



# ANNUAL REPORT 2020



**Batchelor  
Institute**

of Indigenous Tertiary Education

#### NOTICE

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

#### ACKNOWLEDGEMENT OF COUNTRY

Batchelor Institute acknowledges the Traditional Custodians of the land, sea, waters and communities throughout Australia where we live and work. We pay our respects to them, their cultures and their Elders, past, present and future.

#### COVER IMAGE

Certificate IV in Aboriginal and Torres Strait Islander Primary Health Care Practice (HLT40213) student, Caroline Debusch and health lecturer Nathan Cubillo.



**Batchelor  
Institute**

of Indigenous Tertiary Education

#### ANNUAL REPORT 2020

Batchelor Institute of Indigenous Tertiary Education

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# Chair's Foreword

Since February 2019, when I was appointed the Chair of the Batchelor Institute Council, the world has experienced dramatic changes, with 2020 presenting unprecedented circumstances and challenging times. When the World Health Organization declared the novel coronavirus (COVID-19) outbreak a global pandemic on 11 March 2020, we began to assess how we needed to respond. The health, safety and wellbeing of our students, families, communities and staff has always been our highest priority. So, on 19 March 2020, **Batchelor Institute suspended all on-campus and face-to-face teaching.**



Although this had a big impact on our students who mostly live-in remote communities, I congratulate and commend them on their resilience and commitment to quickly adapt to change, and to continue to further their education and careers. This is like many Batchelor Institute graduates before them, who may often be their parents, aunts, uncles or grandparents.

Batchelor Institute is unique. As the longest and oldest First Nations tertiary provider in Australia, Batchelor Institute continues to provide meaningful pathways for employment, further study and to become community leaders. Since its inception as a small annexe in the late 1960s, First Nations students have chosen to come to Batchelor Institute because it provides a culturally safe space, and education and training of the highest quality. Across Australia, there are generations of First Nations professionals, leaders and change-makers who



have graduated from Batchelor Institute. These alumni have made and continue to make great contributions to the cultural, social and economic development of Australia. And many are influential leaders who foster positive change to support First Nations' self-determination.

Council, including myself, understand the needs of students, because we are Aboriginal and Torres Strait Islander people. We know the difference of studying at Batchelor Institute, compared to a mainstream TAFE college or university. Batchelor Institute strives to create a supportive and culturally safe environment on campus, with a community feel. These factors are important to support students to gain entry-level qualifications to enter the workforce, or highly qualified positions in First Nations' leadership roles.

Our students are our priority, and their success is fostered by our tremendous staff who I want to acknowledge and thank. Each and every staff member plays an important role in our students success and their future beyond Batchelor Institute. The COVID-19 pandemic forced staff to unexpectedly change plans they had made for the year. Staff quickly adjusted and redirected their work, to support Batchelor Institute to adapt to the 'new normal'. This included launching courses online and holding a virtual graduation.

In 2020, Batchelor Institute achieved some incredible success, which is a good reflection of the goals we strive to reach. Our vocational education and training courses, that support First Nations People to gain entry into the workforce, or upskill to advance their careers into leadership roles, saw 774 students graduate from 116 communities from around Australia. When our students graduate, positive outcomes flow through their communities and onto future generations.

Batchelor Institute won the national, 2020 Australian Training Awards Industry Collaboration for the 'Regional Force Surveillance Group - Education and Development Course', a collaboration with Australian Defence Force, for the life changing impact it has on students, while celebrating First Nations culture and allowing Australia to better protect its northern borders.

Our Vocational Education and Training (VET) students and teachers were also recognised as some of the best in the Northern Territory. This included proud Iwaidja woman Onika Paolucci, who won the Northern Territory Government Aboriginal and Torres Strait Islander Health Worker and Practitioner Awards for Advanced Studies; Tjuwanpa Women Ranger, Sonya Braybon, who won the Northern Territory (NT) Natural Resource Management's Ranger of the Year Award; proud Ngalakan Kayetye Arrernte man, Darren Braun, who won the NT Vocational Student of the Year; and Rufaro Nyamusara, who was a finalist for NT VET Trainer of the Year.

In higher education, we also had huge success with two of our high-profile academics winning a grant to conduct world leading research to embed Indigenous knowledge into PhD studies in Australia for the first time. Kungarakan Traditional Owner-Custodian and Batchelor Institute's Elder Academic, Associate Professor Sue Stanton, and Alyawarre woman, Associate Professor Kathryn Gilbey, along with six other renowned Australian and international researchers, will soon begin to investigate how to integrate Indigenous knowledge into doctoral education to address ecological and social issues in Australia, such as the unprecedented bushfires last summer.

I look forward to reflecting on the year of 2021 to again celebrate the meaningful achievements of our staff and students, who will have contributed another year to the history of Batchelor Institute, as well created better and brighter futures for themselves, their families and their communities.



PATRICIA ANDERSON AO

# Acting Chief Executive Officer's Message

**Like many organisations, COVID-19 had a significant impact on the operations of Batchelor Institute in 2020. While difficult at times, our students, their families, communities and our staff, rose to the occasion. Together we were resilient and determined to continue our tradition of providing high quality education and training for First Nations Peoples while protecting our communities from this new risk.**

As an organisation, Batchelor Institute experienced the major impacts of COVID-19 in the first half of 2020. After advice from Northern Territory (NT) Aboriginal communities, Batchelor Institute made the decision to pause the delivery of face-to-face training in mid-March.

Later in March, as the Australian COVID-19 crisis worsened and non-essential movement was curtailed, we closed Batchelor Institute's campuses and the majority of our staff started working from home. Batchelor Institute's Council also made the decision to suspend their face-to-face meetings to reduce the risk of transmission of the virus both intrastate and interstate.

When our main campuses closed, teaching continued and our lecturers responded in a number of creative ways to continue to fulfil our core role of delivering education and training to First Nations People. We significantly increased online teaching, we returned to tried and true teaching methods of workbooks sent in the post, and very significantly, our lecturers based in remote locations remained in the community where they were.

Our staff working with the Warlpiri Education Training Trust (WETT) Learning Centres remained in their respective biosecurity zones to support and continue work; staff working with the Defence training programs altered the way they work so they could continue to deliver training; operations staff rolled out the transition to off-site operations, maintained campuses and also ensured everything was in place for a return to campus.



The pause of face-to-face training, and closure of our campuses had a significant impact on Batchelor Institute's operations. However, through these unprecedented challenges, we were able to maintain operations and continue to employ all of our staff.

In early and mid-June, the pause was lifted and staff and students returned to campuses.

While COVID-19 was challenging for the organisation, there were a number of positive outcomes during the year, which included:

- ▶ Hosting the Central Australian Local Workforce and Skilling Summit Alice Springs that brought together industry, private and public education providers and government officials to facilitate opportunities for organisations to build alliances and partnerships and to explore opportunities in innovative training delivery.
- ▶ Achievement of Public Benevolent Status which will have positive outcomes for staff and Batchelor Institute.
- ▶ Achievements at the NT Training Awards:
  - Batchelor Institute Industry Collaboration Award with the Australian Defence Force (Winner).
  - Darren Braun, VET Student of the Year 2020 (Winner).
  - Rufaro Nyamusara, Vet Teacher Trainer of the Year finalist (Runner Up).
- ▶ Achievements at the Australian Training Awards:
  - Batchelor Institute Industry Collaboration Award with the Australian Defence Force (Winner).
  - Batchelor Institute Industry Collaboration Award with the Palmerston Family and Children Centre Young Mums - Strong Mums Program (Runner Up).
- ▶ Undertook key projects including the Ernst & Young Cost of Delivery Project and development of the Risk Assessment Framework which will underpin the long term sustainability of the organisation.
- ▶ Achieving our Department of Industry, Tourism and Trade (DITT) VET training contact (COVID-19 adjusted).
- ▶ Batchelor Institute completed payment of the 2017 Department of Trade, Business and Innovation (now DITT) contract under-delivery.
- ▶ Hosted Batchelor Institute's first online graduation.
- ▶ Launched the *Batchelor Institute Strategic Plan 2020-2022*.

I'd like to acknowledge our students and staff, as well as our stakeholders, including the Northern Territory Government and Australian Government for their flexibility and support during this time.

**PROFESSOR GARETH ALLISON**  
**ACTING CHIEF EXECUTIVE OFFICER**

# Batchelor Institute Council

The Batchelor Institute Council is the governing body of Batchelor Institute and has the following primary functions:

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

## COUNCIL MEMBERS



### PATRICIA ANDERSON AO

#### COUNCIL CHAIR

Ms Pat Anderson is an Alywarre woman and powerful advocate for the health of Australia's First Peoples. She has published many essays, papers and articles, including co-authoring the 'Little Children Are Sacred' report on the abuse of Aboriginal children in the NT. Pat has held many positions - CEO of Danila Dilba Health, Chair of NACCHO and Chair of Aboriginal Medical Services Alliance Northern Territory (AMSANT), and is currently also Chair of the Lowitja Institute. Ms Anderson was appointed Officer of the Order of Australia (AO) in 2014 for distinguished service to the Indigenous community.



### RUSSELL TAYLOR AM

#### COUNCIL DEPUTY CHAIR

Russell is an Aboriginal Australian (Kamilaroi) and former long-term Senior Executive Service member of the Australian Public Service. More recently he was CEO of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS). He has extensive experience in corporate governance and a long history in leadership and advocacy with particular passion for education and social welfare. In 2015 Russell was awarded Membership of the General Division of the Order of Australia and in 2016 he was the recipient of the UTS Sydney Inaugural Indigenous Alumni Award for Excellence. In 2018 Russell was recognised as the national NAIDOC Male Elder of the Year and in the same year received an Honorary Doctorate from the University of Technology Sydney.



### LAUREN GANLEY

Lauren is the National Head of Telstra's First Nations Strategy & Engagement where she leads the strategy and ongoing governance of engagement with First Nations People and communities. Lauren previously had a successful 30-year career with Telstra and during her five-year hiatus from the corporation she worked with PwC's Indigenous Consulting and Desert Knowledge Australia. Lauren is a graduate and Fellow of the Australian Rural Leadership Foundation, and a graduate of the Australian Institute of Company Directors. In 2014 Lauren was recognised as one of Australia's most influential women, winning a place in The Australian Financial Review and Westpac 100 Women of Influence Awards. Her board memberships include Kakadu Tourism, Agency, and Community First Development.



### MICK GOODA

Mick's people are the Ghungalu and Yiman from Central Queensland. Mick has been an advocate for the rights of First Nations Australians for the past 35 years. His appointments include Aboriginal and Torres Strait Islander Social Justice Commissioner, Co-Commissioner on the Royal Commission into the Protection and Detention of Children in the NT, CEO of the CRC for Aboriginal Health, and with ATSIC. More recently, he has been appointed to the Queensland First Children and Families Board overseeing reforms to reduce over-representation in the child protection system, and as First Nations Advisor to the Queensland Minister for Housing and Public Works.



### **DONNA AH-CHEE**

Donna is the CEO of Central Australian Aboriginal Congress, an Aboriginal community-controlled primary health care service delivering integrated services in Alice Springs and six nearby remote communities. A Bundgalung woman from the far north coast of New South Wales she has lived in Alice Springs for over 30 years and is married to a local Yankunytjatjara/Arrernte man. Donna holds directorships on the board of the Aboriginal Medical Services Alliance of the NT and the National Aboriginal Community Controlled Health Organisation. Donna is an expert member of the National Aboriginal & Torres Strait Islander Health Implementation Plan Advisory Group, member Northern Territory Aboriginal Health Forum, Chair NT Children and Families Tripartite Forum and represents Congress on the Alice Springs Peoples' Alcohol Action Coalition.



### **KAREN WESTON**

Karen commenced with the NT Department of Education in March 2020 and has ignited a focus on engagement and partnering with families and community to deliver meaningful education. Before arriving in the NT, she led reforms in education, early childhood, inclusion and developed an Aboriginal education strategy (Birth to Year-12) in South Australia. She has more than 20 years' experience in the education sector, with particular expertise in early childhood education and broader school reforms. Ms Weston also holds a Master of Education focusing on education policy, educational leadership and evaluation.



### **PROFESSOR STEVE LARKIN**

**CHIEF EXECUTIVE OFFICER**  
Professor Larkin is a Kungarakman man. He holds a Doctor of Philosophy (PhD) from Queensland University of Technology, a Master's degree in Social Science from Charles Sturt University and a Bachelor of Social Work from the University of Queensland. Professor Larkin has served on numerous national advisory boards and chaired the former Aboriginal and Torres Strait Islander Higher Education Advisory Council. Steve provides invaluable input as a member of the National Aboriginal and Torres Strait Islander Higher Education Consortium Beyond Blue Research Advisory Committee, the New Colombo Plan Reference Group, and as Chair of the Healing Foundation.



### **ASSOCIATE PROFESSOR KATHRYN GILBEY**

**STAFF REPRESENTATIVE**  
Kathryn is a descendant of the proud and strong Alyawarre people from the Sandover region north east of Alice Springs up to far western Queensland if you ascribe to Australian borders and territories. She was Batchelor Institute's first PhD graduate in 2014 and has returned to the Graduate School to give back to her Alma Mater after working for six years in Queensland. In 2016/2017 she won the Fulbright scholarship for cross cultural excellence and spent a year in North America working with elders and women on the ground.



# About Batchelor Institute

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

## HISTORY

Batchelor Institute began in the late 1960s as a small annexe of Kormilda College, providing programs for Aboriginal teacher aides and assistants in community schools. In 1974 Batchelor Institute moved to the Batchelor township. In 1982 Batchelor Institute commenced as a dual sector tertiary provider and since the 1980s has continuously built a focus on learning that is supportive of Aboriginal and Torres Strait Islander cultures. A second campus was established in 1990 in Alice Springs. Between 1988 and 1999 Batchelor Institute was known as Batchelor College. In 1999 the current Batchelor Institute was established with an emphasis on Indigenous Australian ownership and governance of the Batchelor Institute Council. Since the Australian government higher education reforms of 2003 Batchelor Institute has been recognised and funded as a 'National Institute'.

## CAMPUSES

Batchelor Institute has two major campuses, one in Batchelor and the other in Alice Springs, backed up by a range of delivery locations across rural and remote Northern Territory.

In 2008, the Desert Peoples Centre (DPC) was established in Alice Springs in partnership with the Centre for Appropriate Technology (CAT) as a mechanism to provide contemporary learning, skills and pathways appropriate to desert communities.

## TEACHING

Batchelor Institute offers a range of courses aligned to employment opportunities in remote communities - from preparatory courses, VET certificates, diploma level courses, higher education degrees and postgraduate course work and research programs across three academic faculties and divisions.

Batchelor Institute provides education, training programs and courses for First Nations Peoples. Batchelor Institute also provides facilities and resources to allow students and staff to conduct research and study. The majority of students reside in remote communities in the Northern Territory, with some students also traveling from interstate.

## STRATEGIC DIRECTION

In 2020, Batchelor Institute transitioned from the 2015 - 2020 *Strategic Plan*, to the 2020-2022 *Strategic Plan*, which was endorsed by Executive and Council prior to being released.

The 2020-2022 *Strategic Plan* outlines Batchelor Institute’s vision to be the First Nations institution of choice, where truth, knowledge and wisdom meet. It also articulates Batchelor Institute’s mission, ‘We educate to liberate’.

Within the Plan are three strategic pillars to guide Batchelor Institute to achieve its goals. The pillars are:

1. Provide outstanding training, research and lifelong education
2. Offer what our students, families, partners and communities seek and need
3. Strengthen our culture, capability and capacity to meet our values and commitments



The 2020-2022 Strategic Plan will guide us, as the only First Nations dual sector tertiary education provider in Australia.

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

## FINANCE, AUDIT & RISK MANAGEMENT COMMITTEE

The Finance, Audit & Risk Management Committee (FARMC) is a standing committee of Council and meets four times each year. The committee's role is to provide strategic advice to the Chief Executive Officer and Council on emerging strategic risks, as well as assisting the Chief Executive Officer and Council to ensure that Batchelor Institute is financially viable and operates efficiently and effectively in providing tertiary education and training programs and courses to Aboriginal and/or Torres Strait Islander peoples.

FARMC's role incorporates the following:

- › To assist the Council in exercising due care, diligence and skill in discharging its oversight duties
- › To assist all levels of management in the effective discharge of their responsibilities by providing an independent review of:
  - Financial and legislative compliance
  - Risk management framework
  - Financial management
  - Internal and external audit programs.

### MEMBERS

- › Mr Russell Taylor AM, Chair of FARMC and Deputy Chair of Batchelor Institute Council
- › Ms Lauren Ganley, Head of First Nations Strategy & Engagement, Telstra Corporation
- › Mr Phillip Anderson, Director Audit Services, Department of the Attorney-General and Justice, Northern Territory Government
- › Mr Matthew Kennon, Director, Merit Partners
- › Professor Steve Larkin, Chief Executive Officer, Batchelor Institute

### OBSERVERS

- › Ms Julie Crisp, NT Auditor-General, Northern Territory Auditor-General's Office, Northern Territory Government
- › Ms Essie Nyemba, Chief Operating Officer, Batchelor Institute

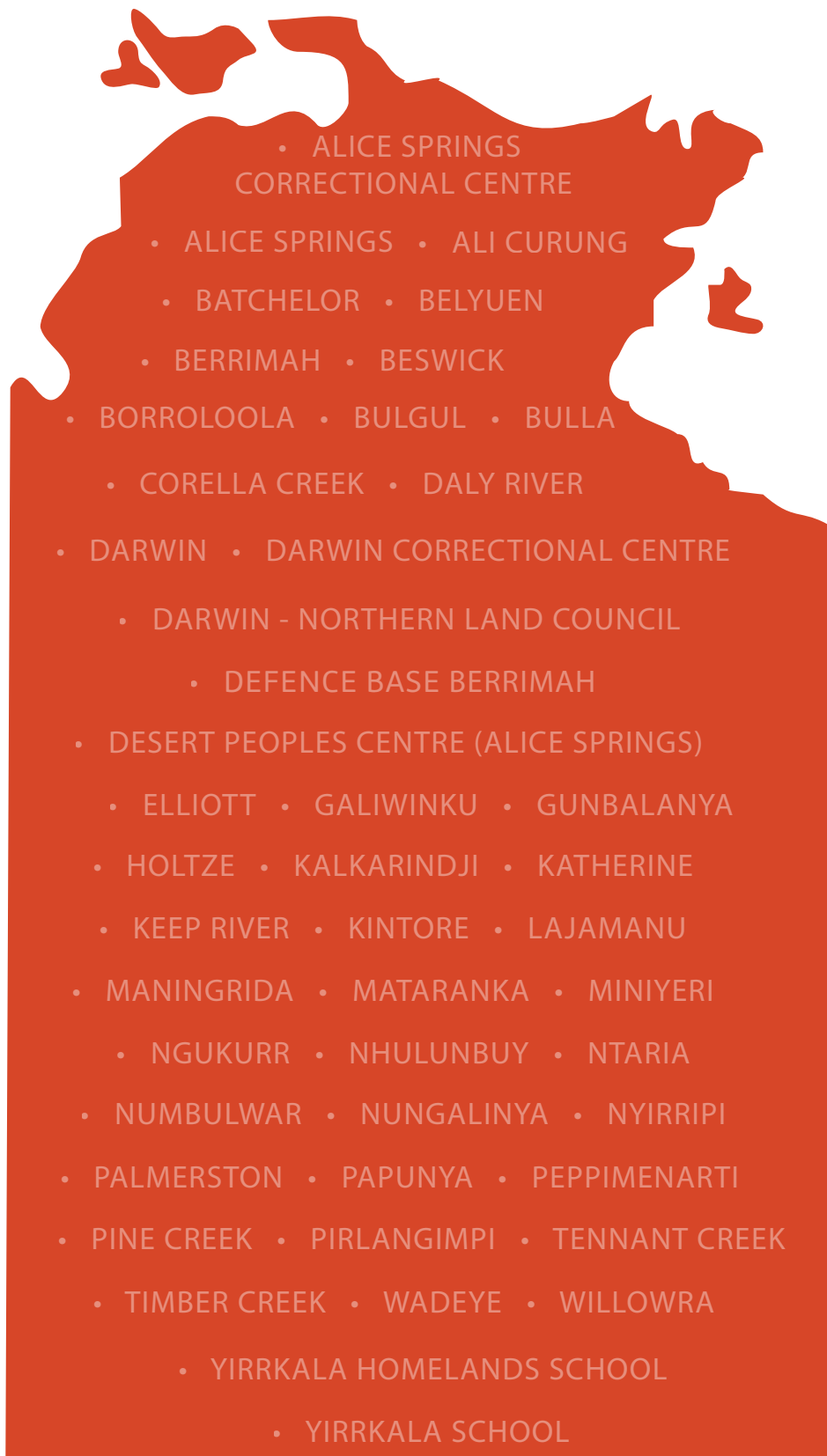
## EXECUTIVE LEADERSHIP ADVISORY TEAM

The Executive Leadership Advisory Team's (ELAT) primary role is to oversee and provide operational governance, policy and financial oversight for the Institute.

ELAT provides advice to the Chief Executive Officer and participates in decision making processes on matters such as:

- › Advice to the Chief Executive Officer or Council on matters as requested
- › Approval of Institute operational and administrative policies
- › Oversight financial management
- › Management of the non-academic operations of the Institute
- › Establishing, monitoring and maintaining delegations
- › Implementation and monitoring of the Strategic Plan
- › Management of major change
- › Operational matters in regard to compliance with ASQA and TEQSA standards and registration (in coordination with Academic Board)
- › Implementation of risk management plans (in coordination with the Finance Audit and Risk Management Committee); and
- › Establishing principles and practices through which the Institute will manage the sustainability, development and performance of its workforce including the negotiation and operation of the Enterprise Bargaining Agreement.

## 2020 DELIVERY LOCATIONS FOR VOCATIONAL EDUCATION AND TRAINING COURSES



BATCHELOR  
INSTITUTE  
DELIVERED  
COURSES AT

47

LOCATIONS  
ACROSS THE  
NORTHERN  
TERRITORY.

# 2020 Highlights and Awards

**Batchelor Institute's courses, staff and students achieved great success and were recognised as some of the best in their fields in 2020. Staff, students and courses won grants and awards, were finalists at national and territory levels, and completed courses to graduate with qualifications.**



Dr Rosalie Lynette Kunoth-Monk and Dr Sandra Delaney

## PHD COMPLETION

Dr Sandra Delaney completed her PhD, *Goori baje wulara bina – Jandai mirrenya Quandamookajen nganamil: Hear the voice of our Ancestors – reclaiming Jandai from a Quandamooka worldview.*

Dr Delaney's research explored the question: How can our people's stories and creative processes combine to strengthen identity and maintain, preserve and reclaim *Jandai* language? An Indigenous research framework formed the theoretical basis of the research study – the foundation of which was the *Quandamooka maguydan nyunggehyaga nganamil* Storyweave.

### ABSTRACT FROM PHD THESIS BY DR SANDRA DELANEY

The *Nunagal*, *Goenbal* and *Ngugi* of the *Quandamooka* People are working to reclaim *Jandai* language on Country. New forms of Indigenous-led, community-based language reclamation are crucial in which multifaceted perceptions of creativity, cultural depictions, and identity can inform, shape and preserve language within a paradigm of language reclamation.

This describes a *Quandamooka* worldview which is based on the connection *Quandamooka* People have with our Ancestors, our country, and our language. The role of *Storyweave* is applied through an arts-based methodology of the *Quandamooka nyunggehyaga* (*Quandamooka* woven reed) based on the symbolism of the traditional weaving practices of the Grannies.

As a researcher, I took an active role in weaving a contextualised research framework for language reclamation by the traditional *Quandamooka* art form of weaving baskets, which incorporates the gathering of *nyunggehyeds*.

*Quandamooka maguydan nyunggehyaga nganamil* speaks not only to the methodology of this study, but also the way in which the voices of my people can gain strength and healing from the reclamation of our language. By integrating local ways of thinking and doing, the *Quandamooka maguydan nyunggehyaga nganamil* methodology was created to be more culturally relevant for the Elder participants, allowing them to share their stories and knowledge in more meaningful and culturally affirming ways in *Quandamooka* gatherings. The use of visual stories on sites of significance to *Quandamooka* people constituted a decolonising methodology by highlighting how the integration of locally and culturally relevant methods or practices is a valuable way to engage communities in the research process. I also considered how the act of being out on country leads to a greater connection with language and *budjongdjara* – Mother Earth. The research found that the success of employing cultural practices, particularly *Storyweave* on *Minjerrabah*, can contribute to individual and community language reclamation and strengthen identity for the *Quandamooka* community. The process of doing this study has already served to support and strengthen a growing movement in the community to reclaim *Jandai* language, strengthen the identity of the *Quandamooka* people, and capture the voices of our Ancestors.



stitute





Artwork by  
Sandra Delaney 2020

Old and new ways of knowing  
in language reclamation

Sandra's painting highlights the blending of old and new knowledge that depicts the ancient customs and pathways of keeping languages strong on Country. Jandai and Guwar dialects of Quandamooka Country are undergoing a transformative journey that is part of a Quandamooka paradigm of language reclamation. This visual story of old and new highlights elements of that journey. Stories contain the wisdom of the Country, teaching cultural values, building community, celebrating cultural histories, and preserving cultural identity.

## MASTERS OF PHILOSOPHY COMPLETION

### ABSTRACT FROM MASTERS THESIS BY JOHN WHOP

In this thesis I present an analysis of a Manuscript written by Ned (Net) Waria in 1898. At the time, the Manuscript was written in connection with a Cambridge Anthropological Expedition to the Torres Strait in 1888-1898, led by Alfred Cort Haddon, a British anthropologist and academic from Cambridge University. My analysis in this thesis is not restricted to a content analysis of Waria's Manuscript but rather employs archival research to explore the relationships behind the writing of the Manuscript, in particular the relationship between Waria and A. C. Haddon. In addition, the use of Mabuia language is being explored, as Waria's Manuscript consist of 281 pages of text (and some images) all written in Mabuia language, which was unusual at the time. The research questions explored in this thesis are the following:

1. What does Waria's manuscript tell us about Indigenous knowledge production and protocol in the Torres Strait?
2. What is the significance of the traditional stories in Waria's manuscript, and how do they compare to the way others have written about them or documented them?
3. How relevant is Waria's manuscript in a contemporary Torres Strait context?

In this thesis, I have investigated the experiences Waria had during the writing of the manuscript, which contributes to existing knowledge about not only the context in which Waria wrote his manuscript, but also provides an insight into the way of life in the Torres Strait more than a century ago. Moreover, it provides an insight into the ways in which Torres Strait Islanders engaged with foreign researchers and anthropologists (Haddon and his team) and the London Missionary Society. It becomes clear in this thesis that this engagement was far from a straightforward situation of colonisers versus colonised. Instead, what emerges (to an important extent through Waria's writing) is a complex relationship that was uneven in some respects, but that was also characterised by significant agency enacted by the Torres Strait Islanders at the time. Waria's Manuscript itself, and in particular the fact that it was written in Mabuia language, is perhaps the most potent symbol of such agency. Ultimately, the value of Waria's Manuscript will endure, yet it will be dynamic and forever changing, if we are willing to 'listen' to what is contained within it. As I argue in this thesis, this was precisely its intention.



## GRANT TO CONDUCT WORLD LEADING RESEARCH TO EMBED INDIGENOUS KNOWLEDGE INTO PHD STUDIES IN AUSTRALIA



Kungarakan Traditional Owner-Custodian and Elder Academic, Associate Professor Sue Stanton

In November 2020, Kungarakan Traditional Owner-Custodian and Elder Academic, Associate Professor Sue Stanton, and Alyawarre woman, Associate Professor Kathryn Gilbey, with a team of six other renowned Australian and international researchers, won a grant to conduct world leading research to embed Indigenous knowledge into PhD studies in Australia for the first time. The research team will analyse policy and protocols of local and international Indigenous knowledge in history, geography, language and cultural practices, to produce research-informed recommendations for universities to develop respectful guidelines for intergenerational and intercultural doctoral supervision and examination. This research will enable Australia to become a world leader in global knowledge production by generating new knowledge from Indigenous, migrant and refugee populations, never analysed for this purpose before, to produce policy recommendations for doctoral supervision, language and examination protocols, and a multimedia portal and app with Indigenous and transcultural knowledges at the forefront of Australian research.



Alyawarre woman, Associate Professor Kathryn Gilbey

## STUDENT, STAFF AND COURSE AWARDS AND RECOGNITION

### 2020 AUSTRALIAN TRAINING AWARDS, INDUSTRY COLLABORATION

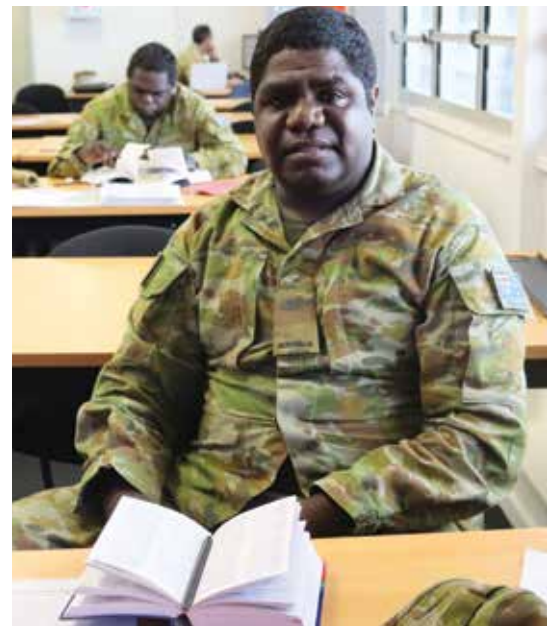
The award recognised the life-changing impact the course has on students, while celebrating First Nations culture and allowing Australia to better protect its northern borders.

In November 2020, the collaboration between Batchelor Institute and Australian Defence Force (ADF) for the 'Regional Force Surveillance Group - Education and Development Course' (REDC), won the 2020 Australian Training Awards (ATA), Industry Collaboration category. The top award recognised the course as the best in the nation for the life-changing impact it has on students, while celebrating First Nations culture and allowing Australia to better protect its northern borders.

Batchelor Institute's teaching staff support and mentor students to learn specific skills applicable to their job, so they can then learn how to administer first aid in life-threatening situations such as a snake bite, which is essential knowledge for the remote regions where they work.

Nearly all REDC graduates, apply their skills and knowledge as ADF employees to patrol Australia's northern borders in the most remote regions of the country. Many graduates pursue further study and undertake specialised training, such as combat medic, boat handling, specialist driver, signals, patrol and commander courses.

The REDC had a completion rate of over 84 per cent in 2019, and the potential to be replicated in other industries such as mining, agriculture and emergency services to support First Nations Australians pursue meaningful careers.



- ⋮ Above right: Batchelor Institute student, Kevin Daygabetha from Milingimbi
- ⋮ Bottom right: Batchelor Institute student, Elaine Tamwoy
- ⋮ Above: Commanding Officer Colonel Papolitas, ADF, and Professor Steve Larkin, CEO, Batchelor Institute



## 2020 NT TRAINING AWARDS



REDC students in class at the Defence base in Berrimah.

### INDUSTRY COLLABORATION WINNER

In September 2020, the REDC also won the 2020 NT Training Awards, Industry Collaboration category. REDC was announced the NT winner for the collaboration the has made a career as a soldier more attractive to Aboriginal people. Students are immersed in a shared culture of learning, while developing foundation skills and absorbing the beliefs, attitudes and practices in the ADF as part of the REDC. The award is testament to the determination and commitment of all staff involved in the partnership which provides genuine benefit to Aboriginal Army Reserve personnel.

