

Batchelor Institute Annual Report 2022



Batchelor Institute of Indigenous
Tertiary Education



Mary Tilmouth, Fiona Dixon, Elizabeth Dixon, Moesha Glenn,
Joy Turner, Bronwyn Payne, Janine Tilmouth, Sharon Tilmouth,
Bushy park to Alcoota (detail), 2020, acrylic on canvas. © the artists.

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INTRODUCTION

ANNUAL REPORT 2022

NOTICE

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

ACKNOWLEDGEMENT OF COUNTRY

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

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

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

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

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

ANNUAL REPORT 2022

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Messages from our leaders

BACHELOR INSTITUTE COUNCIL CHAIR'S MESSAGE

This year, 2022, has marked the start of transformation for Australia and the Higher Education sector as well as the ongoing evolution of Batchelor Institute.

After the May 2022 election, the incoming Prime Minister, the Hon Anthony Albanese MP, announced in his acceptance speech his government's intent to implement the Uluru Statement from the Heart in its entirety. As a centre of learning, which privileges the voice of First Nations peoples, the Batchelor Institute of Indigenous Tertiary Education welcomed Mr Albanese's commitment to this important step forward for First Nations peoples and communities.

The announcement of the Australian Universities Accord in 2022 was also the start of the transformative change in the Higher Education sector. Through the Australian Universities Accord, the Australian Government committed to drive lasting and transformative reform in Australia's higher education system. The Accord is an opportunity to build a visionary plan for Australia's universities and higher education sector and Batchelor Institute has supported and contributed to this activity to ensure that First Nations peoples are present and have voice, and that our knowledges are appropriately recognised in the Higher Education sector.

For Batchelor Institute 2022 was a year of reflection, growth and achievement. In 2022, for the second consecutive year (2021 & 2022) Batchelor Institute won the Large Training Provider of the Year Award at the Department of Innovation, Tourism and Training's Northern Territory Training Awards. This is a remarkable achievement that is a testament to the dedication of our organisation to empowering First Nations students with quality education, training and employment opportunities.

In 2022 Batchelor Institute was also active in First Nations language revival – again providing a space to give voice to our communities. Batchelor Institute hosted The Master Apprentice Indigenous Language Revival Conference in Alice Springs during August 2022. This conference facilitated international cultural connections and knowledge sharing between Native American and First Nations Australian communities seeking to keep their languages strong. It brought together 35 endangered First Nations language groups, more than 100 participants from across Australia with nine Native American language revival experts.

Batchelor Institute continued to play a pivotal role in the Pertame Language Revival program through the Centre for Australian Languages and Linguistics, demonstrating an unwavering commitment to preserving and revitalizing the endangered Pertame language. Through collaborative efforts with Pertame community members and linguists, the Institute has been at the forefront of documentation, research, and teaching initiatives aimed at restoring this culturally significant language to its rightful place. Our comprehensive approach includes developing educational materials, conducting language classes, and facilitating community engagement activities.

By empowering Pertame speakers to reclaim their linguistic heritage and pass it down to future generations, the Institute's work in the Pertame Language Revival program serves as a shining example of cultural preservation and linguistic revitalization.

There are many incredible First Nations people doing many amazing things. From time-to-time, after consideration by both Academic Board and Council, Batchelor Institute chooses to award an honorary doctorate to an individual who has demonstrated exceptional accomplishments or has made significant contributions to First Nations Peoples.

In 2022, we recognised the important contributions of Dr MK Turner and Dr KM Mills. We were proud and honoured to be able to recognise Dr MK Turner's lifelong commitment to cultural maintenance and languages of Aboriginal people, as an author, outstanding educator, and advocate. Underscoring Dr MK Turner's leadership and knowledge in healing, community-controlled organisations and intergenerational knowledge sharing, we recognised her knowledge, power and urgent truth telling. We were also similarly honoured to be able to recognise Dr KM Mills' lifetime of work and achievement for truth, justice, equity, reparation, documentation of her culture, and the wellbeing of First Nations peoples, especially those of the Northern Territory.

Batchelor Institute is constantly working to better our organisation. In September 2021 the Independent Commission against Corruption (ICAC) announced that it would conduct a review of our organisations practices, policies and procedures in order to identify where improvements could or should be made. It is important to note that this was a review rather than an investigation which is normally associated with ICAC.

The Institute pledged full cooperation with ICAC throughout the review and in 2022 the Institute has worked hard to implement the 27 recommendations that were made by ICAC in June 2022. In October 2022 we were pleased to be advised of the formal conclusion of the ICAC Review.

While we acknowledge the challenges we have faced as an organisation, we also recognise the importance of keeping focused on the job at hand and continue serving First Nations communities with culturally safe education and training opportunities. Our commitment to First Nations education remains unwavering, and we look forward to continuing to serve and support our students, staff, families and communities. We have our eyes on the future and we remain connected to our past.

In closing, I would like to thank Batchelor Institute's Council, supporting committees, staff, students and all of those who contributed to the work of our organisation in 2022.

PATRICIA ANDERSON, AO
Council Chair and Alyawarre woman

BACHELOR INSTITUTE ELDER ACADEMIC

Kemec

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

We acknowledge the passing of Esteemed Arrernte/ Anmatjerre Elder Dr Rosalie Kunoth-Monks OAM who left us to join her Ancestors 26 January 2022.

On behalf of Batchelor Institute Staff we pay respect to Chair, Batchelor Council Pat Anderson AO and express our gratitude to Council members who continue to provide guidance and support through ongoing strengthening and maintenance of the reputation of the Institute's identity as Australia's primary First Nations dual sector tertiary education provider.

It is through Batchelor Institute Council support that the Elder Academic Office and the Elder Academic role is able to continue to play a vital role in operationalising the Institute's overall Vision – which is to embed First Nations perspectives, philosophies, and practices in all learning and teaching, and operations of the Institute.

