powerful change-maker and fighter for the rights of First Nations people. Dr Bush-Blanasi was prominent in Aboriginal land rights particularly through the Northern Land Council where he served nine terms, including four consecutive terms as Chairman. He also played a pivotal role in securing Sea Country rights for traditional owners in Arnhem Land, and spearheaded historic changes to the NT’s Aboriginal land rights laws.

Dr Bush-Blanasi was also an elected representative of the Aboriginal and Torres Strait Islander Commission and was a long-serving board member of the North Australian Indigenous Land & Sea Management Alliance, Imparja and Northern Building Consultants. He was a founding member of the Association of Northern, Kimberley and Arnhem Aboriginal Artists, Aboriginal Sea Company, Aboriginal Housing Northern Territory, Top End Aboriginal Bush Broadcasting Association and the Northern Territory Aboriginal Investment Corporation.

As an education institution we also recognise his passionate support of two-way learning through the Learning on Country Program which allows Aboriginal children living in remote communities a better opportunity to navigate the world while keeping strong in their culture. We would also like to specifically recognise his leadership, support and advocacy for a Voice to Parliament. This leadership was very much appreciated by Batchelor Institute and our Chair, Ms Pat Anderson AO.

Noting his decades’ long service to First Nations peoples, particularly in the Northern Territory, Dr Bush-Blanasi was awarded an honorary doctorate from Charles Darwin University in 2023 and was also recognised as the 2023 NT Australian of the Year.



DR MK TURNER OAM

A respected Eastern Arrernte elder, linguist, cultural adviser, translator, social justice champion, artist, and author, Dr Turner was recognised across the region as a holder of customary law, practice, and knowledge, and as a qualified language interpreter. Dr Turner taught language, culture, and cross-cultural courses for over 30 years. In 1996, Dr Turner received a Medal of the Order of Australia for her service to the Aboriginal community of Central Australia, particularly through preserving language and culture and interpreting including working on the development of the Arrernte dictionary and publications including her celebrated book *Iwenhe Tyerrtye, What it means to be an Aboriginal person*.

Seeing that the Western models of education and health were not meeting the needs of many Aboriginal people in Central Australia, Dr Turner championed community-led responses by Arrente people for Arrente children and families. Dr Turner was a Director, Board member and Cultural Advisor of Children’s Ground – an organisation ensuring first culture comes first in the health, education and wellbeing of Aboriginal families. Such was her persistence and fear for the future of the next generation of children and for the future of her culture and language that she was determined that Children’s Ground return to Alice Springs and work with her and the senior cultural leaders to put in place their vision for their grandchildren and great-grandchildren.

In addition, Dr Turner was an Elder to the board of Akeyulerre Healing Centre in Alice Springs, a service developed by Aboriginal people that acknowledges and promotes Indigenous knowledge, practice and expertise as integral to family and community wellbeing. Dr Turner was one of the founders of Irrkerlantye Learning Centre, an intergenerational learning space established by Aboriginal people for Aboriginal children who were struggling in, or excluded from, the mainstream education system.

Through her advocacy for our mob, Dr Turner supported every Aboriginal organisation in Alice Springs and they benefited from her breadth and depth of knowledge. In doing so there would be very few First Nations or non-Indigenous people who live in Central Australia whose lives her work has not positively affected.

In September 2022, Dr Turner was awarded the degree of Doctor of the Institute Honoris Causa by Batchelor Institute. This Honorary Doctorate was awarded in recognition of a lifelong commitment to cultural maintenance and languages of Aboriginal people, as an author, outstanding educator, and advocate. The doctorate also acknowledged Dr Turner’s leadership and knowledge in healing, community-controlled organisations, and intergenerational knowledge sharing, recognising her knowledge, power and urgent truth-telling.





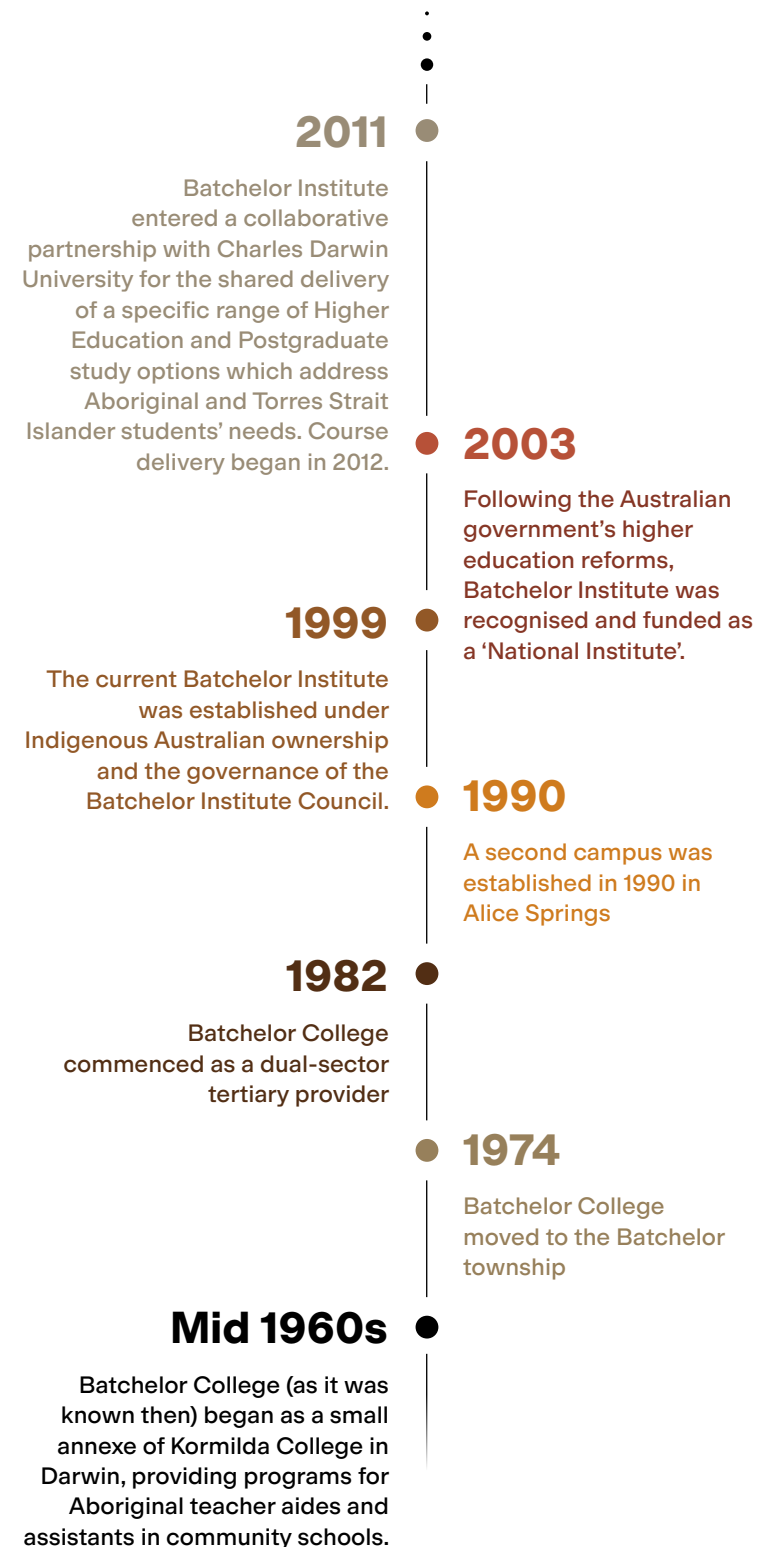
Operating Environment

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

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

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

Our past

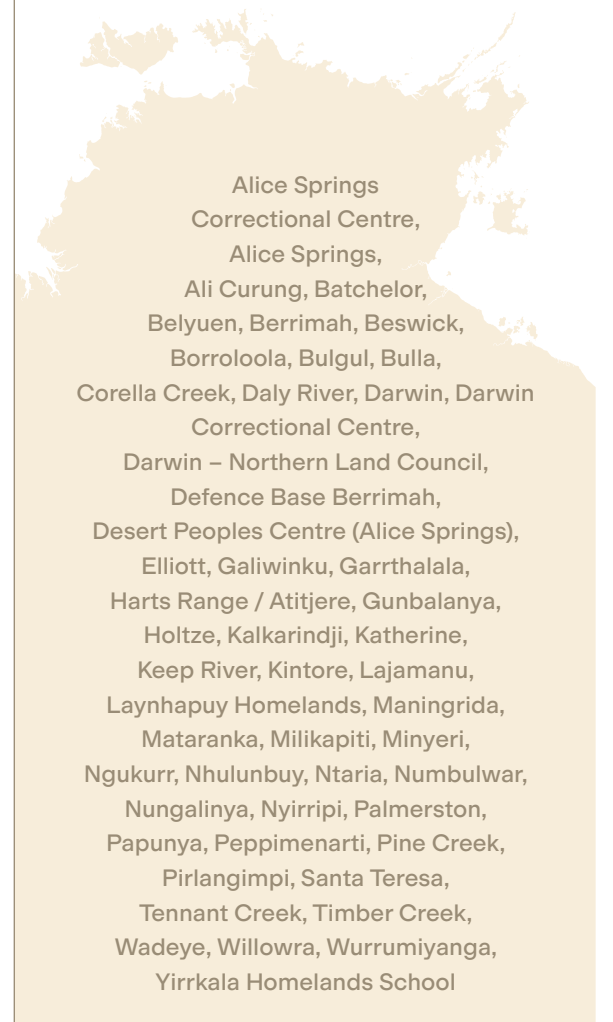


BACHELOR
INSTITUTE
DELIVERED
COURSES AT

59

LOCATIONS
ACROSS THE
NORTHERN
TERRITORY.

2023 DELIVERY LOCATIONS
FOR VOCATIONAL EDUCATION
AND TRAINING COURSES



Strategic Direction

The 2020-2023 Strategic Plan will guide us, as the only First Nations dual sector tertiary education provider in Australia

VISION	The institution we as we aspire to be ...	The First Nations institute of choice where truth, knowledge and wisdom meet.		
MISSION	Our purpose ...	We educate to liberate		
PRINCIPLES	What we believe in ...	<ul style="list-style-type: none">● Our culture is our strength● Realising opportunities● Collaboration● Excellence● Learning on our terms● Valuing all forms of scholarship		
COMMITMENTS	How we will hold ourselves ...	<ul style="list-style-type: none">● Putting students first● First Nation's sovereignty● Decolonisation through education and enquiry● Local, national & global impact● Cultural legacy● Partnerships		
STANDARDS	How we will make a difference ...	<ul style="list-style-type: none">● We will work together to achieve our vision with mutual respect and commitment● We will always remember the people and communities we serve and show deep respect for each other		
GOALS	How we will achieve our goals ...	PILLAR 1	PILLAR 2	PILLAR 3
		Provide outstanding training, research and life long education.	Offer what our students, families, partners and communities seek and need.	Strengthen our culture, capability, & capacity to meet our values & commitments.

Leadership and Governance

Batchelor Institute is governed by its council of eight members, of which six, including the Chairperson, are Aboriginal and Torres Strait Islander peoples, who all provide diverse industry and cultural representation.

The Council's functions are:

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

Council Members 2023



Pat Anderson AO
Council
Chair



The late **Russel Taylor AM**
Council
Deputy Chair



Lauren Ganley
Member appointed by the
Administrator



Karen Weston
Chief Executive
Department of Education



Donna Ah Chee
Member appointed by the
Administrator



Dr Kathryn Gilbey
Council Staff
Representative



Helen Bishop
Elected Member
Student Representative



David Cusack
Chief Executive
Officer

Finance, Audit & Risk
Management Committee

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

Executive Leadership
Advisory Team

ELAT's primary role is to oversee and provide operational governance, policy and financial oversight for Batchelor Institute. ELAT's functions are:

- Advise the Chief Executive Officer or Council on matters as requested.
- Approve Institute operational and administrative policies.
- Oversee financial management.
- Manage Batchelor Institute's non-academic operations.
- Establish, monitor and maintain delegations.
- Implement and monitor the Strategic Plan.
- Manage major change.
- Operational matters regarding compliance with ASQA and TEQSA standards and registration (in coordination with Academic Board).
- Implement risk management plans (in coordination with the Finance Audit and Risk Management Committee).
- Establish principles and practices through which Batchelor Institute will manage its workforce's sustainability, development, and performance, including the negotiation and operation of the Enterprise Bargaining Agreement.



Our People

In 2023, Batchelor Institute staff are the backbone of what we do to provide quality education to all students and contribute to the wider community. 2023 saw new employees, new objectives and more professional development opportunities for staff.

In 2023, we had 72 staff join the Batchelor Institute community across a wide range of contracts and of an average of 193 staff, we employed 75 First Nations peoples. Work Health and Safety was a continuous priority with changes in how COVID-19 was handled, changes to warning systems across Australia to one system to handle all emergencies including cyclones.

In 2023, a number of Professional development activities, training workshops and leadership seminars were undertaken across the Institute to assist Batchelor staff for the future. Staff were also provided the opportunity to complete Certificate IV in Business (Leadership) in house to further their leadership skills.

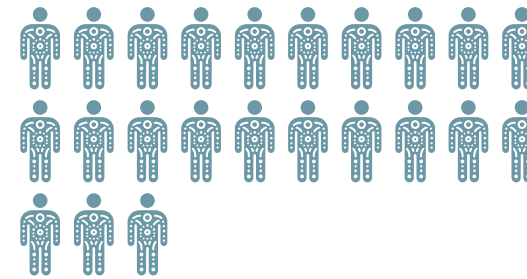
Our People



21 temporary contracts ended



1 voluntary redundancy



23 employees resigned

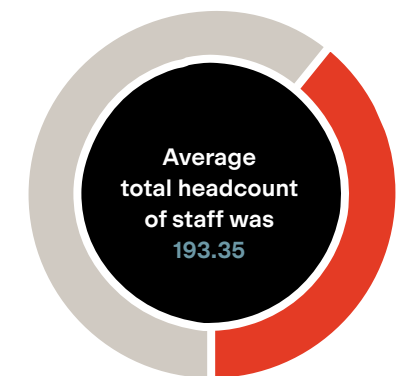


1 employee dismissed/terminated



27 casual employee contracts ceased.

In 2023, Batchelor Institute welcomed 72 new staff and 73 staff left our employ due to various reasons such as casual contracts and routine resignations.



The average percentage of First Nations peoples: **39%**

Average total headcount of staff was **193.35**. Of those 193 staff, we have averaged 74.85 First Nations peoples. The average percentage of First Nations staff is 39%

People and Culture

To support Batchelor Institute in achieving its Strategic Objectives, each Division continued to update their Business Operational Plans for 2022 onwards. For the People and Culture team, this included how we looked at the way we do business across the board and how to make strategic and financial decisions in the best interests of Batchelor Institute and all stakeholders.

HR has continued to support all levels of management and staff. E-Recruit was investigated and due to unforeseen circumstances, it has been delayed from late 2023 to early 2024. Concurrently the recruitment policy, procedures and guidelines are being reviewed to assist in this implementation. In October 2023, Enterprise bargaining negotiations continued with the Unions and progressed significantly with a commitment to try and finalise negotiations for a new enterprise agreement before the end of the 2023 year.

There were several key workplace law changes that happened between June – December 2023 that required Batchelor Institute to change the way that they dealt with staff entitlements such as flexible working arrangements, increase in superannuation guarantee plus limits to fixed term contracts. People and Culture worked with managers to ensure these changes were communicated to all staff and confirmed the amendments would be included in the Enterprise Bargaining negotiations currently underway.