### INDUSTRY COLLABORATION RUNNER-UP

Additionally, in the Industry Collaboration category, Batchelor Institute's 'Young Mothers are Strong Mothers' program was announced the Runner-Up. The 'Young Mothers are Strong Mothers' program delivered at the Palmerston Child and Family Centre was recognised for helping to break the cycle of disadvantage by providing strong health and educational support to young mothers. Students enrolled in the program are particularly vulnerable, and the program has demonstrated genuine benefits for participants.



NT Vocational Student of the Year Darren Braun

### NT VOCATIONAL STUDENT OF THE YEAR

**"I want to help "my mob" navigate a culturally safe passage to quality health services" - Health student, Darren Braun, NT Vocational Student of the Year**

Health student Darren Braun, a proud Ngalakan Kayetye Arrernte man, won the NT Vocational Student of the Year award at the 2020 NT Training Awards. Darren completed a Certificate IV in ATSI Primary Health Care (Practice) with Batchelor Institute, while employed as a trainee Aboriginal health practitioner with Danila Dilba. Darren is a Katherine-born trained dancer/performing artist but chose to work in Aboriginal health because he wants to help "my mob" navigate a culturally safe passage to quality health services.



Ryan King from INPEX presenting Batchelor Institute Corrections staff member, Rufaro Nyamusara, with her finalist certificate.

### FINALIST, NT VOCATIONAL TEACHER OF THE YEAR

Batchelor Institute Corrections staff member, Rufaro Nyamusara, was recognised as a finalist in the NT Vocational Teacher of the Year award. Rufaro was acknowledged as a valuable team member, dedicated to training inmates at Holtz Correctional Facility.

### ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH WORKER AND PRACTITIONER AWARDS: ADVANCED STUDIES

Proud Iwaidja woman, Onika Paolucci, won the Northern Territory Government Aboriginal and Torres Strait Islander Health Worker and Practitioner Awards for Advanced Studies. Onika is a registered Aboriginal Health Practitioner, working in the Department of Health in Renal Home Therapies. Onika has co-lead the New Start Dialysis Transition Program and commenced her studies with Batchelor Institute in a Diploma in Aboriginal and Torres Strait Islander Primary Health Care Practice in May 2020.

### NT NATURAL RESOURCE MANAGEMENT AWARDS, 2020 WINNER OF THE NT RANGER OF THE YEAR AWARD

Tjuwanpa Women Ranger, Sonia Braybon, won the NT Natural Resource Management's Ranger of the Year Award. Sonia Braybon said winning the award helped her feel recognised for her hard work as the Western Arrarnta Coordinator for the Tjuwanpa Women Rangers, and how much she had pushed herself. Sonia completed Batchelor Institute's certificate course in Conservation and Land Management. Sonia said, "I really enjoy being a ranger, and I want to show younger generations, that when you work hard you can earn something like this. I feel proud working for community, and for community to see how much their support means to me, and how it can pay off. This award could be seen by young woman as an inspiration to improve and to work hard. If you're working with young women on Country, it is important to walk alongside them, train them, mentor them, support them and inspire them."

**"This award could be seen by young woman as an inspiration to improve and to work hard. If you're working with young women on Country, it is important to walk alongside them, train them, mentor them, support them and inspire them."**



## THE PERTAME LANGUAGE REVIVAL PROGRAM (CENTRAL AUSTRALIA)

“This Pertame Master-Apprentice Program has impacted hugely on our family and language. When we don’t have our language, we don’t know who we are. People gotta realise we have to learn our language; we have to know who we are. We have to think about the old people who tried really hard to keep our language alive.” Pertame Elder, Kathleen Bradshaw

The Pertame language revival program continued to grow in strength and add new dimensions, the including the introduction of the master-apprentice language immersion method to rapidly grow new fluent speakers of the severely endangered language. With only 10 elderly fluent Pertame speakers, if nothing is done, Pertame will disappear in the next few years, along with over 60,000 years of history, heritage, knowledge of country and a unique perspective of the world.

To achieve this, we are used innovative methods of language revival developed by Native American communities and taken up globally.





# Graduation Ceremonies

**Graduation ceremonies were held virtually on YouTube, and as events at the Desert Peoples Centre campus in Alice Springs, the Alice Springs Correctional Centre, and the Darwin Correctional Centre.**

The first virtual graduation for Batchelor Institute, due to the COVID-19 pandemic, was a significant achievement. The online event allowed students, their families and communities to tune-in from remote and urban communities, to celebrate the joy of completing their training and study to receive their qualifications, amidst the uncertainty posed by the COVID-19 pandemic.

All of the graduation ceremonies acknowledged the achievements of students' resilience and grit that will open doors for employment and new study opportunities.



Left: Batchelor Institute's first virtual graduation.  
Below: Graduates at the Desert Peoples Centre graduation



## BACHELOR INSTITUTE GRADUATIONS

763

GRAND TOTAL

504

BACHELOR ONLINE GRADUATION

126

DARWIN CORRECTIONAL PRECINCT GRADUATION

50

BORROLOOLA COMMUNITY GRADUATION

46

ALICE SPRINGS COMMUNITY GRADUATION

37

ALICE SPRINGS CORRECTIONS GRADUATION



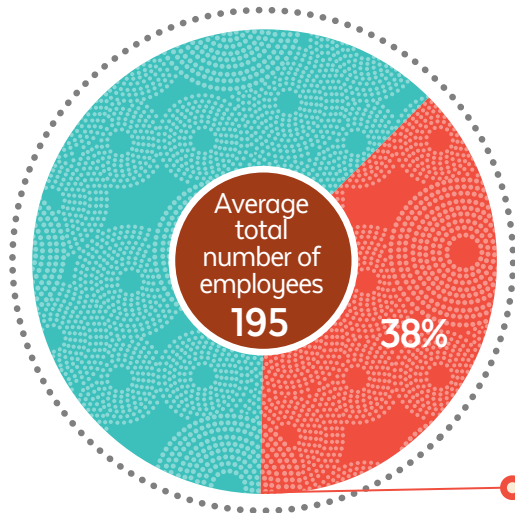




Sheryl Holmes and  
Leonie Dixon, from  
Alekarenge (NT)



# Workforce



## FIRST NATIONS STAFF RATIOS

Average number of  
First Nations  
Peoples employed  
in 2020  
**77**

### WORK, HEALTH AND SAFETY

Batchelor Institute's highest priority is the health, safety and wellbeing of its students and staff.

Batchelor Institute aims to provide a culturally safe, and healthy working and learning environment for all staff, students, contractors and visitors.

Throughout 2020, Batchelor Institute continued to ensure work, health and safety (WHS) was an integral part of all educational, management and operational systems embedded into Batchelor Institute's culture and operations.

Batchelor Institute's health and safety strategy aims to meet its statutory and employee duty of care obligations, to create a harmonious, productive learning and work environment by providing a workplace free from risks to health and safety.

### COVID-19

Following the declaration of the COVID-19 outbreak in Australia by the Governor-General on 11 March 2020, Batchelor Institute suspended the face-to-face delivery of courses. This was to mitigate the potential risk posed to First Nations students who travel from remote communities to urban centres, and back. The suspension of face-to-face delivery commenced on 16 March 2020 and was in place until 16 June 2020.

Batchelor Institute staff were also directed to work from home from 25 March 2020. A gradual return-to-the-workplace for staff commenced on 9 June 2020.

Throughout the COVID-19 pandemic in 2020, Batchelor Institute continually remained informed and followed all advice and recommendations from the Northern Territory's Chief Medical Officer and the Northern Territory Government's Department of Health.

A COVID-19 safety plan was submitted, and a statement of commitment was attained. Before staff were able to return to work on 9 June 2020, they were required to complete infection control training delivered by the NTG Department of Health.

All Batchelor Institute campuses in Batchelor, Darwin and Alice Springs had COVID-19 compliant QR codes installed. The cleaning staff at Batchelor campus also completed COVID-19 safe training for specialist cleaning requirements to inhibit the spread of the virus.



## WHS INITIATIVES ON CAMPUSES

Further WHS initiatives undertaken at the Batchelor and Desert Peoples Centre (DPC) campuses throughout 2020 included:

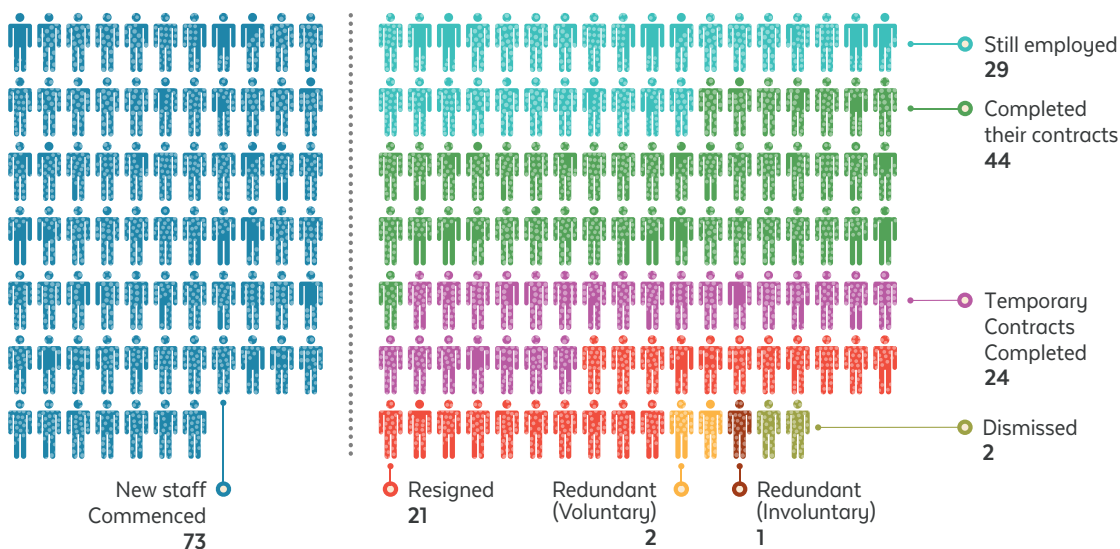
### BACHELOR CAMPUS

- On-going renovation of residential and office buildings to ensure premises are functional and well maintained.
- Testing for asbestos and implementing an asbestos register.
- Ongoing fire panel system repairs to ensure compliance.
- Rural Fire Service undertook routine and regular checks of the fire alarms and systems.
- Replacement of the grease trap at the Student Kitchen facility, to ensure a reduction in fire and hazard risk.
- Training for fire wardens and first aid representatives.
- 'COVID-19 safe cleaning' training for cleaning staff.
- Employment of certificate qualified bus drivers to drive the staff commuter service and student pick-up runs from Darwin airport to Batchelor campus.
- The Bus Guidelines were revised and a new compliance form for commuters was produced and signed by all passengers using the bus service.
- WHS Committee meetings were held regularly.
- The campus grounds and facilities were regularly maintained.
- Removal of mould from walkways, stairs, buildings and high-transit areas.
- Tree lopping to specific areas of concern to prevent asset damage or personal injury.
- Nonslip paint to ramps and some walkways.

### DESERT PEOPLES CENTRE CAMPUS

- Decommissioning of Bloomfield Street Residential Site due to asbestos.
- Emergency lighting was replaced across DPC and a new service agreement with Triple3 ensured full fire compliance.
- Training of Fire Wardens and First Aid representatives, with quarterly reviews.
- Establishment of DPC WHS Committee with shared site commitment.
- Annual WHS workplace inspections conducted in December in conjunction with Centre for Appropriate Technology.
- COVID-19 signage, sanitiser stations and The Territory Check In protocols implemented across Campus.
- COVID-19 Safety Management Plan updated every six months, as per NT health regulations.
- An audit of all campus keys was conducted. All master keys were secured under the management of the campus manager.
- All fleet vehicles were fitted with additional remote vehicle safety equipment, which included additional fuel and water cans, hydraulic jacks, safety triangles, hi-vis vests and LED magnetic torches.
- The campus manager ensured compliance for the 18-seat coaster bus to transport students to and from residential accommodation and the campus.
- LR Licensing introduced as prerequisite for all student facing personnel
- Continued facility and ground management as per the contract for DPC with Centre for Appropriate Technology.

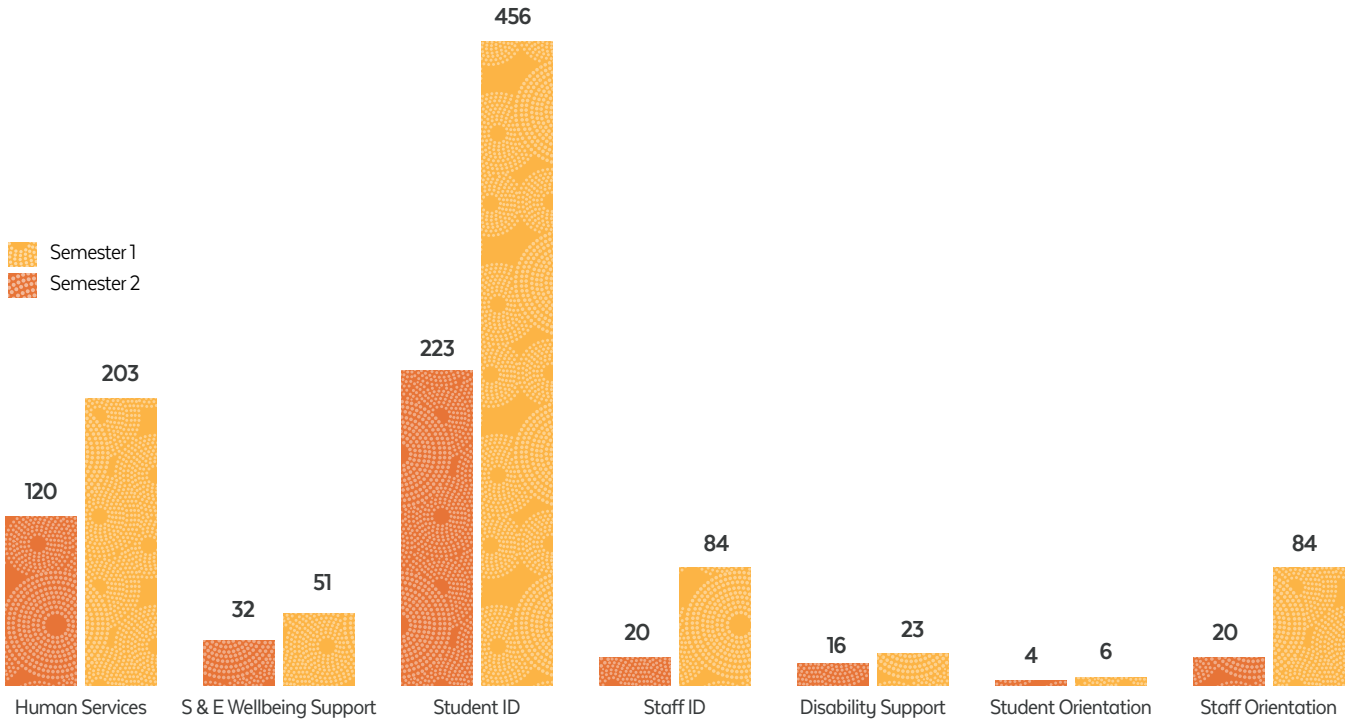
## 2020 STAFF MOVEMENT



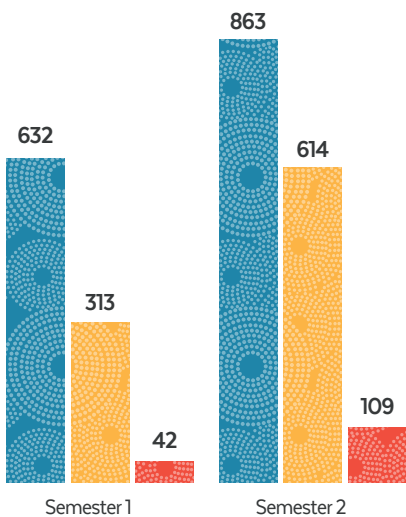
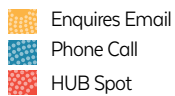
## STUDENT SERVICES

### 2020 STUDENT SUPPORT BATCHELOR CAMPUS

The student services team continue to support students by responding to enquires, providing social and emotional support, creating student ID cards, facilitating campus orientations and arranging tutorial support.

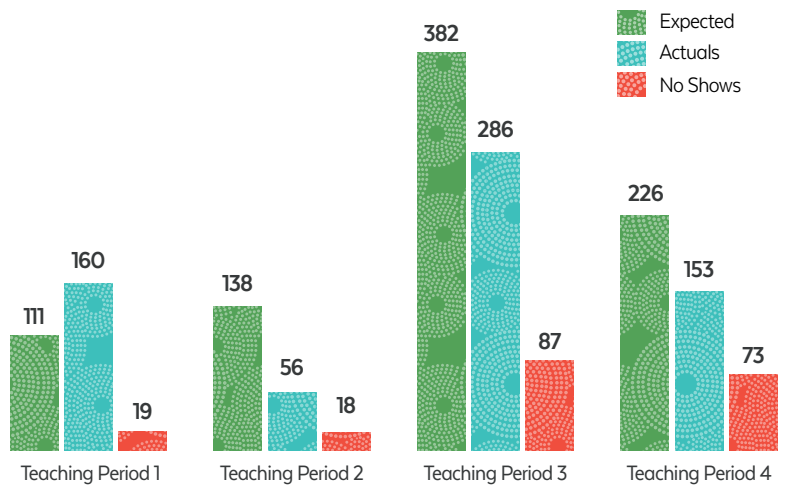


### 2020 ENQUIRIES (COMMUNICATIONS)



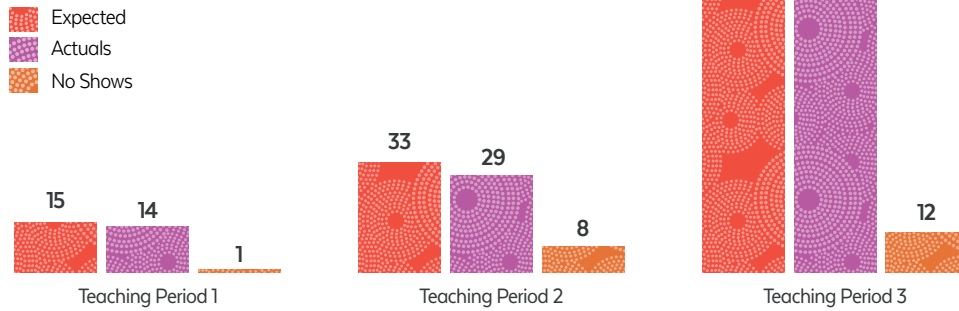
### 2020 RESIDENTIAL SERVICES (BACHELOR CAMPUS)

Workshops on Batchelor campus were limited in the first semester due to COVID. However, semester 2 saw an increase of students residing on campus for workshops and student attendance and engagement doubled.



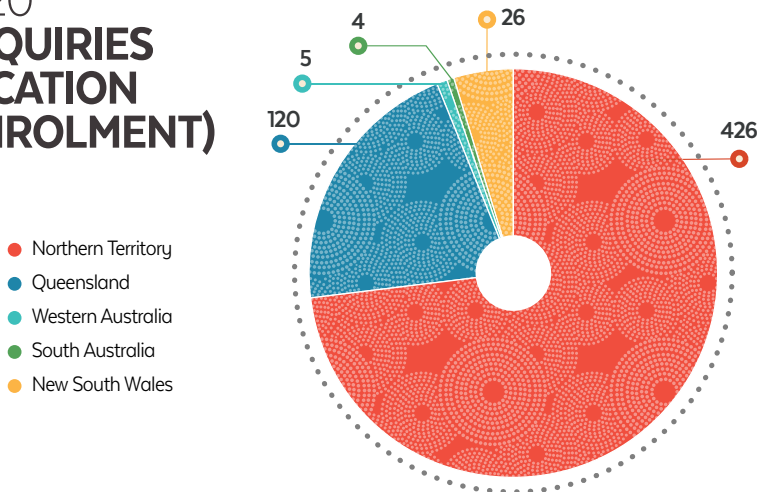
Note: Numbers are subject to change due to either, cancellation of workshops or change of delivery dates. Residential Stats are reflected upon commencement of first annual workshops being 22 February 2020 to 10 December 2020.

# 2020 RESIDENTIAL SERVICES (CHARLES DARWIN UNIVERSITY CAMPUS)



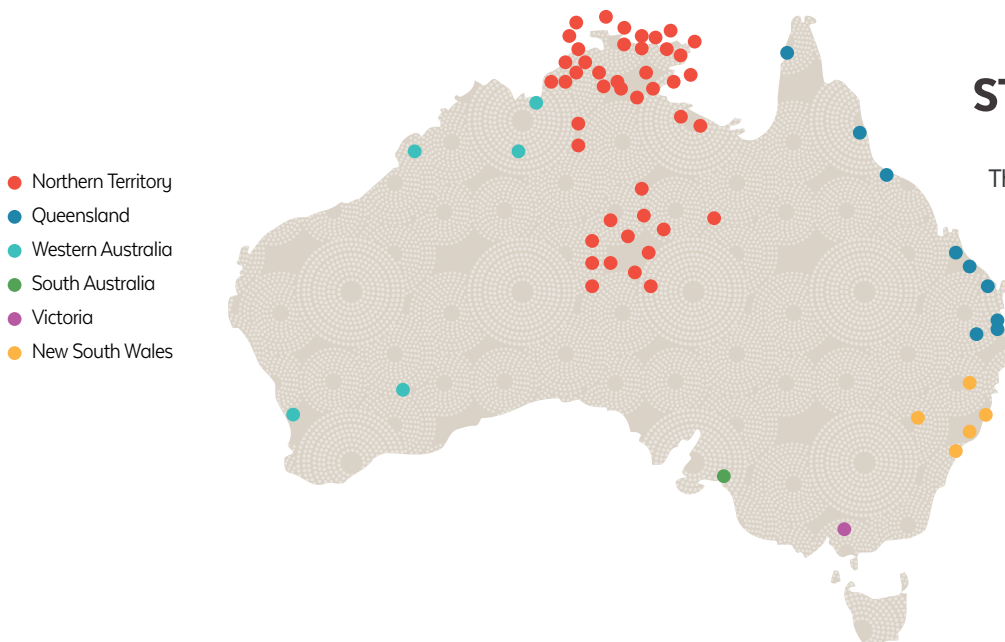
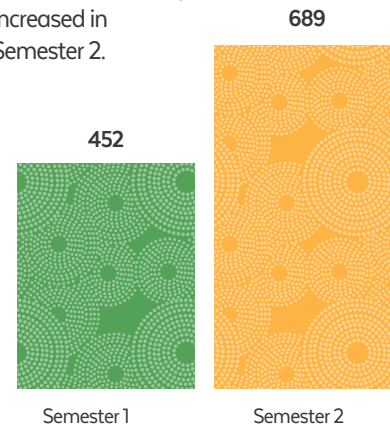
Note: Numbers are subject to change due to either, cancellation of workshops or change of delivery dates.  
Residential Stats are reflected upon commencement of first annual workshops being 2 March 2020 to 30 September 2020.

# 2020 ENQUIRIES LOCATION (ENROLMENT)



# 2020 ENROLMENT PACKAGES

Enrolments steadily increased in Semester 2.

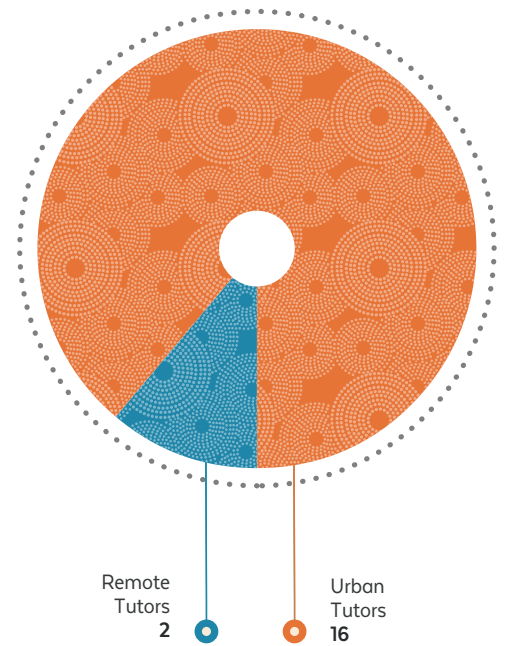


# 2020 STUDENT TRAVEL LOCATIONS

The majority of students travelled within the Northern Territory to attend workshop training.



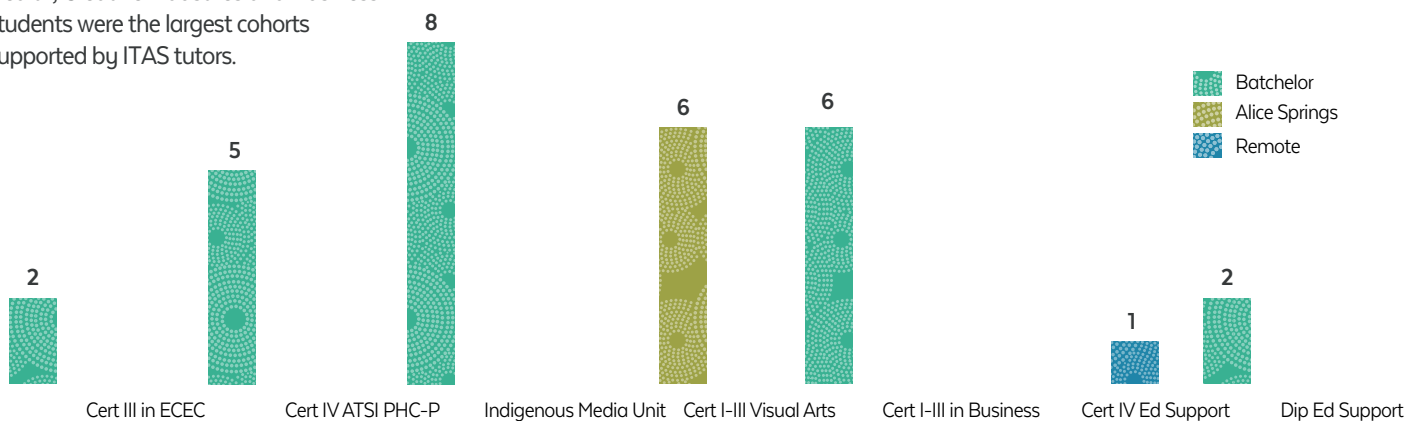
## 2020 ITAS REGISTERED TUTORS



## 2020 INDIGENOUS TUTORIAL ASSISTANCE SCHEME (ITAS) LOCATION

### 2020 ITAS ENGAGEMENT

Health, Creative Industries and Business students were the largest cohorts supported by ITAS tutors.







· Tinkerbee dancers at  
· Desert Peoples Centre  
· graduation



# Vocational Education and Training

**The Vocational Education and Training (VET) division of Batchelor Institute achieved several significant goals in 2020, despite unprecedented challenges related to the COVID-19 pandemic. The team adapted quickly to focus on the health and safety of students, staff and communities to work with students and support them on their educational journey.**

The academic year commenced with a good level of student engagement recorded at the end of the first quarter. Before the suspension of face-to-face delivery, many staff travelled to remote communities to provide training on country, whilst students travelled to campuses in Alice Springs and Batchelor, and stayed in student accommodation for residential study.

As the seriousness of the pandemic unfolded and the Northern Territory Government implemented bio-security measures to protect the most vulnerable populations, Batchelor Institute made the decision to cease face-to-face delivery on campus and in remote Aboriginal communities. This included the closure of campuses to students and staff from March 2020 until late June 2020.

Because the majority of Batchelor Institute students prefer face-to-face classes and rely on the use of computers and technology on campus, the majority of training was paused during this period. However, some courses were able to continue at certificate IV and diploma level because these students usually have reasonable access to internet and technology in their workplace. Teaching and lecturing staff supported this methodology, by doing online tutorials and maintaining regular phone and email contact with students.

An additional challenge for Batchelor Institute's student numbers due to the COVID-19 pandemic, was Federal Government economic initiatives with impacted student engagement well beyond the shutdown period. The Job Keeper initiative and changes to Job Seeker income support and associated recipient obligations discouraged participation in formal training. Additionally, many people from remote locations relocated to urban areas and were largely uncontactable.

## COURSES ABLE TO CONTINUE FACE-TO-FACE DELIVERY

Some face-to-face delivery was also able to continue, once a COVID-19 plan was developed with extensive risk mitigation processes, for the following projects:

- › Keep River Road project – Civil Construction: Delivered at a remote location near the Western Australia and NT border in the Kununurra region, students and Batchelor Institute staff were restricted to the site during delivery. All students successfully completed their Civil Construction course.
- › *Young Mothers are Strong Mothers* program – Certificate III Community Services: Risk mitigation strategies were employed to ensure students remained engaged. It was determined the risk of disengagement, to the detriment of this cohort, was too great a risk to the wellbeing of participants.
- › Willowra and Nyirripi Learning Centres (Warlpiri Education and Training Trust Project): Due to the remote locations of these Learning Centres and the fact that all staff reside on location, it was determined they could continue to provide services in their respective communities. Risk mitigation strategies were employed to manage the health and safety of staff and students.

## VET CONTRACTS FULFILLED

The commitment and resilience of Batchelor institute staff and engaged students ensured significant participation during the second half of 2020, which resulted in the full acquittal of all of Batchelor Institute's VET training contracts with:

- › Northern Territory Government Department of Innovation, Tourism and Trade training contract
- › Northern Territory Government Department of Education VET in Schools contract
- › Australian Government Department of Defence service level agreement
- › Northern Territory Government Department of Attorney General and Justice Corrections service level agreement
- › Warlpiri Education and Training Trust service level agreement.

## NEW MEMORANDA OF UNDERSTANDING AND SERVICE LEVEL AGREEMENTS

Batchelor Institute maintained good working relationships with Northern Territory Government departments, non-government organisations, and industries to engage with Batchelor Institute. Batchelor Institute was approached by numerous organisations to negotiate new memoranda of understandings (MoUs) and service level agreements (SLAs), including AMSANT, the Tiwi Islands Training & Employment Board (TITEB) and DITT for the rehabilitation of the Rum Jungle mine site.

## EXTENSION OF SERVICE LEVEL AGREEMENTS

During 2020, Batchelor Institute extended service level agreements with Department of Defence and Warlpiri Education and Training Trust on the back of good performance. Batchelor Institute also consolidated a memorandum of understanding with Top End Aboriginal Bush Broadcasting (TEABBA) to provide a broadcasting service from Radio Rum Jungle located at Batchelor campus.

A rejuvenated Northern Territory Government and Batchelor Institute Partnership Agreement which commenced in 2020, resulted in the establishment of four projects for 2021. This included:

- › Utilisation of Northern Territory Government facilities and resources,
- › Consolidation of Department of Education contracts,
- › Servicing the health industry, and
- › Holistic justice and programs with Corrections Services.

The VET division began planning to leverage off the success of 2020, to utilise innovations implemented during the challenging times of the COVID-19 pandemic, for the benefit of staff, students, and communities.

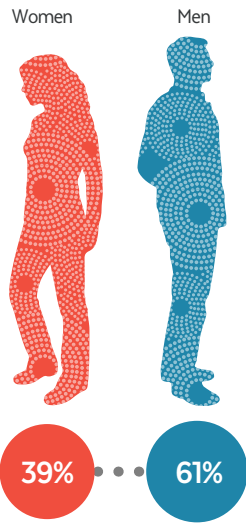
Focus areas included:

- › Expansion of short courses and skillsets
- › Initiatives to increase student engagement and retention
- › Improving the overall student experience
- › Identifying new revenue sources.