The year 2022 threw up even more challenges than the previous year presented. However, along with the added and sometimes extra special other challenges the Institute overcame much adversity, through resilience and hard work that resulted in many successes. Nonetheless there is still much to do in relation to cultural transformation of the entire workplace, its systems and processes. Serious organisational change is difficult but necessary for the future of the Institute.

There are many at Batchelor Institute who continue to work tirelessly in tracking and tackling those challenges so that we are better prepared for a stronger future in 2023. Those at the Institute will ensure improvement and success best through constant reminders of the Institute mandate – the Vision - and to never lose sight of that.

Good wishes to – Students, Staff, Community and all those who engage with the business that is Batchelor Institute. May you all have great success and enjoy good health throughout 2023.



Dr Sue Stanton
Elder Academic, Batchelor Institute

BACHELOR INSTITUTE CEO

Batchelor Institute is an organisation that has a significant and ongoing legacy. In 2022 our organisation has been in operation for 48 years and we look forward to the 50-year celebrations in 2024. Grandparents trust us to educate their grandchildren, because of their learning experiences with us and the Batchelor Institute of Indigenous Tertiary Education strives to continue to remain worthy of that trust.

As a Batchelor Institute Council member, I was honoured to take the helm as CEO for a period of time in 2022. This report outlines some of our key successes in 2022, and I was proud to be part of these and contribute to the ongoing success of Batchelor and the important work that it does in the Northern Territory, Australia and globally.

One of the highlights for me was our June graduation at the Batchelor Campus. After two years of interruptions due to COVID-19 this ceremony marked the return to regular celebrations of the excellence of Batchelor Institute's students. These ceremonies symbolize the hard work, commitment and perseverance of students. Batchelor Institute staff often say that Batchelor Institute graduations are the best days on our calendar. They are a celebration not only for our students, but also their families and communities as well as our staff and Council. At this ceremony 280 individual award conferred across 30 diverse cultures.

This Annual Report provides an overview of Batchelor Institute's year in 2022. From the operating environment, to our people, to information about our partnerships and our training and research arms through the Annual Report we provide an insight into the work that we do and how we continue to strive to be the First Nations Institute of choice where truth, knowledge and wisdom meet. That is, to be the place where students choose to study with us and that their communities continue to trust us with this most important responsibility.



Mick Gooda
CEO, Batchelor Institute



Batchelor
Institute

Operating Environment

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

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

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

Our past

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•
•

2011

Batchelor Institute entered a collaborative partnership with Charles Darwin University for the shared delivery of a specific range of Higher Education and Postgraduate study options which address Aboriginal and Torres Strait Islander students' needs. Course delivery began in 2012.

2003

Following the Australian government's higher education reforms, Batchelor Institute was recognised and funded as a 'National Institute'.

1999

The current Batchelor Institute was established under Indigenous Australian ownership and the governance of the Batchelor Institute Council.

1990

A second campus was established in 1990 in Alice Springs

1982

Batchelor College commenced as a dual-sector tertiary provider

1974

Batchelor College moved to the Batchelor township

Mid 1960s

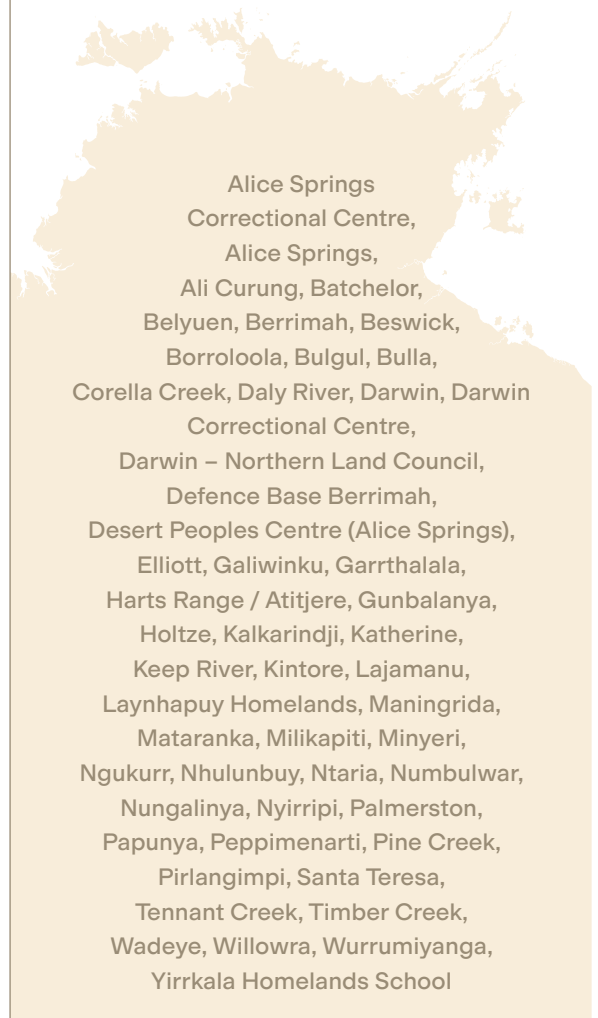
Batchelor College (as it was known then) began as a small annexe of Kormilda College in Darwin, providing programs for Aboriginal teacher aides and assistants in community schools.

BACHELOR
INSTITUTE
DELIVERED
COURSES AT

53

LOCATIONS
ACROSS THE
NORTHERN
TERRITORY.