Professional Development



Over 2023, a number of professional development activities were undertaken across the Institute. All staff were provided with the opportunity to attend First Aid training and Mental Health first aid training. Workshops such as train the trainer workshops for Traffic Management, use of boom lifts and working safely at heights were also undertaken. Seminars and training courses were attended by staff to ensure industry currency in their provision of training to students. Some internal staff were provided the opportunity to undertake Certificate IV in Business (Leadership) to further their skills in leadership. Several conferences were attended by staff such as The Gap Indigenous Health Forum and Australian Council of Adult Literacy Conference to allow staff to obtain valuable insight in these areas to apply to their roles.

Work Health and Safety

The WHS team have worked closely with all teams to ensure all workers and student safety.

2023 was our first year without the added threat of COVID-19 shutdowns but still ensuring that our staff were protected which meant the COVID Policy and procedure was still in place across the organisation.

The WHS Committee met regularly over the year to respond to incidents and ensure that all were aware of any incidents that were occurring. Maintaining the active engagement of workers and management will ensure WHS issues are taken seriously and addressed quickly.

With the flu season coming soon, Batchelor Institute again offered reimbursement of Flu vaccinations to ensure all are kept up to date. There were incidents of wild horses on campus which are regulars around the Batchelor township where an all-staff email was sent out to ensure staff didn't approach them for their safety and the horses.

The WHS regulations were amended to address psychosocial hazards in the workplace in April 2023. These changes came into effect from 1 July 2023. Batchelor Institute is committed to ensure the safety of our works and other people in the workplace.

Vocational Education and Training (VET)



VET Division Overview

The Vocational Education and Training (VET) Division of Batchelor Institute had another highly productive and successful academic year across 2023. With nearly 100 active staff, 39 full training products on scope and a variety of industry targeted short courses, the Division is a major contributor to the educational outcomes the Institute is achieving.

VET for Indigenous people in the Northern Territory and across Australia is a very important educational space. VET programs are tailored to be culturally relevant and sensitive to the needs and values of Indigenous communities. They incorporate traditional knowledge and practices, making education more relatable and engaging for Indigenous learners and Batchelor Institute is a solid proponent of the “Both Ways” method, leading the way in the NT for programs that teach people skills but also recognize them for their cultural skills, knowledge and experiences. VET programs can incorporate traditional skills and craftsmanship, ensuring the preservation and passing on of cultural knowledge and practices to future generations.

Indigenous communities often face socioeconomic disparities. VET can bridge this gap by providing specific skills and training that lead to job opportunities and economic empowerment. VET equips individuals with practical skills and knowledge, making them more employable. This is particularly crucial for Indigenous populations in the NT, where access to traditional employment opportunities may be limited. Additionally, education and employment can have a positive impact on health and well-being. Access to training opportunities can improve overall quality of life and mental health outcomes within Indigenous communities.

By providing education and training opportunities, VET can contribute to the overall development of Indigenous communities. It enables individuals to contribute positively to their communities and support local economies. More importantly, VET can empower Indigenous individuals to have control over their own economic and educational pathways, contributing to self-determination and a sense of agency within their communities. To fully realise the benefits of VET for Indigenous populations in the NT, it is crucial to ensure culturally sensitive curriculum, adequate resources, support services, and collaboration with Indigenous elders and community leaders.

VET is designed to teach students knowledge and specific practical skills to help them secure employment. Batchelor Institute offers courses that train students in work that is available in both urban areas and remote communities.



Recurrent Funding Training Contracts

The Northern Territory Department of Innovation, Tourism & Trade (DITT) provides BI with the largest share of VET funding in 2023, known as our recurrent contract. This contract is broken into two key areas:

- 11-j (General adult funding)
- 11-k (Apprenticeships or Traineeships)

Additionally, the Northern Territory Department of Education (DoE) provides funding for dedicated VET in Secondary Schools programs.

- 11-v (VET in Secondary Schools - remote) & 11-n (VET in Secondary Schools -urban)

2023 Training Contracts (Recurrent Funding AHC Performance)

AHC Performance				Financial Performance			
Source	Total	Target	Vs Target	Revenue \$	Target \$	Shortfall	Vs Target
11-j	411,115	419,982	97.89%	9,028,859	9,028,859		100.00%
11-k	10,119	8,639	117.13%	211,864	170,664	41,200	124.14%
11-v & n	14,685	14,270	102.91%	210,475	214,752	4,277	98.01%
FFT	53,398	62,871	84.93%	1,051,094	1,104,996	53,902	95.12%
TOTALS	489,317	505,762	96.75%	10,502,292	10,519,271	16,979	99.84%

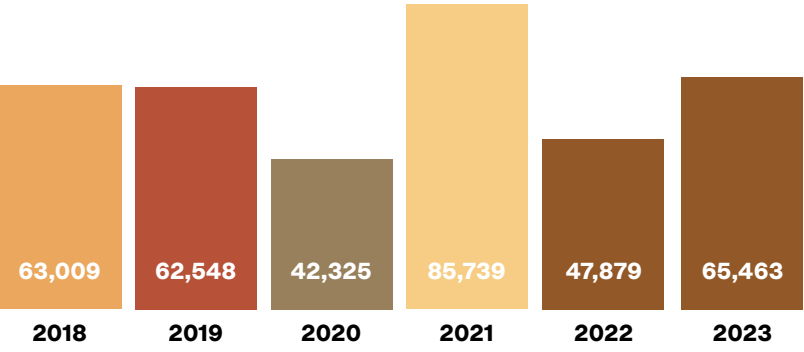
Analysis:

The Key Milestone of 97% was achieved in AHC for 11-J, triggering a 100% financial payment as per our DITT contract. Additionally, we over delivered in the 11-K Apprenticeship / Trainee space and were rewarded financially with additional payments of \$41,200. In VET in Secondary Schools, we met our ACH target but when the financial values were calculated, we were slightly under target by \$4,277. After several different interpretations of the Fee Free TAFE (FFT) contract, we reallocated the AHC

which resulted in a respectable 95.12% in earnings. Overall, we fell just \$16,979 short of our promised global contract totals, which was an outstanding effort from the Division as we had negotiated an extra 62,871 AHC and \$1.435 million total revenue potential with the FFT Initiative for 2023 as compared to 2022. Overall, when including Fee for Service AHC delivered (65,463), the VET Division delivered 554,727 AHC in 2023 which was an outstanding effort and potentially one of our strongest years on record.

Commercial (Fee for Service) Training Contracts

Comparison of Fee for Service AHC (2018 to 2023)



The VET Division also delivered training (AHC) that was funded directly by employers or industry groups, through commercial training contracts. These programs are traditionally known as Fee for Service (FFS) programs. The Northern Territory Department of Corrections Service Level Agreement (SLA) continued to be our strongest FFS contract with the the Australian Defence Force - Army Indigenous Development Program (AIDP) program was our second largest program.

* The 2021 figure published in the 2021 Annual Report was incorrect and has been updated here.

Overall Performance:

At the beginning of 2023 an ambitious Revenue Target was set by the Director of VET Business Operations, of \$17.745 million. Actual Revenue is estimated to be \$17.397 million, with a further \$1.135 of promised funds left unclaimed due to staff shortages, lack of access to the NTG Corrections Work Camps and conscientious cost savings within key SLA contracts. These funds were primarily from the SLA contracts, where we simply did not spend against the contracts. Therefore, “Technical Lost Revenue” was only actually \$11,979. Theoretically, this number will rise into a “Technical Gained Revenue” figure, as to date ad hoc FEE for Service invoices are currently unaccounted for in the figures presented in this report and easily are greater than \$12,000 in 2023. Astute financial management saw costs reduced by \$682,923 against the allocated Salary and Operational budgets, and Nett profit rose from a projected \$9.66 million to \$10 million, generating an additional \$335,329 of surplus. Again, this figure will rise when ad hoc FEE for Service invoices are identified and collated.

Head of Division Comments:

The VET Division, with admirable support from our colleagues across the Institute, performed amazingly well across 2023 in what could easily be described as a difficult operational environment. Staff shortages were common, new contracts like the FEE FREE TAFE initiative were difficult to manage, and the withdrawal from our Military and Corrections SLA contract was hard for our staff, who had been doing excellent work over many years in those spaces and had invested a lot of their time and effort into building much needed programs. Additionally, we had to adapt, be flexible and overcome challenges that come with working across a massive delivery area in some of the world's harshest conditions. This said, there were many positives, including the Institute again winning Large Training Provider of the year at the NT Training awards and representing the NT on the national stage at the Australian Training awards for the 3rd year running. Personally, I am very proud of the Divisions efforts and would like to take this opportunity to thank them for their perseverance, dedication and support of First Nations training in the NT. Batchelor Institute has a lot to be proud of and I feel our efforts in 2023 are well worth noting.

Yours Truly
Mike Keating - Director of VET Business Operations

Batchelor Institute Wins Large Training Provider of the Year Three Years in a Row

Batchelor Institute has been named Large Training Provider of the Year at the prestigious annual NT Training Awards. The award was presented at a gala event held on 2nd September 2023.

This is the third successive year that Batchelor Institute has won the Northern Territory Large Training Provider of the Year. For more than 50 years The Institute has provided high-quality training to First Nations students. With a footprint that includes campuses in Batchelor, Alice Springs, and Casuarina, as well as learning centres in remote communities, Batchelor Institute is uniquely positioned to meet the needs of Indigenous learners.

“Batchelor is a unique education facility in Australia and one of the few in the world that caters specifically for the needs of Indigenous people, we have fostered a culture of continuous improvement and are extremely proud that we have been chosen to represent the Northern Territory in the Australian Training Awards.” said Director of VET, Michael Keating.



Contact us

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www.batchelor.edu.au

The NT Training Awards is managed by the Department of Industry, Tourism and Trade and is the most prestigious event on the NT's VET calendar and recognise excellence in the vocational education and training sector. The awards are a testament to the hard work and dedication of the staff and students at Batchelor Institute.

The Institute is committed to providing high-quality training that will help Indigenous people achieve their goals and contribute to the economic development of the Northern Territory. Batchelor Institute will now progress to the Australian Training Awards to represent the Northern Territory on the national level, to be held in Hobart on 17 November 2023.

Warlpiri Education and Training Trust

Batchelor Institute and the Warlpiri Education and Training Trust (WETT) continued a partnership under a Service Level Agreement (SLA), where Batchelor Institute manages the learning centres in Lajamanu, Willowra and Nyirripi led by Senior Project Manager Mike Crowe.

In these communities the learning centres continue to be community hubs where people could access important civic literacy matters including banking and government interaction. Yapa (Warlpiri) staff played an integral part in the learning centre's day-to-day running. The Centres continue to be the access point for accredited training through Batchelor Institute and other organisations.

Online Literacy Training for Young People as a dedicated program continued in 2023 and was very successful, with WETT funding the project and Jodie Hummerston engaged to deliver the program and involve other community members, potentially including workers from other providers, as the program developed. The pilot program of 2022 was built upon and has demonstrated that online training in remote communities is possible, provided that the right approach and materials are used. Working with the Learning Centre Coordinators, Jodie has done an excellent job across 2023 and expectations are high the program will evolve further into 2024.

Batchelor is very proud of the WETT project and would like to acknowledge the wonderful work undertaken by the Learning Centre Coordinators and their locally engaged colleagues, who continue to build the successes experienced through the learning centres. Strong community governance processes, that incorporated local reference groups, were critical for staff to operate the learning centres.



Business

In response to the growing demand for business and digital skills in the workplace, the Business team expanded its offerings in 2023 to include the Workplace Technology Skill Set BSBSS00112 in Business. This skill set addresses the introductory skills and knowledge to use workplace technology for a range of purposes required within an organisation. This skill set is for individuals who may be entering the workforce or changing job roles and require basic technology skills. The first successful delivery of the Skill Set was accomplished for Iron Bark's CDP participants at their Humpty Doo Facility (computer lab). It was so productive that it was requested to be delivered again in 2024 (four workshops are locked in for two different organisations) based on positive feedback from stakeholders.

Students in Tennant Creek Developing Skills for Digital Inclusion

Batchelor Institute and Literacy for Life Foundation (LFLF) have continued its successful digital literacy program in Tennant creek located in remote Northern Territory (NT), with more than 27 students enrolled into the Certificate I in workplace skills focusing on TEC units (Digital literacy) in 2023.

The program, which is now funded by the Department of Industry, Tourism and Trade (DIIT), was first delivered in 2022 to more than 30 students. It was so successful that it was requested to be delivered again based on positive feedback from students and coordinators. In 2023, the program was delivered to 27 students, with more students expected to participate in the coming months.

Digital literacy is essential for people in remote communities to be able to access the growing range of digital services that are available. This program is helping to ensure that people from these communities are well-equipped to use computers and other digital devices to support their everyday tasks.

The program covers a range of topics, including using digital devices safely, exploring the internet effectively, preparing resumes, identifying, and documenting current skills, and planning future skills development. It also includes a significant focus on cybersecurity awareness.

In addition to the core topics of digital literacy, the 2023 lectures provided a brief introduction to the rise of Artificial intelligence. Chat GPT. Ethical concerns, advantages and disadvantages were also discussed.

This program can be delivered by Batchelor Institute lecturers all throughout the NT. It is open to all adults who are interested in improving their digital literacy skills.

The lecturers who deliver the program have said that it has been a wonderful experience for all involved.

"The students showed enthusiasm and participated in all the classroom activities with gusto," said Business Lecturer Mrs. Davis. "Most of them have 100% attendance which was great to see. I believe the workshop was a resounding success."

"It was an amazing experience to see students' faces light up," said Business Lecturer Mr. Grewal. "They were so focused on learning new skills and excited about hands-on experience."

Batchelor Institute is committed to ensuring that people from remote communities are well equipped to use computers and other digital devices to support their everyday tasks such as internet banking, accessing Centrelink services, making appointments, and providing further education opportunities.

The digital literacy program is a valuable resource for Aboriginal and Torres Strait islanders' people in remote NT communities. It is helping to ensure that these communities are not left behind in the digital age. Batchelor Institute looks forward to continuing this successful partnership with the DIIT and LFLF to support more remote students in the years to come.



Batchelor Institute lecturer Palwinder Grewal and Imelda Davis teaches a digital literacy class in Central Australia in 2023.

Conservation and Land Management

The Primary Industries team delivered the Certificate II through to IV Conservation and Ecosystem Management to ranger groups across the Northern Territory. The majority of rangers were primarily from the Northern Land Council (NLC) and Central Land Council (CLC), with a smaller number from independent ranger groups. The majority of the CLM courses were delivered in remote communities with some training also delivered on campus in Alice Springs and Batchelor.

The Primary Industries team responded to industry trends by deploying short courses in Weed Control Basic, Weed Control Advanced, and Machinery, and Chainsaws. These short courses complement the Certificate II and III courses for Indigenous ranger groups. The short courses provide pathways into certificate training and add skill sets beyond the restrictions of the conservation and land management qualifications.