# VET Statistics

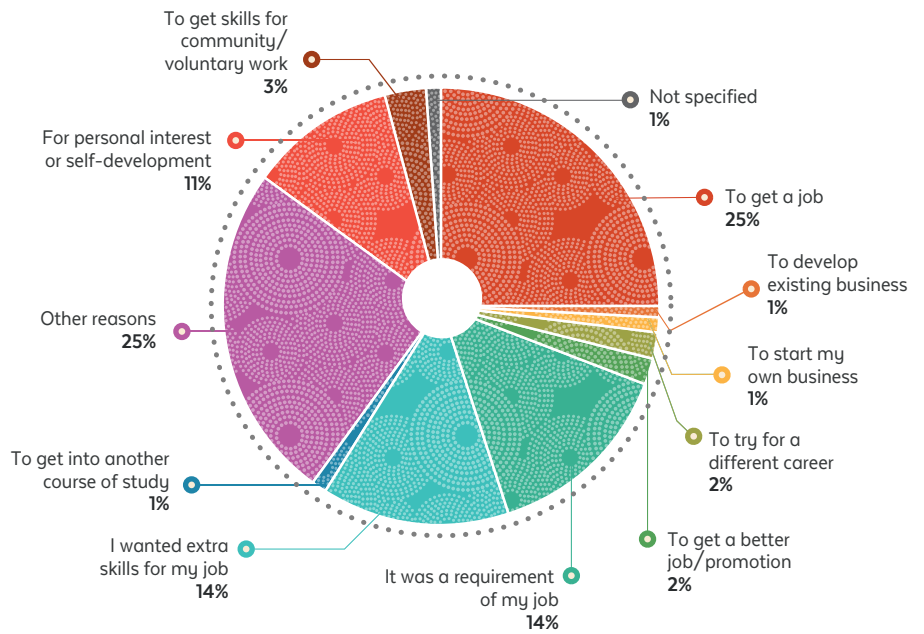
## 2020 STUDENT GENDER BREAKDOWNS

Self-identification of Gender at time of enrolment.



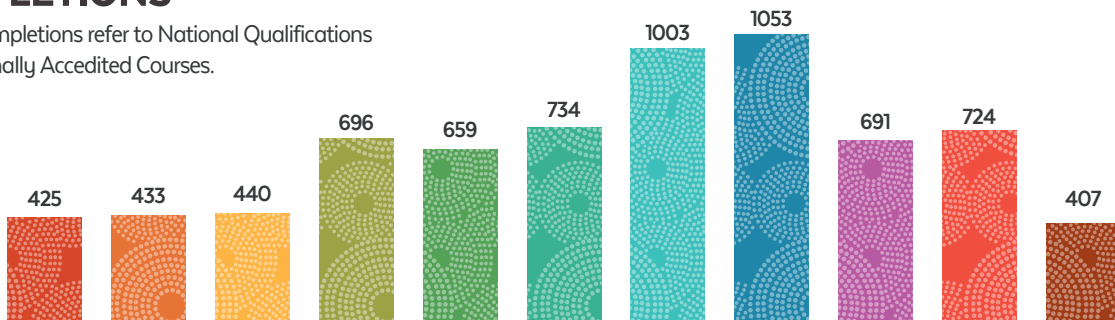
## 2020 WHY STUDENTS CHOOSE TO STUDY AT BATCHELOR INSTITUTE

Main reason for undertaking studies at time of enrolment.



## 2010-2020 COURSE COMPLETIONS

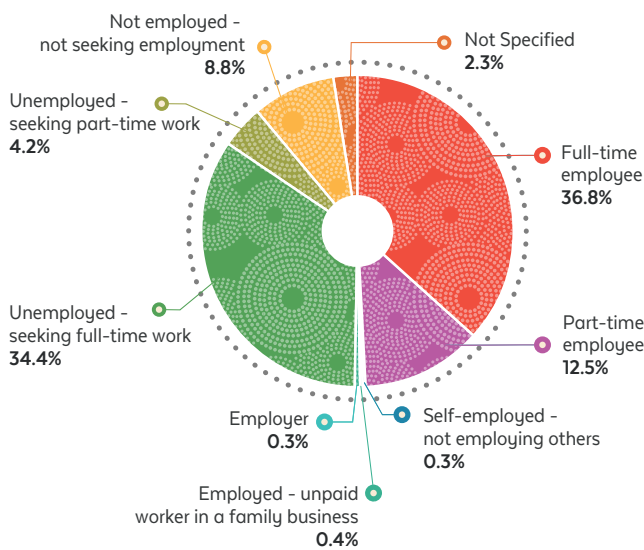
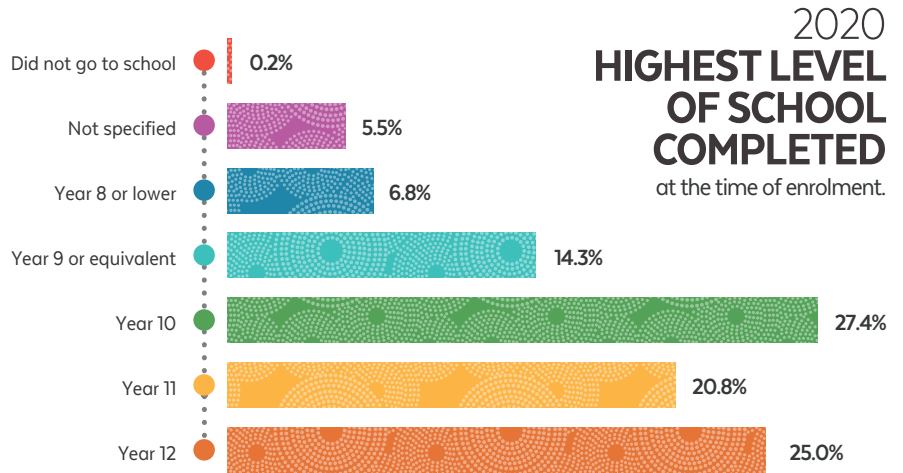
Course Completions refer to National Qualifications and Nationally Accredited Courses.



# 37

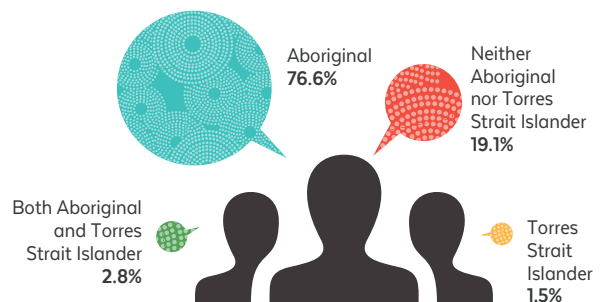
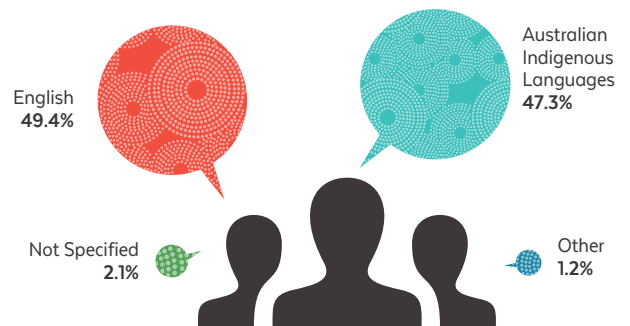
## NUMBER OF QUALIFICATIONS DELIVERED IN 2020

VET Qualifications refer to National Qualifications and Nationally Accredited Courses.



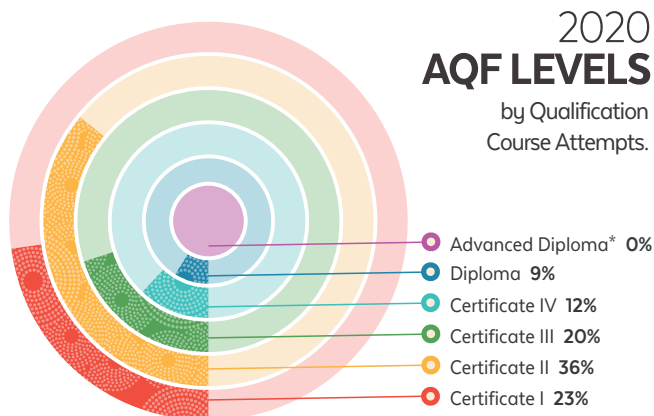
## 2020 EMPLOYMENT STATUS OF STUDENT at time of enrolment.

## 2020 MAIN LANGUAGE SPOKEN AT HOME at time of enrolment.



## 2020 ABORIGINAL AND/OR TORRES STRAIT ISLANDER IDENTIFIED

Self identified Aboriginal and/or Torres Strait Islander origin of student at time of enrolment.



\*These figures are by Course Attempt, and not by Student Attempt, as individual students may enrol in multiple qualifications of varying AQF levels in the same academic year

\* Denotes less than 1%.

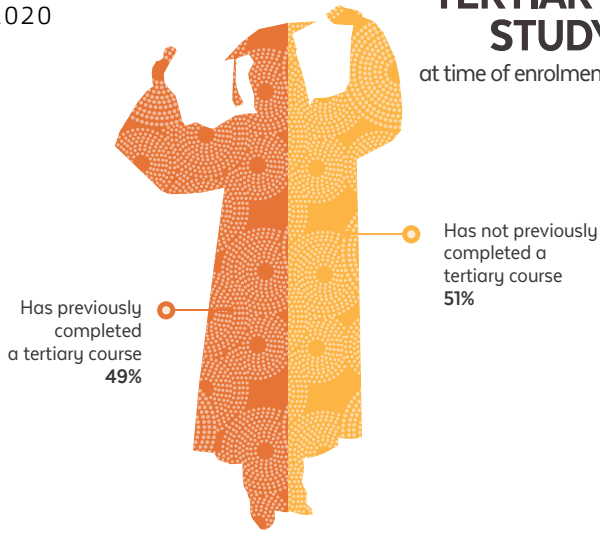
## DELIVERY LOCATIONS IN 2020

Number of Locations where training was delivered in 2020.

# 47

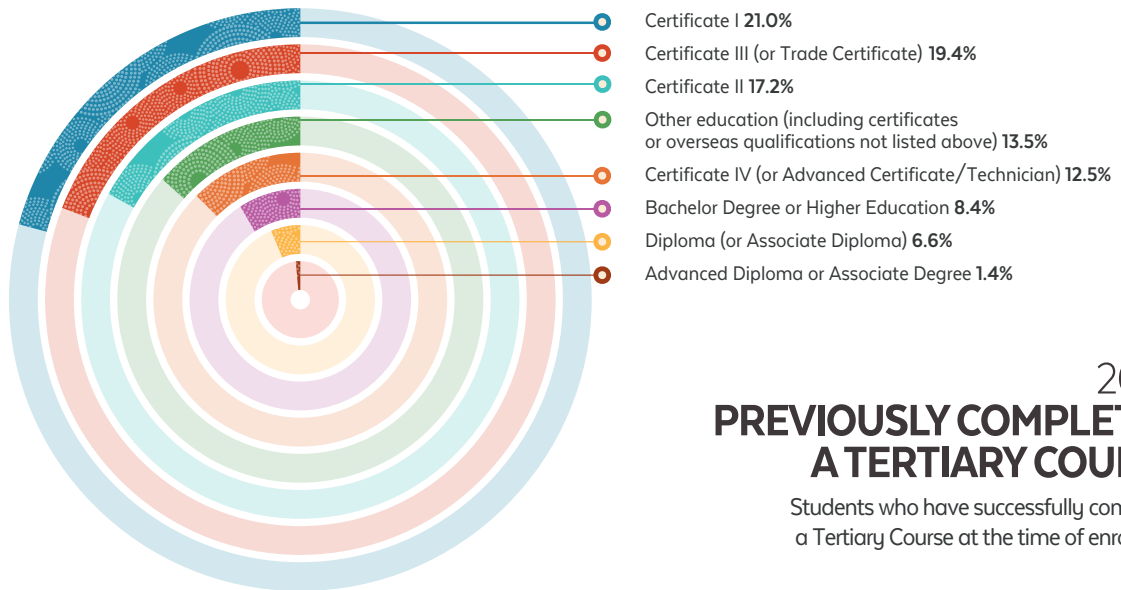
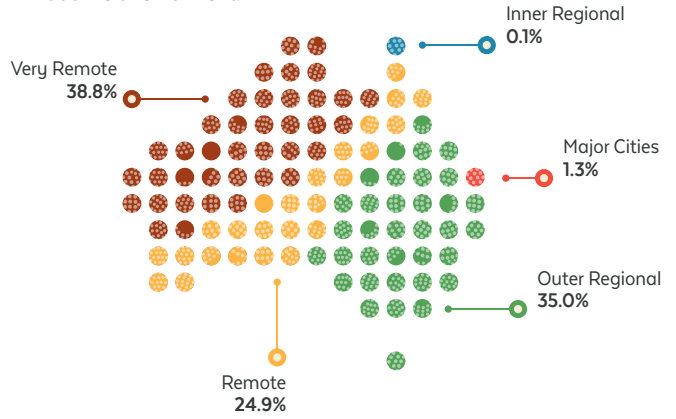
## 2020 PRIOR TERTIARY STUDY

at time of enrolment.



## 2020 REMOTE INDICATOR

Home location of students at time of enrolment.



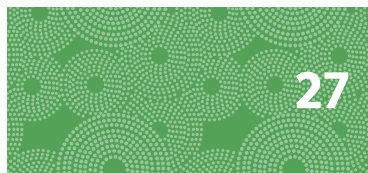
## 2020 PREVIOUSLY COMPLETED A TERTIARY COURSE

Students who have successfully completed a Tertiary Course at the time of enrolment.

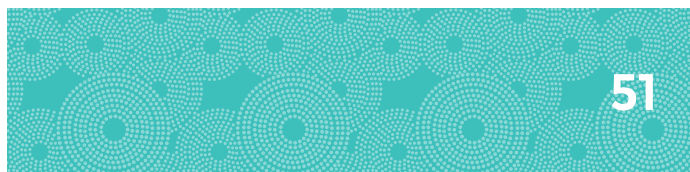
## 2020 VET SKILL SET COMPLETIONS

VET Skills Set Completions refer to National Skill Set Courses.

HLTSS00065 INFECTION CONTROL SKILL SET (RETAIL)



SITSS00051 FOOD SAFETY SUPERVISION









# VET Division Updates

## HEALTH, BUSINESS AND COMMUNITY SERVICES

The Health, Business and Community Services team faced many challenges in 2020 imposed by COVID-19 restrictions. Staff transitioned to working from home and face-to-face delivery methods were suspended.

The health team adapted quickly and continued to engage students by providing resources via email or hard copy. They also undertook an active student engagement strategy to keep students motivated with weekly follow-up to provide support and monitor student progress. Student travel for study blocks resumed in July for NT communities, however there were lower than average student attendance numbers.

On campus, class sizes were reduced to adapt to COVID-19 restrictions which enabled the Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care and Certificate III in Community Services to be delivered over a six-month period, instead of 12 months. The Certificate III Community Services was conducted over Zoom to a group of students in Galiwinku.

Batchelor Institute had a working relationship with Palmerston Family & Children Centre to deliver the Certificate III Community Services to a group of young mums. The program aimed to progress 10 students each year from successful completion into employment. Nine students successfully completed the program in 2020, which was a testament to the hard work of staff and dedication of students.



Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice continues to be accredited by AHPRA. Students from the NT, Western Australia, South Australia, and Queensland continued to access the program. The program was delivered face-to-face to students on campus, because the course requires demonstration and practice of 60 clinical skills. Travel restrictions and other influencing factors resulted in a 50 per cent decline in student numbers in 2020.

Due to the travel restrictions in 2020, the Family Wellbeing course was not delivered from March to August. This allowed lecturing staff to review and update training resources.

The team continued to engage students studying Certificate I, II, and III in Business via email and phone and resumed face-to-face delivery in July, with reduced class sizes to comply with COVID-19 restrictions.





## EDUCATION AND EARLY CHILDHOOD

The Education team had a very busy year with all qualifications due to expire and transition to new non-equivalent courses in 2021. The team engaged students willing to complete their training prior to new courses commencing.

Ten students continued their studies in an Advanced Diploma of Education from previous years, and all graduated at either the Alice Springs community graduation or the Batchelor Institute virtual graduation.

The Early Childhood Education team delivered Certificate III in Early Childhood Education and Care and Diploma of Early Childhood Education and Care at Alice Springs and Batchelor campuses.

A trial to offer evening classes for early childhood classes in Palmerston began on Thursday evenings, and received enrolments from current students and enquiries about new enrolments.



Gladys Brown from the Muru-Waringyi Ankkul Rangers based at Tennent Creek, filming an instruction video as part of the Conservation and Land Management short course, Using Technology for Preservation.



## PRIMARY INDUSTRIES

The Primary Industries team delivered Certificate I in Conservation and Land Management, Certificate II in Conservation and Land Management, Certificate III in Conservation and Land Management and Certificate IV in Conservation and Land Management to ranger groups from across the Northern Territory. The majority of rangers came from Northern Land Council (NLC) and Central Land Council (CLC), with some independent ranger groups undertaking training as well.

Courses were delivered at Alice Springs and Batchelor campuses, as well as on-country in some remote communities.

Several short course skillsets were developed and trialled in 2020, with the intention to roll these out more broadly in 2021. One of these was the Mobile Media short course, which provides training in the use of basic technology, such as mobile phones and tablets, to collect vision and audio for a variety of applications and then edit the material into a quality production.

The Mobile Media training teaches students skills that can be used to preserve information around sites of cultural importance, language, ceremonial activities, and to create instructional videos on specific work tasks.

The Primary Industries team also delivered a successful VET in Schools (VETDSS) program in Yirrkala. The program had a higher-than-average engagement, participation and retention of students.

Northern Land Council (NLC) utilised Batchelor campus as a venue for professional development activities for their operational managers. The week-long event culminated in a community graduation for NLC staff who had completed training with Batchelor Institute earlier in the year and allowed graduates to receive their qualifications in front of their colleagues.

Michael Walters, Batchelor Institute's senior lecturer for Conservation and Land Management, going over a vehicle checklist with Certificate II Conservation and Land Management students Colin Joseph, Jamesie Drover and Duncan Gallagher.





## CREATIVE INDUSTRIES

In 2020, the Visual Arts and Screen and Media courses were combined to become Creative Industries.

During the suspension due to COVID-19, the Creative Industries team undertook a full review of their division, to ensure continuous improvements to processes, including updating all course materials, training, assessment strategies and assessment tools.

Once training recommenced in June 2020, the Visual Arts program in Alice Springs continued to work with more than a dozen Aboriginal artists in Engawalla who are studying the Certificate I in Visual Arts, Certificate II in Visual Arts or Certificate III in Visual Arts. The artists developed and completed an illustrated story book of fossils discovered on their country, which has been commissioned by the Museum and Art Gallery of the Northern Territory to be turned into an animated installation in 2021.

The Visual Arts division also mentored and guided artists in a circle panoramic painting program with Iltja Ntjarra (Many Hands) Art Centre in Alice Springs, which will culminate in a gallery exhibition in 2021; and contributed to the award winning REDC with Defence.

The Creative Industries team piloted short courses in communities that can be credited towards future qualifications, and began planning and preparation to launch a new CUA Creative Arts and Culture Training Package in 2021.



Caption: Batchelor Institute Alice Springs visual art students, (from the left) Mary Tilmouth, Leanne Dodd and Shirley Dixon, from Engawala Community, with their hand-made ceramics at the annual art sale.





## CONSTRUCTION

The suspension of face-to-face delivery due to COVID-19 allowed the Construction team to work through a scope application for a new Certificate II in Construction Pathways course. The course includes painting and tiling units, both skills that are highly sought after by trades employers, and skillsets that would put students in a good position to gain employment. The qualification was scheduled to be ready for delivery in 2021.

The suspension also allowed the team to develop and plan delivery schedules for the following year. The team worked with several communities and regions including Tiwi Island, Katherine, Lajamanu, Timber Creek, Numbulwar and Maningrida to identify and confirm training needs and student cohorts.

Once the suspension lifted and face-to-face delivery recommenced, the team became the very busy delivering training in several NT regions.

The Construction team received a high level of interest for future training from Ngukurr, Lajamanu, and Maningrida.

... Certificate III in Civil Construction Plant Operations student, Ashton Baxter, getting ready for a bigger excavator experience at the Keep River site.







## RESOURCE AND INFRASTRUCTURE

The Resources and Infrastructure team achieved targets and expanded delivery to the centre of the Northern Territory. The team delivered training for the first time at Kintore, Haasts Bluff, Papunya, Mount Liebig and Nyirripi.



⋮ Certificate III in Civil Construction Plant Operations student, Andrew Hewitt, conducting a pre-check on a loader at Keep River site.

Keep River Project: Under the COVID-19 restrictions which began in March, the team adhered to the new conditions and were able to continue to deliver civil construction training at Keep River Plains for the road upgrade project, working collaboratively with IE Projects and EXACT Contracting. The team delivered Certificate II in Civil Construction and Certificate III in Civil Construction Plant Operations, as well as 75 machine tickets during the 12 month Keep River project.

⋮ Keep River project

In 2020, a 2.5-ton compactor roller joined the equipment fleet, along with the mini excavator and the skid steer loader to allow the team to provide more efficient training in remote communities.

The team is currently working together with the following organisations:

- › Victoria Daly Regional Council
- › Roper Gulf Regional Council
- › Ironbark Aboriginal Corporation
- › RISE-Ngurratguta
- › Nirrunggulung-RISE
- › RISE-Katherine
- › Ngurratjuta/Pmara Ntjarra
- › Aboriginal Corporation
- › Alawa Aboriginal Corporation
- › MY CDP Ngukurr
- › Kalano Community Association

The Resources and Infrastructure team expect to add two new qualifications in 2021, to a Certificate II in Plumbing and a Certificate II in Engineering Pathways, which will expand training options for communities and students.



## MAJOR PROJECTS

“Doing this training has taught me many ways to help myself and others back home. I have learnt ways to deal with my stress, my emotions and have gained confidence to speak up and not be shame!”  
Graduand, 2020

### CORRECTIONS PROJECT

In its fifth year, the service level agreement between Batchelor Institute and the Correctional Services continued to deliver strong outcomes for students and stakeholders.

Six long term prisoners from Alice Springs Correctional Centre and eight long term prisoners from Darwin Correctional Centre completed a Certificate IV in Training and Assessment under a new third-party agreement between Batchelor Institute and Alana Kaye College. Some of the prisoners had already been assisting other correctional industry officers to teach and deliver their trade-based industry training.

The COVID-19 pandemic and a riot at Darwin Correctional Centre affected training delivery in 2020. However, Batchelor Institute was still able to deliver courses and hold three graduation ceremonies, two at Darwin Correctional Centre on 30 July and 3 December, and another at Alice Springs Correctional Centre on 6 August.

One hundred and seventy five nationally recognised qualifications and 145 skillsets were completed by inmates at Darwin Correctional Centre and Alice Springs Correctional Centre.

Graduates learnt foundational skills that will underpin future education and training, and gained accreditation in family wellbeing, visual arts, business, kitchen operations, agri-food operations, engineering and construction courses.

### ARMY INDIGENOUS DEVELOPMENT PROGRAM AND REGIONAL FORCE SURVEILLANCE GROUP - EDUCATION AND DEVELOPMENT COURSE

Both the Regional Force Surveillance Group - Education and Development Course and Army Indigenous Development Program were delivered at the Defence base in Berrimah, by the Indigenous Development Wing team of Defence and Batchelor Institute staff, including foundation skills and VET lecturers and mentors. Students were expected to follow Army protocols and operate in a defence force environment while they participated in structured employment-relevant learning and physical training in six areas:

- › Language, literacy and numeracy training
- › Military skills, including weapon training
- › Physical fitness
- › Vocational education and training
- › Cultural appreciation
- › Leadership and character development

The Army Indigenous Development Program delivered the Certificate II in Skills for Work and Vocational Pathways qualification to 11 trainees from March to June 2020. Out of this cohort, nine trainees successfully achieved the qualification. The second cohort from August to November 2020, consisted of 15 trainees out of which thirteen achieved the Certificate II in Skills for Work and Vocational Pathways qualification, one completed a Certificate II in Community Studies and one trainee that already held Certificate II in Skills for Work and Vocational Pathways qualification completed additional standalone units of competency.

The Regional Force Surveillance Group - Education and Development Course was delivered from August to November 2020, with seven trainees successfully completing the course and a further 10 trainees successfully completing all four units.

The collaboration for the Regional Force Surveillance Group - Education and Development Course, between Defence and Batchelor Institute won the NT Training Awards, Industry Collaboration category in September, and then the 2020 Australian Training Awards, Industry Collaboration in November.

The program was highlighted as the best in the nation, for making a career as a soldier more attractive for Aboriginal people, immersing students in a shared culture of learning, while developing foundation skills and absorbing the beliefs, attitudes and practices in the Army.

## WARLPIRI EDUCATION AND TRAINING TRUST

Batchelor Institute and the Warlpiri Education and Training Trust continued to deliver training under a service level agreement, for learning centres in Willowra and Nyirripi.

The strong partnership between Batchelor Institute and the Willowra and Nyirripi communities continued. The strong community governance processes incorporated local reference groups that supported staff to navigate the situation to keep the centres open during the COVID-19 pandemic.

In Willowra, the learning centre became the main source of information and activity for the community to keep up-to-date with important information on government health restrictions; to educate and

provide health information, educate community members on the importance of staying healthy, handwashing, hygiene practices and staying at home to prevent the spread of COVID-19. Flexible opening hours supported community members with a range of services and the centre became an important place for the community

The centre in Nyirripi also had flexible day and evening opening hours to allow cleaning and sanitation to be done to make health standards. Yapa staff continued to play an integral part in the day-to-day running of the learning centre and act as interpreters for older community members. Yapa staff also helped take responsibility of the centre when the coordinator was out of community with opening hours and operations.

The Warlpiri Education and Training Trust Learning Centre team (from left) Bevan Wayne, Janelle Ross, Melinda Noe, Zenaida Gallagher, Eilleen Olney, Susan Ryder



# VET Qualifications and Accredited Courses

\*Including skill sets and stand-alone units

Course Code	Course Title	Type
<b>Agriculture, Horticulture and Conservation and Land Management Training Package</b>		
AHC10116	CERTIFICATE I IN CONSERVATION AND LAND MANAGEMENT	Qualification
AHC10216	CERTIFICATE I IN AGRIFOOD OPERATIONS	Qualification
AHC21016	CERTIFICATE II IN CONSERVATION AND LAND MANAGEMENT	Qualification
AHC31416	CERTIFICATE III IN CONSERVATION AND LAND MANAGEMENT	Qualification
AHC40916	CERTIFICATE IV IN CONSERVATION AND LAND MANAGEMENT	Qualification
<b>Automotive Retail, Service and Repair Training Package</b>		
AUR10116	CERTIFICATE I IN AUTOMOTIVE VOCATIONAL PREPARATION	Qualification
<b>Business Services Training Package</b>		
BSB10115	CERTIFICATE I IN BUSINESS	Qualification
BSB20115	CERTIFICATE II IN BUSINESS	Qualification
BSB30115	CERTIFICATE III IN BUSINESS	Qualification
<b>Community Services Training Package</b>		
CHCPRP003	REFLECT ON AND IMPROVE OWN PROFESSIONAL PRACTICE	Stand-alone unit
CHC22015	CERTIFICATE II IN COMMUNITY SERVICES	Qualification
CHC30113	CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE	Qualification
CHC30213	CERTIFICATE III IN EDUCATION SUPPORT	Qualification
CHC32015	CERTIFICATE III IN COMMUNITY SERVICES	Qualification
CHC40213	CERTIFICATE IV IN EDUCATION SUPPORT	Qualification
CHC50113	DIPLOMA OF EARLY CHILDHOOD EDUCATION AND CARE	Qualification
<b>Construction, Plumbing and Services Training Package</b>		
CPCCWHS1001	PREPARE TO WORK SAFELY IN THE CONSTRUCTION INDUSTRY	Stand-alone unit
CPC10111	CERTIFICATE I IN CONSTRUCTION	Qualification
CPC20112	CERTIFICATE II IN CONSTRUCTION	Qualification
<b>Creative Arts and Culture Training Package</b>		
CUA10315	CERTIFICATE I IN VISUAL ARTS	Qualification
CUA20715	CERTIFICATE II IN VISUAL ARTS	Qualification
CUA31015	CERTIFICATE III IN SCREEN AND MEDIA	Qualification
CUA31115	CERTIFICATE III IN VISUAL ARTS	Qualification
CUA41215	CERTIFICATE IV IN SCREEN AND MEDIA	Qualification



## VET QUALIFICATIONS AND ACCREDITED COURSES CONTINUED

Course Code	Course Title	Type
<b>Foundation Skills Training Package</b>		
FSKNUM17	USE ROUTINE MAPS AND PLANS FOR WORK	Stand-alone unit
FSK10113	CERTIFICATE I IN ACCESS TO VOCATIONAL PATHWAYS	Qualification
FSK20113	CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS	Qualification
<b>Health Training Package</b>		
HLTAHW021	PROVIDE NUTRITION GUIDANCE FOR SPECIFIC HEALTH CARE	Stand-alone unit
HLTAID001	PROVIDE CARDIOPULMONARY RESUSCITATION	Stand-alone unit
HLTPOP008	DEVELOP AND IMPLEMENT DISEASE PREVENTION AND CONTROL MEASURES	Stand-alone unit
HLTSS00065	INFECTION CONTROL SKILL SET (RETAIL)	Skill Set
HLT20113	CERTIFICATE II IN ABORIGINAL AND/OR TORRES STRAIT ISLANDER PRIMARY HEALTH CARE	Qualification
HLT23215	CERTIFICATE II IN HEALTH SUPPORT SERVICES	Qualification
HLT40113	CERTIFICATE IV IN ABORIGINAL AND/OR TORRES STRAIT ISLANDER PRIMARY HEALTH CARE	Qualification
HLT40213	CERTIFICATE IV IN ABORIGINAL AND/OR TORRES STRAIT ISLANDER PRIMARY HEALTH CARE PRACTICE	Qualification
HLT50213	DIPLOMA OF ABORIGINAL AND/OR TORRES STRAIT ISLANDER PRIMARY HEALTH CARE PRACTICE	Qualification
<b>Manufacturing and Engineering Training Package</b>		
MEM10105	CERTIFICATE I IN ENGINEERING	Qualification
<b>Resources and Infrastructure Industry Training Package</b>		
RIIMPO326E	CONDUCT WATER VEHICLE OPERATIONS	Stand-alone unit
RIIMPO337E	CONDUCT ARTICULATED HAUL TRUCK OPERATIONS	Stand-alone unit
RII20115	CERTIFICATE II IN RESOURCES AND INFRASTRUCTURE WORK PREPARATION	Qualification
RII20715	CERTIFICATE II IN CIVIL CONSTRUCTION	Qualification
<b>Resources and Infrastructure Industry Training Package</b>		
RII30815	CERTIFICATE III IN CIVIL CONSTRUCTION PLANT OPERATIONS	Qualification
<b>Tourism, Travel and Hospitality Training Package</b>		
SITHFAB005	PREPARE AND SERVE ESPRESSO COFFEE	Stand-alone unit
SITSS00051	FOOD SAFETY SUPERVISION	Skill Set
SIT20416	CERTIFICATE II IN KITCHEN OPERATIONS	Qualification
<b>Transport and Logistics Training Package</b>		
TLILIC0003	LICENCE TO OPERATE A FORKLIFT TRUCK	Stand-alone unit
<b>Accredited Courses</b>		
10273NAT	COURSE IN FAMILY WELLBEING FACILITATION	Accredited Course
10681NAT	COURSE IN IMMUNISATION TRAINING FOR ABORIGINAL HEALTH WORKERS AND ABORIGINAL HEALTH PRACTITIONERS	Accredited Course
10272NAT	CERTIFICATE II IN FAMILY WELLBEING	Accredited Course
10183NAT	DIPLOMA OF EDUCATION	Accredited Course
10503NAT	ADVANCED DIPLOMA OF EDUCATION (PARAPROFESSIONAL EDUCATION WORKER)	Accredited Course

# VET Quality Assurance

## All Batchelor Institute staff are responsible for the quality assurance of VET and Higher Education operations.

The Quality Assurance (QA) team maintained a quality assurance framework to support compliance with the National VET Quality Framework, its regulatory standards, and the Higher Education Threshold Standards.