2022 DELIVERY LOCATIONS
FOR VOCATIONAL EDUCATION
AND TRAINING COURSES



Strategic Direction

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

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

Leadership and Governance

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

The Council's functions are:

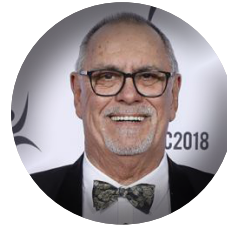
- Approve the mission and strategic direction of Batchelor Institute.
- Oversee and monitor the academic activities of Batchelor Institute.
- Establish policy and procedure principles consistent with legal requirements and community expectations.
- Oversee Batchelor Institute's management by reviewing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

Council Members 2022



Pat Anderson AO

Council
Chair



The late **Russel Taylor AM**

Council
Deputy Chair



Lauren Ganley

Member appointed by the
Administrator



Karen Weston

Chief Executive
Department of Education



Donna Ah Chee

Member appointed by the
Administrator



Dr Kathryn Gilbey

Council Staff
Representative



Dr Janine Oldfield

Elected Member
Staff Representative



Helen Bishop

Elected Member
Student Representative



Mick Gooda

Chief Executive
Officer



Leon Yeatman

Chief Executive
Officer



David Cusack

Chief Executive
Officer

Finance, Audit & Risk Management Committee

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

Executive Leadership Advisory Team

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

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



Silk Paintings by Anne Ronberg, Alice Springs NT

Our People

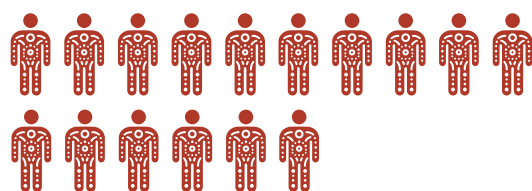
All work at Batchelor Institute is underpinned by enthusiastic, motivated staff – our people are the fabric of our quality education. 2022 saw new employees, new objectives, and more professional development opportunities for staff.

In 2022, we had 101 staff join the Batchelor community across a wide range of contracts - and of an average of 196 staff, we employed 80 First Nations peoples. Recruitment policies, procedures and guidelines were reviewed, and Work Health and Safety was a continuous priority, with staff working through COVID-19 policies, new Motor Vehicle and Safe Driving Policy and Procedure.

In 2022, a number of Professional Development activities, training workshops and leadership seminars were undertaken across the Institute to assist Batchelor staff for the future.

Our People

In 2022, Batchelor Institute welcomed 101 new staff and 87 staff left due to various reasons such as casual contracts ceasing and routine resignations.



13 temporary contracts ended



3 voluntary redundancies



31 employees resigned



3 employees dismissed/terminated



1 worker compensation ceased

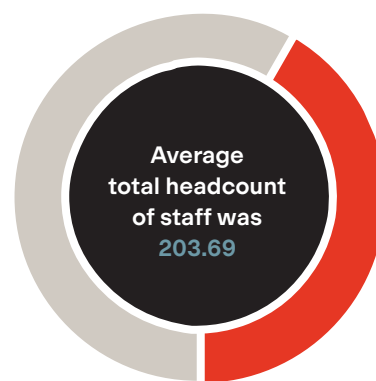


36 casual employee contracts ceased.

In June 2022, an administrative pay increase was facilitated backdated to 01 January 2022 for all staff to ensure staff were compensated due to Enterprise Agreement negotiations being placed on hold until later in the year.

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

HR has continued to support all levels of management and staff. E-Recruit was investigated and due to unforeseen circumstances, it has been delayed to late 2023 to early 2024. Concurrently the recruitment policy, procedures and guidelines are being reviewed to assist in this implementation. Flu Vaccinations were made available for all staff and were reimbursed for those that undertook this opportunity.



The average number of Aboriginal and/or Torres Strait Islander employees: **80**

Average total headcount of staff was **203.69**. Of those 196 staff, we have averaged 80 First Nations peoples. The average percentage of First Nations staff headcount is 39.28%.

Professional Development

Over 2022, a number of professional development activities were undertaken across the Institute. All staff were provided with the opportunity to attend First Aid training, Mental Health first aid training and 4WD training. Health and Safety Representative (HSR) refresher training was also provided to elected HSRs on the WHS committee. Workshops, seminars and training courses were attended by staff to ensure industry currency in their provision of training to students. Some internal staff were provided the opportunity to undertake Certificate IV in Business (Leadership) to further their skills in leadership.



Work Health and Safety

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

2022 was another year of dealing with COVID-19 restraints whilst dealing with changing restrictions under CHO directions. COVID-19 vaccinations were mandatory for any workers in organisations who dealt with vulnerable peoples, such as the Institute. MyHR was updated in 2022 to allow for booster vaccinations to be added. In October 2022, all restrictions were lifted by CHO. The Institute made the decision to continue to abide by our COVID policy and procedures (version 8) in order to protect workers and students from COVID-19 transmission.

Work was completed on the new Motor Vehicle and Safe Driving Policy and Procedure, Regional and Remote Travel Request and Vehicle Check Sheet which was a consolidation of and replacing the following: Remote Area Travel Guideline, Remote Area Travel Hazards Guideline and the Motor Vehicle and Safe Driving Procedure. The Regional and Remote Travel Request will be a consolidation of all previous request forms. It is anticipated that this body of work will be completed in the new year.

The WHS Committee met regularly over the year, as did the Remote Travel Committee and the Emergency Incident Response Team which both arise from the WHS Committee. Ensuring active engagement of workers and management will ensure WHS issues are taken seriously and addressed quickly.

New Initiatives

In July 2022, an administrative pay increase was backdated to first full pay in January 2022 for all staff to compensate them for Enterprise Agreement negotiations being delayed and due to the re-commencement of bargaining for a new agreement in August 2022. We initiated conversion to permanency for Academic staff on fixed term contracts at expiration and longer than 3 years and that will continue going forward into 2023. We commenced the review of the HR delegations manual late in 2022 to allow for the E-Recruit program to be implemented in 2023.

Year in Review

In 2022, Batchelor Institute achieved notable success, with students celebrating academic accomplishments, engaging in research studies, and obtaining diverse qualifications. Despite COVID-19 disruptions, over 300 graduate certificates were awarded, signaling a return to regular programming. The institute received the prestigious Large Training Provider of the Year at the NT Training Awards. Noteworthy events included the Top End Languages Forum, Batchelor Seminar Series, Master Apprentice Indigenous Language Revival Conference, Dalirra-g (In the Light) exhibition, and impactful exchanges between Native American and Indigenous Australian communities.