Media

The Screen and Media program continued to teach students from across the Top End, who graduated from the Certificate III in Screen and Media (Radio), and other students who completed their Certificate IV in Screen and Media (Video Production). Mobile Media Short Courses continued to be in demand as part of the Certificate II in Conservation and Land Management. The Mobile Media Short Course units were delivered to CLC Rangers, Batchelor Area School students, inmates at the Alice Springs Correctional Centre, and to Rum Jungle Trainees to help students document their work on Rum Jungle Mine's rehabilitation. The Mobile Media Short Course attracted interest from a range of organisations, including the National Indigenous Australians Agency, Roper Gulf Regional Council, Yirrkala School, Bindi, Childrens Ground, and the NLC, which will led to further delivery of the course in 2024.



New Equipment Means New Course Offerings

This year, students enrolled in the CUA10320 Certificate I in Visual Arts developed skills to create their own designs and screen print their unique designs onto materials.

Eylene Farrell from Minyerri developed two screens overlapping her design and making great use of colours incorporating her dreaming “brown snake” and her dad’s skin name ‘Balung’. She designed the t-shirt for her dad, but it also included bush medicine which she remembered her mum used to give her when she was younger.

Learning to screen print enables students to have another skill to produce their artwork on and to be able to do this back in the community. Eylene was excited about using her fabric she printed to make a bag and was looking forward to her family purchasing a sewing machine so she can use the fabric to make items for herself but also to sell.

2024 will see an increase to screen printing workshops on Batchelor Campus with the introduction of our new Indigenous dress making short course.

A new UV light exposure box was purchased through the VET Equipment Grant funding by the Department of Industry Tourism and Trade. This piece of equipment assists our students to expose the screens ready for printing their designs.

To find out more about our 2024 Course offerings including the New Indigenous Designs Screen Printing Short course, Contact or student enquiries team on [1800 677 095](tel:1800677095) or email us, enquiries@batchelor.edu.au



Construction

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

In 2023 the construction team led by Senior Lecturer Liam Fraser developed strong relationships in the communities of Tiwi Islands, Bagot, Groote Eylandt, Port Keats and Katherine which increased training and employment opportunities for students. An example is a partnership formed with Northern Transportables and the delivery of a Certificate II in Construction. The Northern Transportables' students completed their studies and work experience onsite, learning from across the trade disciplines in construction, electrical and plumbing. This project was highly successful, with students gaining valuable confidence, knowledge and in some instances employment.

The Certificate II in Construction was also successfully delivered on Country at the Tiwi Islands farm project.

The Construction team also delivered training in Bagot community in Darwin. This training has been very positive for the Bagot community and Mission Australia, developing confidence and construction skills and engagement has been high, with commitments into 2024 for further students to enrol and begin their learning journey. This year we completed the community meeting area and refurbished the community toilet block.

Education Support

The importance of education in the Northern Territory (NT) cannot be overstated, as it plays a critical role in addressing educational, social, and economic disparities faced by Aboriginal and Torres Strait Islander peoples. In terms of understanding the importance of reconciliation, closing the gap, strengthening cultural identity, developing skills and knowledge and developing the leaders of the future, education is a fundamental component of broader efforts to achieve the best possible futures for First Nations people. It is not only essential for the well-being and success of First Nations students but also for the overall development and prosperity of the NT and the nation as a whole. The VET Education team led by Evelyn Schaber had a solid year delivering new training packages with Certificate III and IV in School Based Education Support.

Early Childhood

The Early Childhood courses are very important to our remote students where they can gain their qualifications through employment in childcare centres. The Certificate III and Diploma in Early Childhood Education and Care were delivered successfully on both the Alice Springs and Batchelor campuses with students across the NT successfully completing their studies and graduating. The Batchelor Early Childhood team formed a strong partnership with Early Childhood Australia with staff across the Territory working with Batchelor staff to support training on country and during workshops held on Batchelor and Alice Springs campuses. This partnership continues to be successful for both parties. As ever, our partnerships with the NT Department of Education and private schools remains strong. The work being delivered is assisting First Nations People to help support and educate the next generation on country and in urban settings across the NT.

Health and Community Services

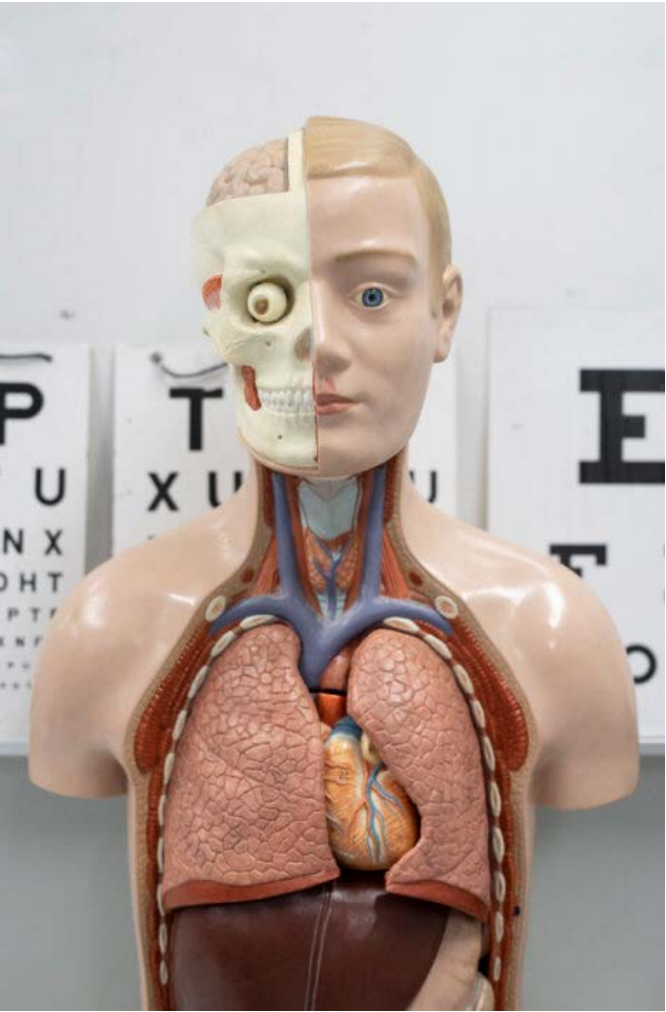
Aboriginal and Torres Strait Islander primary health care (ATSI PHC) in the Northern Territory (NT) is a critical area of service provision and is vitally important for many reasons, playing a crucial role in addressing the unique health challenges and disparities faced by communities across the NT. ATSI PHC in the NT addresses health disparities, promoting cultural competence, and improving the overall health and well-being of Indigenous communities. It serves as an essential component of the broader efforts to achieve health equity and social justice for First Nations people in the NT and across Australia. Batchelor Institutes VET Health and Community Services Team, led by Pilar Cubillo, continued to deliver high quality training in this space in 2023, as well as the delivery of Community Services, First Aid and Family Well Being programs that were well received and continue to assist students in helping their own communities and families with the sort of hands-on skills and expertise required to bring change.

The team has continued working with Palmerston Family and Children Centre and delivered the Certificate II Community Services to a group of young mums. The program aimed to progress 10 students through successful completion and into employment. Students completed the program, then continued onto the Certificate III in Community Services which was a testament to the staff's hard work and students' dedication.

In July 2023, specialist plastic and reconstructive surgeons visited Batchelor campus and taught expert suturing and wound care practices to 25 Aboriginal health practitioner students for a third year. Led by Sydney-based Chairman of the Australasian Foundation for Plastic Surgery, Dr Richard Barnett, the surgeons donated their time as part of a wound management program, and through a Deed of Collaboration with Batchelor Institute. The students were in their first or second year in the Certificate IV in Aboriginal and Torres Strait Islander Primary Health Care (Practice).

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

A visit in September 2023 saw the HLT40213 Certificate IV in ATSI PHC practice program undergoing an annual monitoring of accreditation standards through APHRA's accreditation committee. We were also informed of the introduction of a two-phase transitioning to HLT40221. We were found compliant with no conditions. The implementation of the HLT40221 has two phases of monitoring. Batchelor has successfully integrated and transitioned students into the new program ready to roll out for 2024.



Staff Highlights in 2023

January 2023

Pilar Cubillo was appointed a member of the Aboriginal and Torres Strait Islander Health Practice Accreditation Committee for a term of 3 years 2023 to 2025.

June 2023

Pilar Cubillo was appointed as the Presiding member of the Aboriginal and Torres Strait Islander Health Practice Accreditation Committee for 12 months from June 2023 to May 2024.

July 2023

New First Aid Lecturer recruited to commence in January 2024.

August 2023

Aboriginal and Torres Strait Islander Health Practice Board visit: a morning tea, welcome to country by Dr Sue Stanton and a campus tour showing the group our facilities, explaining our unique approaches to training. Followed by a visit to the model clinic while students where undertaking administration of medication. The feedback was that the Board were very impressed with our facilities and our beautiful campus.

2023 Northern Territory Aboriginal and Torres Strait Islander Health Worker and Practitioner Excellence Awards:

Our students took out the following categories:

- **Urban Aboriginal Health Worker**
Winner: Jeffery Lyons, Alcohol and Other Drugs, Top End, NT Health (Current Batchelor Institute student)
- **Advanced Studies (Student Award)**
Winner: Sherrelle Khan (Student Batchelor Institute)
- **Emerging Aboriginal Health Practitioner (Student Award)**
Winner: Sharni Braun (Student Batchelor Institute)
- **Emerging Aboriginal Health Worker (Student Award)**
Winner: Ronnita Gorey (Student Batchelor Institute)
- The remaining categories were majority Alumni of Batchelor Institute's health training programs who were either the winner or the runner up of their catagory.

Resources and Infrastructure

The Resources and Infrastructure team exceeded targets and expanded delivery to new units in Traffic Management, Elevated Work Platform, Fencing, Potholes Repair, Fall Trees Manually and Confined Space Entry (just to mention a few of the most in demand units from the industries and remote communities). A well panned year yielded solid results for the team including community engagement and training requests for 2024.



Spotlight on Rum Jungle Traineeships in 2023

The former Rum Jungle uranium mine site is located just 6km north of Batchelor in the Northern Territory (NT). As a former uranium mine site that is no longer in production, a project has been established to remediate the area. Management of this site is coordinated by the NT Government's Rum Jungle Rehabilitation team who are working in partnership with the Australian Government and Traditional Owners to rehabilitate the former Rum Jungle Mine.

Stage 3 of the rehabilitation plan began in 2022 and is expected to span 15 years. Batchelor Institute has been assisting with training and in 2023 launched a full traineeship program in the RII20120 Certificate II in Resources and Infrastructure. This included introduction to WHS and license to operate a forklift. Students undertaking this training then had a good foundation for this qualification. They were learning WHS, conduct local risk control, communication, measurements and calculation's, hand and power tools, Environmental and Heritage concerns, and managing non-toxic materials in the workplace. Trainer Neil Jones was extremely impressed with the work they undertook here, including training in workplace efficiency as a work quality, which they strived to meet.

In October 2023 the trainees started their Certificate III in Civil Construction Plant Operations, having completed 5 of the units required in the Certificate II, which were Credit transferred into the Certificate III. The focus now was on earthmoving and Civil construction. The course is still ongoing with a completion date in July 2024.

In the medium term the goal is to see participants continue their studies in these industries to gain full trade certification. Longer term expectations are that the relationship between Batchelor Institute and Rum Jungle continues to grow with rolling cohorts of trainees continuing to be trained in industry relevant, targeted content that assists students to succeed in their career aspirations.



Student Experience

The Student Experience Division is made up of four key areas, overseen by the Director Student Experience, that offer provisions of services to Batchelor Institute students, and the community, and who work with internal and external stakeholders to ensure the strategic vision and goals of the Institute are met.

About the Student Experience Division

Enquiries (communications)

- Student Administration
- Student & Residential Services
- Travel Services
- Library & Information Services

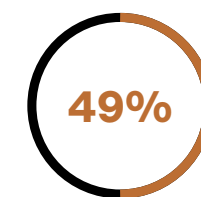
The Student Experience Division plays a significant role to ensure students experience an environment that is positive, supportive, meaningful, rewarding, free from bias and inclusive of individual pastoral and cultural needs during their learning journey with the Institute.

The team are compassionate and empathetic to individual student circumstances, and understand the importance of hearing, knowing, and understanding student needs.

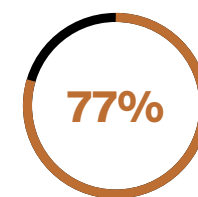
Student Administration

Student Administration worked closely with internal and external stakeholders to deliver an online Student Enrolment platform for candidates to self-enrol online for Higher Degree by Research programs in 2023. This was complimented by the earlier release of an online Application for Admission platform for 2022 program entry. This capability is phase two of a multi-phase project to deliver a cohesive enrolment process, with online functionality, where possible, to improve a student's overall experience with the Institute, across all teaching divisions.

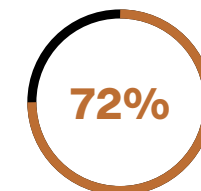
The Student Administration team were pivotal components in the organisation, and conducted Graduand Registration and Gowning, for the Institutes two main Graduation Ceremonies, on Batchelor Campus in June and the Desert People's Centre Campus in September.



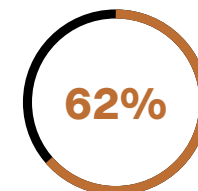
49% of VET Students spoke an Australian Indigenous Language at home



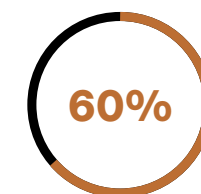
77% of VET Students enrolled had completed Year 10 or higher at High School



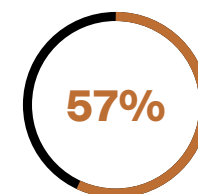
72% of VET Delivery Locations were in a Remote location