The QA team conducted systematic activities and internal audits to ensure practices, qualifications and industry requirements were met and compliance with the Federal Government's Australian Skills Quality Authority (ASQA) standards. QA also assist Higher Education to achieve and maintain compliancy through the Tertiary Education Quality and Standards Agency (TEQSA) Threshold Standards.

## QUALITY MANAGEMENT SYSTEMS (QMS)

Systematic monitoring of internal systems, strategies and practices contributed to the maintenance of meeting regulatory standards and "best practice". The Quality Management Plan provided the Quality Assurance Team direction for continuous improvements in all training and educational operational areas. Batchelor Institute also used the Quality Assurance Strategy and the Quality Approach for continuous quality improvement.

Quality Assurance began developing a new QMS for training and vocational competence currency for VET lecturers. The system enables lecturers to self-monitor their industry and training currency through a point system.

## INTERNAL AND DESKTOP AUDITS

During 2019-2020, the VET QA team conducted five internal audits. These focused on possible high-risk areas such as assessment practices and resources, and training and assessment strategies, industry engagement and VET lecturer vocational and training competence. Audit outcomes identified non-compliance and these were rectified to compliancy within timelines.

## COMPLIANCE REVIEW ADVISORY PANEL

Batchelor Institute's Compliance Review Panel, chaired by Jo Pyne, Chief Academic Officer at TAFE Queensland, provided advice on the compliance of all industry sectors of Batchelor Institute against Batchelor Institute's continuous improvement strategies for internal audits, industry engagement, validations and assessment practices employed across all VET operations.

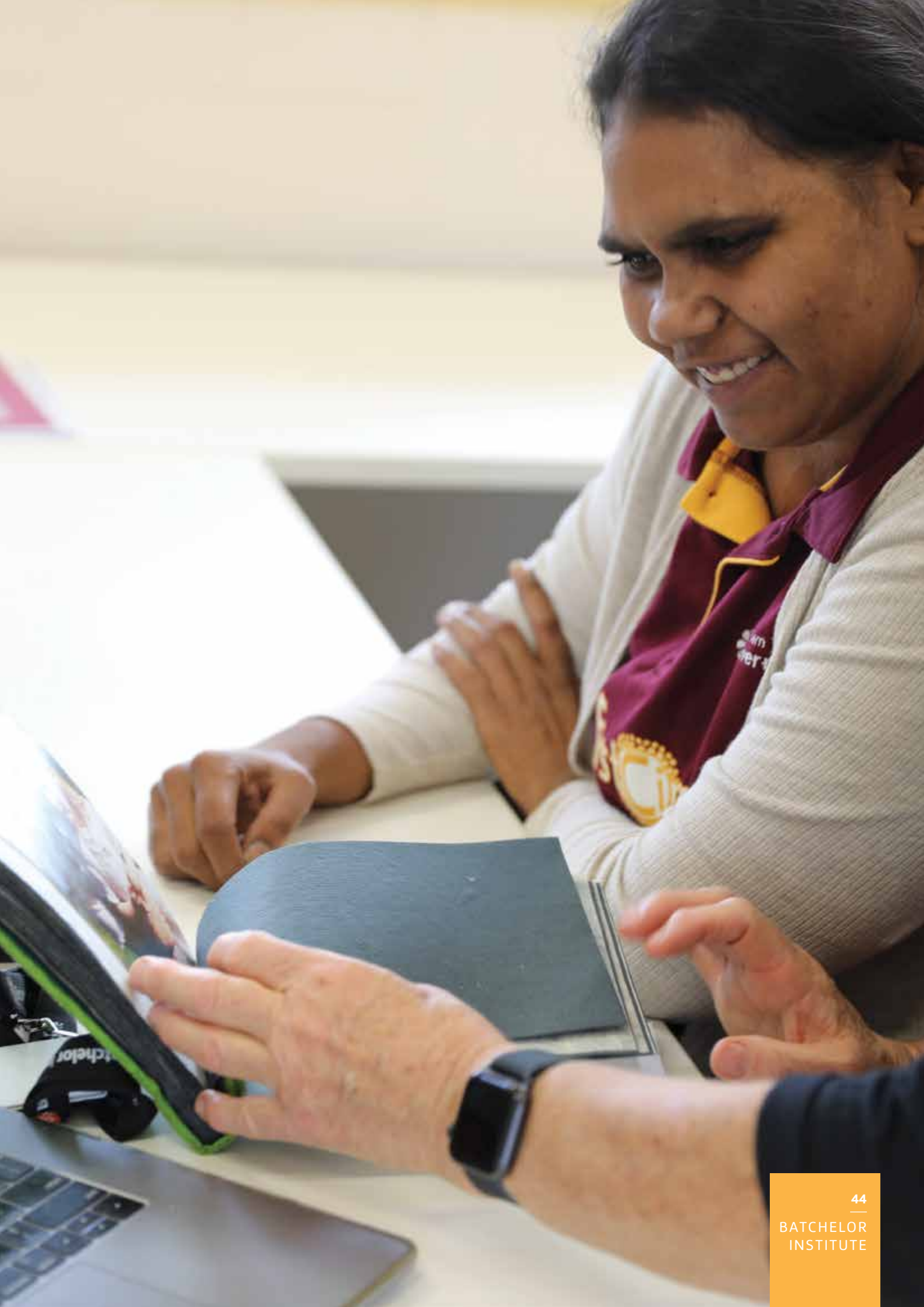
The panel reported to Batchelor Institute's Executive Leadership Team, the Finance Audit and Risk Management Committee and Academic Board.

## COLLABORATIVE PARTNERSHIPS

Ongoing collaboration with the Australian Office of the Student Identifiers Registrar led to the creation of 281 Unique Student Identifiers (USI's) by Student Administration on behalf of Batchelor Institute students throughout the year.

Liaison with the Australian Health Practitioners Registration Authority (AHPRA) continued to enable students, who completed their training and qualification, to register as members.

Also, working with the Northern Territory Government Department of Education's Aboriginal Educators team, and the VET Education teaching team, former Batchelor Institute students were re-engaged to commence education support courses.





# Higher Education

## SCHOOL OF HIGHER EDUCATION

**Under the partnership agreement with Charles Darwin University (CDU), Batchelor Institute's Higher Education academic staff contributed significantly to the teaching, learning, development, review and preparation of existing and new programs for accreditation and re-accreditation across the undergraduate and post-graduate courses in each disciplinary area. This was mainly in the areas of Indigenous knowledges, education, nursing, languages and linguistics, social science, natural and cultural resource management.**

## REMOTE AREA TEACHER EDUCATION (RATE) PROGRAM

The Remote Area Teacher Education program is being piloted in 2021 through a relationship between Department of Education, Charles Darwin University and Batchelor Institute. The program is aimed at developing pathways for remote students to complete study in Higher Education. This program hopes to increase the number of qualified educators in remote communities.

Batchelor Institute's Higher Education staff developed materials for the delivery of the new pilot being delivered in Galiwin'ku, Yuendumu, Milingimbi and Angurugu.

The new RATE Program will support teachers in Northern Territory communities to study teaching while living and working on Country. The aspiring teachers at these sites will study units towards completion of Undergraduate teacher qualifications.

## COLLABORATION WITH CHARLES DARWIN UNIVERSITY

Batchelor Institute's academic staff also worked closely with Charles Darwin University colleagues in the College of Education, College of Nursing and Midwifery, and College of Indigenous Futures, Arts and Society; and contributed to the teaching and learning activities in 83 units within the following courses in the respective Colleges:

“The Preparation for Tertiary Success program provides an effective learning environment that has enabled me to develop a sense of belonging in higher education. As an English as second language learner, there were many adjustments I had to make in learning and exploring new concepts. The program has given me the confidence to become a lifelong learner.” Sasha Shaw, Yarralin community, 2020



## COLLEGE OF EDUCATION

- › Preparation for Tertiary Success (PTS)
- › Bachelor of Early Childhood Teaching
- › Bachelor of Education (Primary)
- › Bachelor of Teaching and Learning (Primary)

## COLLEGE OF INDIGENOUS FUTURES, ARTS AND SOCIETY

- › Master of Arts
- › Bachelor of Arts Honours
- › Bachelor of Arts – Contemporary Indigenous Australia
- › Bachelor of Arts – Indigenous Governance & Policy
- › Bachelor of Arts – Language and Linguistics
- › Bachelor of Applied Social Science
- › Bachelor of Indigenous Languages and Linguistics
- › Associate Degree of Applied Social Science
- › Associate Degree of Indigenous Languages and Linguistics
- › Diploma of Arts
- › Diploma of Aboriginal and Torres Strait Islander Knowledges
- › Diploma of Indigenous Language Work
- › Undergraduate Certificate (Languages)

## COLLEGE OF NURSING AND MIDWIFERY

- › Bachelor of Nursing

### SCHOLARSHIP OF TEACHING AND LEARNING

The framework of Scholarship of Teaching and Learning (SoTL) continued to guide the School of Higher Education staff in the promotion of teaching and learning environment of the highest quality. Through the logical and systematic approach to teaching and learning, the academic staff meaningfully engaged and ensured that students were able to achieve their educational aspirations in a culturally responsive and safe teaching and learning environment. The academic staff continued to work hard to enrol new students and build strong and mutual teaching and learning relationships with both new and continuing students. This resulted in an increase in enrolments and exceeded the projected EFTSL in 2020.

Teaching activities of the Batchelor Institute’s Higher Education staff were impacted by COVID-19 during the year. Some students struggled to commit to study due to family concerns and fears, while others managed to continue their study. Staff within the Higher Education team worked extremely hard to provide a different style of support. Lessons were conducted on-line via a range of methods and media including extra emails, on-line teaching platforms and additionally mobile phone calls.

Staff members were encouraged and supported to upgrade their academic qualifications and many enrolled in, or completed postgraduate studies in Graduate Certificate/Diploma, Masters and PhD programs.

(From left) Sasha Shaw, Trudy Avlonitis (PTS Lecturer), Brianna Shaw. Sasha and Brianna are from Yarralin community and studied the Preparation for Tertiary Success (PTS) program. Sasha’s career aspirations are to own her own business, and the PTS program was a pathway into the Bachelor of Business or Accounting which has been her long held dream.

# Graduate School

**The Graduate School provides a culturally safe space for Aboriginal and Torres Strait Islander peoples to speak their truth, through a high quality, higher degree by research (HDR) program; intensive student support; and a research community.**

The Graduate School and the Research Division are small, and provide an intimate, personal, and hands-on candidate experience, compared to mainstream universities and institutions.

In 2020, one PhD and one masters candidate graduated.

## LAUNCH OF NEW MASTER OF PHILOSOPHY AND DOCTOR OF PHILOSOPHY

A new Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) were developed and launched.

Four new online units, that will benefit First Nations students by formally connecting them with literature

and assessment work to progress their research projects in the broader social, cultural, and historical context of First Nations research, were delivered online in 2020.

- › RTU541 - Grounded Practice in Local Land Knowledge
- › RTU542 - Research Strategy
- › RTU543 - First Nations Theory and Methodologies
- › RTU544 - Research Ethics

RTU541 forms the backbone of the support program, and along with and RTU543, aims to position First Nations researchers in their local knowledge and within a broader global First Nations research context.

RTU542 and RTU544 include usual HDR milestones and attaining confirmation and ethics.

## MASTERS AND PHD BEING GRANDFATHERED OUT

Four existing master's and PhD programs are currently being grandfathered out. Batchelor Institute provided support to HDR candidates enrolled in these, including:

- › MIK - Master of Indigenous Knowledges
- › PhD - Indigenous Knowledges
- › MIP - Master of Indigenous Perspective
- › PhD - Doctorate of Indigenous Perspective

### 2020 Grad School Enrolments

	Neither Aboriginal nor Torres Strait Islander Origin Student numbers	of Aboriginal Origin Student numbers	of Torres Strait Islander Origin Student numbers	Total students
<b>Higher Degree by Research</b>	<b>3</b>	<b>14</b>	<b>2</b>	<b>19</b>
Doctorate	3	12	1	16
Masters	2	1	3	
<b>Total</b>	<b>3</b>	<b>14</b>	<b>2</b>	<b>19</b>







# Research Projects

**Through employing ethically based research methodology and practice, Batchelor Institute has a long tradition of producing high quality research within the broad fields of education, languages, creative arts and First Nations livelihoods.**

During 2020, Batchelor Institute commenced the following three research projects:

› **Australians Together: Impact of Professional Learning and Curriculum Resources**

Batchelor Institute is working with Australians Together to conduct research in six South Australian and two Victorian schools to determine the sustained impact of professional learning and the provision of curriculum resources, provided to teachers so they can better teach Aboriginal and Torres Strait Islander perspectives. Researchers John Guenther and Robyn Ober, together with Sam Osborne from University of South Australia are working with Majon Williamson-Kefu from Australians Together in this work. The research explores the responses of teachers and school leaders to understand how to better support mostly non-Indigenous teachers better apply the Australian Curriculum's Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. The project is scheduled to finish at the end of 2021.

› **Codes 4 Life Evaluation**

Codes 4 Life is a Desert Knowledge Australia program designed to support Aboriginal men from central Australia to connect with their culture, strengthening their identity, helping them to build stronger, more respectful relationships with their families and communities. The evaluation of the program is designed to establish what kinds of outcomes are achieved and how it can be developed into the future. The evaluation will run through to mid 2022.

› **Nawarddeken Academy Evaluation**

The evaluation of Nawarddeken Academy (a new independent school in west Arnhem Land), which commenced in 2019 is now in its final phase. The formative evaluation is designed to support the school's development and strategic planning processes. The work, led by Batchelor researchers John Guenther and Robyn Ober, is a collaborative project with a team of Bininj community researchers who conduct interviews in Kunwinjku language, engaging with community members at the homelands of Kabulwarnamyo, Mamadawerre and Manmoyi, in the Warddeken Indigenous Protected Area of west Arnhem Land. The findings from the evaluation reveal strong aspirations for engagement with learning on Country, using Kunwinjku language and building capacity of the Bininj workforce. The project will complete at the end of 2021.



# Library and Information Services

Batchelor Institute Library has two physical locations at Batchelor Campus, Batchelor, and the Desert Peoples Centre (DPC), Alice Springs. Both libraries have quiet spaces, collaborative spaces, computer rooms, research hubs and language areas for both staff and students. In 2020, both libraries increased their opening hours and created designated research hubs in conjunction with the Graduate School. Both libraries also underwent a stock take and specific collections were moved from the main collection into separate collections, including hard copy journals and references. A client satisfaction survey was conducted and received overwhelmingly positive results.

The Library provided access to hard copy resources, eBooks and some 262000 online resources. Library staff worked with all student cohorts (HDR candidates, VET, HE, PTS, Learning Centres, staff and community) to provide orientations, information literacy skill programs, and promoted the library as a space for study and recreational use. Staff assisted with on-campus workshops and provided remote support.



At Batchelor Campus, the library provided services to the local Batchelor community and Batchelor Area School. At DPC, library support was given to all of the other organisations based at the precinct.

The language room at Batchelor campus library houses the library's main collection of language resources. Batchelor Institute students, staff and researchers accessed a range of language resources, which are complemented by the CALL (Centre for Australian Languages and Linguistics) Collection.

At the end of 2020, the DPC library relocated to a brighter, larger and centrally located building.

Unique challenges arose in 2020 due to COVID-19. Library staff were proactive and productive during the campus closure from March to June, whilst staff worked from home. The library continued to respond to the ongoing changes and circumstances of students and staff and provide support. To respond to the campus closer, the library increased online services online remote support, launched eBook trials and extended loan periods.

Upon return to campus in June, the Library diligently complied with COVID-19 requirements of the Northern Territory Government, Batchelor Institute and ALIA (Australian Library and Information Association) rules and guidelines. Library staff engaged with local and national library groups and attended relevant book launches, events, meetings, conferences and symposiums. Library staff promoted the accessible resources and services available for all library users and continued to strengthen and consolidate initiatives and strategies to further enable access, engage library users and build capacity.

# Centre for Australian Languages and Linguistics

Throughout 2020, the Centre for Australian Languages and Linguistics' (CALL) projects continued to strengthen and expand with ongoing funding from government, increased funding from philanthropic organisations, increased investment in digital resources, and the realisation of both short- and long-term goals.

## TOP END AND NORTHERN WESTERN AUSTRALIAN LANGUAGES

In the Top End, CALL continued work with a number of language communities.

### KUNGARAKANY LANGUAGE PROJECT, FUNDED BY INDIGENOUS LANGUAGES AND ARTS (ILA) 'LIVING AND BREATHING KUNGARAKANY'

The Kungarakany language project completed a set of resources to support language revival, with 11 posters, 12 books, curriculum implementation guides and a significant set of archival resources that will continue to contribute to and assist early years language learning. The team worked with language community members to retrieve archival resources and develop a contemporary orthography to complete resources that included archival and new language recordings.



**WADEYE ENDANGERED LANGUAGES PROJECT:  
MURRINHPATHA, MARRI AMU, MARRI TJEVIN,  
MAGATI KE, MARRI NGARR, JAMINJUNG,  
BATJAMAL**

The project driven by community Elders, runs parallel activities with the support of the Thamarrurr Council and Thamarrurr Ranges. The activities included continued research and documentation into the corpus of work related to the 26 clan groups living in the Thamarrurr region and seven language families. Outcomes include the updating of 'Murrinh Kanhika Kardu i da Ngarra Putek Pigunu – The Peoples and Their Land Around Wadeye', 75 readers in seven languages related to relationships and natural history and a current focus on the Magati Ke Yek Yedder clan to produce a book with all sacred sites and their accompanying Dreaming stories. This work supports the very significant work of preparing for sacred site registration with the Indigenous Protection Authority. This included a partnership that spanned the past 15 years to consult with Elders and undertake language work at their direction.

**MOWANJUM ENDANGERED LANGUAGES  
PROJECT: WORRORA, WUNAMBAL AND  
NYGARINYIN**

This project continued, but with minimal activity due to COVID-19 restrictions and the challenges on interstate travel. The project is a partnership with the Mowanjum Arts and Culture Centre, community-based and community driven to complete two Dreaming stories in each language with illustrations by community artists. The project includes documentation on material objects with a large training component to develop apps and digital resources to maintain and revive language.

**CALL SYMPOSIUM**

On 3rd July 2020, CALL hosted a symposium at the Batchelor campus in Alice Springs in recognition of the work of linguist and academic Gavan Breen. The day attracted more than one hundred participants from around the country, by zoom, and many Indigenous language custodians who have also committed their lives to language education and documentation in Central Australia.

The incredible significance of Gavan's work in Central Australia and across South West Queensland became clear to participants over the course of the day. Gavan recorded more than 49 languages, in many cases recording the last known speakers of the language. His work has both provided a body of highly significant material for current and future researchers, and provided generations of family members of last speakers, who have visited Gavan over the years at Batchelor Institute for Aboriginal Development, with a way to connect with their language and history. Gavan has generously helped them to reclaim and learn their languages.

The day paid tribute to the hard work, human spirit and connections that typify this work. It was very moving to realise the connections that exist from those last speakers of languages and the documentation work to the present-day efforts in language maintenance of the younger generation of Indigenous people.

### THE ARRERNTE.ANGKENTYE.ONLINE PROJECT

The arrernte.angkentye.online resource launched by Batchelor in 2019, continued to be developed with additional audio content and a new game added in 2020. The website includes audio for the revised Eastern & Central Arrernte Learners Wordlist.

Arrernte language is strong, but a challenge for people to learn to read and write, and difficult for non-Aboriginal people to learn. The language contains sounds that are not found in English, or neighbouring Aboriginal languages like Pitjantjatjara and Warlpiri. These sounds can be difficult for beginner learners to pronounce, so the online version contains audio from a range of Eastern and Central Arrernte speakers, most of whom also contributed to the direction and design of the overall project.

This collaborative project has involved CALL at Batchelor Institute, Batchelor Institute for Aboriginal Development (IAD) and many Arrernte people who have been connected with IAD, John Henderson at the University of Western Australia (UWA), Akeyulerre, Apmere Angkentye-kenhe and Children's Ground. The project was supported by the Newman's Own Foundation.

### 'WANGKA IRRITITHA MUNU KUWARRITHA' 'SOUTHERN DIALECTS OF LURITJA (MARTUTJARRA AND RELATED) 'OLD MEETS NEW' PROJECT

CALL secured Federal Government funding for a new Martutjarra Luritja language project. Funded for two years in the 2020 Indigenous Languages and Arts (ILA) open round, the project aims to engage an intergenerational community team in the production of a range of creative arts-based language resources building on previous language documentation work.

### ILTYEM-ILTYEM WEBSITE

The Iltym-iltyem website, a collaborative project between Melbourne Uni, Batchelor Institute and the Anmatyerr community, houses sign language work across languages and will be extended to take in a range of new community sign language resources. Discussion with Warlpiri have led to a number of new resources being produced in Warlpiri, which following community consultation will be included in iltym-iltyem. Discussion and filming began with other language communities. The Anmatyerr originators of the site are happy for the site to grow to include more languages.

### THE ARRERNTE LANGUAGE OFFICE AT THE DESERT PEOPLE'S CENTRE AKWERTETHE AKALTYELE ANTHENH-ANTHENHE 'WE ARE ALWAYS LEARNING' MK TURNER & CHRISTOBEL SWAN

The Arrernte Language Office is a space for Arrernte Language work and projects. It is available for Arrernte Language workers to use as a meeting and work-space.

### 'NGULAJUKU' TIGER MORRIS, A CHANGING LIFE IN THE DESERT

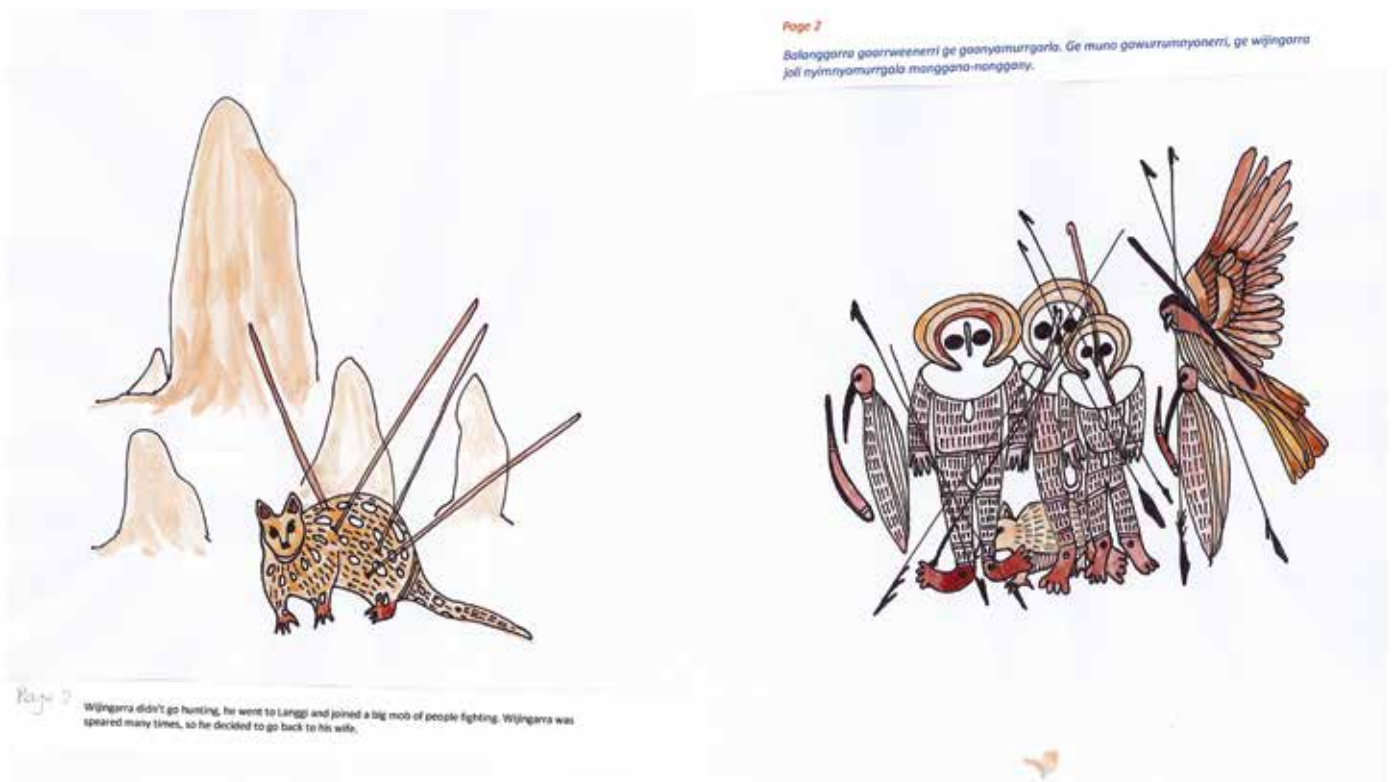
This Central Australian oral history project, based on an interview conducted by Fiona Gibson with Tiger Morris at Nyirpi community in 2001, describes a fascinating story of the beginnings of the Nyirpi community and will produce an illustrated, bilingual book with audio. This project stalled during 2020 due to the main elder, Fiona Gibson, staying back at Nyirpi for the best part of the year due to the COVID risk.



## CALL COLLABORATIONS

CALL collaborations during 2020 included:

- › Charles Darwin University
  - Arrente teaching in Higher Education Language Introduction units
- › Research Unit for Indigenous Language, University of Melbourne
  - 200 Sign Project
  - 50 Words Online Project
- › University of Queensland and First Languages Australia
- › Pictures and Pedagogy project AILIB database of images
- › Australian National University
  - Child Language Acquisition project
- › University of Western Australia
  - arrente-angkentye.online
- › Pertame project
- › Alice Springs Language Centre, Centralian Senior College
- › Thamarrurr Regional Council & Thamarrurr Rangers
- › Sacred site registrations
- › Mowanjum Arts and Culture Centre
- › Using digital technologies to support language maintenance and revival



This image is from a draft page of a book of *Ny-imree maiangarrinya wjingarra - The widow and the Quoll* told by Janette Oobagooma and illustrated by renowned artist Leah Umbagai. The Mowanjum language team are preparing two Dreaming books for each of the languages Worrorra, Wunambal and Ngarinyin. As part of the training and development work, community artists work with Elders to document their stories, learning about archival recording, audio editing and managing their files.



# Batchelor Institute Press

This year saw publishing outcomes for a number of key multi-year projects, building on partnerships with largely Top End communities, language speakers, researchers and writers. As always, much of the Press's activities dovetailed with Centre for Australian Languages and Linguistics-funded projects focusing on language revival and maintenance projects with an emphasis on endangered First Nations' languages and on providing platforms for a range of Indigenous talent in this regard, namely speakers, writers and artists.

A lot of work was progressed with developing a range of resources in Kungarakany language in partnership with the Kungarakan Culture and Education Association and with a number of individuals for the 'Living and Breathing Kungarakan' project (see CALL report). These resources were finalised end of 2020 for printing and distribution in early 2021. Several of these resources feature photography by Kungarakany participants Mawguerr Brendan

Monck and Dadawaldt Mia Stanford and illustrations by young Kungarakany artist Litjimiymiy Heidi Numidja Stanford. Separate to this project was the Press's realisation of celebrated Kungarakany elder Mooradoop Kathy Mills's first published anthology of poetry, *Mookanoonganuk*, which was launched as part of the 2020 NT Writers Festival at the Darwin Botanic Gardens early October.

Also participating at the 2020 NT Writers Festival on the back of his Batchelor Press-related publications was Gulumerdjjin (Larrakia) artist Jason Lee whose illustrations feature in an impressive Darwin alphabet frieze, related flashcards and a Gulumerdjjin colouring book which were all released in 2020. The colouring book complements the Gulumerdjjin *Madawa (Animals)* book that Jason worked on in 2019. Jason also provided illustrations for the Kungarakany *Tepmi!* colouring book belonging to the above project.

Mooradoop Kathy Mills at the launch of *Mookanoonganuk*, 2020 NT Writers Festival - Darwin, presented by the NT Writers Centre.  
Photo: Tim Nicol



Maningrida and its related languages were another publishing focus this year with the finalisation of five story books, six readers in Wurlaki and Djinang languages, and a wealth of posters for teaching in Burarra, Kuninjku, Kune, Ndjébbana, Na-kara and Wurlaki/Djinang languages. These publications were developed in partnership with the Lúrra Language and Culture Team, Maningrida College. Some of the publications updated and offered multiple language versions for stories first produced in Kuninjku language by the Maningrida Community Education Centre in the early 1990s. The original illustrations by students at Marrkolidjban homeland school were retained for the later publications, adding charm to what the community were happy to receive as professional-looking publications, “looking as luscious as any publication from anywhere ... wonderful validation for members of the language team, a real boost to their confidence and self-belief.” (Carolyn Coleman) A Kuninjku language version of ‘A Year in My Country’ (first published in Kune language in 2019) was also produced as part of this project, with this publication among a few Batchelor Press titles selected for national distribution by the Indigenous Literacy Foundation in 2020/21.

Work also continued towards publications relating to ongoing multi-language projects at Mowanjumb in the East Kimberley and Wadeye, NT (see CALL report). A number of smaller, discrete projects were also initiated including work with Shepherdson College, Galiwin’ku on finalising an illustrated Gälpu language dictionary, printing/distribution for Cross-cultural guide to some animals and plants of South-East Arnhem Land (in partnership with Northern Land Council), a ‘Songlines’ publication with Yarrabah musician/songwriter Barry Cedric (supported by Arts Queensland), and finalising the publication of Moort, A celebration of a traditional and contemporary Aboriginal family system for the Kurongkurl Katitjin, Centre for Indigenous Australian Education and Research at Edith Cowan University.

## PUBLICATIONS

In 2020, Batchelor Institute Press launched a range of language learning and related resources with some titles listed below undergoing the bulk of production in 2020 to be released in 2021.