Date: April 29, 2022

Galiwin'ku and Milingimbi students graduate as fully qualified teachers

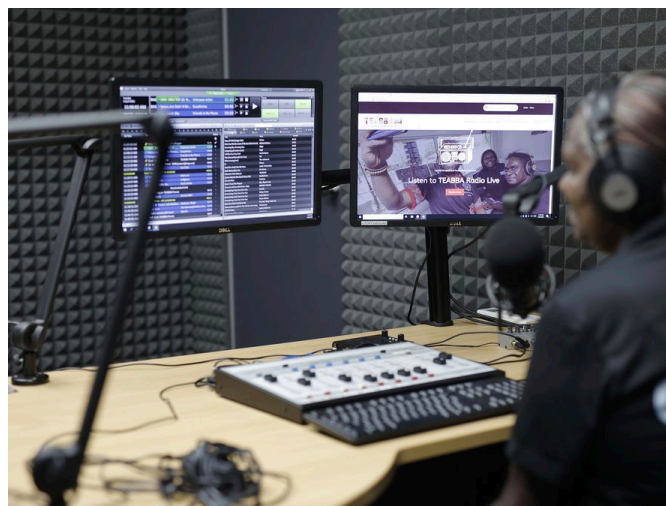


Celebrating a significant milestone, six graduates from Galiwin'ku and Milingimbi were honoured at a ceremony in Darwin on April 8, 2022, as part of the Remote Aboriginal Teacher Education (RATE) program. Batchelor Institute proudly contributes content to RATE, supporting Aboriginal educators and assistant teachers aspiring to become fully qualified teachers. Recognizing the crucial roles these educators play with their unparalleled knowledge of local contexts and languages in remote settings, the program aims to empower them to facilitate improved learning outcomes in both-ways education.

Lecturers from Batchelor Institute and Charles Darwin University, on behalf of the Department of Education, deliver customized unit content for RATE through workshops at pilot sites and online tutorials. Batchelor Institute's Prof Gareth Allison emphasized the program's value in providing unique support for students and expressed pride in contributing to RATE. Minister for Education Lauren Moss highlighted RATE's role in creating a talent pipeline for the Aboriginal educator workforce, fostering growth and ensuring sustainability in Territory education settings. The recent ceremony in Darwin is just the beginning, with additional graduates expected in Alice Springs and later in the year, further strengthening the impact of RATE on Northern Territory education.

Date: May 06, 2022

Screen & Media students take to the airwaves across the NT



In an exciting showcase of their skills, Batchelor Institute's screen and media students conducted a live on-air show at the Batchelor campus studio on April 7, 2022. Utilizing industry-standard software and equipment, the students presented a day of smooth and confident voices interwoven with classic tracks, creating an enjoyable experience for listeners across the Northern Territory. Creative industries lecturer Patrick McKenzie highlighted that the program provides access to cutting-edge technology, fostering real-world experience and communication capabilities with 29 remote communities and beyond, thanks to support from Top End Aboriginal Bush Broadcasting.

Partnering with Top End Aboriginal Bush Broadcasting Association (TEABBA), the students' live radio show, broadcast on Radio Rum Jungle 95.3 FM, reached all 29 remote communities and was streamed online. For many students pursuing a Certificate III in Screen and Media (CUA31020), this marked their first live on-air experience. The course, aimed at preparing students for future roles in the screen, media, and entertainment industries, can lead to a Certificate IV in Screen and Media (CUA41220). The students' performance exemplifies their role in telling impactful stories within First Nations communities.

Date: May 11, 2022

Communications Apprentices join the Desert People's Campus



In an innovative initiative by Batchelor Institute's Graduate School, Ruth Katarinja and Ruby Kunoth-Monks have embarked on year-long Communications Apprenticeships at the Desert Peoples Centre in Alice Springs. Serving as the pioneers of this program, the apprentices, with two more expected to join later in 2022, combine entrepreneurship training with supporting the Institute's educational and research endeavors. Developed in collaboration with businesses in Alice Springs, Ntarta, Ltyentye Apurte, Yulara, and Mutijulu, this apprenticeship addresses the need for creative communicators and digital capacity in remote Australia, celebrating First Nations cultural strength and diversity.

Senior academic manager Dr Judith Lovell explained that the program aims to engage young First Nations creatives, fostering their creativity and entrepreneurial passion while integrating these skills into their workplace. Ruth Katarinja, driven by a desire to develop new skills and achieve her goals, anticipates graduating and starting her small business. Ruby Kunoth-Monks, an Arrernte woman with a talent for drawing and a focus on creating anime, aims to produce her first book series, exploring how such products can enhance communication for education and social justice outcomes. The apprentices emphasize the importance of hard work, urging other young people to pursue similar opportunities to realize their dreams. Dr Lovell envisions positive outcomes, including improved health and wellbeing knowledge and increased educational pathways across various industries.

Date: June 03, 2022

Batchelor Campus graduation sees 280 individual awards conferred despite COVID-19



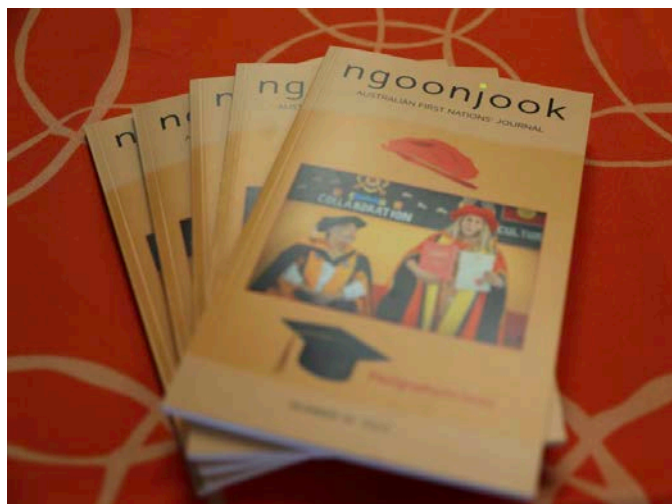
In a triumphant return to normal celebrations, Batchelor Institute held its annual Graduation Ceremony at Batchelor Campus on June 2, 2022, drawing a strong turnout of more than 250 First Nations students. Despite intermittent disruptions due to COVID-19 in the preceding two years, this ceremony marked a return to regular celebrations. With a total of 280 individual awards conferred across thirty diverse courses, around 50 graduands from urban, rural, and remote communities, both in the Northern Territory and interstate, attended the event in person.