62% of VET Students had no prior studies completed at the time of enrolment



60% of VET Students enrolled identified as Male

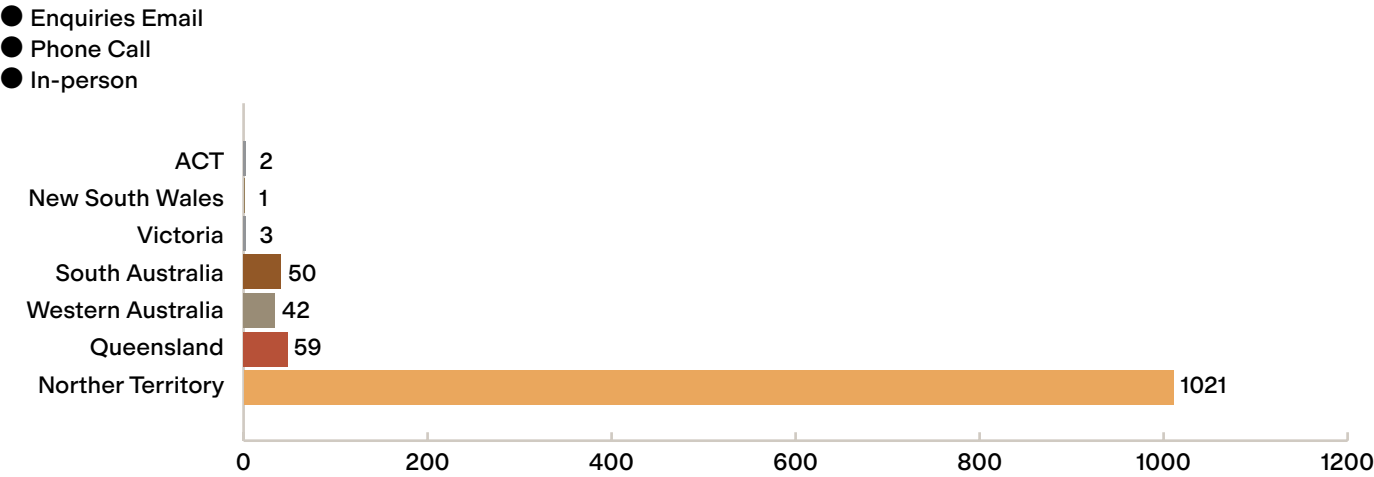


57% of VET Students were full or part-time employees at the time of enrolment

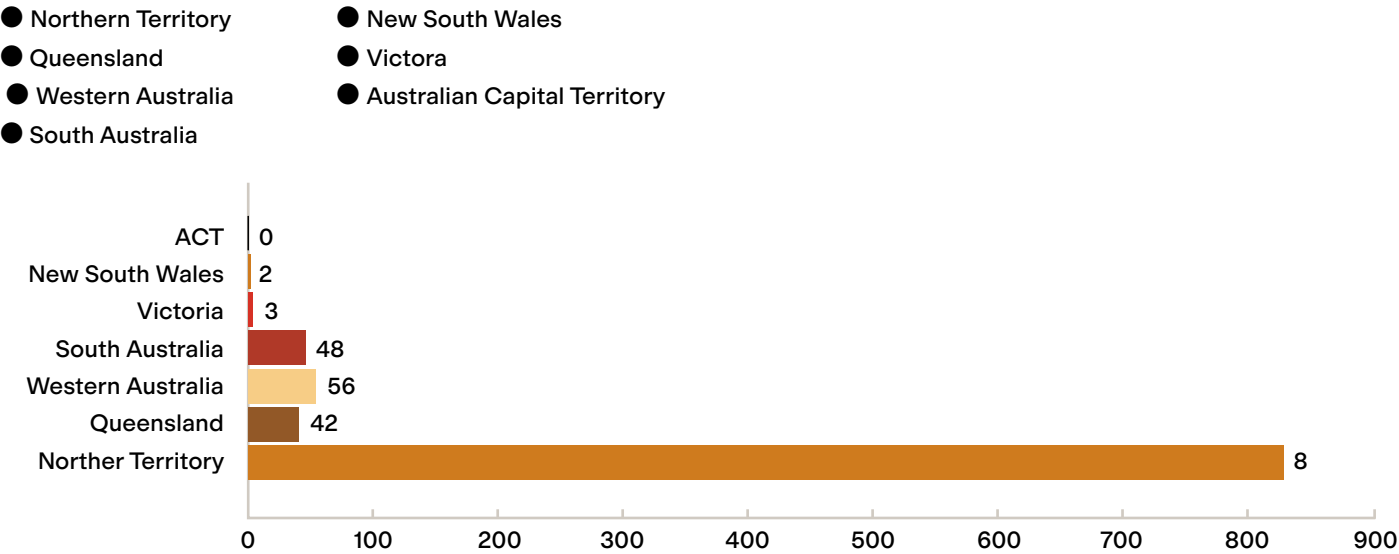
Student & Residential Services

The Student & Residential Services team continued to support students by responding to enquiries, providing social and emotional support and pastoral care, creating student ID cards, facilitating campus orientations and arranging and assigning tutorial support and residential accommodation (Batchelor Campus).

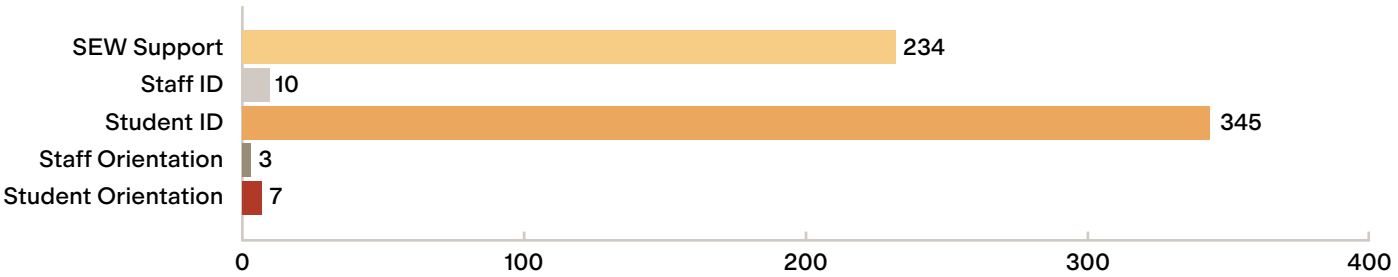
Enquiries (communications)



Enquiries location (enrolment)

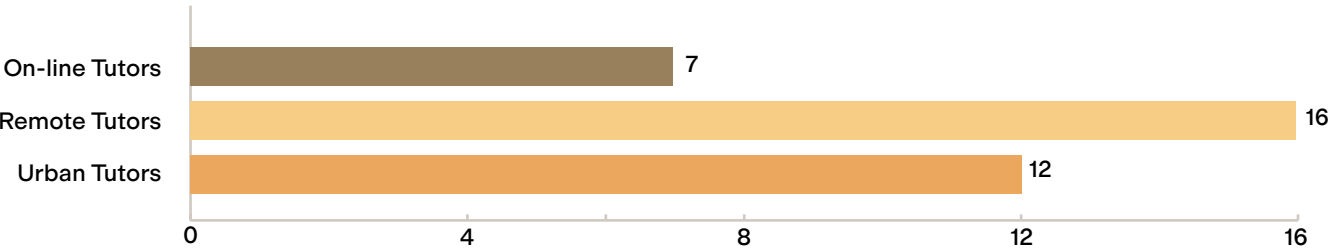


Student Support Batchelor Campus

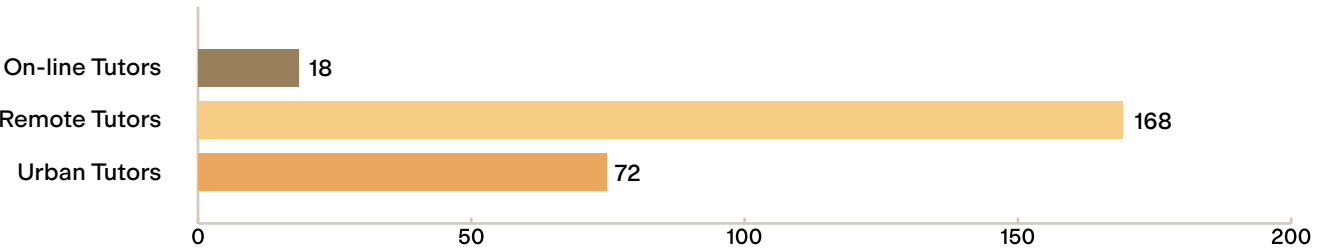


*SEW – Social, Emotional and Wellbeing

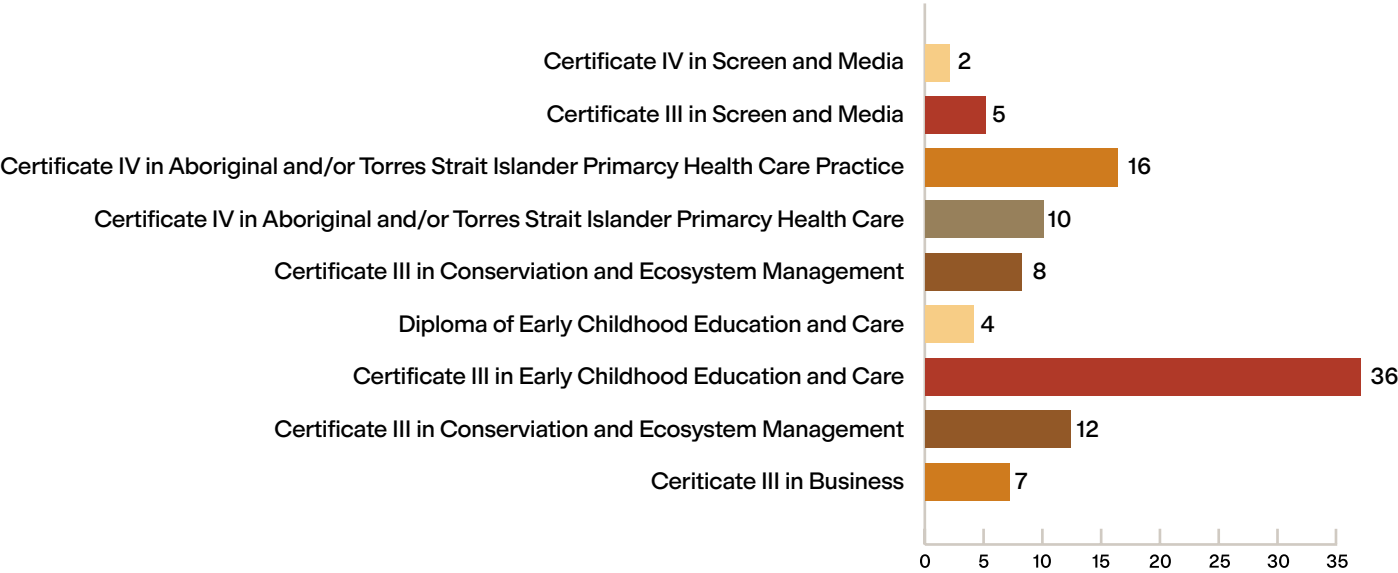
Itas Registered Tutors



Itas Registered Students



Itas Workshop Engagement

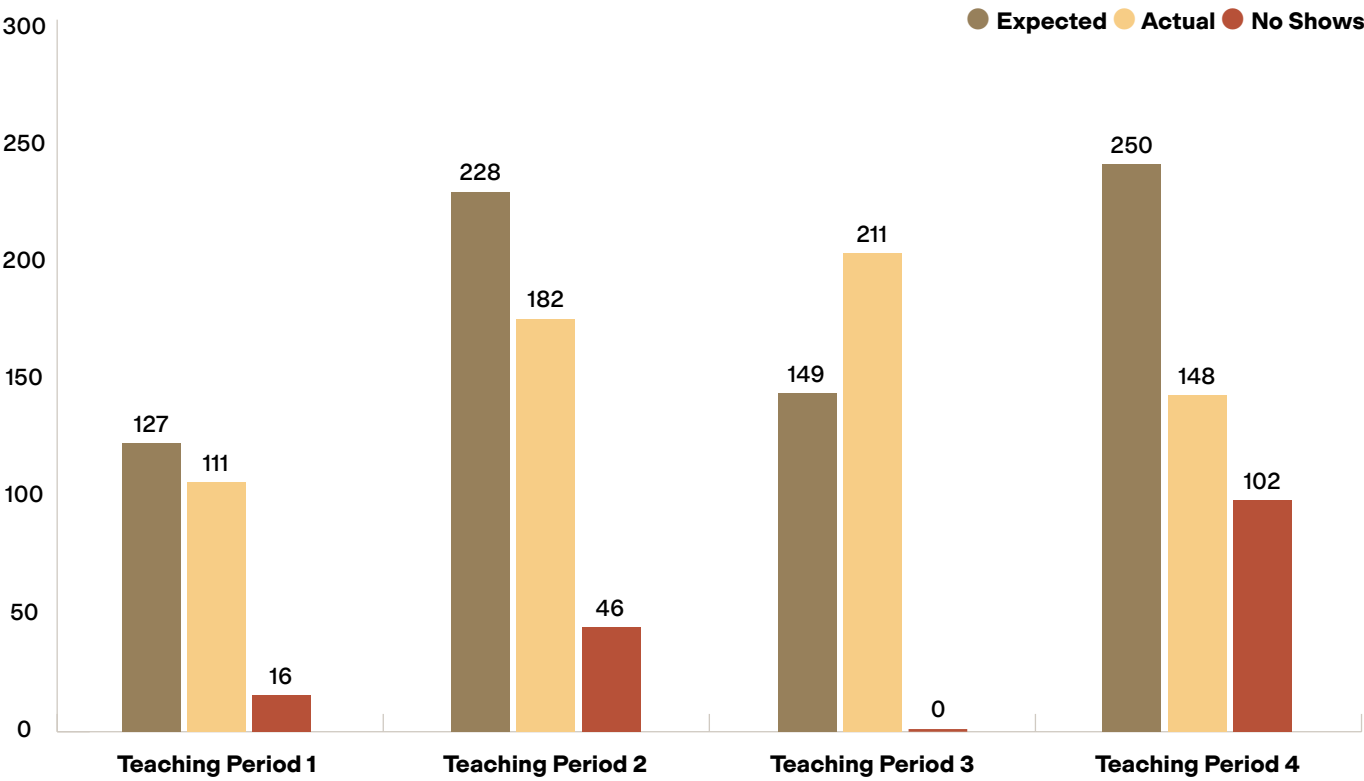


Aboriginal and/or Torres Strait Islander Health Care Practice and Early Childhood Education and Care students were the largest cohorts supported by ITAS tutors.

Indigenous Tutorial Assistance Scheme (ITAS)
Location Residential Services



Residential Services (Batchelor Campus)



Teaching Period 2 & 3 saw an increase of students residing on campus for workshops and student attendance and engagement doubled.

Travel Services

This year saw a restructure for the Travel Services team (previously known as the Student Travel team), allowing for the provisions of staff travel to be incorporated into this service area to align processes and resources by the Institute. This restructure is expected to be finalised within 24 months and will see the Travel Services team undertaking all aspects of student and staff travel related to Away from Base (AFB) funding.

The Travel Services team continued to provide wraparound services to students throughout the academic year. This included the coordination, organisation and booking of meal and accommodation provisions, and charter and economy air, boat, bus, and train travel to, during and from residential workshops and field trips.

The Travel Services team coordinated travel for student cohorts for a total of 108 individual workshops, including two (2) field trips.

Library & Information Services

The Institute has two Libraries, one located at Batchelor Campus, and the other at the Desert Peoples Centre Campus. These sites provide in-person services to students, staff, and community members. The Library team also supports many external cohorts including remote Learning Centres, students who return to their home location and external stakeholders, therefore ensuring the continuity of connections with the library and its clients.

This year saw increased availability of resources within the Library Collection, consisting of both hard and electronic copies, including in the Research Collection, in collaboration with the Graduate School.

The recruitment of key positions at the Batchelor Campus library allowed for new staff to bring a diverse range of skillsets, knowledge, and ideas, and when consolidated with the experience and skills of existing library staff, guaranteed the libraries continued growth.

The library worked throughout the year to connect, engage, and support all stakeholders and increase usage and membership. The partnership with Coomalie Council and Batchelor Institute continued to ensure a great community library operated from Batchelor campus. Additionally, the DPC library worked with many precinct and community organisations and use of space is key at both libraries. Some examples from both campuses included an International Women's Day event, collaboration and increased usage by Batchelor Area School, Questacon tubs loaned from Inspired NT (each tub was a STEM activity - fun and interactive way to get the children (and adults) involved in STEM), Follow your Story Digital Pathways Program with the Centre for Appropriate Technology (CfAT), Alternatives to Custody Program through DASA, Pertame School and Yirara College.



Centre For Australian Languages and Linguistics (CALL) Collection

The CALL Collection had an inspiring year in linking in with Language Data Commons Australia (LDAcA), which resulted in support to back up the digital archive, funding support for digitisation, digital archive workshops and a digital data summer school.

The Special Collections Officer (Library, CALL Collection) presented case studies with LDAcA at the PULiiMa Language Conference in Darwin and at the Australian Linguistics Society Conference in Sydney. A visit to Wadeye enabled cultural guidance from Marri Tjevin Elders and Custodians regarding contributors' records and consent

for materials; and a meeting with Marri Ngarr speakers interested in using Collection materials in a future language resource project. Nungalinya College students returned to the library at Batchelor campus for a 'Discover the CALL Collection' workshop.