- › *Moort, A celebration of a traditional and contemporary Aboriginal family system* (2021 release)
- › Gulumerrdjin (Larrakia) resources including *Darwin alphabet* (frieze and flashcards, 2020) and *Gulumerrdjin Larrakia Colouring Book* (2020)
- › Kriol alphabet frieze and flashcards (2020)
- › *Mookanunganuk, Selected Poems* by Kathy Mills (2020)

## MANINGRIDA RESOURCES

- › *Karri-ni kun-red kadberre man-djewk na-kudji* (A Year in My Country, Kuninjku language version) (2020)
- › ‘Mermaid’ publication (Burarra, Kuninjku and Ndjébbana language versions) (2020)
- › ‘Echidna and Turtle’ publication (Burarra, Kuninjku and Ndjébbana language versions) (2020)
- › *Skul Karri-Bimbom* (We Paint the School) (Kuninjku language) (2020)
- › *Miwal ga Djumbuwal, ‘Spirit Woman and Spirit Boy’* (Djinang and Djinang/English versions) (2020)
- › Around 200 teaching posters on a range of subjects for Burarra, Kuninjku, Kune, Ndjébbana, Na-kara and Wurlaki/Djinang languages (2020)
- › Readers in Djinang/Wurlaki languages for subjects: My Mother, My Father, My Family, My Aunt, My Uncle, How do I feel? (2020)



- › The Kuninjku language version of ‘A Year in My Country’, one of several publications developed with the Lúrra Language and Culture Team, Maningrida College, and selected for national distribution in 2020-21 through the Indigenous Literacy Foundation.



## KUNGARAKANY RESOURCES

- › *Tepmil! Kungarakany Colouring and Activity Book* (2021)
- › *Tjurmukok (Colours)* (2021)
- › *Kibulk yenberr? (Numbers)* (2021)
- › *Kurrak Kungarakany (Kungarakany Songbook)* (2021)
- › Readers on the subject of Freshwater foods, Insects, Birds, My Family, Mammals, Reptiles, Snakes, This is Me (2021)
- › Posters on the subject of Body Organs, Body, Colours, Face, Family, Getting started with Kungarakany, Numbers, Opposites, Sky, Time and Times of the day



Below: Kungarakany projects participants worked intergenerationally to produce beautiful language support materials. In this book *Kibulk Yenberr? (How many?)* the illustrations were done by Litjimiymiy Hedio Numidja Stanford with the language completed by her mother Dadawaldt Mia Stanford and her great uncle Mawguerr Brendon Monck.

Above: The Kungarakany language team undertook several field trips to document and learn intergenerationally on-country. In this photo Mawguerr Brendon Monck is teaching about *mubum*, the sand palm (*Livistona humilis*) and its many uses, noting that the berries cannot be eaten by humans. Photo: Dadawaldt Mia Stanford





The Kauri and Chula families beside their sacred site *ku kulerrkurrk Ngugumingki* (Brolga Dreaming creation site) at Da Palma in the Majalinti Valley north-west Northern Territory. The senior Elder in this family was one of the last people to live on her country before foreign occupation. The families travel to their remote sacred site to preserve and maintain them while passing on knowledge to younger generations. The project team also documents the site including mapping, GPS reading, images and stories to register the site with the Indigenous Protection Authority. Photo: Maree Klesch



# Financial Report

## 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 2020.

### MEMBERS

As established under the *Batchelor Institute of Indigenous Tertiary Education Act 1999* Batchelor Institute's Council consists of up to nine members. At the date of signing this report, five of the seven members, including the Chairperson, were Aboriginal and/or Torres Strait Islander. The Chairperson Ms Patricia Anderson AO, along with the 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 the date of this report or as otherwise noted:

- ▶ Ms Patricia Anderson AO (Chairperson) was appointed on 4 February 2019 and continues in office at the date of this report.
- ▶ Mr Russell Taylor AM (Deputy Chairperson) was appointed on 4 February 2019 and continues in office at the date of this report.
- ▶ Professor Steve Larkin was appointed a member on 26 March 2018 and continues in office at the date of this report but is currently on extended leave.
- ▶ Ms Vicki Baylis was a member from 1 February 2018 to 14 February 2020. There were no Council meetings over her membership period in 2020.
- ▶ Mr Liam Fraser was an elected member representing staff from 4 February 2019 to 3 February 2020. There were no Council meetings over his membership period in 2020.
- ▶ Associate Professor Kathryn Gilbey was an elected member representing staff from 9 June 2020 to 8 June 2021.
- ▶ Ms Karen Weston was appointed as a member on 23 March 2020 and continues in office at the date of this report.
- ▶ Ms Lauren Ganley was appointed a member on 4 February 2019 and continues in office at the date of this report.

- ▶ Mr Mick Gooda was appointed a member on 22 November 2019 and continues in office at the date of this report.
- ▶ Ms Jessie Borthwick was appointed a member in her acting CEO capacity from 23 November 2020 to 5 February 2021.
- ▶ Ms Donna Ah Chee was appointed a member on 9 June 2020 and continues in office at the date of this report.
- ▶ Professor Gareth Allison was appointed a member in his acting CEO capacity on 8 February 2021 and continues in office at the date of this report.

### MEETINGS OF MEMBERS DURING 2020 FINANCIAL YEAR

Member's Name	Council Meetings		Finance, Audit and Risk Management Committee	
	A	B	A	B
Ms Patricia Anderson AO	5	6		
Mr Russell Taylor AM	6	6	4	4
Assoc Prof Kathryn Gilbey	4	4		
Ms Donna Ah Chee	3	4		
Ms Lauren Ganley	6	6	1	3
Mr Mick Gooda	5	6		
Professor Steve Larkin	5	6	3	4
Ms Jessie Borthwick	1	1	1	1
Ms Karen Weston	2	5		
Mr Philip Anderson*			4	4
Mr Matthew Kennon*			3	4
Ms Leah Atkinson*			1	1

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 three 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 Indigenous people;
- b) facilitating, encouraging, developing, and improving study and research, particularly in subjects of relevance to Indigenous 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 2020 Batchelor Institute recorded an operating deficit of \$0.2 million (2019: deficit \$2.7 million), an improvement of \$2.5 million compared to 2019.

**Revenue decreased** by \$3 million (9%) in comparison to the previous year mainly due to:

- ▶ Decreases in the following:
  - a) Australian Government funding reduced by \$1.7 million (12%). This is mainly due to decline in Away from Base by \$1.1 million and Office of the Arts Indigenous Broadcasting and Languages by \$0.6 million.
  - b) Consultancy and contracts fees by \$0.9 million (17%) due to lower revenue generated on WETT project \$0.4 million, Defence project \$0.4 million and other ad-hoc projects that were not continued to 2020 \$0.1 million.
  - c) Other revenue and income by \$0.1 million (27%) due to lower insurance rebates.
  - d) Investment income by \$0.1 million (69%) due to lower cash balances during the year and reductions in interest rates.
  - e) Goods and services received free of charge by \$0.2 million (38%) due to fewer transactions processed by the Department of Corporate and Digital Development.

**Expenses decreased** by \$5.5 million (15%) in comparison to previous year mainly due to:

- ▶ Decreases in:
  - a) Employee related expenses by \$4.1 million (17%) as a result of redundancies in 2019 and various vacant positions in 2020;
  - b) Repairs and maintenance by \$0.2 million (57%) due to less wear and tear because of less on campus activities during the year.

- c) Other expenses by \$1 million (10%) due to reduced activities because of less on campus activities and travel restrictions due to COVID-19. Other expenses were lower by \$2.1 million in travel, consumables, motor vehicles, training and study, advertising, non-capitalised equipment, property management, recruitment, rent and leasing and other expenses offset by increased expenses of \$1.1 million in Communication and Utilities, Contracted services, scholarships grants and prizes, and insurance.
- d) Goods and services received free of charge by \$0.2 million (38%) due to fewer transactions processed by the Department of Corporate and Digital Development.

The overall cash position of Batchelor Institute decreased by \$0.8 million (11%) between the years mainly due to payments of 2019 related redundancies in 2020 and lower revenue receipts from Commonwealth Government.

### ASSET PURCHASES AND CAPITAL WORKS

During 2020, Batchelor Institute completed major capital works amounting to \$0.4 million and had major capital works in progress amounting to \$0.4 million for the refurbishment of campus ceilings and roofing, upgrading the fire alarm equipment, upgrading of student kitchen and equipment, upgrading the air conditioners, flood mitigation and various emergency works.

### IMPACT OF COVID-19 ON ONGOING OPERATIONS

First reported to the World Health Organisation as an unknown virus in late December 2019, the COVID-19 pandemic has and continued to cause great uncertainty for the global economy throughout 2020 and 2021. Whilst the initial effects were being felt mostly by the travel industry and international education providers, the impact was wider and created significant uncertainty for supply chains and the global economy. The uncertainty created risks that entities may not have encountered before. This required Batchelor Institute to assess whether and how they are affected, and the impact on their ongoing operations.

In 2020 and 2021, the Australian Federal and State or Territory Governments COVID-19 responses have better positioned the country to effectively manage the spread of the virus. These include social distancing, contact tracing, travel restrictions and quarantine measures. The COVID-19 vaccine roll-out will strengthen current strategies and reduce risks of transmission to wider community.



**IMPACT OF COVID-19 ON ONGOING OPERATIONS  
(CONTINUED)**

In the Northern Territory, low community transmission and minimal lockdowns has allowed Batchelor Institute to deliver face to face trainings on its various campuses and to regional and remote communities. Management monitors and evaluates the Chief Health Officer's COVID-19 advice to ensure that the risk assessment plan is implemented.

Batchelor Institute has continued to work closely with its students, industry groups, Commonwealth and Territory governments and other stakeholders to ensure impacts of COVID-19 are mitigated and minimised. Based on negotiations and discussions with the Commonwealth and Territory governments who provide the core Batchelor Institute funding and other customers and performing cash flow forecasting, Batchelor Institute's assessment has concluded that

1. There is no material financial impact on the 2020 Annual Financial Statements due to COVID-19; and
2. Batchelor Institute is a going concern and that 2020 Annual Financial Statements should be prepared as such and COVID-19 will not materially impact its ongoing operations.

**LIKELY DEVELOPMENTS AND EXPECTED RESULTS  
OF OPERATIONS**

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

**PROCEEDINGS ON BEHALF OF  
BATCHELOR INSTITUTE**

There are two legal proceedings ongoing against the Institute as at the date of sign of this report that are not material.

This report is made in accordance with a resolution of the members of the Council.



Ms Patricia Anderson AO  
Chair of Council  
Batchelor Institute of Indigenous Tertiary Education  
30th day of July 2021

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The financial report was authorised for issue by the members on 30 July 2021.  
The Batchelor Institute of Indigenous Tertiary Education has the power to amend  
and reissue the financial report.

## STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2020

	Note	Economic Entity	
		2020 \$'000	2019 \$'000
<b>Revenue and income from continuing operations</b>			
Australian Government financial assistance			
Australian Government grants	3.1	11,905	13,603
State and local government financial assistance			
Northern Territory Government grants	3.2	13,865	13,861
Fees and charges	3.3	615	594
Consultancy and contracts fees	3.4	4,156	5,029
Other revenue and income	3.5	334	459
Investment income	4	43	138
Goods and services received free of charge	5	317	511
Gains on disposal of assets		4	38
<b>Total income from continuing operations</b>		<b>31,239</b>	<b>34,233</b>
<b>Expenses from continuing operations</b>			
Employee related expenses	6	20,300	24,471
Depreciation and amortisation	7	2,197	2,190
Repairs and maintenance	8	119	286
Borrowing costs	9	15	23
Impairment of assets	10	20	33
Goods and services received free of charge	5	317	511
Other expenses	11	8,485	9,451
<b>Total expenses from continuing operations</b>		<b>31,453</b>	<b>36,965</b>
<b>Net result for the year</b>		<b>(214)</b>	<b>(2,732)</b>
Items that will be reclassified to profit or loss		-	-
Items that will not be reclassified to profit or loss		-	-
<b>Total other comprehensive income</b>		<b>-</b>	<b>-</b>
<b>Comprehensive result</b>		<b>(214)</b>	<b>(2,732)</b>

The above Statement of Comprehensive Income should be read in conjunction with the accompanying notes.



## STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2020

	Note	Economic Entity	
		2020 \$'000	2019 \$'000
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	12	6,615	7,448
Receivables and contract assets	13	1,409	2,146
Other assets	14	596	462
<b>Total current assets</b>		<b>8,620</b>	<b>10,056</b>
<b>Non-current assets</b>			
Property, plant and equipment	15	30,117	31,139
Intangible assets	16	-	15
<b>Total non-current assets</b>		<b>30,117</b>	<b>31,154</b>
<b>Total assets</b>		<b>38,737</b>	<b>41,210</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Trade and other payables	17	1,561	2,764
Lease liabilities	18	424	448
Provisions	19	3,874	3,651
Contract and other liabilities	20	1,630	3,071
<b>Total current liabilities</b>		<b>7,489</b>	<b>9,934</b>
<b>Non-current liabilities</b>			
Lease liabilities	18	547	361
<b>Total non-current liabilities</b>		<b>547</b>	<b>361</b>
<b>Total liabilities</b>		<b>8,036</b>	<b>10,295</b>
<b>Net assets</b>		<b>30,701</b>	<b>30,915</b>
<b>Equity</b>			
Reserves	21	30,741	30,741
Retained surplus / (Accumulated deficit)	21	(40)	174
<b>Total equity</b>		<b>30,701</b>	<b>30,915</b>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

## STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2020

	Note	Economic Entity		
		\$'000 Reserves	\$'000 Retained surplus / (Accumulated deficit)	\$'000 Total
<b>Balance at 1 January 2020</b>		<b>30,741</b>	<b>174</b>	<b>30,915</b>
Net result for the year		-	(214)	(214)
<b>Balance at 31 December 2020</b>	21	<b>30,741</b>	<b>(40)</b>	<b>30,701</b>
<b>Balance at 1 January 2019</b>		<b>30,741</b>	<b>2,906</b>	<b>33,647</b>
Net result for the year		-	(2,732)	(2,732)
<b>Balance at 31 December 2019</b>	21	<b>30,741</b>	<b>174</b>	<b>30,915</b>

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

## STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2020

	Note	Economic Entity	
		2020 \$'000	2019 \$'000
<b>Cash flows from operating activities</b>			
Australian Government Grants		12,336	13,409
State Government Grants		12,434	11,984
Receipts from student fees and other customers		5,357	6,141
Interest received		55	138
Payments to suppliers and employees		(29,995)	(33,024)
Interest and other costs of finance		(15)	(23)
GST receipts/(payments)		12	33
Short-term lease payments		(1)	(78)
Lease payments for leases of low-value assets		(7)	(7)
<b>Net cash provided by / (used in) operating activities</b>	30	<b>176</b>	<b>(1,427)</b>
<b>Cash flows from investing activities</b>			
Proceeds from sale of property, plant and equipment		4	38
Payments for property, plant and equipment		(512)	(713)
<b>Net cash used in investing activities</b>		<b>(508)</b>	<b>(675)</b>
<b>Cash flows from financing activities</b>			
Repayment of lease liabilities		(501)	(518)
Receipts of lease receivables		-	2
<b>Net cash used in financing activities</b>		<b>(501)</b>	<b>(516)</b>
<b>Net increase / (decrease) in cash and cash equivalents</b>		<b>(833)</b>	<b>(2,618)</b>
Cash and cash equivalents at the beginning of the financial year		7,448	10,066
<b>Cash and cash equivalents at the end of the financial year</b>	12	<b>6,615</b>	<b>7,448</b>

The above Statement of Cash Flows should be read in conjunction with the accompanying notes.



## NOTES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

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## 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Batchelor College was established as a Body Corporate on 1 July 1989 under Section 41 of the *Education Act 2004*. On 1 April 1995 the College became an Agency under the *Financial Management Act 1995* and the *Public Sector Employment and Management Act 1993*. On 1 July 1999 the *Batchelor Institute of Indigenous Tertiary Education Act 1999* (the Act) came into operation and the Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) was established. The functions of the Institute are detailed in Part 2 Section 7 of the Act. A review of the Act was completed during 2016 and the amended Act was passed by Parliament in April 2017.

Batchelor Institute is a multi-campus, dual-sector institution, providing both Higher Education and Vocational Education and Training courses. The principal address of Batchelor Institute is Awilla Road, Batchelor, Northern Territory, 0845.

The principal accounting policies adopted in the preparation of these financial statements are set out below. These policies have been consistently applied to all the years reported unless otherwise stated.

### (a) BASIS OF PREPARATION

Section 46 of the *Batchelor Institute of Indigenous Tertiary Education Act 1999* requires the Chief Executive Officer, at the end of each financial year, to prepare and have audited, financial statements in respect of the financial year.

As per AASB 1054 *Australian Additional Disclosures*, the annual financial statements represent the audited general purpose financial statements of Batchelor Institute. They have been prepared on an accrual basis and comply with the Australian Accounting Standards (AAS) and other authoritative pronouncements of the Australian Accounting Standards Board.

Batchelor Institute applies Tier 1 reporting requirements.

Additionally, the statements have been prepared in accordance with the requirements of *Australian Charities and Not-for-profits Commission Act 2012* and the *Higher Education Support Act 2003* (Financial Statement Guidelines for Australian Higher Education Providers for the 2019 reporting period as issued by the Australian Government Department of Education and Training (DET)).

### Going Concern

The financial statements have been prepared on a going concern basis which contemplates continuity of normal business activities and the realisation of assets and settlement of liabilities in the ordinary course of business. During the year the Institute recorded a loss of \$214,000 (2019: \$2.732 million loss).

Cash at bank balance as at 10 June 2021 is \$10.927 million, a cash forecast has been prepared for the period to 30 June 2022 such that the Council believe that it is appropriate to prepare the financial statements on a going concern basis.

Refer also to Note 28 which outlines the economic dependency based on continued funding and support of the Australian and Northern Territory Governments.

### Date of authorisation for issue

The financial statements were authorised for issue by the Council members of Batchelor Institute on the same date the Financial Report has been signed by the Council members.

### Historical cost convention

These financial statements have been prepared under the historical cost convention, except certain classes of property, plant and equipment that have been measured at fair value through other comprehensive income.

### Critical accounting estimates

The preparation of financial statements in conformity with the AAS requires the use of certain critical accounting estimates. It also requires management to exercise its judgement in the process of applying the Batchelor Institute's accounting policies. The estimates and underlying assumptions are reviewed on an ongoing basis. The areas involving a higher degree of judgement or complexity, or areas where assumptions and estimates are significant to the financial statements, are disclosed below.

The Council evaluate estimates and judgments incorporated into the financial statements based on historical knowledge and the best available current information. Estimates assume a reasonable expectation of future events and are based on current trends and economic data obtained both externally and within Batchelor Institute. No accounting assumptions or estimates have been identified that have a significant risk of causing a material adjustment to carrying amounts of assets and liabilities within the next financial year.

## 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

### (b) INCOME TAX

Batchelor Institute does not provide for Australian income tax as it is exempt under the provisions of Division 50 of the *Income Tax Assessment Act 1997* (ITAA).

### (c) ROUNDING

Unless otherwise indicated, all amounts have been rounded off to the nearest thousand dollars.

### (d) GOODS AND SERVICES TAX (GST)

Revenues, expenses and assets are recognised net of the amount of associated GST, unless the GST incurred is not recoverable from the taxation authority. In this case, it is recognised as part of the cost acquisition of the asset or as part of the expense.

Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the taxation authority is included with other receivables or payables in the statement of financial position.

Cash flows are presented on a gross basis. The GST components of cash flows arising from investing or financing activities which are recoverable from, or payable to the taxation authority, are presented as operating cash flows.

### (e) COMPARATIVE AMOUNTS

Where necessary, comparative information has been reclassified to enhance comparability in respect of changes in presentation adopted in the current financial year.

### (f) NEW ACCOUNTING STANDARDS AND INTERPRETATIONS

Certain new accounting standards and interpretations have been published that are not mandatory for 31 December 2020 reporting periods. Batchelor Institute has elected not to early adopt any of the standards. Batchelor Institute is assessing the potential impact on its financial statements resulting from the application of the following new standards and interpretations. The impact of these new standards on Batchelor Institute will not be material.

Standard/ Amendment		Application date
AASB 2020-1	Amendments to Australian Accounting Standards – Classification of Liabilities as Current or Non-current and Amendments to Australian Accounting and	1 January 2023
AASB 2020-6	Amendments to Australian Accounting Standards – Classification of Liabilities as Current or Non-current – Deferral of Effective Date	
AASB 2020-3	Amendments to Australian Accounting Standards – Annual Improvements 2018–2020 and Other Amendments	1 January 2022
AASB 2020-4	Amendments to Australian Accounting Standards – Covid-19-Related Rent Concessions	1 January 2021
AASB 2020-8	Amendments to Australian Accounting Standards – Interest Rate Benchmark Reform	1 January 2022
AASB 2017-5	Amendments to Australian Accounting Standards – Effective Date of Amendments to AASB 10 and AASB 128	1 January 2022



# 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

## (f) NEW ACCOUNTING STANDARDS AND INTERPRETATIONS (CONTINUED)

Batchelor Institute has adopted AASB 1059 *Service Concession Arrangements: Grantor*. The standard addresses the accounting for a service concession arrangement by a grantor that is a public sector entity.

The standard applies to annual reporting periods beginning on or after 1 January 2020. The adoption of new standard has no material impact on Batchelor Institute.

## (g) INITIAL APPLICATION OF AUSTRALIAN ACCOUNTING STANDARD AND INTERPRETATIONS

The nature and effect of the changes as a result of the adoption of this new accounting standard on Batchelor Institute is not material.

The following interpretations and amending standards have also been adopted:

<b>Interpretation/ Amendment</b>	<b>Implication</b>
AASB 2018-6    Amendments to Australian Accounting Standards: Definition of a Business	No material impact
AASB 2019-3    Amendments to Australian Accounting Standards - Interest Rate Benchmark Reform	No material impact
AASB 2018-7    Amendments to Australian Accounting Standards - Definition of Material	No material impact

## 2 DISAGGREGATED INFORMATION

## (A) INDUSTRY - DUAL SECTOR PROVIDERS (ECONOMIC ENTITY)

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2020	Note	Higher Education	VET	Total Economic Entity	Higher Education	VET	Total Economic Entity
		2020 \$'000	2020 \$'000	2020 \$'000	2019 \$'000	2019 \$'000	2019 \$'000
					<i>Restated</i>	<i>Restated</i>	
<b>Income from continuing operations</b>							
Australian Government financial assistance	3.1	4,389	7,516	11,905	5,994	7,609	13,603
State and local government financial assistance	3.2	-	13,865	13,865	52	13,809	13,861
Fees and charges	3.3	87	528	615	114	480	594
Consultancy and contracts fees	3.4	2,098	2,058	4,156	2,136	2,893	5,029
Other revenue and income	3.5	237	97	334	274	185	459
Investment income	4	15	28	43	52	86	138
Goods and services received free of charge	5	108	209	317	194	317	511
Gains on disposal of assets		1	3	4	14	24	38
<b>Total income from continuing operations</b>		<b>6,935</b>	<b>24,304</b>	<b>31,239</b>	<b>8,830</b>	<b>25,403</b>	<b>34,233</b>
<b>Expenses from continuing operations</b>							
Employee related expenses	6	6,699	13,601	20,300	9,299	15,172	24,471
Depreciation and amortisation	7	725	1,472	2,197	832	1,358	2,190
Repairs and maintenance	8	39	80	119	109	177	286
Borrowing costs	9	5	10	15	9	14	23
Impairment of assets	10	7	13	20	13	20	33
Goods and services received free of charge	5	105	212	317	194	317	511
Other expenses	11	2,800	5,685	8,485	3,591	5,860	9,451
<b>Total expenses from continuing operations</b>		<b>10,380</b>	<b>21,073</b>	<b>31,453</b>	<b>14,047</b>	<b>22,918</b>	<b>36,965</b>
<b>Net result for the year</b>		<b>(3,445)</b>	<b>3,231</b>	<b>(214)</b>	<b>(5,217)</b>	<b>2,485</b>	<b>(2,732)</b>
Items that will be reclassified to profit or loss		-	-	-	-	-	-
Items that will not be reclassified to profit or loss		-	-	-	-	-	-
<b>Total other comprehensive income</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Comprehensive result</b>		<b>(3,445)</b>	<b>3,231</b>	<b>(214)</b>	<b>(5,217)</b>	<b>2,485</b>	<b>(2,732)</b>

Operating revenues and expenses for Higher Education and Vocational Education and Training (VET) have been determined by identifying specific revenues and expenses for each sector and apportioning the remainder relative to direct costs of course delivery. The National Institute funding has been apportioned based on the direct costs of course delivery (Higher Education 33% : VET 67%).

As per the Northern Territory Government advice, grants received from Department of Industry, Tourism and Trade are assigned to VET sector only. The direct costs of course delivery percentage split for Higher education and VET are recalculated for 2019 and the figures are restated accordingly. The figures are restated in line with the new direct cost of delivery percentage split (Higher Education 38%: VET 62%).

## 2 DISAGGREGATED INFORMATION (CONTINUED)

### (A) INDUSTRY - DUAL SECTOR PROVIDERS (ECONOMIC ENTITY) (CONTINUED)

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2020	Note	Higher Education	VET	Total Economic Entity	Higher Education	VET	Total Economic Entity
		2020 \$'000	2020 \$'000	2020 \$'000	2019 \$'000	2019 \$'000	2019 \$'000
					<i>Restated</i>	<i>Restated</i>	
Assets							
<b>Current assets</b>							
Cash and cash equivalents	12	(4,906)	11,521	6,615	(2,234)	9,682	7,448
Receivables and contract assets	13	572	837	1,409	815	1,331	2,146
Other assets	14	220	376	596	176	286	462
<b>Total current assets</b>		<b>(4,114)</b>	<b>12,734</b>	<b>8,620</b>	<b>(1,243)</b>	<b>11,299</b>	<b>10,056</b>
<b>Non-current assets</b>							
Property, plant and equipment	15	6,145	23,972	30,117	6,482	24,657	31,139
Intangible assets	16	1	(1)	-	6	9	15
<b>Total non-current assets</b>		<b>6,146</b>	<b>23,971</b>	<b>30,117</b>	<b>6,488</b>	<b>24,666</b>	<b>31,154</b>
<b>Total assets</b>		<b>2,032</b>	<b>36,705</b>	<b>38,737</b>	<b>5,245</b>	<b>35,965</b>	<b>41,210</b>
Liabilities							
<b>Current liabilities</b>							
Trade and other payables	17	653	908	1,561	1,050	1,714	2,764
Lease liabilities	18	162	262	424	170	278	448
Provisions	19	1,416	2,458	3,874	1,199	2,452	3,651
Contract and other liabilities	20	1,233	397	1,630	874	2,197	3,071
<b>Total current liabilities</b>		<b>3,464</b>	<b>4,025</b>	<b>7,489</b>	<b>3,293</b>	<b>6,641</b>	<b>9,934</b>
<b>Non-current liabilities</b>							
Lease liabilities	18	198	349	547	137	224	361
<b>Total non-current liabilities</b>		<b>198</b>	<b>349</b>	<b>547</b>	<b>137</b>	<b>224</b>	<b>361</b>
<b>Total liabilities</b>		<b>3,662</b>	<b>4,374</b>	<b>8,036</b>	<b>3,430</b>	<b>6,865</b>	<b>10,295</b>
<b>Net assets</b>		<b>(1,630)</b>	<b>32,331</b>	<b>30,701</b>	<b>1,815</b>	<b>29,100</b>	<b>30,915</b>
Equity							
Reserves	21	6,455	24,286	30,741	6,455	24,286	30,741
Retained surplus / (Accumulated deficit)	21	(8,085)	8,045	(40)	(4,640)	4,814	174
<b>Total equity</b>		<b>(1,630)</b>	<b>32,331</b>	<b>30,701</b>	<b>1,815</b>	<b>29,100</b>	<b>30,915</b>



**2 DISAGGREGATED INFORMATION (CONTINUED)**

(A) INDUSTRY - DUAL SECTOR PROVIDERS (ECONOMIC ENTITY) (CONTINUED)

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2020								
	Note	Higher Education			VET			Total Economic Entity
		Reserves \$'000	Retained Surplus \$'000	Total \$'000	Reserves \$'000	Retained Surplus \$'000	Total \$'000	Total Economic Entity \$'000
<b>Balance at 1 January 2020</b>		<b>6,455</b>	<b>(4,640)</b>	<b>1,815</b>	<b>24,286</b>	<b>4,814</b>	<b>29,100</b>	<b>30,915</b>
Net result for the year		-	(3,445)	<b>(3,445)</b>	-	3,231	<b>3,231</b>	<b>(214)</b>
<b>Balance at 31 December 2020</b>	21	<b>6,455</b>	<b>(8,085)</b>	<b>(1,630)</b>	<b>24,286</b>	<b>8,045</b>	<b>32,331</b>	<b>30,701</b>
		<i>Restated</i>	<i>Restated</i>	<i>Restated</i>	<i>Restated</i>	<i>Restated</i>	<i>Restated</i>	
<b>Balance at 1 January 2019</b>		<b>6,455</b>	<b>577</b>	<b>7,032</b>	<b>24,286</b>	<b>2,329</b>	<b>26,615</b>	<b>33,647</b>
Net result		-	(5,217)	<b>(5,217)</b>	-	2,485	<b>2,485</b>	<b>(2,732)</b>
<b>Balance at 31 December 2019</b>	21	<b>6,455</b>	<b>(4,640)</b>	<b>1,815</b>	<b>24,286</b>	<b>4,814</b>	<b>29,100</b>	<b>30,915</b>

## 2 DISAGGREGATED INFORMATION (CONTINUED)

### (A) INDUSTRY - DUAL SECTOR PROVIDERS (ECONOMIC ENTITY) (CONTINUED)

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2020		Note	Higher Education		Total Economic Entity	Higher Education		Total Economic Entity
			VET	VET	VET	VET	VET	
			2020	2020	2020	2019	2019	2019
			\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Cash Flows from Operating Activities</b>						<i>Restated</i>	<i>Restated</i>	
			4,820	7,516	12,336	5,885	7,524	13,409
			-	12,434	12,434	32	11,952	11,984
			2,044	3,313	5,357	2,303	3,838	6,141
			18	37	55	52	86	138
			(9,387)	(20,608)	(29,995)	(12,871)	(20,153)	(33,024)
			(5)	(10)	(15)	(9)	(14)	(23)
			4	8	12	13	20	33
			-	(1)	(1)	(30)	(48)	(78)
			(2)	(5)	(7)	(3)	(4)	(7)
<b>Net cash provided by / (used in) operating activities</b>	30		<b>(2,508)</b>	<b>2,684</b>	<b>176</b>	<b>(4,628)</b>	<b>3,201</b>	<b>(1,427)</b>
<b>Cash flows from investing activities</b>								
			1	3	4	14	24	38
			-	(512)	(512)	-	(713)	(713)
<b>Net cash used in investing activities</b>			<b>1</b>	<b>(509)</b>	<b>(508)</b>	<b>14</b>	<b>(689)</b>	<b>(675)</b>
<b>Cash flows from investing activities</b>								
			(165)	(336)	(501)	(197)	(321)	(518)
			-	-	-	1	1	2
<b>Net cash used in financing activities</b>			<b>(165)</b>	<b>(336)</b>	<b>(501)</b>	<b>(196)</b>	<b>(320)</b>	<b>(516)</b>
<b>Net increase / (decrease) in cash and cash equivalents</b>								
			<b>(2,672)</b>	<b>1,839</b>	<b>(833)</b>	<b>(4,810)</b>	<b>2,192</b>	<b>(2,618)</b>
			(2,234)	9,682	7,448	2,576	7,490	10,066
<b>Cash and cash equivalents at the end of the financial year</b>	12		<b>(4,906)</b>	<b>11,521</b>	<b>6,615</b>	<b>(2,234)</b>	<b>9,682</b>	<b>7,448</b>

	Economic Entity		
	Note	2020 \$'000	2019 \$'000

### 3 REVENUE AND INCOME

#### 3.1 AUSTRALIAN GOVERNMENT FINANCIAL ASSISTANCE INCLUDING HECS-HELP AND OTHER AUSTRALIAN GOVERNMENT LOAN PROGRAMS

<b>(a) Commonwealth Grant Scheme and Other Grants</b>	34 (a)		
National Institutes Funding		7,636	7,502
Promotion of Excellence in Learning and Teaching		-	15
Indigenous Student Success Program		223	284
<b>Total Commonwealth Grant Scheme and Other Grants</b>		<b>7,859</b>	<b>7,801</b>
<b>(b) EDUCATION Research</b>	34 (b)		
Research Training Program		75	127
Research Support Program		41	80
<b>Total EDUCATION Research Grants</b>		<b>116</b>	<b>207</b>
<b>(c) Other Australian Government financial assistance</b>			
Non-capital			
Indigenous Education Agreement - Away From Base		3,664	4,756
Office of the Arts Indigenous Broadcasting and Languages		178	824
Other project funding		88	15
Total Non-capital		3,930	5,595
<b>Total other Australian Government financial assistance</b>		<b>3,930</b>	<b>5,595</b>
<b>Total Australian Government financial assistance (a+b+c)</b>		<b>11,905</b>	<b>13,603</b>



Economic Entity

Note	2020 \$'000	2019 \$'000
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### 3 REVENUE AND INCOME (CONTINUED)

#### 3.2 STATE AND LOCAL GOVERNMENT FINANCIAL ASSISTANCE NORTHERN TERRITORY GOVERNMENT GRANTS

	2020 \$'000	2019 \$'000
<b>Non-Capital</b>		
General Purpose	10,550	9,751
<b>Total General Purpose</b>	<b>10,550</b>	<b>9,751</b>
<b>Specific Purpose</b>		
Department of Industry, Tourism and Trade		
Supplementary Recurrent Assistance	795	1,101
Indigenous Tutorial Assistance Scheme (VET)	164	199
Vocational Education and Training Equipment Grant	181	134
Department of Education		
Vocational Education and Training in Schools	72	22
Department of the Attorney-General and Justice	1,583	1,937
Other Revenue	-	51
<b>Total Specific Purpose</b>	<b>2,795</b>	<b>3,444</b>
<b>Total Non-capital</b>	<b>13,345</b>	<b>13,195</b>
<b>Capital</b>		
Department of Industry, Tourism and Trade		
Major Capital Works	520	581
Department of Infrastructure, Planning and Logistics		
Major Capital Works Regional Economic Infrastructure Funding	-	85
<b>Total capital</b>	<b>520</b>	<b>666</b>
<b>Total Northern Territory Government financial assistance</b>	<b>13,865</b>	<b>13,861</b>

	Economic Entity	
	2020 \$'000	2019 \$'000

### 3 REVENUE AND INCOME (CONTINUED)

#### 3.3 FEES AND CHARGES

<b>Course fees and charges</b>		
Other domestic course fees and charges	366	293
<b>Total course fees and charges</b>	<b>366</b>	<b>293</b>
<b>Other non-course fees and charges</b>		
Student Services and Amenities Fees from students:		
Rental charges	119	96
Facility hire	58	137
Other	72	68
<b>Total other fees and charges</b>	<b>249</b>	<b>301</b>
<b>Total fees and charges</b>	<b>615</b>	<b>594</b>

#### 3.4 CONSULTANCY AND CONTRACT FEES

Consultancy	2,392	3,272
ACIKE - Charles Darwin University <sup>(a)</sup>	1,764	1,757
<b>Total consultancy and contract fees</b>	<b>4,156</b>	<b>5,029</b>

<sup>(a)</sup> Includes the basic CGS grant amount and CGS - Regional Loading and HECS

#### 3.5 OTHER REVENUE AND INCOME

<b>Other revenue</b>		
Donations and bequests	128	109
Scholarships and prizes	2	2
Non-government grants	-	3
<b>Total other revenue</b>	<b>130</b>	<b>114</b>
<b>Other income</b>		
Merchandise and meal sales	88	64
Insurance rebates and other revenue	116	281
<b>Total other income</b>	<b>204</b>	<b>345</b>
<b>Total other revenue and income</b>	<b>334</b>	<b>459</b>

## 3 REVENUE AND INCOME (CONTINUED)

### 3.6 REVENUE AND INCOME FROM CONTINUING OPERATIONS

#### BASIS FOR DISAGGREGATION

##### Sources of funding:

**Grants** - Batchelor Institute receives funds from Australian Government as well as State Government to assist with education programs across a wide range of disciplines, and at different education qualification levels. Apart from the income received from Federal and State Government, Batchelor Institute also receives funds and fees from private organisations or individuals that are used for the different programs led by Batchelor Institute or correspond to the education services provided by Batchelor Institute.