The significance of graduation resonates deeply with Batchelor Institute students, many of whom become pivotal figures in their families and role models within their communities. The Institute's culturally safe learning environment, characterized by a "both-ways" approach, seamlessly blends First Nations and Western knowledges. Education graduate Vinette Ngalmi, in her student response, praised Batchelor as a haven where culture is recognized, language is valued, and diverse stories are shared.

CEO Mick Gooda, extending his congratulations to the graduates, emphasized the importance of the ceremony in symbolizing the hard work, commitment, and perseverance of the students, especially considering the challenges posed by the ongoing pandemic. He highlighted the broader impact of these qualifications, not only opening doors to employment opportunities and further studies but also inspiring others. As students now embark on diverse paths, equipped with increased skills and formal qualifications, the ceremony stands as a testament to their achievements.

Date: June 20, 2022

Open-access journal *Ngoonjook* reawakens after 12-year break



After a twelve-year hiatus, Ngoonjook Edition 36 makes a triumphant return, showcasing postgraduate research contributions from Batchelor Institute's PhD graduate alumni, honorary doctorates, and academic staff. The open-access journal, expertly designed by Batchelor Press publication coordinator Maurice O'Riordan and commissioned by Assoc Prof Kathryn Gilbey, focuses on Indigenous language, philosophy in education, decolonisation, healing, and queer history.

In the spirit of "listen up!" or "news" in Kungarakana language, the edition features a blend of poetic and political insights. Notable contributions include poetry by the late Dr Kathy Mills OAM and Elder Academic Dr Sue Stanton, along with research by Dr Jola Stewart Bugg and Kaye Goyen. Peer-reviewed articles by Batchelor Institute lecturers Dr Robyn Ober, Dr Majon Williamson-Kefu, Dr Anthony Fraser, and Dr Jenny Fraser enrich the collection.

Dedicated to the late Dr Rosalie Kunoth-Monks OAM and former Batchelor Institute lecturer Jeanie Bell, the edition honors their significant contributions. Additionally, a new PhD scholarship in Ms. Bell's name pays tribute to her academic legacy. Despite the passing of editor and contributor Dr. David Hardy shortly after the publication, the edition serves as a poignant celebration of past and present postgraduate scholarship, marking Ngoonjook's heartfelt return after a long absence.

Date: June 21, 2022

Batchelor Institute appoints new CEO



Batchelor Institute marked a significant moment with the announcement of Mr. Leon Yeatman as its new Chief Executive Officer, succeeding Ms. Patricia Anderson AO. Formerly the CEO of Yarrabah Aboriginal Shire Council in northern Queensland, Mr. Yeatman, a Gunganghi man, assumed the position on July 18, 2022. Ms. Anderson emphasized the strategic choice, stating that the Institute sought a leader with expertise in governance principles and compliance rather than solely academic qualifications, acknowledging the excellence of the existing vocational, higher education, and graduate teaching staff.

Mr. Yeatman's extensive career in local government and health management, including two tenures as CEO of Yarrabah Shire Council, positions him as a leader with a deep understanding of Indigenous affairs. His focus on strategic planning and economic development aligns with Batchelor Institute's vision. His achievements, such as being awarded the 2022 Queensland Reconciliation Award's Premier's Award, reflect his commitment and impact in Indigenous affairs and community development. Beyond his professional accomplishments, Mr. Yeatman's involvement in sports and community activities complements his leadership style, emphasizing a holistic approach to life and work. The appointment signifies a pivotal moment for Batchelor Institute, heralding a leader committed to fostering excellence and community engagement.

Date: June 23, 2022

Batchelor Institute plays a key role in Top End Languages Forum



In a significant gathering aligned with the UNESCO International Decade of Indigenous Languages (2022-2032), the Top End Languages Forum convened Aboriginal language advocates in Darwin from June 6 to 7, 2022. Hosted by Batchelor Institute, Charles Darwin University's Northern Institute, and the University of Melbourne, the two-day forum attracted over 65 delegates from more than ten Aboriginal communities across the Top End. Facilitated by Rarrtjwuy Melanie Herdman, the meeting focused on the preservation and strengthening of at least a dozen Aboriginal languages spoken fluently in the region.

Keynote and closing addresses by Mr Yinjiya Mark Guyula and a panel discussion organized by interpreters from the Aboriginal Interpreter Service highlighted the importance of language in education, community development, spirituality, wellbeing, and sovereignty. Discussions centered on bilingual education, community-based language practices, intercommunity connections, and raising the profile of Aboriginal languages. Batchelor Institute's Mia Stanford emphasized the urgency to develop language programs, stressing the forum's significance in building cultural resilience and facilitating collaborations. Dr. Robyn Ober, also from Batchelor Institute, described the event as inspiring, emphasizing the engagement and passion exhibited by participants. A statement of shared goals for 2032, drafted at the forum, will undergo further discussions among community representatives in the coming months, accompanied by a released video. The forum was dedicated to the late Dr. Cathy Bow, a revered linguist and key figure in NT language work, who played a pivotal role in organizing the event before her passing in 2021.

Date: July 27, 2022

Batchelor Institute receives Pukamani poles from Tiwi Islands



On the morning of June 2, 2022, Batchelor Institute officially received three Pukamani poles from the Tiwi Islands in a touching event. These carved wooden poles, adorned with traditional Tiwi designs, were created by students who attended visual art classes both on the islands and at Batchelor Institute in 2021 and 2022. As a symbolic representation of their learning journey, the poles were presented at Batchelor Campus adjacent to the Visual Art building and will soon be permanently installed in that location.