At the request of language speakers, the Collection worked with Nyingarn to supply Kaytetye materials on both the Nyingarn and CALL Collection online platforms. The Collection aims to continue to keep the archive strong and connected with language speakers, communities, students, and staff.



Higher Education and Research

Batchelor Institute continues to build its research and evaluation portfolio, partnering in 2 large projects in 2023, one as lead organization.

Batchelor Institute is the Australian arm in this global Indigenous project worth \$27.5m USD. The Institute will receive \$975,000 USD a year for five years to roll out a 0 – 6 years program founded on the important values of culture, Country and language and First Nations self-determination and identity.

SPIRIT Project

The SPIRIT (Supporting Play and Intergenerational Relationships with Indigenous Tradition) Project is funded by the Lego Foundation as part of its Build a World of Play Challenge and partnered with The Lever for Change Foundation. It aims to improve child development and wellbeing in First Nations communities through delivery of the Family Spirit Program, an evidenced-based early childhood home visiting program delivered to support caregivers during pregnancy and early childhood. The project will also build community-designed nature-based intergenerational playspaces to benefit families and communities with the power of communal play and spaces for reclaiming Indigenous family traditions.

Johns Hopkins Centre for indigenous Health (USA) is the lead organisation for the SPIRIT Project partnering with Batchelor Institute (Australia), First Nations Health Authority (Canada) and the University of Otago (Aotearoa, NZ).

A website has been set up to share the work of the international partners LEGO SPIRIT Project – Family Spirit (familyspiritprogram.org).

In Mparntwe Batchelor Institute is working closely with local organisations, Children's Ground, Akeyulerre Healing Centre and Pertame Language Nest to ensure the Family Spirit program is adapted to meet the needs of our communities, in addition to On Country family support visits and playgrounds. Here we have adapted the phrase 'home visiting' to align with local socio-cultural values and practices related to 'home' as Country.

The first global partner gathering was held in July 2023 in New Mexico, the Santa Anna Pueblo and the Navaho Nation, photo below including six from Australia.

The second global gathering will be held in Alice Springs in August 2024. Over 70 First Nations people from the three partner countries will be gathering.

2024 will see further roll out of the SPIRIT Project by Batchelor Institute at different sites in Australia.



Researching engagement, attendance and retention in remote schools.

In late 2022, Batchelor Institute was successful in winning an Emerging Priorities Program grant from the Australian Government Department of Education, to explore attendance, retention and engagement in remote schools. The research was conducted in 2023 with a team of researchers from Bachelor Institute, Curtin University and University of Notre Dame.

This groundbreaking research, for the first time, captured the views of students, parents, community members, Elders, principals and school staff in remote communities across Western Australia and the Northern Territory. Four case studies of schools in central Australia (Yipirinya School), Arnhem Land (Nawarddeen Academy), the Kimberley (Yiyili Community School), and the Goldfields region of Western Australia (Wongutha CAPS school) explored the reasons for engagement and disengagement and dropout. Across the sites, 26 community-based researchers were engaged and trained to support the research in a culturally safe and ethical way. Details of the project can be found at <https://www.remoteschoolengagement.au/>. The findings have the potential to inform improved policy and practice to ensure that young people living in remote communities have access to and want to engage in learning that is relevant to them.

Batchelor Institute is a partner in a number of other important research projects, including 3 funded by the ARC.



Implementing Indigenous Knowledges

Batchelor Institute is partners in this multi-organisation and international ARC funded project which is looking at ways of centring First Nations knowledge approaches within doctoral education. Time mapping is a unique approach that lets individuals tell their story of learning. A higher degree by research student at the Batchelor Graduate School is supported to undertake their studies through a scholarship funded by this ARC grant.

Towards culturally inclusive language assessments for Aboriginal students

In 2017 researchers from Melbourne University, Batchelor Institute, Curtin University and ANU began on this ARC Discovery Project. The motivation for the project included concerns that NAPLAN results showed Aboriginal and Torres Strait Islander students consistently performing less well than their non-Aboriginal peers. Possible reasons for these consistent poor results included the cultural and linguistic bias inherent in the tests that are used. This project focused on the fact that the language background of Aboriginal students from remote communities, entered school with languages/dialects other than Standard Australian English (SAE) and were clearly disadvantaged when undertaking the NAPLAN tests.

The findings of this project revealed that Aboriginal students are highly capable of a range of languages and can slip and slide (Ober 2019) drawing on their cultural and linguistic repertoire to navigate the learning environment, with linguistic and educational support in place. Recommendations included the importance for teachers to recognise that SAE is a second language/dialect for many Aboriginal students and for teachers to recognise that although languages and dialects differ – none are ‘more superior’ than others. Multilingual student’s languages/ dialects serve different purposes and therefore it is vital to support students to maintain their home language for cultural and family reasons, but also provide opportunities to serve in important educational functions.

Inaugural NATSIHEC Elders Summit

The August 2023 meeting of the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC) was held at Batchelor campus, the event opening with the inaugural NATSIHEC Elders forum. Elders from universities around the country came to Batchelor campus and from this the Batchelor Statement has been developed, as an extension to The Coolangatta Statement on Indigenous Peoples’ Rights in Education. This education statement, based on the UN Declaration on the Rights of Indigenous Peoples (UNDRIP), calls for Batchelor Institute to become the first First Nations University in Australia.



Centre for Australian Languages and Linguistics (CALL)

Centre for Australian Languages and Linguistics (CALL)

2023 was the second year of the International Decade of Indigenous Languages (IDIL), and for CALL it marked another busy and productive year. CALL saw the continuation and realisation of key long and short-term project goals, underscoring CALL's pivotal work in supporting language revival and maintenance throughout the Northern Territory and in a few sites in WA and Queensland.

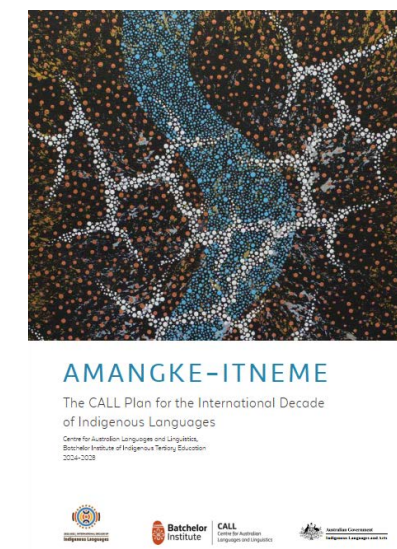
A high point of the year was the mid-August National First Nations Languages Conference, Puliima, in Darwin, to which CALL took a large Central Australian multi-lingual delegation, and a range of Top Enders also attended. Our young representative on the International Decade of Indigenous Languages (IDIL) Directions Group, Shania Armstrong, was a part of the Launch of the IDIL panel answering questions in front of about 900 people. The CALL Collection was also represented.



During 2023 CALL began work on its 'Plan' for the first half of the IDIL, *Amangke-itneme*, which will be published as a Batchelor Institute 50 year anniversary project. *Amangke-itneme* is an Arrernte word meaning 'regenerating'. Senior Arrernte language specialist Veronica Perrurle Dobson suggested this word for the name of the plan. *Amangke-itneme* describes how plants send out new shoots and regrow after they have been hit by frost, drought or fire. This name evokes the hopes and goals that Arrernte people have for their language; that despite disruptions and change it will regenerate with each new generation. This goal is shared by many First Nations people in Australia, who are working to keep their languages strong.

At the request of Veronica Dobson, who is conscious of her increasing years and the lack of up-and-coming younger people to take on the responsibility for teaching Arrernte, CALL started an Arrernte literacy course, which is continuing into 2024 with a very strong group of younger Arrernte potential Arrernte readers, writers and teachers.

CALL, the Centre for Australian Languages and Linguistics, located in the Division of Higher Education and Research at Batchelor Institute, is a First Nations language centre that supports language communities in both the Top End and Central Australia in a diverse range of community-driven and led language maintenance and revival activities.



Participation in the development of the First Nations Language Learning and Teaching Certificates. CALL staff member, Kathrin Dixon worked with Ailsa Purdon to write the Assessment books and course materials. CALL staff were involved all the way with the discussions and thinking around the development stage of the course. CALL consulted with Warlpiri, Anmatyerr and Arrernte people about these certificates.

CALL continued to engage in the Education Department regional language meetings.

One such workshop was CALL the Warlpiri Triangle at Yuendumu, where CALL, in partnership with Melbourne University Research Unit for Indigenous Language RUIL, discussed with the Warlpiri educators their thoughts on the possibility of adding the Kendon sign language dictionary into the iltym-iltym sign language website.

Employment of First Nations woman, Camille Dobson, who amongst other responsibilities will take the lead in a range of Arrernte projects. During 2023 work continued on getting the names right and stories for all the Arrernte street signs in Alice Springs, so that they can be linked to via a QR code on the signs.

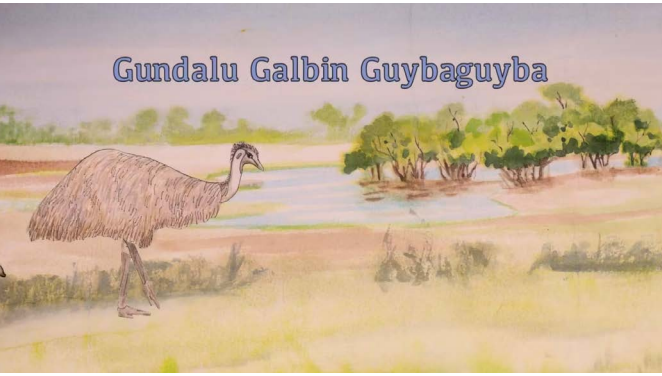
2023 saw the finalisation of the animation stage of 'Talking Tracks', a series of animations in 6 CA languages – Kaytetye, Anmatyerr, Arrernte, Maṯutharra, Warlpiri and Pertame, with the 6 language communities. The accompanying books are still a work in progress.



In December 2023, the animation Ara Irranṯatharra was completed after an intergenerational workshop with animator Jonathon Daw. The animation came from a story told by Maṯutharra elder, Reggie Kenny, in a recording session out at Walkabout Bore in May 2023 when he told the traditional story of the red-tailed happy to hear this story.

CALL added a Maṯutharra Luritja poster to the series of bird posters that contain 'bird stories that let you know things'. This was accompanied by the recording of this Indigenous ecological knowledge for use in other resources currently in production.

CALL supported the production of a Gudjal animation for William Santo and the Gudjal community, who have just completed their first ever language resource, Yaru, Gudjal Learner's Guide and Dictionary.



Tjita ara wathalpai

Bird stories that let you know things

This poster is written in Maṯutharra/Southern Luritja, spoken to the south of Alice Springs in Central Australia and into South Australia.

Uipati, Patily-patilypa
*Australian Ringneck *Barnardius variegatus**
Patily-patilypa ngana yultungka nyinapali.
Paluru kuka palya mapu. Pipirinku ngayulu ngalkulpai. Mai wiya nyinara, kuuwari mai puntu.
The Ringneck parrots live in hollow trees. They are really good to eat. Back when we were kids, and food used to be scarce, we would eat them. Today we have plenty to eat. *How do?*

Mininy-Mininy
*Mistletoebird *Dacysitta brunnifrons**
Mininy-mininy tjita nyanga paluru.
Kunyu wangkathala nyura kulinytjaku. Paluru wathanyi wati kunyu ngalya yananyi, wati wanapi.
The Mistletoebird is a grass bird. This little bird tells you if there's a stranger hanging around, especially a kurditchman. *How do?*

Tjintir-Tjintir
*Willie Wagtail *Rhipidura leucophrys**
Tjita tjintir tjintir nyangathu paluru nyinanyi. Nyura wanathala paluru kawanyitjanyi. An ara kuthupa nyinanyi palunya wiya thuytjankula punkunytjaku kapi puntungka puyulpai.
The Willie Wagtail dances around and makes you feel it's a happy bird, enticing you to follow it. Watch out, it's got you lost. And if you kill a Willie Wagtail, a big rain will come. *How do?*

Luupa
*Red-backed Kingfisher *Trochilophaps pyrocephalus**
Tjita luupa paluru wangkanyi tituthara, ngati thawanyi, miriku. Nyura payinytjaku.
People used to say these birds are digging the grave, predicting someone is going to die. If you see them, you should scare them away. *How do?*

Arrkinki, Arrkinka, Ikarrika
*Western Bowerbird *Chlamyderys guttata**
Tjita arrkinki mai li watangka thapangka ngura thungkula nyinanyi, malpakthangu. Tjita kuthupa thupangu mai nguru wilakuyarringkula paipi. Wangka tjita kuthupa thutanya arrkalypai. Paluru mukula, tirangkuthala, puli, colour-tharra tara, ngura palumpangka thunkupai.
The Bowerbird makes its home from grass around the base of the native fig to attract a mate. When the figs are ripe the Bowerbird guards them jealously. The Bowerbird is a mimic, it copies other birds and other sounds. It collects whatever glitters or is pretty - tin, gold, jewellery or glass. *How do?*

Irranta, Irranti
*Red-tailed Black-cockatoo *Calyptorhynchus banksii**
Tjita nyanga paluru thana mai kalka unmirringkuthala ngalkulpai.
These birds eat seeds and ripe fruit. *How do?*

Kakalyalya
*Major Mitchell's Cockatoo *Cacatua leadbeateri**
Kakalyalyanlu paluru thana mai kalka unmirringkuthala ngalkulpai. Tjita nyanga ngalkulpai umpultaji an tjika.
These birds eat seeds and ripe fruit. They eat wild orange and prickles. *How do?*

Ngatitjiri, Kilykilykarri
*Budgerigar *Macgregoria undulata**
Ngatitjiri thuta ngalya ngalkulpai. Kapi puntungka atunthangka. Thana mai kalka thuta ngalkulpai, ngalkula ngalkula, pitirringkuthala, thana yangarningkupai.
The Budgerigars come after a big rain. They eat all the seeds and when the grass gets dry they journey to where the grass is greener. *How do?*

Ipurru
*Spintex Pigeon, Rock Pigeon *Cotophaps plumbea**
Tjita ipuru nyanga paluru. Paluru nyuntunya nintini mai kalka thuta an kapi ngarintihala.
The Rock Pigeon shows where there is plenty of food and where there's water. *How do?*

Writata
*Pallid Cuckoo *Cuculoides pallidus**
Tjita writatangku mai witi thuta pakanthala wothilpai.
This cuckoo tells you when truffles are ready. *How do?*

Kunkunpalala
*Crested Bellbird *Drepanositta caparubi**
Katjita kunkunpalala paluru rawa wankanyi. Nyura mara takaltjngala, wilurara-kutu, kakarara-kutu, yaaltji-kutu. Nyurrampa walja tjinguru pala-palula nyinanyi. Tjita paluru wanga woyarninganyi nyurrampa walja tjinguru nyinanyi. Paluru ngalya wintakanyi.
The story goes that if you hear the Crested Bellbird, you know that someone's coming that you haven't seen for a long time. You click your fingers in different directions - and the direction you are clicking in when the bird stops calling is the direction the family is coming from. *How do?*