**Revenue and income streams:** the streams are distinguishing the different activities performed by Batchelor Institute as well as acknowledge the different type of users of the programs and services provided:

- i. **Course fees and charges:** Batchelor Institute has domestic students enrolled in a variety of programs for different qualification levels (from certificates to doctoral degrees). The number of domestic students is affected by national economic factors as interest rates or unemployment.
- ii. **Research:** Batchelor Institute performs research activities in different fields such as health, engineering, education and science. Batchelor Institute enters into many different types of research agreements with different counterparties, such as with private sector customers and Government agencies that award research grants. Each grant agreement needs to be assessed as to whether it is an enforceable arrangement and contains sufficiently specific promises to transfer outputs from the research to the customer (or at the direction of the customer). Judgement is required in making this assessment. Batchelor Institute has concluded that some research agreements represent a contract with a customer whereas other research grants are recognised as income as per AASB 1058 Income of not-for-profit entities. Revenue is recognised either as milestones are achieved or over time.
- iii. **Non-course fees and charges:** these correspond to the complementary services provided by Batchelor Institute such as meals and accommodation.



**3 REVENUE AND INCOME (CONTINUED)****3.6 REVENUE AND INCOME FROM CONTINUED OPERATIONS (CONTINUED)****a) DISAGGREGATION**

Batchelor Institute derives revenue and income from:

	Economic Entity					Total \$'000
	Student fees \$'000	Australian Government financial assistance \$'000	State and Local Government financial and contracts assistance \$'000	Consultancy and contracts \$'000	Others* \$'000*	
<b>Revenue and Income Streams</b>						
<b>Course fees and charges</b>						
Domestic students - VET	364	-	-	-	-	364
Domestic students - Higher Education	2	-	-	-	-	2
<b>Total course fees and charges</b>	<b>366</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>366</b>
<b>Research</b>						
Research income	-	116	-	-	-	116
<b>Total research</b>	<b>-</b>	<b>116</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>116</b>
<b>Grants</b>						
Other government grants	-	88	-	-	-	88
Recurrent government grants	-	11,701	13,345	1,764	-	26,810
<b>Total grants</b>	<b>-</b>	<b>11,789</b>	<b>13,345</b>	<b>1,764</b>	<b>-</b>	<b>26,898</b>
<b>Non-course fees and charges</b>						
Use of facilities charges*	177	-	-	-	88	265
Other	72	-	-	2,392	246	2,710
<b>Total non-course fees and charges</b>	<b>249</b>	<b>-</b>	<b>-</b>	<b>2,392</b>	<b>334</b>	<b>2,975</b>
<b>Capital Grants</b>						
Capital Government grants	-	-	520	-	-	520
<b>Total Capital Government grants</b>	<b>-</b>	<b>-</b>	<b>520</b>	<b>-</b>	<b>-</b>	<b>520</b>
<b>Total</b>	<b>615</b>	<b>11,905</b>	<b>13,865</b>	<b>4,156</b>	<b>334</b>	<b>30,875</b>
<b>Revenue</b>						
Total revenue from contracts with customers	615	3,929	11,050	2,392	205	18,191
Total income of not-for-profit	-	7,976	2,815	1,764	129	12,684
<b>Total</b>	<b>615</b>	<b>11,905</b>	<b>13,865</b>	<b>4,156</b>	<b>334</b>	<b>30,875</b>

\* This does not include lease income in scope of AASB 16 disclosed in Note 15

\*\* Excludes interest income which is separately disclosed in Note 4

## 3 REVENUE AND INCOME (CONTINUED)

### 3.6 REVENUE AND INCOME FROM CONTINUING OPERATIONS (CONTINUED)

#### REVENUE FROM CONTRACTS WITH CUSTOMERS

##### b) ACCOUNTING POLICIES AND SIGNIFICANT ACCOUNTING JUDGEMENTS AND ESTIMATES

Batchelor Institute uses the following 5 step approach to determine the appropriate basis for recognising revenue:

- i) identify a contract with a customer
- ii) identify the performance obligation within the contract
- iii) determine contract price
- iv) allocate the transaction price against the performance obligations
- v) recognise revenue as and when performance obligations are satisfied. This may give rise to the recognition of revenue:
  - over time, in a manner that best reflects Batchelor Institute's performance, or
  - at a point in time, when control of the goods or services is transferred to the customer.

##### • **Course fees and charges**

The course fees and charges revenue relate to VET and Higher Education programs. Tuition fees for degree courses are charged to students by academic term. Income is recognised over time as and when the course is delivered to students over the academic term or over the time of the course.

When the course fees have been paid in advance, Batchelor Institute recognises a liability until the courses are delivered. Batchelor Institute has obligation to return the funds if a student withdraws before census date.

##### • **Research**

Revenue recognition for research funding is dependent upon the source of the funding and the nature of the transaction.

The following specific research revenue recognition criteria have been applied:

- Funding received from the Department of Education - received funding in relation to the Research Training Program ("RTP") and Research Support Program ("RSP") based on prior year factors like number of Higher Degree Research students, Competitive Grant Income, etc. Batchelor Institute expenses these funds on research projects. At the end of the year, if any money is left over then Batchelor Institute records this amount as an unexpended grant and reports to the funding body.
- Funding received from non-government entities will depend on each individual contract agreement. Every agreement is reviewed to determine the relevant revenue recognition standard as every agreement contains different performance obligations.

##### • **Non-course fees and charges**

Non-course fees and charges revenue relates to student services and amenities fees which are recognised once services are delivered.

##### • **Other**

Other revenue that is within the scope of AASB 15 mainly relates to non-government grants and this revenue has been recognised in the Statement of Comprehensive Income once performance conditions have been met. Revenue from the sale of minor assets is recognised when the entity has passed control to the buyer.

### 3 REVENUE AND INCOME (CONTINUED)

#### 3.6 REVENUE AND INCOME FROM CONTINUING OPERATIONS (CONTINUED)

##### c) UNSATISFIED PERFORMANCE OBLIGATIONS

Remaining performance obligations represent services Batchelor Institute has promised to provide to customers under the service agreements which are satisfied as the services are provided over the contract term. In determining the transaction price allocated to the remaining performance obligations in Batchelor Institute's contracts with customers, the milestones as per the agreements are assessed and valued in relation to the agreement amount. For customer contracts with terms of one year or less, or where revenue is recognised using the 'right to invoice' method of recognising revenue, as permitted under AASB 15, disclosures are not required in relation to the transaction price allocated to these unsatisfied performance obligations. Further, the amounts disclosed below do not include variable consideration which has been constrained.

These unsatisfied performance obligations are expected to be satisfied within the following periods:

	Economic Entity	
	Within 1 year \$'000	Total \$'000
<b>Contract Liabilities</b>	1,630	1,630

##### d) ASSETS AND LIABILITIES RELATED TO CONTRACTS WITH CUSTOMERS

The following assets and liabilities related to contracts with customers:

	Note	Economic Entity 2020	
		Closing balance \$'000	Opening balance \$'000
<b>Receivables and Contract assets</b>			
Receivables and Contract assets - current	13	1,409	2,146
		1,409	2,146
<b>Unspent financial assistance</b>			
Contract liabilities - current	20	1,630	3,071
		1,630	3,071

Revenue recognised in the reporting period that was included in the contract liability balance at the beginning of the period was \$ 2.304 million.

##### Contract assets

The contract assets are associated with income from contracts.

The impairment associated with the contract assets is disclosed in Note 13, Receivables and contract assets.

A contract asset is Batchelor Institute's right to consideration in exchange for goods or services that has been transferred to a customer. A receivable is Batchelor Institute's right to consideration that is unconditional. A right to consideration is unconditional if only the passage of time is required before payment of that consideration is due.

##### Contract liabilities

The contract liabilities are related to unearned revenue from contracts.



## 3 REVENUE AND INCOME (CONTINUED)

### 3.6 REVENUE AND INCOME FROM CONTINUING OPERATIONS (CONTINUED)

#### d) ASSETS AND LIABILITIES RELATED TO CONTRACTS WITH CUSTOMERS (CONTINUED)

##### Accounting policy

While an unearned revenue is Batchelor Institute's right to consideration that is conditional, a contract liability is Batchelor Institute's right to consideration in exchange for goods or services that Batchelor Institute has not transferred to the customer or performance conditions have not been met.

Contract liabilities differ from the amounts disclosed in the Note 17, Trade and other payables. The contract liabilities are arising from the unearned revenue from contract performance conditions that are not yet met or completed.

#### e) INCOME OF NOT-FOR-PROFIT

##### Accounting policies and significant accounting judgements and estimates

##### Grants (other than capital grants)

When grant revenue is received whereby the institute incurs an enforceable, sufficiently specific obligation to deliver economic value directly back to the contributor this grant revenue is recognised in the statement of financial position as a liability until the service has been delivered to the contributor, otherwise the grant is recognised as income on receipt.

##### Donations and Bequests

Revenue in the form of donations and bequests is brought to account when received or over the time as the funds are spent on purpose specified under donations and bequests contracts.

##### Other

The income is recognised immediately when the funds are received.

### 3.7 RECONCILIATION OF REVENUE AND INCOME

The following table reconciles the amounts disclosed in notes 3.1 to 3.6 which contain the mandatory disclosures required by the department and the disclosures provided in Note 3.7 as per AASB 15 and AASB 1058:

	Economic Entity	
	Note	2020 \$'000
Total Australian Government financial assistance including Australian Government loan programs (HELP)	3.1	11,905
Total Northern Territory Government financial assistance	3.2	13,865
Total Fees and charges	3.3	615
Total Consultancy and contract fees	3.4	4,156
Total Other revenue and income	3.5	334
<b>Total</b>		<b>30,875</b>
Total Revenue from contracts with customers as per AASB 15	3.6	18,191
Total Income of not-for-profit as per AASB 1058	3.6	12,684
<b>Total Revenue and Income from continuing operations</b>		<b>30,875</b>

	Economic Entity	
	2020 \$'000	2019 \$'000

## 4 INVESTMENT INCOME

Interest		
Debt instruments at amortised cost	43	125
Interest received from Australian Tax Office	-	12
Finance lease income	-	1
<b>Investment income</b>	<b>43</b>	<b>138</b>

### Accounting Policy

#### Interest

For all financial instruments measured at amortised cost and debt instruments measured at fair value through other comprehensive income, interest income is recorded using the effective interest rate (EIR). The EIR is the rate that exactly discounts the estimated future cash receipts over the expected life of the financial instrument or a shorter period, where appropriate, to the net carrying amount of the financial asset. Interest income is included in net investment income in the Statement of Comprehensive Income.

## 5 GOODS & SERVICES RECEIVED FREE OF CHARGE

Services received free of charge	317	511
<b>Total services received free of charge</b>	<b>317</b>	<b>511</b>

### Accounting Policy

Batchelor Institute receives various human resources, payroll and financial services from the Northern Territory Government at no charge.

	Economic Entity	
	2020 \$'000	2019 \$'000

## 6 EMPLOYEE RELATED EXPENSES

### Academic

Salaries	6,580	7,068
Contributions to superannuation and pension schemes		
Contributions to funded schemes	745	937
Payroll tax	473	603
Worker's compensation	4	22
Long service leave expense	207	261
Annual leave	801	935
Redundancies	-	914
Fringe Benefits Tax	-	(4)
<b>Total academic</b>	<b>8,810</b>	<b>10,736</b>

### Non-academic

Salaries	8,051	9,200
Contributions to superannuation and pension schemes		
Contributions to funded schemes	995	1,279
Payroll tax	577	771
Worker's compensation	57	41
Long service leave expense	189	321
Annual leave	1,043	1,169
Redundancies	578	958
Fringe Benefits Tax	-	(4)
<b>Total non-academic</b>	<b>11,490</b>	<b>13,735</b>
<b>Total employee related expenses</b>	<b>20,300</b>	<b>24,471</b>

### Accounting Policy

Contributions to independent defined contribution superannuation funds are recognised as an expense as they become payable.

Refer Note 19, Provisions, for accounting policies for short-term and post employment obligations and termination benefits.



	Economic Entity	
	2020 \$'000	2019 \$'000

## 7 DEPRECIATION AND AMORTISATION

### Depreciation

Buildings	1,450	1,406
Infrastructure	111	110
Plant and equipment	71	80
Computer hardware	35	57
Transport equipment	17	17
Library books	11	2
Right-of-use assets	503	517
<b>Total depreciation</b>	<b>2,198</b>	<b>2,189</b>
<b>Amortisation</b>		
Intangible assets	(1)	1
<b>Total amortisation</b>	<b>(1)</b>	<b>1</b>
<b>Total depreciation and amortisation</b>	<b>2,197</b>	<b>2,190</b>

### Accounting Policy

#### Depreciation

Land and cultural assets are not depreciated. Depreciation on other assets is calculated using the straight-line method to allocate their cost or revalued amounts, net of their residual values, over their estimated useful lives, as follows for the current and prior year:

#### Depreciable assets

Buildings including demountables and improvements	7-50 years
Infrastructure	10-40 years
Plant and equipment	3-20 years
Computer hardware	3-6 years
Transport equipment	5-10 years
Library books	5 years

#### Right-of-use assets

Land	5-12 years
Building	2-10 years
Transport Equipment	2-5 years
Plant and equipment, includes Printers	2 Years

Right of use assets (under AASB 16) are depreciated/amortised over the shorter of the lease term and the useful life of the asset.

The assets' residual values and useful lives are reviewed, and adjusted if appropriate, at the end of each reporting period.

An asset's carrying amount is written down immediately to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount.

#### Amortisation of intangibles

Preliminary expenses in respect of the development of computer software are capitalised as they are incurred but amortisation does not commence until the software development is completed and ready for use. Amortisation has been included within depreciation and amortisation line in the Statement of Comprehensive Income. The following useful lives are applied for intangible assets with finite useful lives for the current and prior year:

Computer software	1.5 - 3 years
Intangible assets with indefinite useful lives are not amortised.	

	Economic Entity	
	2020 \$'000	2019 \$'000

## 8 REPAIRS AND MAINTENANCE

Repairs and maintenance on buildings	119	286
<b>Total repairs and maintenance</b>	<b>119</b>	<b>286</b>

### Accounting Policy

Repairs and maintenance costs are recognised as expenses as incurred, except where they relate to the replacement of a component of an asset, in which case the carrying amount of those parts that are replaced is derecognised and the cost of the replacing part is capitalised if the recognition criteria are met. Other routine operating maintenance, repair and minor renewal costs are also recognised as expenses, as incurred.

## 9 BORROWING COSTS

Interest expense on lease liabilities	15	23
<b>Total borrowing costs expensed</b>	<b>15</b>	<b>23</b>

### Accounting Policy

For Interest expense on lease liabilities, please refer to Note 15.1 which details the policy for lease accounting where Batchelor Institute is a lessee.

## 10 IMPAIRMENT OF ASSETS

Bad and doubtful debts and assets written off	2	2
Increase / (decrease) in provision for ECLs	30	97
Recovered debts previously written off	(12)	(66)
<b>Total impairment of assets</b>	<b>20</b>	<b>33</b>

### Accounting Policy

Intangible assets that have an indefinite useful life are not subject to amortisation and are tested annually for impairment, or more frequently if events or changes in circumstances indicate that they might be impaired. Other assets are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs of disposal and value in use. For the purposes of assessing impairment, assets are grouped at the lowest levels for which there are separately identifiable cash flows which are largely independent of the cash inflows from other assets or groups of assets (cash generating units). Non-financial assets that suffered impairment are reviewed for possible reversal of the impairment at each reporting date.

Many assets of Batchelor Institute that are not held primarily for their ability to generate net cash inflows are typically specialised assets held for continuing use of their service capacity and they are rarely sold. The recoverable amount of such assets is expected to be materially the same as fair value, determined under AASB 13, with the consequence that AASB 136:

- does not apply to such assets that are regularly revalued to fair value under the revaluation model in AASB 116 and AASB 138; and
- applies to such assets accounted for under the cost model in AASB 116 and AASB 138.

For further information on accounting policies of impairment of financial assets, refer to Note 13, Receivables and contract assets and Note 14, Other assets.

	Economic Entity	
	2020 \$'000	2019 \$'000

## 11 OTHER EXPENSES

Advertising, marketing and promotional expenses	23	133
Communications and utilities	2,698	2,198
Consumables	222	415
Contracted services	1,965	1,500
Insurance	589	542
Motor vehicles	147	317
Non-capitalised equipment	369	446
Property management	899	923
Recruitment	25	38
Rental, hire and other leasing fees	60	104
Scholarships, grants and prizes	128	64
Training and study	30	176
Travel	876	2,123
Other	454	472
<b>Total other expenses</b>	<b>8,485</b>	<b>9,451</b>

## 12 CASH AND CASH EQUIVALENTS

Cash at bank and on hand	6,615	7,448
<b>Total cash and cash equivalents</b>	<b>6,615</b>	<b>7,448</b>

### (a) Reconciliation to cash at the end of the year

The above figures are reconciled to cash at the end of the year as shown in the Statement of Cash Flows as follows:

Balances as above	6,615	7,448
<b>Balance per statement of cash flows</b>	<b>6,615</b>	<b>7,448</b>

### (b) Cash at bank and on hand

Cash on hand is non-interest bearing. Cash at bank earns floating interest rates and had an effective interest rate of 0.1% (2019 - 1%).

### Accounting Policy

For statement of cash flows presentation purposes, cash and cash equivalents includes cash on hand, deposits held at call with financial institutions, other short-term, highly liquid investments with original maturities of three months or less that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities on the statement of financial position.



	Economic Entity	
	2020 \$'000	2019 \$'000

## 13 RECEIVABLES AND CONTRACT ASSETS

Current		
Other trade receivables	133	1,601
Less: Provision for impaired receivables	(64)	(89)
	<b>69</b>	<b>1,512</b>
Student fees receivable	163	53
Less: Provision for impaired receivables	(72)	(29)
	<b>91</b>	<b>24</b>
Finance lease receivables*	8	8
Accrued revenue	1,213	588
GST (payable) / receivable	-	12
Other	28	2
<b>Total receivables</b>	<b>1,409</b>	<b>2,146</b>

\* Batchelor Institute has subleased a property and classified the sublease as a financial lease. The subleased portion of the Right-of-use asset was derecognised and the Institute recognised a Finance lease receivable.

Trade receivables are non-interest bearing and are generally on terms of 30 days.

### Accounting Policy

A receivable represents Batchelor Institute's right to an amount of consideration that is unconditional (i.e., only the passage of time is required before payment of the consideration is due).

Set out below is the movement in the allowance for expected credit losses of trade receivables:

<b>At 1 January</b>	<b>118</b>	<b>33</b>
Provision for expected credit losses	30	97
Write-off	(12)	(12)
<b>At 31 December</b>	<b>136</b>	<b>118</b>

The information about the credit exposures are disclosed in Note 32, Financial instruments and risk management.

### Accounting Policy

#### Classification and measurement

Trade receivables are held to collect contractual cash flows and give rise to cash flows representing solely payments of principal and interest. At initial recognition trade receivables are measured at their transaction price and subsequently these are classified and measured as debt instruments at amortised cost. Trade receivables are due for settlement no more than 30 days from date of recognition for all debtors.

#### Impairment

For trade receivables and contract assets Batchelor Institute applies a simplified approach in calculating expected credit losses ("ECLs"). Therefore, Batchelor Institute does not track changes in credit risk, but instead recognises a loss allowance based on lifetime ECLs at each reporting date.

Batchelor Institute has established a provision matrix that is based on its historical credit loss experience, adjusted for forward-looking factors specific to the debtors and the economic environment.

	Economic Entity	
	2020 \$'000	2019 \$'000

## 14 OTHER ASSETS

### Current

Salary Advances	70	13
Prepayments	526	449
<b>Total other financial assets</b>	<b>596</b>	<b>462</b>

### Accounting Policy

Batchelor Institute recognises a prepayment as an asset when payments for goods or services have been made in advance of Batchelor Institute obtaining a right to access those goods or services.

	Economic Entity	
	2020	2019
	\$'000	\$'000

## 15 PROPERTY, PLANT AND EQUIPMENT

<b>Land</b>		
At fair value	985	985
<b>Total Land</b>	<b>985</b>	<b>985</b>
<b>Buildings</b>		
At fair value	60,160	59,616
Less: accumulated depreciation	(34,458)	(33,008)
<b>Total Buildings</b>	<b>25,702</b>	<b>26,608</b>
<b>Infrastructure</b>		
At fair value	1,715	1,716
Less: accumulated depreciation	(814)	(704)
<b>Total Infrastructure</b>	<b>901</b>	<b>1,012</b>
<b>Plant and equipment</b>		
At cost	1,280	1,265
Less: accumulated depreciation	(964)	(893)
<b>Total Plant and equipment</b>	<b>316</b>	<b>372</b>
<b>Computer hardware</b>		
At cost	894	886
Less: accumulated depreciation	(879)	(844)
<b>Total Computer hardware</b>	<b>15</b>	<b>42</b>
<b>Transport equipment</b>		
At cost	756	699
Less: accumulated depreciation	(632)	(615)
<b>Total Transport equipment</b>	<b>124</b>	<b>84</b>
<b>Heritage and cultural assets</b>		
At fair value	751	752
<b>Total Heritage and cultural assets</b>	<b>751</b>	<b>752</b>
<b>Library Books</b>		
At cost	14	14
Less: accumulated depreciation	(13)	(2)
<b>Total Library Books</b>	<b>1</b>	<b>12</b>
<b>Work in progress</b>		
At cost	350	460
<b>Total Work in progress</b>	<b>350</b>	<b>460</b>
<b>Right-of-use Assets</b>		
At cost	1,992	1,329
Less: accumulated depreciation	(1,020)	(517)
<b>Total Right-of-use Assets</b>	<b>972</b>	<b>812</b>
<b>Total property, plant and equipment</b>	<b>30,117</b>	<b>31,139</b>



## 15 PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

Economic entity	Land \$'000	Buildings \$'000	Infrastructure \$'000	Construction in progress \$'000	Plant and equipment (a) \$'000	Right-of- use assets (b) \$'000	Computer hardware \$'000	Transport equipment \$'000	Heritage and cultural assets \$'000	Library Books \$'000	Total property, plant and equipment \$'000
<b>At 1 January 2020</b>											
Cost	-	539	49	460	1,265	1,329	886	699	-	14	5,241
Valuation	985	59,077	1,666	-	-	-	-	-	752	-	62,480
Accumulated depreciation and impairment	-	(33,008)	(703)	-	(893)	(517)	(844)	(615)	-	(2)	(36,582)
Net book amount	<b>985</b>	<b>26,608</b>	<b>1,012</b>	<b>460</b>	<b>372</b>	<b>812</b>	<b>42</b>	<b>84</b>	<b>752</b>	<b>12</b>	<b>31,139</b>
<b>Year ended 31 December 2020</b>											
Opening net book amount	985	26,608	1,012	460	372	812	42	84	752	12	31,139
Additions	-	-	-	434	32	663	-	47	-	-	1,176
Transfers in / (out)	-	544	-	(544)	(17)	-	8	10	-	-	1
Asset disposals cost	-	-	-	-	-	-	-	-	(1)	-	(1)
Depreciation expense	-	(1,450)	(111)	-	(71)	(503)	(35)	(17)	-	(11)	(2,198)
Closing net book amount	<b>985</b>	<b>25,702</b>	<b>901</b>	<b>350</b>	<b>316</b>	<b>972</b>	<b>15</b>	<b>124</b>	<b>751</b>	<b>1</b>	<b>30,117</b>
<b>At 31 December 2020</b>											
Cost	-	1,083	49	350	1,280	1,992	894	756	-	14	6,418
Valuation	985	59,077	1,666	-	-	-	-	-	751	-	62,479
Accumulated depreciation	-	(34,458)	(814)	-	(964)	(1,020)	(879)	(632)	-	(13)	(38,780)
Net book amount	<b>985</b>	<b>25,702</b>	<b>901</b>	<b>350</b>	<b>316</b>	<b>972</b>	<b>15</b>	<b>124</b>	<b>751</b>	<b>1</b>	<b>30,117</b>

(a) Plant and equipment include all operational assets.

(b) Disclosure per each class of Right-of-use asset is in Note 15.1, Right-of-use assets.

## 15 PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

Economic entity	Land \$'000	Buildings \$'000	Infrastructure \$'000	Construction in progress \$'000	Plant and equipment (a) \$'000	Right-of- use assets (b) \$'000	Computer hardware \$'000	Transport equipment \$'000	Heritage and cultural assets \$'000	Library Books \$'000	Total property, plant and equipment \$'000
<b>At 1 January 2019</b>											
Cost	-	8	-	376	1,301	-	886	722	4	6	3,303
Valuation	985	59,077	1,666	-	-	-	-	-	748	-	62,476
Accumulated depreciation and impairment	-	(31,602)	(593)	-	(850)	-	(787)	(621)	-	-	(34,453)
Net book amount	<b>985</b>	<b>27,483</b>	<b>1,073</b>	<b>376</b>	<b>451</b>	<b>-</b>	<b>99</b>	<b>101</b>	<b>752</b>	<b>6</b>	<b>31,326</b>
<b>Year ended 31 December 2019</b>											
Opening net book amount	985	27,483	1,073	376	451	-	99	101	752	6	31,326
Adoption of AASB 16	-	-	-	-	-	1,250	-	-	-	-	1,250
Additions	-	-	-	664	28	79	-	-	-	8	779
Transfers in / (out)	-	531	49	(580)	-	-	-	-	-	-	-
Asset disposals cost	-	-	-	-	(64)	-	-	(23)	-	-	(87)
Disposals accumulated depreciation	-	-	-	-	37	-	-	23	-	-	60
Depreciation expense	-	(1,406)	(110)	-	(80)	(517)	(57)	(17)	-	(2)	(2,189)
Closing net book amount	<b>985</b>	<b>26,608</b>	<b>1,012</b>	<b>460</b>	<b>372</b>	<b>812</b>	<b>42</b>	<b>84</b>	<b>752</b>	<b>12</b>	<b>31,139</b>
<b>At 31 December 2019</b>											
Cost	-	539	49	460	1,265	1,329	886	699	-	14	5,241
Valuation	985	59,077	1,666	-	-	-	-	-	752	-	62,480
Accumulated depreciation	-	(33,008)	(703)	-	(893)	(517)	(844)	(615)	-	(2)	(36,582)
Net book amount	<b>985</b>	<b>26,608</b>	<b>1,012</b>	<b>460</b>	<b>372</b>	<b>812</b>	<b>42</b>	<b>84</b>	<b>752</b>	<b>12</b>	<b>31,139</b>

(a) Plant and equipment include all operational assets.

(b) Disclosure per each class of Right-of-use asset is in Note 15.1, Right-of-use assets.

## 15 PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

### Accounting Policy

Land, Buildings and Infrastructure and Artwork Collections are shown at fair value, based on periodic, but at least quinquennial, valuations by external independent valuers, less subsequent depreciation for buildings and infrastructure. Any accumulated depreciation at the date of revaluation is eliminated against the gross carrying amount of the asset and the carrying amount is adjusted to the revalued amount of the asset. All other property, plant and equipment is stated at historical cost less depreciation. Historical cost includes expenditure that is directly attributable to the acquisition of the items.