The initiative was driven by Tiwi Island students who, inspired by aging Pukamani poles on campus, decided to create new ones. Michaellina Woodroffe, one of the students involved, explained that the idea originated during a visit to Batchelor campus in August 2021. The poles, depicting Tiwi Dreamtime ancestors Purrukuparli and Wayayi, were carved and painted with ochre by the students. The presentation at Batchelor Campus coincided with the Graduation Ceremony, where 12 Tiwi Islands students, including those directly involved in crafting the poles, received their Certificate I in Visual Arts.

Representatives from TITEB and Batchelor Institute, along with students and staff, attended the presentation. The event showcased the strong connection between the Tiwi Islands, TITEB, and Batchelor Institute, emphasizing the enduring collaboration between these entities.

Date: July 28, 2022

Dalirra-g exhibition sheds light on Batchelor Institute Art Collection



The Dalirra-g (In the Light) exhibition provided a captivating glimpse into Batchelor Institute's extensive art collection. As part of the Garrmalang Festival, the exhibition opened on July 29, 2022, at The Gallery and continued throughout August at the Darwin Entertainment Centre. Meaning 'in the light' in Larrakia language, Dalirra-g interpreted light in various contexts, shedding light on artworks emerging from storage and conveying concepts of light as a source of life, growth, and knowledge.

Curated by Maurice O'Riordan, the exhibition showcased 33 works dating from approximately 1993 to 2022, including paintings, photography, printmaking, and sculpture. These selections represented a fraction of Batchelor Institute's extensive art collection, totaling around 800 artworks, considered the nation's largest Indigenous-owned collection and a vital component of the Distributed National Collection. Dalirra-g reflected the Institute's foundational narrative as a longstanding dual-sector education provider for First Nations students.

The exhibition highlighted artists primarily from the Northern Territory, spanning regions such as Nauiyu, Maningrida, Ramingining, Yirrkala, Tennant Creek, and others. It celebrated both well-known Indigenous artists and those less recognized, offering a diverse and rich exploration of stories embedded in the artworks and the artists who crafted them. The Dalirra-g exhibition served as a testament to the Institute's commitment to preserving Indigenous art and culture.

Date: July 29, 2022

Students' work on show in heart of country during Ceramic Triennale



Batchelor Institute continues its tradition of delivering high-quality visual art courses, including recent workshops in Central Australia with Bindi Mwerre Anthurre Artists, Walkatjara Art, and Engawala Arts Centre. The ceramic artworks created in these workshops are currently featured in the Clay on Country exhibition at the Araluen Arts Centre until August 14, 2022. Another set of creations from a workshop with Kaltukatjara Art is displayed in the TERRA exhibition at Central Craft within the Araluen Cultural Precinct, open until July 31, 2022. Both exhibitions are part of Apmere Mparntwe, the 16th Australian Ceramics Triennale held in Alice Springs from July 19 to 23, 2022.

Visual Arts Lecturer Franca Barraclough praised the achievements of Central Australian artists in ceramics, highlighting the thematic focus on the connection to Country in the showcased works. The exhibitions, a result of Batchelor workshops and partnerships with Artback development, celebrate the creative and technical skills of artists while emphasizing the significance of connection to Country. Batchelor Institute offers visual arts certificates, providing workshops in both remote communities and on campus in Alice Springs or Batchelor, contributing to the development of skills applicable in visual arts, crafts, and design environments.

Date: August 12, 2022

Master-Apprentice Conference plays vital role in keeping endangered languages strong



The Master-Apprentice Indigenous Language Revival Conference, held at the Desert People's Centre in Alice Springs, began on August 8, 2022, aligning with the International Day of the World's Indigenous Peoples and the commencement of the International Decade of Indigenous Languages 2022-2032. This vital event, hosted by Batchelor Institute, gathered around 100 participants from Indigenous language groups across Australia, collaborating with Native American language revival experts for a four-day conference.

Focused on the Master-Apprentice Program (MAP) method, the conference addressed the urgent need to revive endangered Australian Indigenous languages. Developed in the United States, the MAP model pairs fluent Elders with adult learners for breath-to-breath language immersion, fostering rapid fluency despite limited resources.

Halay Turning Heart from the Yuchi Language Project emphasized the MAP method's potential impact on Australia's severely endangered Aboriginal languages, stating, "Language loss is not a foregone conclusion... Right now is the critical time to begin this work as the last opportunity to learn directly from fluent speakers."

The conference included cultural exchanges, traditional dances, and a Lakota flute song, celebrating linguistic diversity. It closed with in-language performances, a talent show, and discussions on implementing the MAP method in communities across Australia, emphasizing the importance of preserving Indigenous languages.

Date: August 19, 2022

First Nations media practitioners build up skills at Batchelor Campus



In a collaborative effort with the Community Media Training Organisation (CMTO), Batchelor Institute conducted an intensive weeklong training workshop from July 19 to 22, 2022, focusing on news, media, and journalism skills development with an emphasis on video and audio production. This training initiative was part of the First Nations Media Australia (FNMA) News Initiative, supporting participants from various First Nations media organizations across Australia.

FNMA Training Coordinator Reece Lamshed praised the workshop's outcomes, noting that despite the steep learning curve, all participants found it to be a wonderful, happy, and fulfilling experience. The training aimed to foster teamwork, enhance technical skills in multimedia journalism, and familiarize reporters with mobile equipment kits containing professional tools for production.

Ten FNMA reporters from diverse locations participated, representing organizations such as Torres Strait Islander Media Association, Waringarri Media Aboriginal Corporation, Nunga Wangga Aboriginal Corporation, 3KND Kool 'N' Deadly, Indigenous Community Television, and Saltwater Bird Productions. Batchelor Institute lecturer Patrick McKenzie, assistant trainer Heath Baxter, and CMTO's Mikaela Ford provided support during the training.