Kuuku
*Diamond Dove *Columba semitorquatus**
Tjita kuuku nyanga paluru. Pany nyurranganyi nyakula kulinytjaku. Kapi tjinguru ila ngarinyi, tjinguru manta thupi, tjinguru thukula. Pultjunga tjinguru, thukula nyinanyi.
When you see a Diamond Dove you know there is water nearby. It may be just moist ground, or a rockhole in the hills. *How do?*

Kurpara
*Maggie *Cymochorea alberta**
Kurparangu mungawinki warralpai thutanya unkunguru pakaltjinkupai.
The Maggie sings loudly in the morning and wakes people up. *How do?*

Wilu
*Bush Stone-curlew *Borhinus grallarius**
Tjita wilu thana manta urilypangka para mirranyi. Paluru unilpai kapi puntutharangu mihaku ngunilpai. Pipiri thuta kulira ngurungkulpai. You hear the Curlew usually after a good rain when the country is green. That's when they're nesting. They cry out at night and scare the kids. *How do?*

Kurkurr - Wiratja
*Barn Owl *Tyto alba**
Tjita wiratha munganga kukulu ngati paluru nguranga fence-angka nyinapali, an ngana katu -rabbiti-, thaputa an mingkiriku. Thuta paluru mantjira ngalkulpai. Road-angka nyinapali, wiratha.
We often see the Barn Owl sitting on the fence or on a tree at night looking for food - rabbits, birds or mice. It has plenty to eat. At night they sit on the roof. *How do?*

Kurkurr
*Southern Boobook *Ninox novaeseelandiae**
Kurkurr tjita munganga wangkapai. Kukaku ngunilpai munganga, mingkiriku an thaputaku ngurilpai. Wangka palumpangka pipiri thutanya nguljungkulpai.
The Boobook calls out at night. It comes out at night looking for food. It eats mice and birds. The sound of the boobook scares children. *How do?*

Walawurru
*Wedge-tailed Eagle *Haliaeetus melanoleucus**
Walawurru pinytjupangka thupa thana nyinara pikarti nyinapali. Nyanga paluru wakalpa pipiri. Anpuru para pathapi. Anpuru ninti nyinanyi pipiri thalala katpai. Walawurru pinytjupanga ngana parka thuta nguru palyalpai.
The Eagle will attack people who get too close to the nest when there are eggs or chicks. Parents teach kids to be aware of these dangers. The Eagle's nest is made from sticks and twigs thrown together. *How do?*

Acknowledgements:
Maṯutharra/Southern Luritja language and cultural knowledge by
Maureen Campbell MC, Bruce Broadben, Spil Kenny, Spil, Carol Kenny, Reggie
Kenny, Shirley Kenny, Dwight Campbell, Sharna Abbott, Cassandra Campbell
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Proceeds of this poster go towards future publications of Australian Aboriginal
languages. All of which are endangered languages.
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Australian Government
Indigenous Languages and Arts

Batchelor
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CALL
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Languages and Linguistics

Maṯutharra/Southern Luritja

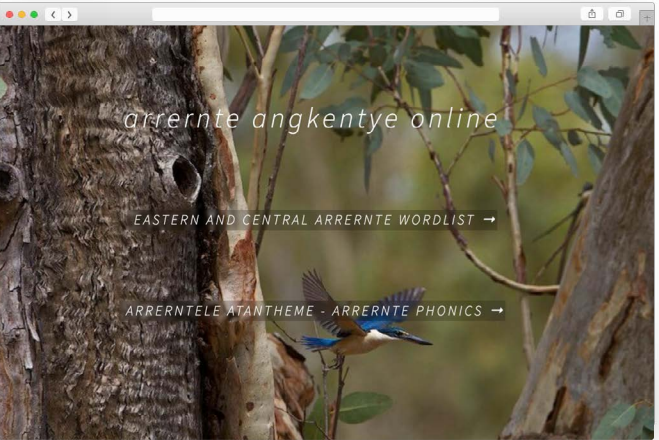
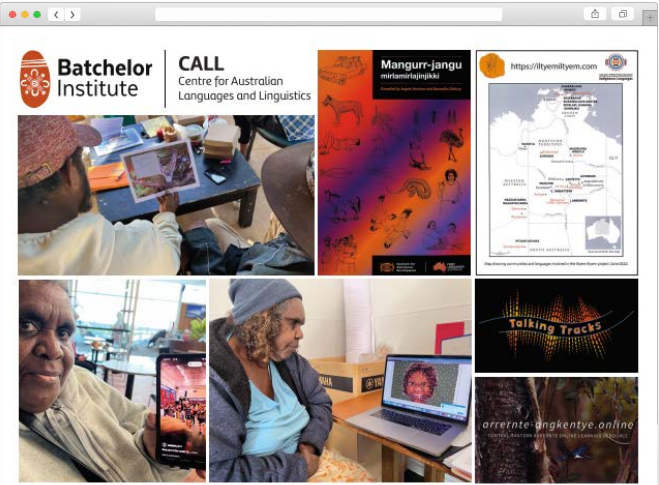
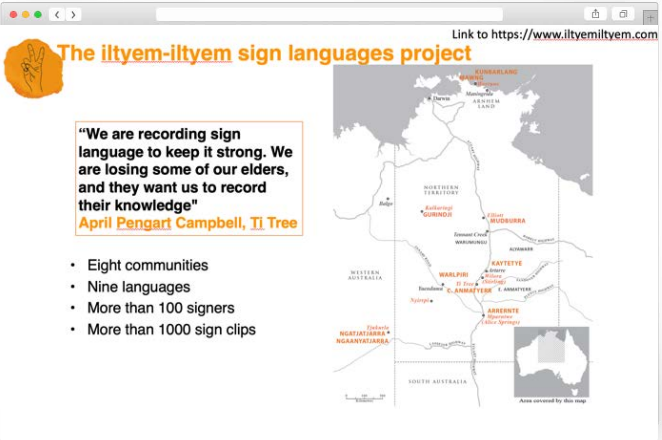
CALL online sites

CALL continued to maintain its own website which contains information about CALL's projects as well as links to language resources. In addition it partners with other organisations to maintain a number of specific purpose online sites, including Arrernte-angkentye.online and iltyem-iltyem handsign website, and a range of bird apps. During 2023 CALL produced a postcard with a QR code link to its resources which was distributed widely through the Puliima conference bags.

During 2023 CALL took on a key role in working with the Federal Government funding body ILA and a range of local stakeholders, to develop a consultation process around the new Indigenous Language Centre (ILC) funding for Alice Springs. Although CALL is an ILC, the funds it receives are spread widely across the Territory for projects in the Top End and Central Australia. it was recognized that

Central Australia, with so many active languages in need of maintenance and revival, and with diverse aspirations and needs, deserves more. ILA wants language speakers to decide what is needed, and CALL is working hard to support this consultation. This is an opportunity for Central Australian language communities to dream big! It has also been having the additional benefit of getting everyone talking about language and raising awareness of the issues around generational decline in use, which is a key goal of the International Decade of Indigenous Languages.

CALL and the CALL Collection began a partnership with the national LDaCA project to update its platform and ensure its persistence into the future. The CALL Collection is managed in partnership with the Batchelor Institute Library, and represents a unique and comprehensive treasure of First Nations' language-related resources.



Languages
and Literacy Project



In 2023, Batchelor Institute began to advocate for the development of a national centre for literacy and numeracy that will respond to the identified need to provide culturally safe literacy and numeracy programs for First Nation’s students. Improved literacy has been identified as key for First Nations peoples to be able to improve their lives and those of their families and communities.

Towards this end, extensive curriculum and materials development has been undertaken leading to a two-week intensive workshop in 2023 providing a more culturally appropriate assessment process for identifying student needs. The Certificate II in General Education (22473VIC) was added to the Institute’s scope to provide follow-up training for those who require it through innovative and flexible delivery models that provide access to language, literacy, numeracy and digital skills contextualized to the specific needs the aspirations of First Nation’s people, communities and employment. Trials are anticipated for 2024.

The international conference on Masters- Apprentices approach to learning and teaching First Nations language hosted by Batchelor Institute on the Alice Springs campus in 2022 demonstrated the interest and impact of young adults and communities in learning and teaching First Nations languages. The Institute has since extended its scope to include courses in learning and teaching Australian First Nations languages, as the rights of First Nations people to education in their own language and the significance of language to the wellbeing of First Nations people is increasingly being recognized in policy development at the Territory and National level. Batchelor is now working in partnership with Taoundi Aboriginal College in Adelaide to deliver Certificates II, III and IV in Learning and Australian First Nations Language.

The NT Teacher Registration Board (NTTRB) has indicated its initial support for the Certificate IV in Teaching an Australian First Nations Language providing support for graduates to be employed under an Authority to Teach giving them recognition and payment as teachers.

The first classes and workshops began in Alice Springs in November 2023.

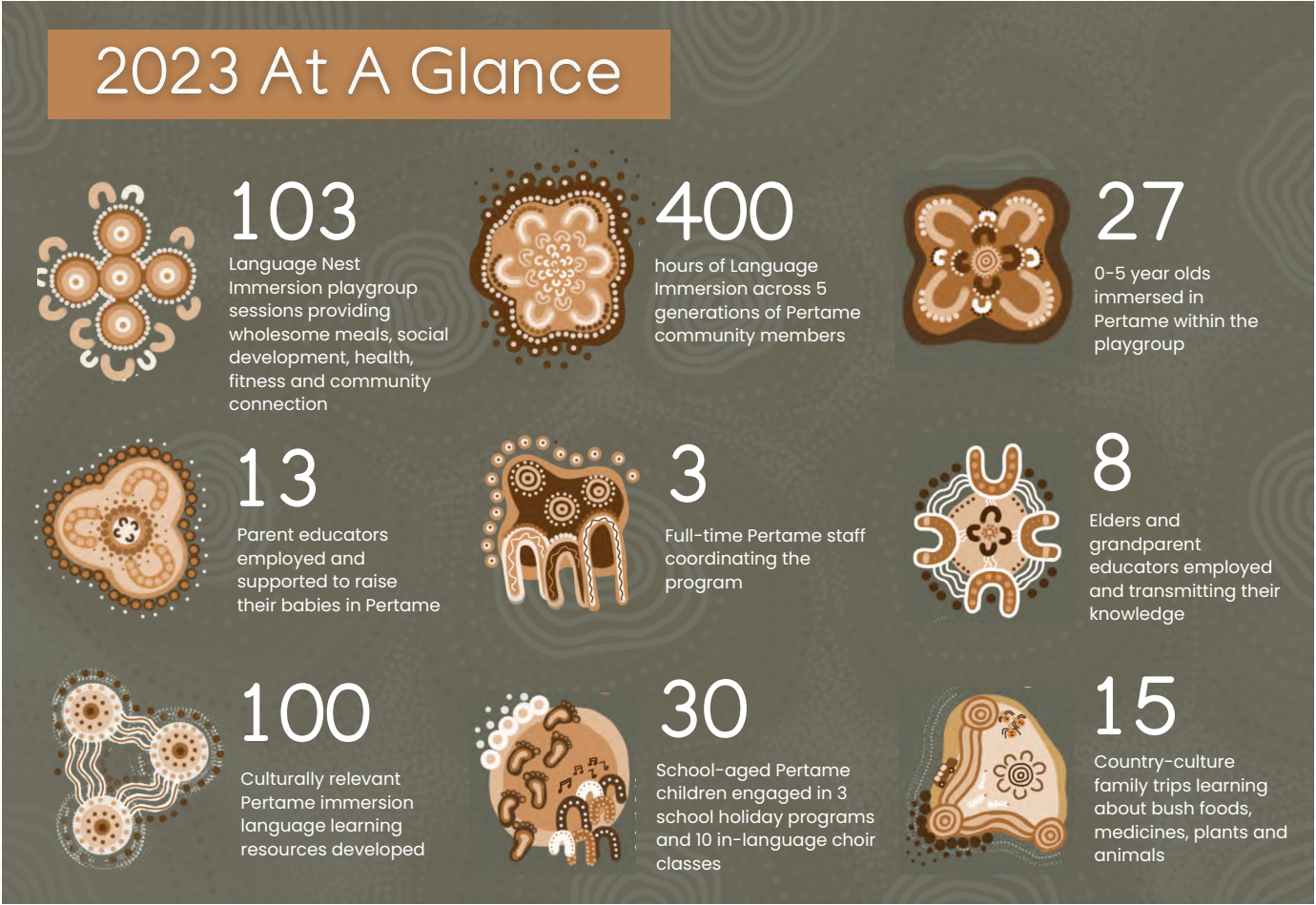
The Pertame School



The Pertame School, which aims to grow the next generation of Pertame speakers, has had a productive year operating the Pertame Language Nest Immersion Playgroup, On-Country activities, After School program and language choir.

Pertame School elders and staff were amongst the delegation to attend the inaugural Lego/SPIRIT Global Gathering in the USA in July 2023. Whilst in the US the Pertame School team were involved in knowledge and cultural exchanges with other First Nations language schools.

For further information about the Pertame School, see its 2023 annual report (Reports — Pertame School) and table below:



Graduate School



Graduate School

In 2023 we retained 21 Candidates each undertaking a higher degree MA - Masters by Research or PHD - Doctorate by Research. The research undertaken by Candidates in the Graduate School is strengthening Indigenous Knowledge research including through creative and cultural practice through academic writing, literary writing, art making, video documentary and software development. The contribution of Graduate School candidates impacts on national and international research communities through contributing to Indigenous Knowledges in practice, in community stake holding, and fundamentally through intersecting widely across the academy. Candidate research projects are decolonising, interpreting, reinterpreting, awakening and generating knowledge including through new forms of creative practice and artefacts, project and thesis.

Two intensive Masterclasses in 2023 supported research advancement, while increased tutorial support, advocacy for success, participation in national research forums and conferences, scholarship in ARC research projects, and work in commissioned evaluation contributed some of the Graduate School's highlights. The Institute appointed the first of two research associates who will undertake their PhD research and gain experience in research and evaluation projects as research active staff members.

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

Achievements in 2023 included one PhD examination submissions, two Confirmations of Candidature and two Human Research Ethics applications given clearance. Ethics was granted to two research projects and a further four Candidates undertook extensive components of their field work in regional Australia, including with people in remote locations in central WA, along the Torres Strait, within the Northern Territory.

The Graduate School Higher Degree Research community remains diverse, multi-disciplinary and strongly representative of all states and territories. In 2023 two-thirds (14) of the 21 candidates lived in either regional or remote areas. The Graduate School Liaison and Engagement Officer continued to play a central role in supporting candidates' wellbeing and advocate for candidates' success. We also acknowledge the commitment of our academic supervisors, our senior First Nations academics and Elders as well as Alumni (10) in contributing to candidate success.

Other candidate development opportunities included participation at significant national research forums and conferences. Candidates presented at the National Aboriginal and Torres Strait Islander Post-Graduate Association (NATSIPA), at the Lowitja Institute Conference, at the AIATSIS annual conference, and participated at the 7th Tertiary Education Quality and Standards Agency Forum.

As the top Higher Degree provider for success and retention in Australian Universities, Batchelor Institute remained committed to creating a safe space fostering academic excellence and cultural strength. In 2023, the Graduate School achieved significant milestones, with more than two-thirds of candidates pursuing higher degrees by research residing in regional and remote areas.



**Batchelor
Institute Press**

This year saw a number of publishing highlights for Batchelor Institute Press which consolidated its place as a publisher of First Nations language-related resources with a particular focus on endangered languages and in working collaboratively with community-based speakers and linguists. The year also saw the Press consolidate new and existing community and industry partnerships.