Subsequent costs are included in the asset's carrying amount or recognised as a separate asset, as appropriate, only when it is probable that future economic benefits associated with the item will flow to Batchelor Institute and the cost of the item can be measured reliably. All other repairs and maintenance are charged to the Statement of Comprehensive Income during the financial period in which they are incurred.

Increases in the carrying amounts arising on revaluation of land and buildings are recognised, net of tax, in other comprehensive income and accumulated in equity under the heading of revaluation reserve. To the extent that the increase reverses a decrease previously recognised in profit or loss, the increase is first recognised in the Statement of Comprehensive Income. Decreases that reverse previous increases of the same asset class are also recognised in other comprehensive income to the extent of the remaining reserve attributable to the asset class. All other decreases are charged to the Statement of Comprehensive Income.

The assets' residual values and useful lives are reviewed, and adjusted if appropriate, at the end of each reporting period.

An asset's carrying amount is written down immediately to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount.

Construction in progress is stated at cost, net of accumulated impairment losses, if any. Plant and equipment are stated at cost, net of accumulated depreciation and accumulated impairment losses, if any. Such cost includes the cost of replacing part of the plant and equipment and borrowing costs for long-term construction projects if the recognition criteria are met. When significant parts of plant and equipment are required to be replaced at intervals, Batchelor Institute depreciates them separately based on their specific useful lives. Likewise, when a

major inspection is performed, its cost is recognised in the carrying amount of the plant and equipment as a replacement if the recognition criteria are satisfied. All other repair and maintenance costs are recognised in profit or loss as incurred. The present value of the expected cost for the decommissioning of an asset after its use is included in the cost of the respective asset if the recognition criteria for a provision are met.

Batchelor Institute controls building assets that are situated on land where the legal title is held by entities other than Batchelor Institute. Certain building assets that are situated in Batchelor township, but which do not form part of the main Batchelor Institute campus, are located on Crown land that is controlled by the Northern Territory of Australia. All remote building assets are situated on land that is owned by entities other than Batchelor Institute.

Initial expenditure for buildings under construction are capitalised as incurred and depreciation commences once the building is complete and ready for use.

### Valuations

Batchelor Institute revalues Land, Buildings and Infrastructure and Artwork collections once every five years by an external independent valuer. In addition to the external valuation every five years, the artwork collections are subject to periodic review by electronic means.

Land, Buildings and Infrastructure were revalued in September 2017 with values reflected as at 31 December 2017. The revaluation resulted in an increase of \$1.9 million to buildings; decrease of \$0.04 million to infrastructure assets; and a decrease of \$0.3 million to land value.

Land, Building and Infrastructure assets have been measured using the fair value methodology. As there is no current active and liquid market for facilities of this type, and it is Batchelor Institute's intention to retain these assets in their current usage, fair value has been measured at depreciated replacement cost.

	Economic Entity	
	2020 \$'000	2019 \$'000

## 15 PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

### 15.1 RIGHT-OF-USE ASSETS

#### As a Lessee

Note 15, Property, plant and equipment above comprises owned assets and right-of-use assets that do not meet the definition of investment property.

Property, plant and equipment (owned)	29,145	30,327
Right-of-use assets	972	812
<b>At 31 December 2020</b>	<b>30,117</b>	<b>31,139</b>

The information on the description of the leased assets is disclosed in Note 18, Lease Liabilities.

Information about leases where Batchelor Institute is a lessee is presented below:

<b>Right-of-use assets Land</b>		
At 1 January 2020	86	118
Depreciation charge	(32)	(32)
<b>At 31 December 2020</b>	<b>54</b>	<b>86</b>
<b>Right-of-use assets Buildings</b>		
At 1 January 2020	23	62
Additions of right-of-use assets	23	-
Depreciation charge	(23)	(39)
<b>At 31 December 2020</b>	<b>23</b>	<b>23</b>
<b>Right-of-use assets Transport Equipment</b>		
At 1 January 2020	612	901
Additions of right-of-use assets	538	79
Depreciation charge	(371)	(368)
<b>At 31 December 2020</b>	<b>779</b>	<b>612</b>
<b>Right-of-use assets Plant and Equipment</b>		
At 1 January 2020	91	169
Additions of right-of-use assets	102	-
Depreciation charge	(77)	(78)
<b>At 31 December 2020</b>	<b>116</b>	<b>91</b>



## 15 PROPERTY, PLANT AND EQUIPMENT (CONTINUED)

### 15.1 RIGHT-OF-USE ASSETS (CONTINUED)

#### Accounting Policy

##### Assessment of whether a contract is, or contains, a lease

At inception of a contract, Batchelor Institute assesses whether a contract is, or contains a lease. A contract is, or contains a lease if the contract conveys a right to control the use of an identified asset for a period of time in exchange for consideration.

Batchelor Institute assesses whether:

- a. The contract involves the use of an identified asset - The asset may be explicitly or implicitly specified in the contract. Capacity portion of larger assets is considered as an identified asset if the portion is physically distinct or if the portion represents substantially all of the capacity of the asset. The asset is not considered an identified asset, if the supplier has the substantive right to substitute the asset throughout the period of use.
- b. Batchelor Institute has the right to obtain substantially all of the economic benefits from the use of the asset throughout the period of use.
- c. Batchelor Institute has the right to direct the use of the asset throughout the period of use. Batchelor Institute is considered to have the right to direct the use of the asset only if either:
  - i. Batchelor Institute has the right to direct how and for what purpose the identified asset is used throughout the period of use; or
  - ii. The relevant decisions about how and for what purposes the asset is used is predetermined and Batchelor Institute has the right to operate the asset, or Batchelor Institute designed the asset in a way that predetermines how and for what purpose the asset will be used throughout the period of use.

##### Accounting for leases - Batchelor Institute as lessee

In contracts where Batchelor Institute is a lessee, Batchelor Institute recognises a right-of-use asset and a lease liability at the commencement date of the lease, unless the short-term or low-value exemption is applied.

##### Right-of-use asset

A right-of-use asset is initially measured at cost comprising the initial measurement of the lease liability adjusted for any lease payments made before the commencement date (reduced by lease incentives received), plus initial direct costs incurred in obtaining the lease and an estimate of costs to be incurred in dismantling and removing the underlying asset, restoring the site on which it is located or restoring the underlying asset to the condition required by the terms and conditions of the lease.

All other property, plant and equipment are measured as described in the accounting policy for property, plant and equipment in Note 15, Property, plant and equipment.

##### Concessionary leases

Batchelor Institute has a peppercorn lease for lots 125-131 and 267 Town of Batchelor with Northern Territory (NT) Government with a nil lease payment. Batchelor Institute has handed back the properties on lot 125, 126, 130 and 131 to NT Government in January 2021. The lease for the remainder properties expires in April 2024.

For lease liabilities corresponding to concessionary leases, refer to Note 18, Lease liabilities.

##### Nature, term and dependencies on concessionary leases

There are no dependencies on Batchelor Institute's business operations for these concessionary leases as they are for staff housing who will be responsible for their own accommodation if the leases are not renewed.

##### Measurement of concessionary (peppercorn) leases

The Batchelor Institute has elected to measure a class of right-of-use assets arising under 'concessionary leases' at initial recognition at cost, in accordance with AASB 16 paragraphs 23-25, which incorporates the amount of the initial measurement of the lease liability.

	Economic Entity	
	2020 \$'000	2019 \$'000
<b>16 INTANGIBLE ASSETS</b>		
<b>At 1 January</b>		
Cost	217	201
Accumulated amortisation and impairment	(202)	(201)
<b>Net book amount</b>	<b>15</b>	<b>-</b>
<b>At 31 December</b>		
Opening Cost	217	201
Transferred out	(16)	16
Closing Cost	201	217
Opening accumulated amortisation and impairment	(201)	(201)
Depreciation	-	(1)
Closing accumulated amortisation and impairment	(201)	(202)
<b>Net book amount</b>	<b>-</b>	<b>15</b>

### Accounting Policy

Intangible assets acquired separately are measured on initial recognition at cost. Following initial recognition, intangible assets are carried at cost less any accumulated amortisation and accumulated impairment losses.

Internally generated intangibles, excluding capitalised development costs, are not capitalised and the related expenditure is reflected in profit or loss in the period in which the expenditure is incurred.

The useful lives of intangible assets are assessed as either finite or indefinite.

#### Intangible assets with finite lives

Intangible assets with finite lives are amortised over the useful economic life and assessed for impairment whenever there is an indication that the intangible asset may be impaired. The amortisation period and the amortisation method for an intangible asset with a finite useful life are reviewed at least at the end of each reporting period. Changes in the expected useful life or the expected pattern of consumption of future economic benefits embodied in the asset are considered to modify the amortisation period or method, as appropriate, and are treated as changes in accounting estimates. The amortisation expense on intangible assets with finite lives is recognised in the Statement of Comprehensive Income.

#### Intangible assets with indefinite lives

Intangible assets with indefinite useful lives are not amortised, but are tested for impairment annually, either individually or at the cash-generating unit level. The assessment of indefinite life is reviewed annually to determine whether the indefinite life continues to be supportable. If not, the change in useful life from indefinite to finite is made on a prospective basis.

#### Disposal

An intangible asset is derecognised upon disposal (i.e., at the date the recipient obtains control) or when no future economic benefits are expected from its use or disposal. Any gain or loss arising upon derecognition of the asset (calculated as the difference between the net disposal proceeds and the carrying amount of the asset) is included in the Statement of Comprehensive Income.

#### Research

Expenditure on research activities is recognised in the Statement of Comprehensive Income as an expense, when it is incurred.

## Economic Entity

2020	2019
\$'000	\$'000

**17 TRADE AND OTHER PAYABLES****Current**

Trade creditors	11	1
Accrued expenses	1,550	2,763
Total current trade and other payables	1,561	2,764
<b>Total trade and other payables</b>	<b>1,561</b>	<b>2,764</b>

**Accounting Policy**

Trade and other payables represent liabilities for goods and services provided to Batchelor Institute prior to the end of financial year, which are unpaid. The amounts are unsecured and are usually paid within 20 days of recognition.

	Economic Entity	
	2020 \$'000	2019 \$'000

## 18 LEASE LIABILITIES

### Current

Lease liabilities	424	448
<b>Total current lease liabilities</b>	<b>424</b>	<b>448</b>

### Non-Current

Lease liabilities	547	361
<b>Total non-current lease liabilities</b>	<b>547</b>	<b>361</b>
<b>Total lease liabilities</b>	<b>971</b>	<b>809</b>

### Lease disclosures

#### Batchelor Institute as a lessee

#### Amounts recognised in the Statement of Comprehensive Income

Interest on lease liabilities	15	23
Variable lease payments not included in the measurement of leases	7	9
Income from sub-leasing right of use assets	-	1
Expenses relating to short-term leases	-	78
Expenses relating to leases of low-value assets, excluding short term leases of low value assets	7	7
	<b>29</b>	<b>118</b>

#### Maturity analysis - undiscounted contractual cash flows

Less than one year	433	460
One to five years	554	365
More than 5 years	-	3
<b>Total undiscounted contractual cash flows</b>	<b>987</b>	<b>828</b>

#### Lease liabilities recognised in the Statement of Financial Position

Current	424	448
Non-current	547	361

#### Transport Equipment

Batchelor Institute leases its Fleet from NTG. The vehicles are leased for 2-5 years with no option to purchase the vehicle. The Lease payments are determined at the inception of the lease and the payments made monthly in advance.

#### Buildings

Batchelor Institute has periodic leases for residential house in Nyrippi from Northern Territory Government. The lease payments are determined at the inception of the lease and increase on an annual basis with the increase in CPI. The Institute can return the assets at minimal or no cost to the institute.



## 18 LEASE LIABILITIES (CONTINUED)

### Lease disclosures

#### MFD (Printers)

Batchelor Institute leases all of its printers for a four-year lease period. The current lease is extended for another year while the Institute is exploring options available in current market. The lease payments comprise of fixed and variable lease payments. Fixed component of the lease payments covers the minimum number of printouts and variable component of the lease payments covers any excess printouts. The Institute has to return the printers at the end of the lease term.

#### Land

Batchelor Institute leases blocks of land under Section 19 of the *Aboriginal Land Rights Act 1976* for the period of 5-12 years. Batchelor Institute is operating learning centres on these blocks. The lease payments were determined at the inception of the lease and increases annually based on the increase in CPI. Batchelor Institute has a termination option with a notice period of 28-90 days. On termination/expiry of the lease, any structure built on the land becomes the property of the relevant Land council if not removed in 28 days.

#### Exposure from variable lease payments

Variable lease components of the MFD (printers) will increase with the increase in usage of the printers. Batchelor Institute internally manages this by monitoring and controlling the printouts.

#### Exposure from extension options and termination options

Batchelor Institute does not have any leases with extension options however all leases are terminable within 28 to 60 days.

	Economic Entity	
	2020 \$'000	2019 \$'000
<b>Amounts recognised in statement of cash flows</b>		
Total cash outflow for leases	(501)	(518)

#### Accounting Policy for leases

Lease liabilities – Batchelor Institute as lessee  
Policy on assessment of whether a contract is, or contains, a lease is detailed in Note 15.1, Right-of-use assets.

#### Lease liability

Lease liability is initially measured at the present value of unpaid lease payments at the commencement date of the lease. To calculate the present value, the unpaid lease payments are discounted using the interest rate implicit in the lease if the rate is readily determinable. If the interest rate implicit in the lease cannot be readily

determined, the incremental borrowing rate at the commencement date of the lease is used.

Lease payments included in the measurement of lease liabilities comprise:

- ▶ Fixed payments, including in-substance fixed payments;
- ▶ Variable lease payments that depend on an index or a rate, initially measured using the index or rate as at the commencement date (e.g. payments varying on account of changes in CPI);
- ▶ Amounts expected to be payable by the lessee under residual value guarantees.
- ▶ The exercise price of a purchase option if Batchelor Institute is reasonably certain to exercise that option; and
- ▶ Payments of penalties for terminating the lease, if the lease term reflects the lessee exercising an option to terminate the lease.

For a contract that contains a lease component and one or more additional lease or non-lease components, Batchelor Institute allocates the consideration in the contract to each lease component on the basis of the relative stand-alone price of the lease component and the aggregate stand-alone price of the non-lease components.

Subsequently, the lease liability is measured at amortised cost using the effective interest rate method resulting in interest expense being recognised as a borrowing cost in the Statement of Comprehensive Income. The lease liability is remeasured when there are changes in future lease payments arising from a change in an index or rate with a corresponding adjustment to the right-of-use asset. The adjustment amount is factored into depreciation of the right-of-use asset prospectively.

Right-of-use assets are presented within property, plant and equipment in Note 15.1, Right-of-use assets and Note 18, Lease liabilities.

#### Short-term leases and leases of low-value assets

Batchelor Institute has elected not to recognise right-of-use assets and lease liabilities for short-term leases i.e. leases with a lease term of 12 months or less and leases of low-value assets i.e. when the value of the leased asset when new is \$10,000 or less. Batchelor Institute recognises the lease payments associated with these leases as an expense in the Statement of Comprehensive Income on a straight-line basis over the lease term.

#### Concessionary leases

Batchelor Institute has a peppercorn lease for lots 125-131 and 267 Town of Batchelor with Northern Territory (NT) Government with a nil lease payment. Batchelor Institute has handed back the properties on lot 125, 126, 130 and 131 to NT Government in January 2021. The lease for the remainder properties expires in April 2024.

	Economic Entity	
	2020 \$'000	2019 \$'000

## 19 PROVISIONS

### Current provisions expected to be settled within 12 months

Employee benefits		
Annual leave	1,130	1,098
Long service leave <sup>(a)</sup>	703	656
Annual leave loading	129	131
Other provisions <sup>(b)</sup>	204	192
<b>Subtotal</b>	<b>2,166</b>	<b>2,077</b>
Employee benefits		
Long service leave <sup>(a)</sup>	1,329	1,218
Other provisions <sup>(b)</sup>	379	356
<b>Subtotal</b>	<b>1,708</b>	<b>1,574</b>
<b>Total current provisions</b>	<b>3,874</b>	<b>3,651</b>

(a) Long service leave provisions are recognised in current provisions in compliance with terms of clause 60.4 of the Batchelor Institute Union Enterprise Agreement 2018 - 2020. Employees are entitled to a payout of Long Service Leave accrued but not taken upon termination of employment for any reason except for reason of serious misconduct.

(b) Other provisions include payroll tax, superannuation, and worker's compensation provisions amount.

**19 PROVISIONS (CONTINUED)****(A) MOVEMENT IN PROVISIONS  
As at 31 December 2020**

Movements in each class of provision during the financial year, are set out below:

	Annual leave	Long service leave	Annual leave fares	Annual leave loading	Other	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000

**Current**

Carrying amount as at 1 January 2020	1,098	1,873	-	131	549	3,651
Additional provisions recognised	1,653	396	-	191	380	2,620
Amounts used	(1,621)	(237)	-	(193)	(346)	(2,397)
<b>Carrying amount as at 31 December 2020</b>	<b>1,130</b>	<b>2,032</b>	<b>-</b>	<b>129</b>	<b>583</b>	<b>3,874</b>

**As at 31 December 2019****Current**

Carrying amount as at 1 January 2019	1,224	2,099	5	161	238	3,727
Additional provisions recognised	1,919	583	(5)	186	828	3,511
Amounts used	(2,045)	(809)	-	(216)	(517)	(3,587)
<b>Carrying amount as at 31 December 2019</b>	<b>1,098</b>	<b>1,873</b>	<b>-</b>	<b>131</b>	<b>549</b>	<b>3,651</b>

**Accounting Policy**

Provisions for legal claims and service warranties are recognised when: Batchelor Institute has a present legal or constructive obligation as a result of past events; it is probable that an outflow of resources will be required to settle the obligation and the amount can be reliably estimated.

Provisions are not recognised for future operating losses.

Where there are a number of similar obligations, the likelihood that an outflow will be required in settlement is determined by considering the class of obligations as a whole. A provision is recognised even if the likelihood of an outflow with respect to any one item included in the same class of obligations may be small.

Provisions are measured at the present value of management's best estimate of the expenditure required to settle the present obligation at the end of the reporting period. The discount rate used to determine the present value reflects current market assessments of the time value of money and the risks specific to the liability. The increase in the provision due to the passage of time is recognised as a finance cost.

**Employee benefits****(i) Short-term obligations**

Liabilities for short-term employee benefits including wages and salaries and non-monetary benefits are measured at the amount expected to be paid when the liability is settled, if it is expected to be settled wholly before 12 months after the end of the reporting period, and is recognised in other payables. Liabilities for non-accumulating sick leave are recognised when the leave is taken and measured at the rates payable.

**Annual Leave**

The liability for long-term employee benefits such as annual leave is recognised in current provisions for employee benefits if it is due to be settled within 12 months after the end of the reporting period. It is measured at the amount expected to be paid when the liability is settled. Regardless of the expected timing of settlements, provisions made in respect of employee benefits are classified as a current liability, unless there is an unconditional right to defer the settlement of the liability for at least 12 months after the reporting date, in which case it would be classified as a non-current liability.

## 19 PROVISIONS (CONTINUED)

### Accounting Policy (continued)

#### Employee benefits (continued)

##### (ii) Other long-term obligations

The liability for other long-term benefits are those that are not expected to be settled wholly before twelve months after the end of the annual reporting period. Other long-term employee benefits comprise long service leave liabilities.

##### Long Service Leave

The liability for long service leave is recognised in the provision for employee benefits and measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date using the projected unit credit method. Consideration is given to expected future wage and salary levels, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity and currently that match, as closely as possible, the estimated future cash outflows.

Regardless of the expected timing of settlements, provisions made in respect of employee benefits are classified as a current liability, unless there is an unconditional right to defer the settlement of the liability for at least 12 months after the reporting date, in which case it would be classified as a non-current liability.

##### (iii) Retirement benefit obligations

Batchelor Institute contributes to several superannuation schemes, including the Northern Territory Government and Public Authorities Superannuation Scheme (NTGPASS), the Commonwealth Superannuation Scheme (CSS) and various private sector schemes. Casual employee's superannuation benefits are provided for through approved contribution schemes.

Until 30 June 1999 benefits from NTGPASS were supplemented by an additional productivity benefit from the Northern Territory Supplementary Superannuation Scheme (NTSSS). The NTSSS benefit was entirely employer funded and did not require employee contributions. It was provided to all employees who completed at least three months service. NTGPASS closed to new employees commencing service with the Northern Territory Government after 9 August 1999. The NTGPASS, NTSSS and the defined contribution scheme provide lump sum benefits while the CSS provides a mixture of lump sum

and pension benefits. In respect of the entity's superannuation plans, any contributions made to the superannuation plans by the entity are recognised against profits when due.

Employee contributions in respect of NTGPASS members are based on an elected rate of 2% to 6% of salary. CSS members must contribute 5% of salary and may elect to contribute up to an additional 5% of salary as supplementary contributions. Contributions to other approved contribution schemes are made at a rate of 10% of the employee's salary. Until 30 June 1999 the cost of employer financed benefits was met by the Northern Territory Government. Batchelor Institute was under no legal obligation to make up any shortfall in relation to payouts to employees or contributions on behalf of employees. Since 1 July 1999 Batchelor Institute has received funding directly from the Northern Territory and Commonwealth Governments to fund superannuation contributions to approved funds.

Contributions to the superannuation funds are recognised as an expense as they become payable.

##### (iv) Termination benefits

Termination benefits are payable when employment is terminated before the normal retirement date, or when an employee accepts an offer of benefits in exchange for the termination of employment. Batchelor Institute recognises the expense and liability for termination benefits either when it can no longer withdraw the offer of those benefits or when it has recognised costs for restructuring within the scope of AASB 137 that involves the payment of termination benefits.

The expense and liability are recognised when Batchelor Institute is demonstrably committed to either terminating the employment of current employees according to a detailed formal plan without possibility of withdrawal or providing termination benefits as a result of an offer made to encourage voluntary redundancy.

Termination benefits are measured on initial recognition and subsequent changes are measured and recognised in accordance with the nature of the employee benefit. Benefits expected to be settled wholly within 12 months are measured at the undiscounted amount expected to be paid. Benefits not expected to be settled before 12 months after the end of the reporting period are discounted to present value.



	Economic Entity	
	2020 \$'000	2019 \$'000

## 20 CONTRACT AND OTHER LIABILITIES

### Current

Australian Government unspent financial assistance	881	450
Contract liabilities	749	2,621
<b>Total other liabilities</b>	<b>1,630</b>	<b>3,071</b>

### Accounting Policy

#### Australian Government unspent financial assistance

Australian Government unspent financial assistance are amounts billed in accordance with contracts with the Australia Government, but where the Institute has not yet provided the service.

#### Contract liabilities

A contract liability is the obligation to transfer goods or services to a customer for which Batchelor Institute has received consideration (or an amount of consideration is due) from the customer. If a customer pays consideration before Batchelor Institute transfers goods or services to the customer, a contract liability is recognised when the payment is made or the payment is due (whichever is earlier). Contract liabilities are recognised as revenue when Batchelor Institute performs under the contract.

## 21 EQUITY

### (a) Reserves

Property, plant and equipment revaluation surplus	15,124	15,124
Gifted asset reserve	15,617	15,617
<b>Total reserves</b>	<b>30,741</b>	<b>30,741</b>

### (b) Retained Surplus

Movements in retained surplus were as follows:

<b>Retained surplus at 1 January</b>	174	2,906
Operating result for the period	(214)	(2,732)
<b>Retained surplus at 31 December</b>	<b>(40)</b>	<b>174</b>
<b>Total Reserves and Retained Surplus</b>	<b>30,701</b>	<b>30,915</b>

### (c) Nature and purpose of reserves

#### Property, plant and equipment revaluation surplus

The property, plant and equipment revaluation surplus arises from the revaluation of non-current assets. Where a revalued asset is sold, the portion of the revaluation reserve which relates to that asset is transferred to retained surplus.

#### Gifted asset reserve

During the year ended 31 December 2002, the Northern Territory Government gifted to Batchelor Institute certain land and buildings which it occupied. The fair values of these land and buildings were determined on the basis of valuations performed by the Valuer-General as at 1 July 2002. The valuation was determined on the basis of fair value for land amounting to \$290,000 and depreciated replacement cost for buildings of \$15,109,000 making a total of \$15,399,000. These values were recognised in the financial statements during 2002 via the gifted asset revaluation. These and other assets have been revalued in accordance with Batchelor Institute's revaluation policy as described in Note 15, Property, plant and equipment.

## 22 KEY MANAGEMENT PERSONNEL DISCLOSURES

### (a) Names of responsible persons and executive officers

The following persons were responsible persons and executive officers of Batchelor Institute during the financial year:

#### Council Members

Ms Patricia Anderson AO	Chairperson (appointed on 4 February 2019)
Mr Russell Taylor AM	Deputy Chairperson (commenced 4 February 2019)
Professor Steve Larkin	Member (commenced 26 March 2018, currently on extended leave)
Ms Vicky Baylis	Member (1 February 2018 - 14 February 2020)
Mr Liam Fraser	Member (4 February 2019 - 3 February 2020)
Ms Lauren Ganley	Member (commenced 4 February 2019)
Mr Mick Gooda	Member (commenced 22 November 2019)
Ms Donna Ah Chee	Member (commenced 9 June 2020)
Ms Jessie Borthwick	Member (commenced 23 November 2020 - 5 February 2021) (Acting Chief Executive Officer)
Ms Karen Weston	Member (commenced 23 March 2020)
Associate Professor Kathryn Gilbey	Member (9 June 2020 - 8 June 2021)

### (b) Other key management personnel

The following persons also had authority and responsibility for planning, directing and controlling the activities of Batchelor Institute during the financial year:

Professor Steve Larkin	Chief Executive Officer (commenced 26 March 2018, currently on extended leave)
Ms Jessie Borthwick	A/Chief Executive Officer (23 November 2019 to 5 February 2021)
Ms Wendy Ludwig	Deputy Chief Executive Officer VET (1 October 2018 to 30 September 2020)
Professor Gareth Allison	Executive Dean Faculty of Tertiary Education and Research (commenced 2 November 2020)
Dr Sue Stanton	Elder Academic (commenced in July 2018)
Essie Nyemba	Chief Operating Officer (commenced 13 June 2020)
Ms Samantha Crossman	Director Executive Services (commenced 11 March 2019)
Ms Leah Atkinson	Chief Operating Officer (1 October 2018 to 12 June 2020)
Dr Jurg Bronnimann	A/Deputy CEO Higher Education and Research (1 January 2020 to 31 March 2020)
Professor Kerry Hudson	A/Executive Dean Higher Education and Research (20 April 2020 to 31 August 2020)
Mr Kim Jenkinson	Executive Advisor (22 June 2020 to 31 December 2020)
Mr Michael Hamilton	A/Dean Vocational Education and Training (commenced 30 September 2020)
Ms Katrina Cox	Director Human Resources (22 June 2020 to 31 December 2020)

**22 KEY MANAGEMENT PERSONNEL DISCLOSURES (CONTINUED)****(c) Remuneration of Board Members and Executives**

Remuneration paid or payable or otherwise made available to responsible persons and executive officers of Batchelor Institute:

	Economic Entity	
	2020 Number	2019 Number
<b>Remuneration of Council Members *</b>		
Nil to \$14,999	7	8
\$30,000 to \$44,999	1	1
\$45,000 to \$49,999	-	-
	<b>8</b>	<b>9</b>
<b>Remuneration of Executive Officers *</b>		
Nil to \$130,000	8	1
\$130,000 to \$144,999	1	-
\$145,000 to \$159,999	-	1
\$175,000 to \$189,999	1	2
\$190,000 to \$204,999	1	-
\$220,000 to \$234,999	-	1
\$250,000 to \$264,999	-	1
\$340,000 to \$354,999	1	-
\$415,000 to \$429,999	1	-
\$430,000 to \$444,999	-	1
	<b>13</b>	<b>7</b>

\* Remuneration bands have been updated to align with the Australian Government Department of Education and Training's Financial Statement Guidelines for Australian Education Providers for the 2020 Reporting Period, comparatives have been restated accordingly.

The remuneration of the Chief Executive Officer is disclosed in Remuneration of Executive Officers as the remuneration relates to his role as the Chief Executive Officer.

**(d) Key management personnel compensation**

Short-term employee benefits	1,492	1,211
Post-employment benefits	215	224
Other long-term benefits	28	30
Termination benefits	219	-
<b>Total key management personnel compensation</b>	<b>1,954</b>	<b>1,465</b>

**(e) Other transactions with key management personnel**

Refer Note 26, Related parties

	Economic Entity	
	2020 \$'000	2019 \$'000

## 23 REMUNERATION OF AUDITORS

During the year, the following fees were paid for services provided by the auditor of Batchelor Institute, its related practices and non-related audit firms:

### Audit the Financial Statements

Fees payable to the Northern Territory Auditor-General's Office		
Audit and review of financial reports	82	78
<b>Total paid for audit</b>	<b>82</b>	<b>78</b>

### Other services

Fees payable for other audit services		
Fees payable to KPMG	5	2
Fees payable to Merit Partners	23	9
Fees payable to Barry Hansen	2	3
Fees Payable to Vincents	7	-
Fees payable to CFO Part Time	12	-
<b>Total paid for other audit services</b>	<b>49</b>	<b>14</b>

Batchelor Institute's auditor is the Northern Territory Auditor-General's Office. The Institute seeks competitive tenders for all major consulting projects.

## 24 CONTINGENCIES

There were no known material contingent liabilities as at 31 December 2020.

### Accounting Policy

A contingent liability is:

- (a) a possible obligation that arises from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events, not wholly within the control of Batchelor Institute; or
- (b) a present obligation that arises from past events but is not recognised because:
  - i) it is not probable that an outflow of resources embodying economic benefits will be required to settle the obligation or
  - ii) the amount of the obligation cannot be measured with sufficient reliability.

A contingent asset is a possible asset that arises from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of Batchelor Institute.



	Economic Entity	
	2020 \$'000	2019 \$'000

## 25 COMMITMENTS

### Lease commitments

#### Operating leases

Non-cancellable operating leases are made up of a low value underlying asset lease for a multifunction device.

Commitments for minimum lease payments in relation to non-cancellable operating leases are payable as follows:

Within one year	4	7
Between one and five years	2	2
Later than five years	-	-
<b>Total future minimum lease payments</b>	<b>6</b>	<b>9</b>

## 26 RELATED PARTIES

Related parties to Batchelor Institute are:

- › Key Management Personnel and their close family members;
- › Any entity controlled or jointly controlled by Key Management Personnel or by their close family members;
- › Desert Peoples Centre Inc.

### (a) Key management personnel

Disclosures relating to directors and specified executives are set out in Note 22, Key management personnel disclosures.

### (b) Transactions with related parties

There were no related party transactions for Batchelor Institute in 2020.

No provision for doubtful debts has been raised in relation to any outstanding balances, and no expense has been recognised in respect of bad or doubtful debts due from related parties.

## 27 JOINT OPERATIONS

Batchelor Institute, through a joint venture agreement with the Centre for Appropriate Technology Inc., has a 50% interest in the Desert Peoples Centre Inc., an association incorporated under the *Associations Act 1963*. The fair value of this investment has been deemed to be nil due to the not-for-profit status of the Desert Peoples Centre Inc. and its constitution which precludes any profits being shared between the partners.