The University of Canberra, through the Amplifying Indigenous News initiative, along with Google Labs, Meta/the Walkley Awards, and the National Indigenous Australians Agency (NIAA), supported this project. The successful training equipped the reporters with comprehensive skills to create engaging news stories in various media formats.

Date: September 02, 2022

Batchelor Institute Seminar Series kicks off with Gurindji Freedom presentation



The Batchelor Seminar Series commenced its second year on August 25, 2022, with the presentation “On the shoulders of Gurindji Giants” by Batchelor Institute’s Elder Academic Dr. Sue Stanton. This ongoing series aims to introduce audiences to Aboriginal and Torres Strait Islander knowledge not widely exposed before.

Dr. Stanton’s presentation delved into the significance of Freedom Day, commemorating the Gurindji-led Wave Hill walk-off in August 1966. This event, catalyzed by Vincent Lingiari, marked a pivotal moment in challenging the unjust treatment of Aboriginal people at Wave Hill Station.

The walk-off became a catalyst for the recognition of traditional lands and their return to Aboriginal people nationwide. Freedom Day, observed annually on August 16, commemorates the symbolic gesture by then-prime minister Gough Whitlam, who poured Dagaragu sand into Vincent Lingiari’s hand in 1975.

This year’s celebration paid tribute to Gurindji women, recognizing their significant contributions in the struggles before and after 1966. Dr. Stanton emphasized that the Gurindji people, by standing up against injustice, are the giants on whose shoulders the present stands.

The Batchelor Seminar Series offers a platform for vital discussions, with upcoming seminars scheduled for September 29, October 27, and November 24, 2022. Recordings of the series are available for broader access, contributing to the ongoing education of diverse audiences.

Date: September 13, 2022

Alice Springs graduation event celebrates a strong cohort



Batchelor Institute celebrated the accomplishments of 52 graduates from 17 different courses at the annual Graduation Ceremony at the Desert Peoples Centre campus in Alice Springs on September 8, 2022. Students from diverse communities across the Northern Territory, Queensland, South Australia, and Tasmania received qualifications in various fields, including primary health care, conservation and land management, civil construction operations, and early childhood education.

Highly respected East Arrernte Elder Margaret Kemarre (MK) Turner OAM was honored with an Honorary Doctorate for her lifelong dedication to preserving Aboriginal cultures and languages as an author, educator, and advocate. Rhonda O’Keefe, a Wambaya/Gudanji woman and graduate with a Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice, delivered the student response, emphasizing the support Batchelor Institute provided in becoming qualified leaders in their communities.

Pat Anderson AO, Chairperson of the Batchelor Institute Council, and William Tilmouth, Children’s Ground Co-Founder and Board Chair, addressed the ceremony, recognizing the significance of education as a tool for survival and success. Batchelor Institute CEO Leon Yeatman expressed pride in the achievements of all graduates, highlighting the legacy they would create as the Batchelor Institute graduates of 2022.

Date: September 15, 2022

Batchelor Institute wins NT's 2022 Large Training Provider of the Year



Batchelor Institute received the esteemed Large Training Provider of the Year award at the NT Training Awards on September 3, 2022, marking the second consecutive win in this category. Recognizing excellence in Vocational Education and Training, Batchelor Institute has consistently excelled, with previous victories in 2021, 2020, and beyond.

A trailblazer in the VET sector for First Nations students, Batchelor Institute has expanded its presence over five decades, encompassing a large Batchelor campus, a Desert Knowledge Precinct campus near Alice Springs, facilities at Charles Darwin University, and learning centers in remote NT communities. The Institute addresses the challenges of remote learning by offering training in students' home communities and conducting culturally safe workshops on campus.

Batchelor Institute CEO Leon Yeatman emphasized the Institute's role in developing employment pathways, particularly for Indigenous individuals in remote areas. The culturally appropriate training combines home-based and residential campus study to provide flexible solutions tailored to students' unique challenges.

VET Lecturer Brenton Dawes, a key contributor since 2016, was the runner-up for VET Teacher/Trainer of the Year. The collaboration "Building an Indigenous Workforce" between Northern Transportables and Batchelor Institute was the Industry Collaboration of the Year runner-up. Batchelor Institute alumna Grace Wunungmurra of the Dhimurru Rangers was a finalist for Aboriginal and Torres Strait Islander Student of the Year.

As the NT Training Awards winner, Batchelor Institute will contend for Large Training Provider of the Year at the Australian Training Awards in Adelaide in November.

Date: September 27, 2022

Batchelor Campus Library: September Events



In September, Batchelor Institute's library hosted a series of engaging events to celebrate Adult Learners' Week, Indigenous Literacy Day, and Nature Book Week at the Batchelor campus. The festivities commenced with a Welcome to Country by Elder Academic Dr. Sue Stanton and a livestream of the Adult Learners' Week launch. A presentation by Student Experience team members, including video reflections from screen and media students, set the stage for a vibrant discussion where linguistics students shared life and study experiences.

Indigenous Literacy Day on September 7 featured Batchelor Area School students exploring the Language Room, engaging with linguistics students, and watching an Indigenous Literacy Foundation video on First Nations graphic novelists. Displays and activities inspired creative characters and covers, aligning with Nature Book Week. Kindergarten to Year 1 students from Batchelor Area School enjoyed discovering bilingual and nature books in the library.

The library's Nature Book Week celebration included themed displays, readings, and activities showcasing the natural world. The week concluded with a community craft session led by local artist Bev Garside. With welcoming facilities at Batchelor and the Desert Peoples Centre campus, the library continues to be an inclusive space for students, staff, and community members.