New relationships, new resources

As a niche publisher of First Nations language-related resources, Batchelor Press is all about relationships – with communities, language speakers, linguists, writers, artists and a host of other research and print/publishing industry-wide partners. In 2023 we were involved with a number of new publishing initiatives which also enabled new working relationships to develop. In some cases, as with our work with the Ngukurr Language Centre on the publication of the *Ngandi Dictionary*, these were with communities and sometimes individuals we had previously worked with but towards new goals. For the book *Bornorron Warrag*, a Wardaman story of how the catfish (*warrag*) got the distinctive cross mark on its head in an encounter with the brolga (*bornorron*), we partnered anew with Wardaman author Sally Wiynmarr and illustrator Bill Harney Junior, the project facilitated by Francesca Merlan, a veteran linguist for the region's languages. Ngukurr's Strongbala (Make Kriol Strong) program also weighed in with a Kriol translation accompanying the book's Wardaman and English text.

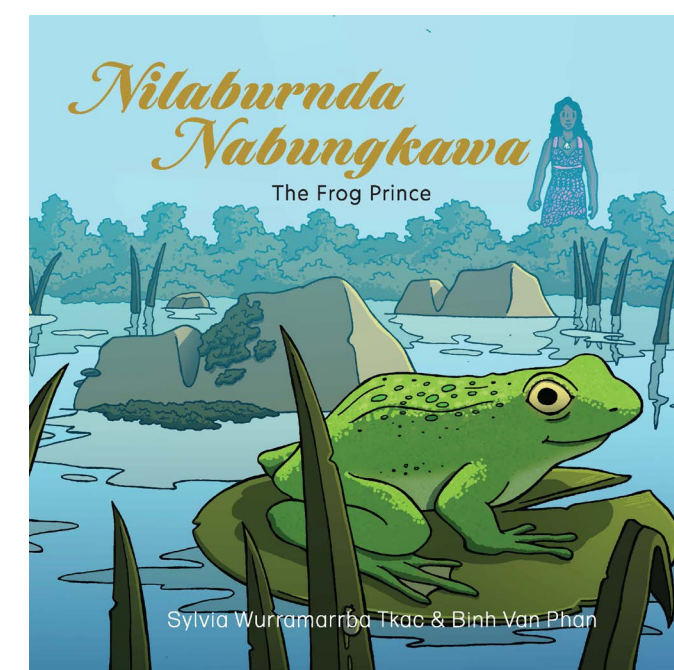
When Sylvia Wurramarrba Tkac and Binh Văn Phan approached us early 2023 about a classic children's story they had adapted for the Anindilyakwa language from Groote Eylandt, they were new to the world of publishing but full of enthusiasm and with many other book ideas on foot. It's gratifying for Batchelor Press to help realise the dreams of first-time published authors especially when such books work to keep endangered languages alive.

Familiar ties

2023 also saw Batchelor Press work on a range of projects with communities with which we have well-established ties. The Press has worked with various Maningrida-based entities over the years including Lurra College and Maningrida Arts and Culture as well as with linguist Margaret Carew, a former Institute staff member whose specialisation includes languages from the Maningrida region. This year, we partnered with the Cultural Research Office, Maningrida Arts and Culture towards the publication *An-jiburey*, a text- and image-rich clan-mapping book relating to Balkarranga, Gangarl, Gamarl and *junggay* (caretaker) clans, and dedicated to the late Bangarrdi Alec Wurrmara. Project-managed by Be Keillor working closely with Ngarrich Derek Carter, the book (published early 2024) also benefited from Margaret Carew's input.

The Press also rekindled our relationship with Kurna communities in 2023 having worked on a series of Kurna readers in 2021. The latest set of four readers involves a wider pool of Kurna contributors who bring their own lives into the books which are also more involved in terms of language construction and vocabulary. These resources are produced with the endorsement of Kuma Kaaru Cultural Services, Adelaide. Project manager Labhaoise Upton said recently an Uncle called into her office asking to write his story as a book. "We are getting a reputation," she affirms.

Pages from *Nilaburnda Nabungkawa*
(The Frog Prince) (Batchelor Press, 2023);
authors: Sylvia Wurramarrba Tkac and Binh Văn Phan;
illustrator: Katarzyna Kołodzyńska

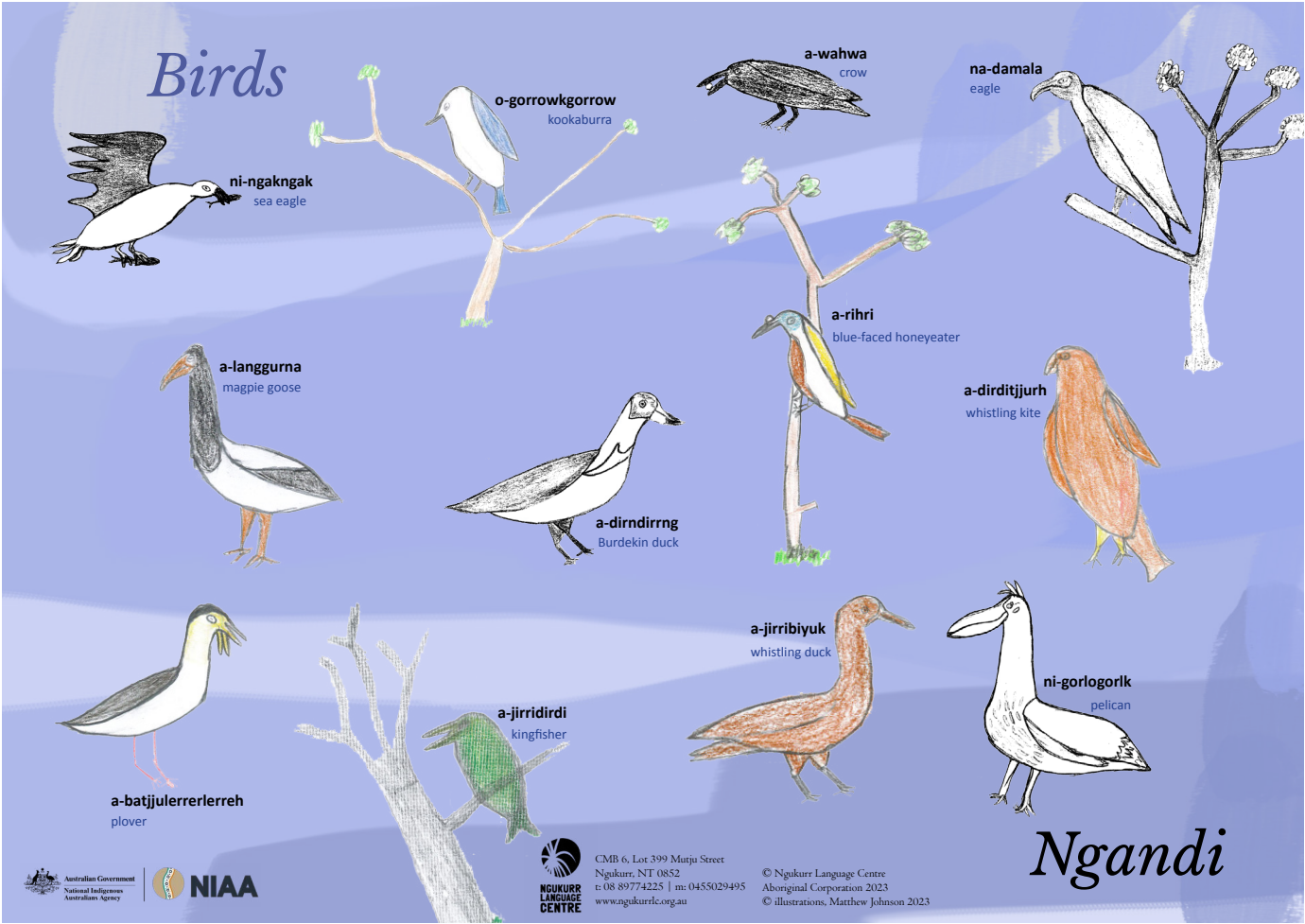


Market presence

New and recent releases were some of the strongest selling titles in 2023 including *Nilaburnda Nabungkawa*, *Dawun Ngamingami-Ida-nha* and *Ngulajuku! Tiger's story of how Nyirrpi came to be*. The Press's impressive range of Nyoongar-related titles continued to be in high demand as were our Larrakia language titles, particularly *Gulumerrdjin Madawa* (Larrakia animals). Batchelor Press had a presence at the Barunga Festival and the biennial Puliima Indigenous Languages and Technology Conference (in Darwin). We also attended the inaugural Kummargii Yulendji Symposium in Melbourne hosted by CAVAL (Australian university libraries consortium) and RMIT's Informit online academic database and distributor.

The 'Birds' pages from the Ngandi Dictionary also produced as one of two accompanying posters for the book; published by Batchelor Press in association with the Ngukurr Language Centre; illustrations by Matthew Johnson

The latest Kurna titles published by Batchelor Press in association with Kuma Kaaru Cultural Services, Adelaide



Batchelor Institute Art Collection



Ken Thaiday (b. 1950)

Meriam Mir

Hammerhead shark headdress, 2001,
black bamboo and ply, 110 x 100cm

BAC: 07723

© the artist

photo: David Hancock

Acquired from artist-in-residence program,
Batchelor, 2001

The single feather at the front represents the wind and the feathers at the top and bottom jaw represent the sea. The headdress is made up of moveable parts operated by a string pulley system which enables the shark to move from side to side and opens the jaw. The plywood is painted with acrylic paint in red, blue and white.

The 2023 year built on recent developments around the Batchelor Institute Art Collection, reflecting a renewed level of support from the Institute's Council and Executive Leadership team towards this unique and culturally significant resource. The Collection saw an increase in recent acquisitions, the development of updated policy and procedure framework documents and a reformulated Art Collection Advisory Committee, and key public engagement through exhibition and strategic partnerships.

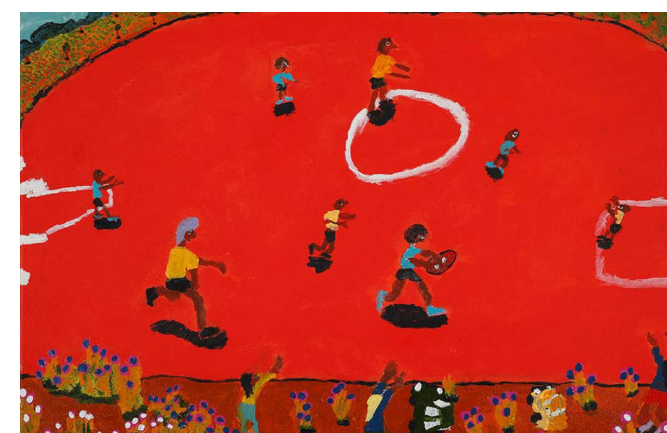
The Batchelor Institute Art Collection is a significant cultural and financial asset comprising around 1000 artworks from First Nations artists Australia-wide though predominantly from the NT. The collection also contains some work from Papua New Guinea and from non-Indigenous Australian artists with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

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



Emily Robertson, kelp carrier, 2023,
kelp, wooden sticks, 19 x 8 x 16cm (depth) (irreg.)
© the artist
Acquired from the artist at Darwin Aboriginal Art
Fair, 2023

Billy Kenda, *They're playing footy in community, somewhere 'round South Australia way. They sayin' 'come on! come on!'*, 2023,
acrylic on canvas, 46.5 x 61cm © the artist
Acquired from annual (2023) *Desert Mob*
exhibition, Araluen Arts, Alice Springs

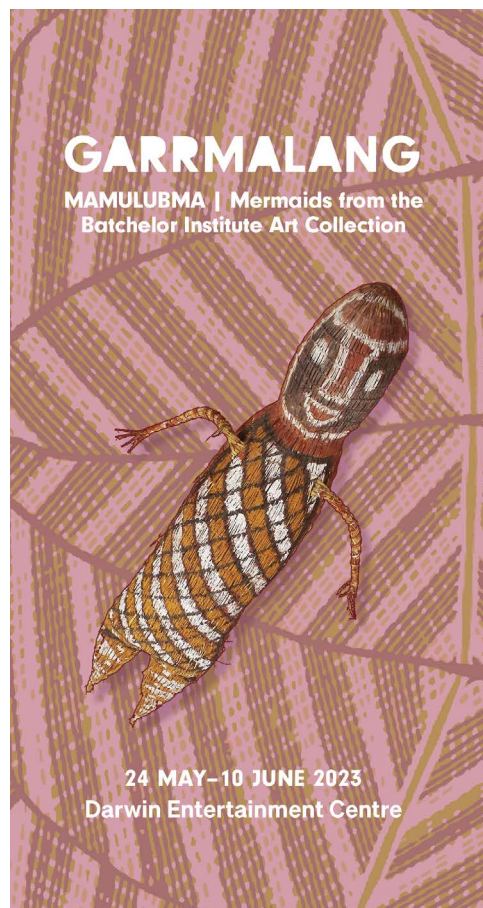


Recent Developments

In 2023, further steps were made towards consolidating management and curation of the Art Collection. Collection policy and procedure documents were significantly revised and updated, with the Collection now coming under direct oversight of the Institute's Council via the Art Collection Advisory Committee and Director, Executive Services.

Complementing a comprehensive internal audit of the Collection in 2022 and early 2023, Merit Partners was engaged to conduct a Collection audit as part of a broader audit of Institute assets. All Collection works at Batchelor and Alice Springs campuses were sighted and cross-referenced with the Collection database and current valuation documents.

As part of capacity-building initiatives towards achieving a number of short- and long-term objectives for the Collection, the end of 2023 saw the beginnings of a partnership between the Collection and Community First Development (CFD) with a view towards engaging CFD volunteers in Collection-related projects ranging from database entry to the formulation of a disaster management plan and targeted funding submissions.