## 28 ECONOMIC DEPENDENCY

Batchelor Institute is funded predominantly by annual appropriations from both the Australian and Northern Territory Governments to meet proposed cash expenditure on both operational and capital items in the current financial year. Also, the Northern Territory Government Department of Corporate and Digital Development (DCDD) provides certain services and resources to Batchelor Institute at no charge (refer Note 5). This general purpose financial report has been prepared on a going concern basis in the expectation that such funding and support will continue. The future operations of the Institute are dependent upon the achievement of operating surpluses and positive operating cash flows. The Institute has no reason to believe that it will not continue to receive the support of the Australian and Northern Territory Governments and will not be able to generate operating surpluses and positive cash flows in the future.

## 29 EVENTS OCCURRING AFTER THE BALANCE SHEET DATE

There are no matters or circumstances which significantly affected or may affect the operations of the entity have arisen between end of the year to the date of this financial report.

	Economic Entity	
	2020 \$'000	2019 \$'000

### 30 RECONCILIATION OF OPERATING RESULT TO NET CASH FLOWS (USED IN) FROM OPERATING ACTIVITIES

<b>Net result for the period</b>	<b>(214)</b>	<b>(2,732)</b>
Depreciation and amortisation	2,197	2,190
Asset donations/write offs	1	24
Gain on disposal of assets	(4)	(38)
(Increase) / decrease in trade debtors	737	(1,203)
(Increase) / decrease in other operating assets	(119)	70
Increase / (decrease) in trade creditors	(1,204)	968
Increase / (decrease) in other operating liabilities	(1,441)	(630)
Increase / (decrease) in other provisions	223	(76)
<b>Net cash provided by / (used in) operating activities</b>	<b>176</b>	<b>(1,427)</b>

### 31 NON-CASH INVESTING AND FINANCING ACTIVITIES

Acquisition of plant and equipment by means of finance leases	663	1,329
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## 32 FINANCIAL INSTRUMENTS AND RISK MANAGEMENT

### (a) Financial risk management objectives and policies

Batchelor Institute's activities expose it to a variety of financial risks: market risk (mainly fair value interest rate risk and cash flow interest rate risk) credit risk and liquidity risk. Batchelor Institute's overall risk management program focuses on the unpredictability of financial markets and seeks to minimise potential adverse effects on the financial performance of Batchelor Institute. Batchelor Institute uses different methods to measure different types of risk to which it is exposed. These methods include sensitivity analysis in the case of interest rate risk and ageing analysis for credit risk.

Batchelor Institute's financial instruments consist mainly of deposits with banks, prepayments, trade receivables and contract assets, trade and other payables, and lease liabilities. The main risks that Batchelor is exposed to through financial instruments are credit risk and interest rate risk though, as Batchelor Institute is almost entirely dependent on government funding, with only a small amount of student fees and no foreign exchange dealings. Batchelor Institute has a policy of investing surplus cash only in secured term deposits. Therefore, Batchelor Institute's management of its financial risk is managed by ensuring cash flow is adequate through receiving government funds in a timely manner and investing in interest bearing bills that mature as required. This is managed by the financial services section of the Batchelor Institute with term deposits entered into with National Australia Bank.

### Financial instrument

A financial instrument is any contract that gives rise to a financial asset of one entity and a financial liability or equity instrument of another entity.

### Financial assets

#### Initial recognition and measurement

Financial assets are classified on initial recognition at fair value and subsequently measured at amortised cost, fair value through profit or loss, or fair value through other comprehensive income (OCI).

In order for a financial asset to be classified and measured at amortised cost, it needs to give rise to cash flows that are 'solely payments of principal and interest (SPPI)' on the principal amount outstanding. This assessment is referred to as the SPPI test and is performed at an instrument level.

Batchelor Institute's business model for managing financial assets refers to how it manages its financial assets in order to generate cash flows. The business model determines whether cash flows will result from collecting contractual cash flows, selling the financial assets, or both.

Purchases or sales of financial assets that require delivery of assets within a time frame established by regulation or convention in the market place (regular way trades) are recognised on the trade date, i.e., the date that Batchelor Institute commits to purchase or sell the asset.

### Subsequent measurement

For purposes of subsequent measurement, financial assets are classified in three categories:

- (i) (Other) financial assets at amortised cost
- (ii) (Other) financial assets at fair value through other comprehensive income
- (iii) (Other) financial assets at fair value through profit or loss

#### (i) Financial assets at amortised cost

Batchelor Institute measures financial assets at amortised cost if both of the following conditions are met:

- ▶ The financial asset is held within a business model with the objective to hold the financial asset in order to collect contractual cash flows; and
- ▶ The contractual terms of the financial asset give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

Financial assets at amortised cost are subsequently measured using the effective interest (EIR) method and are subject to impairment. Gains and losses are recognised in profit or loss when the asset is derecognised, modified or impaired.

Batchelor Institute's financial assets at amortised cost include trade receivables and contract assets.

#### (ii) Financial assets at fair value through other comprehensive income

Batchelor Institute measures debt instruments at fair value through OCI if both of the following conditions are met:

- ▶ The financial asset is held within a business model with the objective of both holding to collect contractual cash flows and selling, and
- ▶ The contractual terms of the financial asset give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

## 32 FINANCIAL INSTRUMENTS AND RISK MANAGEMENT (CONTINUED)

### (ii) Financial assets at fair value through other comprehensive income (continued)

For debt instruments at fair value through OCI, interest income, foreign exchange revaluation and impairment losses or reversals are recognised in the Statement of Comprehensive Income and computed in the same manner as for financial assets measured at amortised cost. The remaining fair value changes are recognised in OCI. Upon derecognition, the cumulative fair value change recognised in OCI is recycled to profit or loss.

Batchelor Institute currently does not hold debt instruments at fair value through OCI.

### (iii) Financial assets at fair value through profit or loss

Financial assets at fair value through profit or loss include financial assets held for trading, financial assets designated upon initial recognition at fair value through the Statement of Comprehensive Income, or financial assets mandatorily required to be measured at fair value. Financial assets are classified as held for trading if they are acquired for the purpose of selling or repurchasing in the near term. Derivatives, including separated embedded derivatives, are also classified as held for trading unless they are designated as effective hedging instruments. Financial assets with cash flows that are not solely payments of principal and interest are classified and measured at fair value through profit or loss, irrespective of the business model. Notwithstanding the criteria for debt instruments to be classified at amortised cost or at fair value through OCI, as described above, debt instruments may be designated at fair value through profit or loss on initial recognition if doing so eliminates, or significantly reduces, an accounting mismatch.

Financial assets at fair value through profit or loss are carried in the Statement of Financial Position at fair value with net changes in fair value recognised in the Statement of Comprehensive Income.

This category includes derivative instruments and listed equity investments which Batchelor Institute had not irrevocably elected to classify at fair value through OCI. Dividends on listed equity investments are also recognised as other income in the Statement of Comprehensive Income when the right of payment has been established.

Batchelor Institute currently does not hold financial assets at fair value through profit or loss.

### Derecognition

A financial asset (or, where applicable, a part of a financial asset or part of a group of similar financial assets) is primarily derecognised (i.e., removed from Batchelor Institute's statement of financial position) when:

- ▶ The rights to receive cash flows from the asset have expired or
- ▶ Batchelor Institute has transferred its rights to receive cash flows from the asset or has assumed an obligation to pay the received cash flows in full without material delay to a third party under a 'pass-through' arrangement; and either
  - (a) Batchelor Institute has transferred substantially all the risks and rewards of the asset, or
  - (b) Batchelor Institute has neither transferred nor retained substantially all the risks and rewards of the asset, but has transferred control of the asset.

When Batchelor Institute has transferred its rights to receive cash flows from an asset or has entered into a passthrough arrangement, it evaluates if, and to what extent, it has retained the risks and rewards of ownership.

When it has neither transferred nor retained substantially all of the risks and rewards of the asset, nor transferred control of the asset, Batchelor Institute continues to recognise the transferred asset to the extent of its continuing involvement. In that case, Batchelor Institute also recognises an associated liability. The transferred asset and the associated liability are measured on a basis that reflects the rights and obligations that Batchelor Institute has retained.

Continuing involvement that takes the form of a guarantee over the transferred asset is measured at the lower of the original carrying amount of the asset and the maximum amount of consideration that Batchelor Institute could be required to repay.

### Offsetting

Financial assets and financial liabilities are offset and the net amount is reported in the statement of financial position if there is a currently enforceable legal right to offset the recognised amounts and there is an intention to settle on a net basis, to realise the assets and settle the liabilities simultaneously.



## 32 FINANCIAL INSTRUMENTS AND RISK MANAGEMENT (CONTINUED)

### Impairment of debt instruments other than receivables

Batchelor Institute recognises an allowance for expected credit losses (ECLs) for all debt instruments other than receivables held at fair value through profit or loss. ECLs are based on the difference between the contractual cash flows due in accordance with the contract and all the cash flows that Batchelor Institute expects to receive, discounted at an approximation of the original effective interest rate. The expected cash flows will include cash flows from the sale of collateral held or other credit enhancements that are integral to the contractual terms.

ECLs are recognised in two stages. For credit exposures for which there has not been a significant increase in credit risk since initial recognition, ECLs are provided for credit losses that result from default events that are possible within the next 12-months (a 12-month ECL). For those credit exposures for which there has been a significant increase in credit risk since initial recognition, a loss allowance is required for credit losses expected over the remaining life of the exposure, irrespective of the timing of the default (a lifetime ECL).

Batchelor Institute considers a financial asset in default when contractual payments are 90 days past due. However, in certain cases, Batchelor Institute may also consider a financial asset to be in default when internal or external information indicates that Batchelor Institute is unlikely to receive the outstanding contractual amounts in full before taking into account any credit enhancements held by Batchelor Institute. A financial asset is written off when there is no reasonable expectation of recovering the contractual cash flows.

### Financial Liabilities

#### Initial recognition and measurement

Financial liabilities are classified on initial recognition at fair value and subsequently at fair value through profit or loss, or amortised cost.

All financial liabilities are recognised initially at fair value and, in the case of loans and borrowings and payables, net of directly attributable transaction costs.

Batchelor Institute's financial liabilities include trade and other payables, contract and other liabilities, and lease liabilities.

### Subsequent measurement

#### Financial liabilities at fair value through profit or loss

Financial liabilities at fair value through profit or loss include financial liabilities held for trading and financial liabilities designated upon initial recognition as at fair value through profit or loss.

Gains or losses on liabilities held for trading are recognised in the statement of comprehensive income.

Financial liabilities designated upon initial recognition at fair value through profit or loss are designated at the initial date of recognition, and only if the criteria in AASB 9 are satisfied. Batchelor Institute has not designated any financial liability as at fair value through profit or loss.

#### Financial liabilities at amortised cost

After initial recognition, interest-bearing loans and borrowings are subsequently measured at amortised cost using the EIR method. Gains and losses are recognised in profit or loss when the liabilities are derecognised as well as through the EIR amortisation process.

Amortised cost is calculated by taking into account any discount or premium on acquisition and fees or costs that are an integral part of the EIR. The EIR amortisation is included as finance costs in the Statement of Comprehensive Income.

This category generally applies to payables, interest-bearing loans and borrowings. Batchelor Institute does not hold any interest-bearing loans or borrowings.

#### Derecognition

A financial liability is derecognised when the obligation under the liability is discharged or cancelled or expires.

When an existing financial liability is replaced by another from the same lender on substantially different terms, or the terms of an existing liability are substantially modified, such an exchange or modification is treated as the derecognition of the original liability and the recognition of a new liability. The difference in the respective carrying amounts is recognised in the Statement of Comprehensive Income.

#### Offsetting

Financial assets and financial liabilities are offset and the net amount is reported in the consolidated statement of financial position if there is a currently enforceable legal right to offset the recognised amounts and there is an intention to settle on a net basis, to realise the assets and settle the liabilities simultaneously.

## 32 FINANCIAL INSTRUMENTS AND RISK MANAGEMENT (CONTINUED)

### (b) Market risk

#### (i) Cash flow and fair value interest rate risk

Batchelor Institute has no debt and therefore no interest rate risk in this regard. In terms of investment, the level of risk relates to the movement in interest rates earned on income deposited and the timeliness of grant payments paid to the Institute.

#### (ii) Summarised sensitivity analysis

The following tables summarise the sensitivity of Batchelor Institute's financial assets and financial liabilities to interest rate risk.

	Interest rate risk				
	Carrying amount \$'000	-0.1%		+0.1%	
		Result \$'000	Equity \$'000	Result \$'000	Equity \$'000
<b>31 December 2020</b>					
<b>Financial assets</b>					
Cash and cash equivalents	6,615	(7)	(7)	7	7
Receivables and contract assets	1,409	-	-	-	-
Other assets	596	-	-	-	-
<b>Financial liabilities</b>					
Trade and other payables	1,561	-	-	-	-
Lease liabilities	971	(1)	(1)	1	1
Contract and other liabilities	1,630	-	-	-	-
<b>Total increase/ (decrease)</b>		<b>(6)</b>	<b>(6)</b>	<b>6</b>	<b>6</b>

	Interest rate risk				
	Carrying amount \$'000	-1%		+1%	
		Result \$'000	Equity \$'000	Result \$'000	Equity \$'000
<b>31 December 2019</b>					
<b>Financial assets</b>					
Cash and cash equivalents	7,448	(74)	(74)	74	74
Receivables and contract assets*	2,146	-	-	-	-
Other assets	462	-	-	-	-
<b>Financial liabilities</b>					
Trade and other payables	2,764	-	-	-	-
Lease liabilities	809	(8)	(8)	8	8
Contract and other liabilities	3,071	-	-	-	-
<b>Total increase/ (decrease)</b>		<b>(66)</b>	<b>(66)</b>	<b>66</b>	<b>66</b>

\* Receivable and contract assets are restated to include Lease receivables which were incorrectly classified under Other non-financial assets in 2019.

## 32 FINANCIAL INSTRUMENTS AND RISK MANAGEMENT (CONTINUED)

### (c) Credit risk

At the end of the financial year, Batchelor Institute's maximum exposure to credit risk to each class of recognised financial asset is the carrying amount of those assets as indicated in the Statement of Financial Position.

#### Receivables and contract assets

Credit risk refers to the risk that a counterparty will default on its contractual obligations resulting in financial loss to Batchelor Institute. Batchelor Institute also requires students to pay all debts prior to graduating.

Credit risk is managed subject to Batchelor Institute's established policy, procedures and control relating to credit risk management. Credit quality of a customer is assessed based on individual credit limits. Outstanding receivables are regularly monitored.

An impairment analysis is performed at each reporting date using a provision matrix to measure expected credit losses. The provision rates are based on days past due for groupings of various customer segments with similar loss patterns (i.e., by geographical region, product type, customer type and rating). The calculation reflects the probability-weighted outcome, the time value of money and reasonable and supportable information that is available at the reporting date about past events, current conditions and forecasts of future economic conditions. Generally, trade receivables are written-off if past due for more than one year and are not subject to enforcement activity. The maximum exposure to credit risk at the reporting date is the carrying value of each class of financial assets disclosed in the notes above.

Set out below is the information about the credit risk exposure on Batchelor Institute's receivables and contract assets using a provision matrix:

#### 31 December 2020

	Trade receivables						Total
	Days past due						
	<30 days	30-60 days	61-90 days	90-180 days	180-365 days	>365 days	
Expected credit loss rate	1%	2%	5%	10%	50%	100%	
Estimated total gross carrying amount at default	19	-	-	52	44	109	<b>224</b>
Expected credit loss	-	-	-	5	22	109	<b>136</b>

#### 31 December 2019

	1%	2%	5%	10%	50%	100%	
Expected credit loss rate							
Estimated total gross carrying amount at default	49	1	2	-	63	86	<b>201</b>
Expected credit loss	1	-	-	-	31	86	<b>118</b>

#### Financial instruments and cash deposits

Batchelor Institute does not have any significant credit risk exposure to any single counterparty. To manage credit risk associated with its cash balances, Batchelor Institute deposits its funds with Australia's Big 4 banks or Government guaranteed financial institutions.

## 32 FINANCIAL INSTRUMENTS AND RISK MANAGEMENT (CONTINUED)

### (d) Liquidity risk

The Institute receives over 80% of its funding in government grants and therefore is able to manage its liquidity risk based on known income and approximate payment dates. Funds which are surplus to operating requirements are invested until required. Budget management processes are in place so as to guard against the risk of over expenditure.

The following tables summarise the maturity of Batchelor Institute's financial liabilities:

31 December 2020	Average Interest Rate	Variable Interest Rate	Less than 1 Year	1 to 5 Years	5+ Years	Non-Interest Bearing	Total
	%	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Financial liabilities</b>							
Trade and other payables	-	-	-	-	-	1,561	<b>1,561</b>
Lease liabilities	0.57	-	424	547	-	-	<b>971</b>
Contract and other liabilities	-	-	-	-	-	1,630	<b>1,630</b>
<b>Total financial liabilities</b>		<b>-</b>	<b>424</b>	<b>547</b>	<b>-</b>	<b>3,191</b>	<b>4,162</b>

31 December 2019	Average Interest Rate	Variable Interest Rate	Less than 1 Year	1 to 5 Years	5+ Years	Non-Interest Bearing	Total
	%	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Financial liabilities</b>							
Trade and other Payables	-	-	-	-	-	2,764	<b>2,764</b>
Lease liabilities	1	809	-	-	-	-	<b>809</b>
Contract and other liabilities	-	-	-	-	-	3,071	<b>3,071</b>
<b>Total financial liabilities</b>		<b>809</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,835</b>	<b>6,644</b>



### 33 FAIR VALUE MEASUREMENTS

#### (a) Fair value measurements

The fair value of financial assets and financial liabilities must be estimated for recognition and measurement or for disclosure purposes.

Due to the short-term nature of the cash and cash equivalents and current receivables, their carrying value approximates their fair value and based on credit history it is expected that the receivables that are neither past due nor impaired will be received when due.

The carrying amounts and aggregate fair values of financial assets and liabilities at balance date are:

	Note	Carrying		Fair Value	
		2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000
<b>Financial assets</b>					
Cash and cash equivalents	12	6,615	7,448	6,615	7,448
Receivables and contract assets	13	1,409	2,146	1,409	2,146
Other assets	14	596	462	596	462
<b>Total financial assets</b>		<b>8,620</b>	<b>10,056</b>	<b>8,620</b>	<b>10,056</b>
<b>Financial liabilities</b>					
Payables	17	1,561	2,764	1,561	2,764
Lease liabilities	18	971	809	971	809
Contract and other liabilities	20	1,630	3,071	1,630	3,071
<b>Total financial liabilities</b>		<b>4,162</b>	<b>6,644</b>	<b>4,162</b>	<b>6,644</b>

Batchelor Institute measures and recognises the following assets at fair value on a recurring basis:

- › Land and buildings
- › Infrastructure
- › Heritage and cultural assets

#### Disclosed fair values

The carrying value less impairment provision of trade receivables and payables is a reasonable approximation of their fair values due to their short-term nature. The fair value of financial liabilities for disclosure purposes is estimated by discounting the future contractual cash flows at the current market interest rate that is available to Batchelor Institute for similar financial instruments (level 3).

## 33 FAIR VALUE MEASUREMENTS (CONTINUED)

### (b) Fair value hierarchy

Batchelor Institute categorises assets and liabilities measured at fair value into a hierarchy based on the level of inputs used in measurements:

- ▶ level 1 - quoted prices (unadjusted) in active markets for identical assets or liabilities
- ▶ level 2 - inputs other than quoted prices within level 1 that are observable for the asset or liability either directly or indirectly
- ▶ level 3 - inputs for the asset or liability that are not based on observable market data (unobservable inputs).

#### Recognised fair value measurements

Fair value measurements recognised in the statement of financial position are categorised into the following levels at 31 December 2020.

	2020 \$'000	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
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#### Fair value measurements at 31 December 2020

##### Recurring fair value measurements

##### Non-Financial assets at Fair Value

Land	985	-	985	-
Buildings	24,685	-	24,685	-
Infrastructure	853	-	853	-
Heritage and cultural assets	751	-	751	-
<b>Total</b>	<b>27,274</b>	<b>-</b>	<b>27,274</b>	<b>-</b>

##### Non-Financial assets at Cost

Land	-	-	-	-
Buildings	1,017	-	1,017	-
Infrastructure	48	-	48	-
Heritage and cultural assets	-	-	-	-
<b>Total</b>	<b>1,065</b>	<b>-</b>	<b>1,065</b>	<b>-</b>

##### Total Non-Financial assets

Land	985	-	985	-
Buildings	25,702	-	25,702	-
Infrastructure	901	-	901	-
Heritage and cultural assets	751	-	751	-
<b>Total Non-financial assets</b>	<b>28,339</b>	<b>-</b>	<b>28,339</b>	<b>-</b>

**33 FAIR VALUE MEASUREMENTS (CONTINUED)****(b) Fair value hierarchy (continued)**

	2019 \$'000	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
<b>Fair value measurements at 31 December 2019</b>				
<i>Recurring fair value measurements</i>				
<b>Non-Financial assets at Fair Value</b>				
Land	985	-	985	-
Buildings	26,080	-	26,080	-
Infrastructure	963	-	963	-
Heritage and cultural assets	752	-	752	-
<b>Total</b>	<b>28,780</b>	<b>-</b>	<b>28,780</b>	<b>-</b>
<b>Non-Financial assets at Cost</b>				
Land	-	-	-	-
Buildings	528	-	528	-
Infrastructure	49	-	49	-
Heritage and cultural assets	-	-	-	-
<b>Total</b>	<b>577</b>	<b>-</b>	<b>577</b>	<b>-</b>
<b>Total Non-Financial assets</b>				
Land	985	-	985	-
Buildings	26,608	-	26,608	-
Infrastructure	1,012	-	1,012	-
Heritage and cultural assets	752	-	752	-
<b>Total Non-financial assets</b>	<b>29,357</b>	<b>-</b>	<b>29,357</b>	<b>-</b>

There were no transfers between levels 1 and 2 for recurring fair value measurements during the year. Batchelor Institute's policy is to recognise transfers into and transfers out of fair value hierarchy levels as at the end of the reporting period.

## 33 FAIR VALUE MEASUREMENTS (CONTINUED)

### (c) Valuation techniques used to derive level 2 and level 3 fair values

#### *Recurring fair value measurements*

The fair value of financial instruments that are not traded in an active market (for example, over the counter derivatives) is determined using valuation techniques. These valuation techniques maximise the use of observable market data where it is available and rely as little as possible on entity specific estimates. If all significant inputs required to fair value an instrument are observable, the instrument is included in level 2.

Land and buildings, Infrastructure, and Heritage and Cultural assets are shown at fair value based on periodic, but at least quinquennial valuations by independent valuers, less subsequent depreciation for buildings and infrastructure. At the end of each reporting period, Batchelor Institute updates the assessment of the fair value of each property, taking into account the most recent independent valuations. Batchelor Institute determines the property's value within a range of reasonable fair value estimates. Any accumulated depreciation at the date of revaluation is eliminated against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset.

The best evidence of fair value is current prices in an active market for similar properties. Where such information is not available Batchelor Institute considers information from a variety of sources, including:

- ▶ depreciated replacement cost for land and buildings, and infrastructure. It involves a calculation for the current cost of replacing an asset with its modern equivalent asset, and less deductions for all physical deterioration and all relevant forms of obsolescence and optimisation.
- ▶ a sales comparison approach for heritage and cultural assets, based on secondary-market evidence and depreciation trends. It considers the sales of similar or substitute assets and related market data, and establishes a value estimate by processes involving comparison. In general, an asset being valued is compared with sales of similar assets that have been transacted in the open market.

All resulting fair value estimates for properties are included in level 2.



## 34 ACQUITTAL OF AUSTRALIAN GOVERNMENT FINANCIAL ASSISTANCE

### Note

		Economic entity							
		National Institutes Funding			Promotion of Excellence in Learning and Teaching		Indigenous Student Success Program		TOTAL
	2020	2019	2020	2019	2020	2019	2020	2019	2020
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
	7,636	7,502	-	(30)	249	274	7,885	7,746	
	-	-	-	45	(26)	10	(26)	55	
	<b>7,636</b>	<b>7,502</b>	-	<b>15</b>	<b>223</b>	<b>284</b>	<b>7,859</b>	<b>7,801</b>	
	-	-	-	45	10	20	10	65	
	<b>7,636</b>	<b>7,502</b>	-	<b>15</b>	<b>259</b>	<b>294</b>	<b>7,895</b>	<b>7,811</b>	
	(7,636)	(7,502)	-	(15)	(223)	(284)	(7,859)	(7,801)	
	-	-	-	-	<b>36<sup>^</sup></b>	<b>10</b>	<b>36</b>	<b>10</b>	

### 3.1 (a)

#### (a) Education - CGS and Other Education Grants

Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)

Net adjustments

#### Revenue for the period

Surplus / (deficit) from the previous year

#### Total funding available including surplus from prior years

Less expenses including accrued expenses

#### Surplus / (deficit) for reporting period

<sup>^</sup> Surplus of \$36,000 is expected to carry forward to 2021.

\* \$30,000 was paid to Flinders University to take charge of the Promotion of excellence in Learning and Teaching remaining funds.

\*\* the disclosure is provided for the Commonwealth Government reporting purpose. In order to align with the AASB 15 and AASB 1058 requirements, the line item "Total funding available including surplus/deficit from prior years" has replaced "total revenue including accrued revenue". Total funding available including surplus/deficit from prior year is total of cash received during the year and prior year surplus. The prior year comparative figures are restated accordingly.

## 34 ACQUITTAL OF AUSTRALIAN GOVERNMENT FINANCIAL ASSISTANCE (CONTINUED)

	Note	Economic entity				TOTAL	
		Research Training Program		Research Support Program			
		2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000
<b>(b) Department of Education and Training Research</b>							
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)		122	127	128	133	250	260
Net adjustments		(47)	-	(87)	(53)	(134)	(53)
<b>Revenue for the period</b>	<b>3.1(b)</b>	<b>75</b>	<b>127</b>	<b>41</b>	<b>80</b>	<b>116</b>	<b>207</b>
Surplus / (deficit) from the previous year		(49)	(33)	230	175	181	142
<b>Total funding available including surplus from prior years</b>		<b>122</b>	<b>127</b>	<b>358</b>	<b>310</b>	<b>480</b>	<b>437</b>
Less expenses including accrued expenses		(75)	(176)	(41)	(80)	(116)	(256)
<b>Surplus / (deficit) for reporting period</b>		<b>47</b>	<b>(49)</b>	<b>317</b>	<b>230</b>	<b>364</b>	<b>181</b>

\* The reported surplus of \$47,000 for Research Training Program and \$317,000 for Research Support Program is expected to be rolled over for future use by the Institute

As of 1 January 2017, Research Support Program replaced Joint Research Engagement Program, Research Infrastructure Block Grants and Sustainable Research Excellence in Universities


### (c) Total Higher Education Provider Research Training Program expenditure

	Total domestic students	Total overseas students
	\$'000	\$'000
Research Training Program Fees offsets	4	-
Research Training Program Stipends	71	-
Research Training Program Allowances	-	-
<b>Total for all types of support</b>	<b>75</b>	<b>-</b>

## STATEMENT BY THE CHIEF EXECUTIVE OFFICER FOR THE YEAR ENDED 31 DECEMBER 2020

1. In my opinion:
  - (a) the accompanying financial statements of the Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) are drawn up so as to give a true and fair view of the state of affairs as at 31 December 2020, and the results for the year ended on that date, of Batchelor Institute; and
  - (b) at the date of this statement there are reasonable grounds to believe that Batchelor Institute will be able to pay its debts as and when they fall due.
2. The accompanying financial statements and notes thereto of Batchelor Institute have been made out in accordance with the *Batchelor Institute of Indigenous Tertiary Education Act 1999*, Australian Accounting Standards, the *Australian Charities and Not-for-Profits Commission Act 2012* and as per the Department of Education and Training Financial Statement Guidelines for Australian Higher Education Providers for the 2020 Reporting Period.
3. The amount of Australian Government financial assistance expended during the reporting period was for the purpose(s) for which it was provided.
4. Batchelor Institute has complied with the requirements of various program guidelines that apply to the Australian Government financial assistance identified in the financial statements.

Signed at Batchelor this 30 day of July 2021.



Professor Gareth Allison  
A/Chief Executive Officer

# AUDITORS REPORT



## Auditor-General

### Independent Auditor's Report to the Minister for Education

#### Batchelor Institute of Indigenous Tertiary Education

Year Ended 31 December 2020

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### Opinion

I have audited the accompanying Financial Report of the Batchelor Institute of Indigenous Tertiary Education ("the Institute").

The Financial Report comprises the statement of financial position as at 31 December 2020, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by Chief Executive Officer.

In my opinion, the accompanying Financial Report of the Batchelor Institute of Indigenous Tertiary Education has been prepared in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- (a) giving a true and fair view of the financial position of the Institute as at 31 December 2020, and of its financial performance and its cash flows for the year ended on that date; and
- (b) complying with Australian Accounting Standards and Division 60 of the *Australian Charities and Not-for-profits Commission Regulation 2013*.

### Basis for Opinion

I conducted the audit in accordance with Australian Auditing Standards. I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for the opinion.

My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report.

I am independent of the Institute in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's *APES 110 Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to the audit of the Financial Report in Australia. I have fulfilled my other ethical responsibilities in accordance with the Code.

### Other Information

Other information is financial and non-financial information in the Institute's annual reporting which is provided in addition to the Financial Report and the Auditor's Report. The Council of the Institute (the Council) is responsible for the Other Information.

The Other Information I obtained prior to the date of this Auditor's Report was the "*Report by Members of the Council*" shown on pages 1 to 4 of the Financial Report.

My opinion on the Financial Report does not cover the Other Information and, accordingly, I do not express any form of assurance conclusion thereon.

In connection with the audit of the Financial Report, my responsibility is to read the Other Information. In doing so, I consider whether the Other Information is materially inconsistent with the Financial Report or the knowledge obtained in the audit, or otherwise appears to be materially misstated.





## Auditor-General

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I am required to report if I conclude that there is a material misstatement of this Other Information, and based on the work I have performed on the Other Information that I obtained prior to the date of this Auditor's Report I have nothing to report.

#### **Responsibilities of the Council for the Financial Report**

The Council is responsible for the preparation of the Financial Report that gives a true and fair view in accordance with Australian Accounting Standards; the *Australian Charities and Not-for-profits Commission Act 2012*; the requirements of the Commonwealth Department of Education and Training and other State and Commonwealth Government legislative requirements and for implementing necessary internal control to enable the preparation of Financial Report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the Financial Report, the Council is responsible for assessing the Institute's ability to continue as a going concern. This includes disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless they either intend to liquidate the Institute or cease operations, or have no realistic alternatives but to do so.

The Council is responsible for overseeing the Institute's financial reporting process.

#### **Auditor's Responsibilities for the Audit of the Financial Report**

My objectives are to obtain reasonable assurance about whether the Financial Report as a whole is free from material misstatement, whether due to fraud or error; and to issue an Auditor's Report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with *Australian Auditing Standards* will always detect a material misstatement when it exists. Misstatements can arise from fraud or error. They are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this Financial Report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identify and assess the risks of material misstatement of the Financial Report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Institute's internal control.
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Institute's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my Auditor's Report to the related disclosures in the Financial Report or, if such disclosures are inadequate, to modify my auditor's opinion. My conclusions are based on the audit evidence obtained up to the date of my Auditor's Report however, future events or conditions may cause the Institute to cease to continue as a going concern.



## Auditor-General

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- evaluate the overall presentation, structure and content of the Financial Report, including the disclosures, and whether the Financial Report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during the audit.

A handwritten signature in blue ink, appearing to read 'Julie Crisp'.

Julie Crisp  
Auditor-General for the Northern Territory  
Darwin, Northern Territory

30 July 2021