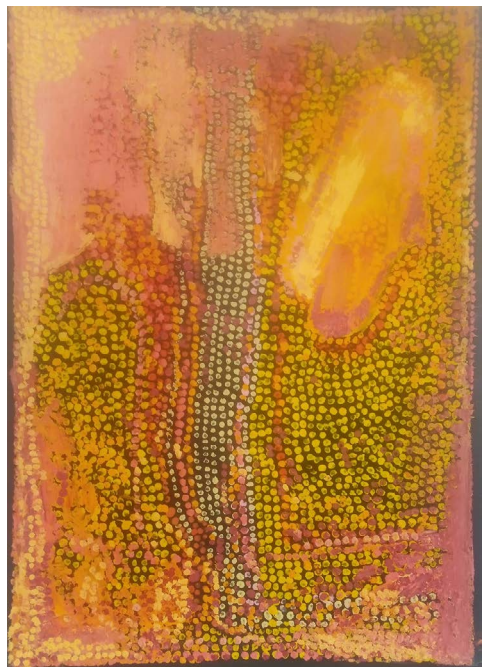


cover, *Mamulubma* exhibition catalogue;
mamulubma is a Larrakia word for 'tail'

cover image: Lena Yarinkura, *Mermaid*, 2002,
ochre on woven pandanus fibre, 135 x 20 x 20cm
© the artist

Aileen Napaljarri Long, *Wanakiji (Bush tomatoes)*,
2023, acrylic on canvas, 61 x 41cm © the artist

Acquired from Tartukula Artists, Tennant Creek



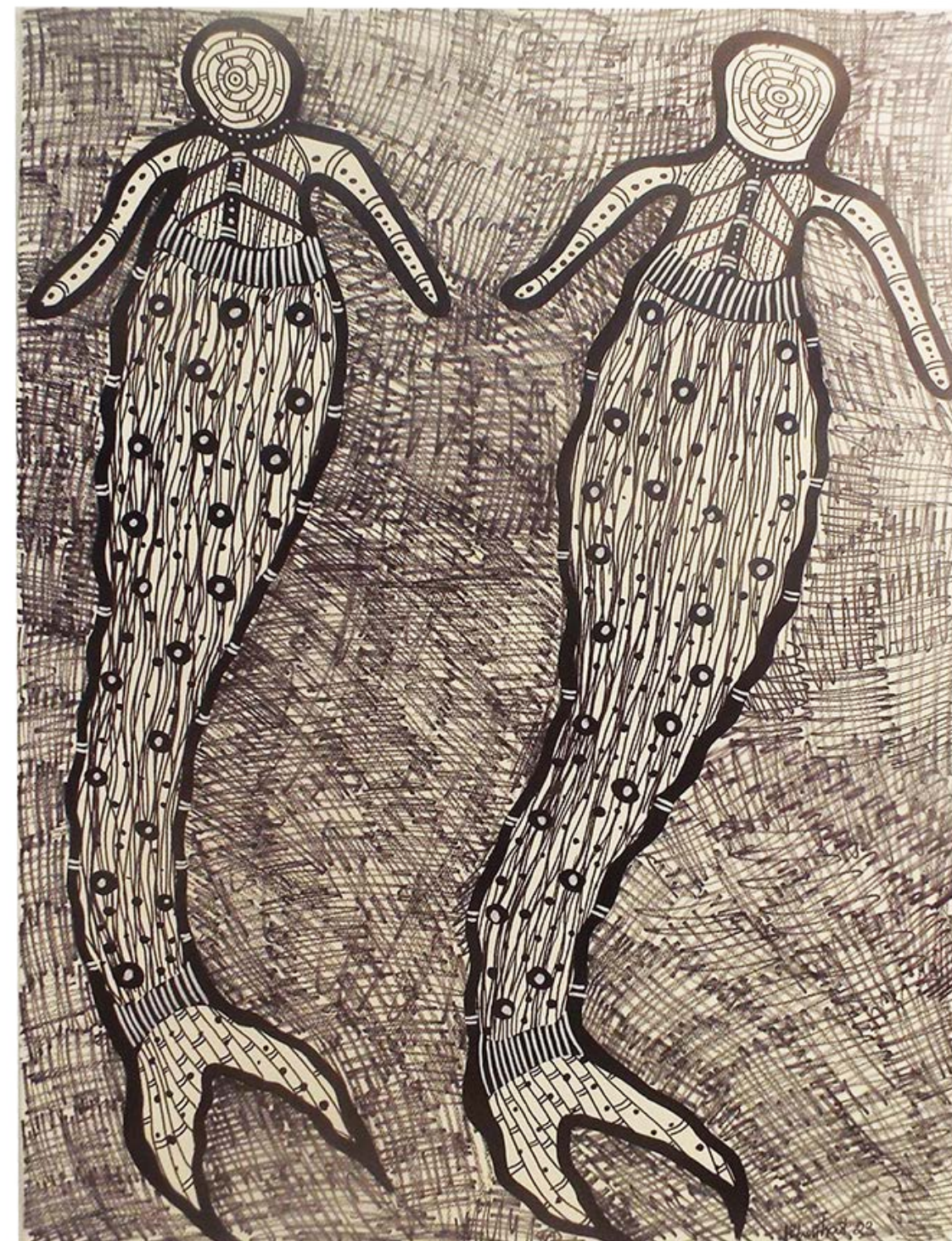
Mamulubma

The Art Collection again enhanced its public profile as part of Darwin's Garmalang Festival through the exhibition *Mamulubma: Mermaids from the Batchelor Institute Art Collection*, Darwin Entertainment Centre Gallery, 24 May to 10 June 2023. Curated by Maurice O'Riordan, *Mamulubma* comprised 30 artworks including Collection works alongside works from private and public collections and directly from artists, art centres and galleries. The exhibition was accompanied by a catalogue with essays from Samantha Ludwig and Maurice O'Riordan. One of the exhibition's private donors included Marie Munkara, a current PhD candidate at the Institute whose thesis relates to Top End 'mermaid' Dreaming-related knowledges.

Work also continued on the forthcoming Batchelor Press publication *All my Country, the Batchelor Institute Art Collection*, with guest editor-in-chief Dr Wendy Ludwig and editor Maurice O'Riordan, to be launched as part of the Institute's 50th anniversary in 2024.

Acquisitions

In 2023, 22 artworks by 17 artists were acquired by the Institute for the Collection, ranging from paintings, works on paper, fibrework (sculpture), textile, jewellery and material culture. Work was acquired by artists from the Northern Territory, Queensland and Tasmania, representing a number of cultural affiliations. Six works were acquired from the *Mamulubma* exhibition. In September, the curator undertook a roadtrip to Alice Springs to engage directly with community art centres, with acquisitions from Arplwe Art Centre (Ali Curung), Tartukala Artists (Barkly Arts) and the annual Desert Mob exhibition (Araluen Arts Centre) arising from this trip. Student works from Alice Springs were also set aside for potential acquisition in 2024.



Kieren Karritpul, *Two mermaids together*, 2023,
texta and acrylic paint on paper, 77 x 56.5cm
© the artist

Exhibited in *Mamulubma: Mermaids from the
Batchelor Institute Art Collection*; acquired from
Merrepen Arts, Nauiyu



Financial Summary

Statement of Comprehensive Income

	2023	2022
	\$'000	\$'000
Revenue and income from continuing operations		
Australian Government financial assistance	17,420	15,080
Northern Territory government financial assistance	14,017	11,453
Fees and charges	283	832
Consultancy and contract fees	3,483	5,809
Other revenue and income	984	704
Investment income	473	136
Goods and services received free of charge	344	353
Gains on disposal of assets	1	-
Total income from continuing operations	37,005	34,367
Expenses from continuing operations		
Employee related expenses	19,784	19,409
Depreciation and amortisation	1,922	2,020
Repairs and maintenance	119	250
Finance costs	29	26
Impairment of assets	216	236
Goods and services received free of charge	344	353
Communication and utilities	2,363	2,411
Contracted services	2,981	1,957
Property management	1,062	1,025
Travel	1,712	1,745
Insurance	789	707
Other expenses	3,019	2,719
Total expenses from continuing operations	34,340	32,858
Net result for the year	2,665	1,509
Revaluation increment	16,734	-
Total other comprehensive income	16,734	-
Comprehensive result	19,399	1,509

Statement of Financial Position

	2023	2022
	\$'000	\$'000
Assets		
Current Assets		
Cash and cash equivalents	12,662	10,313
Receivable and contract assets	5,389	4,647
Other assets	399	269
Total current assets	18,450	15,229
Non-current assets		
Property, plant and equipment	43,939	27,494
Total non-current assets	43,939	27,494
Total assets	62,389	42,723
Liabilities		
Current liabilities		
Trade and other payables	2,480	1,685
Lease liabilities	311	202
Provisions	4,097	3,655
Contract and other liabilities	2,454	3,625
Total current liabilities	9,342	9,167
Non-current liabilities		
Lease liabilities	608	433
Contract and other liabilities	-	83
Total non-current liabilities	608	516
Total liabilities	9,950	9,683
Net assets	52,439	33,040
Equity		
Reserves	47,548	30,814
Retained surplus / (Accumulated deficit)	4,891	2,226
Total equity	52,439	33,040

Statement of Changes in Equity

	\$'000	\$'000	\$'000
	Reserves	Retained surplus	Total
Balance at 1 January 2023	30,814	2,226	33,040
Net result for the year	-	2,665	2,665
Revaluation increment	16,734	-	16,734
Balance at 31 December 2023	47,548	4,891	52,439
Balance at 1 January 2022	30,814	717	31,531
Revaluation increment	-	1,509	1,509
Revaluation increment	-	-	-
Balance at 31 December 2022	30,814	2,226	33,040

Statement of Cash Flows

	2023	2022
	\$'000	\$'000
Cash flows from operating activities		
Australian Government grants	15,379	15,781
State and local government financial assistance	12,275	12,111
Receipt from student fees and other customer	7,704	5,024
Interest received	473	136
Payments to suppliers and employees	(31,885)	(29,710)
Interest and other costs of finance	(29)	(26)
Short-term lease payments	(1)	(172)
Lease payments for leases of low value assets	(1)	(4)
Net cash provided by operating activities	3,915	3,140
Cash flows from investing activities		
Proceeds from sale of property, plant and equipment		
Payments for property, plant and equipment	(1,081)	(671)
Net cash used in investing activities	(1,080)	(671)
Cash flows from financing activities	1	-
Repayment of lease liabilities	(264)	(337)
Repayment of chattel mortgage	(222)	(123)
Interest on lease receivable	-	11
Net cash used in financing activities	(486)	(449)
Net increase in cash and cash equivalents	2,349	2,020
Cash and cash equivalents at the beginning of the financial year	10,313	8,293
Cash and cash equivalents at the end of the financial year	12,662	10,313

Report by Member Of Council for the year ended 31 December 2023

The members of the Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) Council present the following report on the Batchelor Institute for the year ended 31 December 2023.

Members

As established under the Batchelor Institute of Indigenous Tertiary Education act 1999, Batchelor Institute’s Council consists of up to ten members. At the date of signing this report, six of the ten members, including the Chairperson, were Aboriginal and/or Torres Strait Islander. The Chairperson Ms Patricia Anderson AO, along with other Council members, provides relevant and diverse industry and cultural representation. The following persons were members of Batchelor Institute Council during the whole of the year and up to date of this report or as otherwise noted:

Ms Patricia Anderson AO	Appointed as a Chairperson on 4 February 2019 and continues at the date of this report.
Mr Russel Taylor AM	Appointed as a member (Deputy Chairperson) on 4 February 2019 to 14 February 2023.
Ms Lauren Ganley	Appointed as a member on 4 February 2019 to 16 May 2024
Ms Donna Ah Chee	Appointed as a member on 9 June 2020 to 8 June 2023. Re-appointed as a member on 21 December 2023 and continues at the date of this report.
Ms Karen Weston	Appointed as a member on 23 March 2020 and continues at the date of this report.
Mr David Cusack	Appointed as a member on 17 December 2022 to 26 May 2024.
Dr Kathryn Gilbey	Was a member representing staff from 8 December 2022 to 16 February 2023.
Ms Helen Bishop	Elected as a member representing students from 17 February 2022 to 16 February 2023.
Mr Peter Renehan	Appointed as a member on 21 December 2023 and continues at the date of this report.
Ms Monica Barolits-McCabe	Appointed as a member on 21 December 2023 and continues at the date of this report.
Dr Sue Stanton	An Ex officio member.

Meeting of Members

The table below shows the number of meetings held by the Council of Batchelor Institute and its committees during the year ended 31 December 2023, along with the attendance record for each member.

Member’s Name	Meetings of Committees			
	Council Meetings		Financial, Audit & Risk Management Committee	
	A	B	A	B
Ms Patricia Anderson AO	5	5		
Mr Russell Taylor AM	1	1	1	1
Ms Lauren Ganley	5	5	4	4
Ms Donna Ah Chee	3	3		
Ms Karen Weston	5	5		
Mr David Cusack	5	5	4	4
Dr Kathryn Gilbey	1	1		
Ms Helen Bishop	0	1		
Ms Monica Barolits-McCabe*			2	4
Mr Mathew Kennon*			4	4
Dr Sue Stanton	3	5		

A = Number of meetings attended

B = Number of meetings held during the time the member held office or was a member of the committee during the year

* These two individuals are members of the Finance, Audit and Risk Management Committee only.

Principal Activities

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

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

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

Review of Operations

Financial Performance and Position

For 2023, Batchelor Institute recorded a net result for the year of \$2.67 million (2022: surplus \$1.51 million), an improvement of \$1.16 million compared to 2022.

Revenue increased by \$2.64 million (7.7%) in comparison to the previous year mainly due to:

- Australian Government funding increased by \$2.34 million. It is mainly due to new projects valued at \$1.52 million, a \$0.5 million increase in research projects, a \$0.81 million increase in other Australian Government funding, and a \$0.51 million decrease in Away From base funding.
- Northern Territory Government funding increased by \$2.56 million, primarily due to new Free Fee Technical and Further Education (TAFE) funding amounting to \$1.39 million. Additionally, there was an increase of \$0.7 million in training contract funding, \$0.5 million in capital works funding, and \$0.2 million from other Northern Territory Government sources.
- Consultancy and contract fees reduced by \$2.33 million due to reduce revenue generated from the Defence project by \$0.47 million, the Correction project by \$0.58 million, Australian Centre for Indigenous Knowledge and Education (ACIKE) contract by \$0.97 million and Warlpiri Education and Training Trust (WETT) project by \$0.4 million.

- Course fee revenue decreased by \$0.55 million.

- Other revenue and income increased by \$0.28 million, primarily driven by a \$0.2 million increase in non-government grants and a \$0.08 million rise in donation.

- Investment income increased by \$0.34 million due to a higher cash balance throughout the year and an increase in interest rates.

Expenses increased by \$1.48 million (4.5%) in comparison to the previous year mainly due to:

- Employee related expenses increased by \$0.38 million due to some vacant positions have been filled in 2023.
- Contracted services expenses increased by \$1 million due to high activity levels in language projects and an increase in legal cases.

- Other expenses increased by \$0.1 million.

The Batchelor Institute’s overall cash position increased by \$2.35 million over the year, primarily attributed to the carrying forward of the 2022 cash balance and several ongoing projects expected to be completed in 2024.

Ratio analysis.

- Current / Liquidity ratio is 1.97, indicating that Batchelor Institute’s current assets are 1.97 times the value of its current liabilities.
- Solvency ratio of 16%, indicates that Batchelor Institute requires 16% of its total assets to settle all debts.
- Cash Ratio is 1.36, indicating that Batchelor Institute’s cash and cash equivalents are 1.36 times the value of its current liabilities.

Likely Development and Expected Result of Operation

Likely development in the operation of Batchelor Institute and the expected results of those operations in the future financial years have not been included in this report as the inclusion of such information is likely to result in unreasonable to Batchelor Institute.

Insurance of Officers

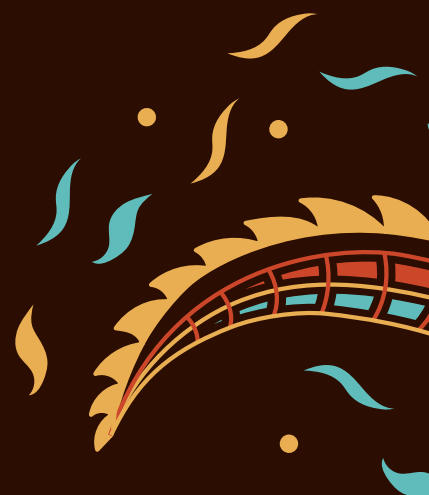
Batchelor Institute has professional indemnity insurance that covers members of Council and its committees and officers against claims arising from their involvement in the activities of Batchelor Institute.

Proceeding on Behalf of Batchelor Institute

There is no legal proceeding ongoing against the Batchelor Institute at the date of signing of this report.

Ms Patricia Anderson AO
Chair of Council

Batchelor Institute of Indigenous Tertiary Education



Batchelor Institute