Date: October 26, 2022

First Nations Cancer survivorship among innovative research areas



In the dynamic environment of Batchelor Institute's Graduate School, PhD candidate Sam Ludwig delved into the realm of First Nations cancer survivorship in the Northern Territory. Conducting yarning sessions and health journey mapping, Ms. Ludwig aimed to ascertain the optimal ways health services in the NT could support First Nations cancer survivors. As a part of a cohort of Higher Degree by Research (HDR) candidates, Ludwig contributed to the Institute's high-quality research in fields such as education, languages, creative arts, and livelihoods.

The Graduate School, renowned for its unique and robust approach to Aboriginal and Torres Strait Islander research, offered Master by Research and Doctor of Philosophy qualifications. It empowered candidates to align their projects with First Nations knowledge, experiences, and ways of working. Through biannual masterclasses, research candidates gathered to explore various topics, from writing skills to cross-cultural team research supervision.

In September 2022, Ms. Ludwig, along with approximately 20 peers, attended the masterclass at the Desert Peoples Centre in Alice Springs, both in person and virtually. Her ongoing research focused on understanding how First Nations define cancer survivorship, decisions around cancer treatment, and the factors contributing to strength during and after treatment.

Seeking participants for her study, Ms. Ludwig aimed to amplify the voices of First Nations people who have experienced cancer and their support networks. This initiative exemplified the innovative research pursued by the Institute's candidates, showcasing the Graduate School's impact on First Nations communities in the NT and Australia at large. The masterclass's final day also celebrated the confirmation of candidature for Beverly Councillor and Cheryl Davis, enriching the depth and breadth of research within the Graduate School.

Date: October 24, 2022

New book ‘Ngulajaku!’ shares history of Nyirripi community



The bilingual book “Ngulajaku! Tiger’s story of how Nyirripi came to be” was recently launched in the Nyirripi community on October 13, 2022. Based on an interview with the late Nyirripi leader Tiger Japaljarri Morris, conducted by Fiona Napaljarri Gibson in 2001, the vibrantly illustrated book is published in Warlpiri and English. Morris shared his experiences to preserve the history of Nyirripi for future generations, providing insights into the impact of white settlers on Warlpiri life in the Central Desert Region.

The narrative covers life before the arrival of “kardiya” (whitefellas), Morris’ encounters at Mt Doreen and Yuendumu, early mission life at Yuendumu, and the monumental effort by a small group of Warlpiri individuals to clear a 150-kilometer road from Yuendumu to Nyirripi. The book, not intended as a full life story but a window into significant events, is enriched with archival photos, artwork, timelines, maps, and illustrations, including contributions from Nyirripi middle years students.

The launch, broadcast live to the 8PAW Radio Network and available on the PAW Media Radio app, marked the book’s distribution through the Indigenous Literacy Foundation’s 2023 Book Supply program, along with two other Batchelor Press titles. These books, “Songlines, stories from Yarrabah and beyond” and “Mookanunganuk, selected poems by Mooradoop Kathy Mills,” aim to share Indigenous stories and contribute to literacy initiatives across Australia.

Date: December 06, 2022

Students mark achievements at correctional facility graduations



Batchelor Institute, in partnership with Northern Territory Correctional Services, recently celebrated the graduation of over 30 students at the Darwin Correctional Centre and more than 20 students at the Alice Springs Correctional Centre. These ceremonies marked the culmination of Vocational Education and Training programs, offering a range of certificates from access to vocational pathways to visual arts, furnishing, supply chain operations, and workplace skills.

The graduates, some achieving multiple qualifications, received recognition for accomplishments in areas such as first aid, CPR, forklift licenses, White Cards, food safety, food handling, and coffee making. The courses open avenues for roles such as administration officers, artists, warehouse workers, and more. The Certificate II in Workplace Skills (BSB20120) was highlighted for its applicability to entry-level business service roles and as a stepping stone to further vocational qualifications.

Graduates praised the blend of classroom activities and independent learning, citing enhanced communication and technology skills. The ceremonies featured addresses by Northern Territory Correctional Services Deputy Commissioner David Thompson and Batchelor Institute CEO Leon Yeatman. Both male and female graduates expressed gratitude for the opportunity to acquire valuable skills, aiding in preparation for release and future employment. Batchelor Institute remains committed to guiding students toward meaningful pathways in employment and further education.

Date: December 15, 2022

Evaluation Report of Nawarddeken Academy



The Nawarddeken Academy in West Arnhem Land, NT, has evolved into a unique education model since its inception in 2015, expanding to three schools with up to 20 students each, two permanent teachers, and teaching assistants. The recently released report, “Evaluation of Nawarddeken Academy,” represents three years of collaboration between Batchelor Institute’s Assoc Prof John Guenther, Mamu/Djirribal woman Dr Robyn Ober, and a team of Bininj community-based researchers.

The report delves into the Academy’s governance, academic methods, and community engagement, revealing strong aspirations for education rooted in Kunwinjku language and cultural values. The Academy’s approach integrates the national curriculum with Bininj knowledge, fostering bicultural, community-driven education.

Facilitated discussions and yarning circles on Country formed the basis for data collection, emphasizing the fluidity, flexibility, and community involvement essential in remote research. Dr. Ober stressed the importance of maintaining relationships, respect, and reciprocity throughout the process, ensuring community members retained control over the research.

The report underscores the Academy’s success in supporting students to strengthen their identity, culture, and language, aligning with the community’s dream for children to grow up strong in their heritage. Elders envisioned a future where children, educated on their homelands, could follow in the footsteps of community leaders. The educational model empowers and mentors young community members, resulting in confident students adept at navigating both worlds. The project was presented at the World Indigenous Peoples’ Conference on Education, showcasing the practical application of a both-ways educational model. Assoc Prof Guenther and Mr. Maralngurra will further present at the Education Association of South Africa conference in January 2023, reinforcing Batchelor Institute’s commitment to culturally appropriate research with tangible benefits for First Nations peoples.

Date: December 20, 2022

Land Management workshop hits the mark at Darwin’s TNRM Conference



The Territory Natural Resource Management (TNRM) Conference, held in Darwin from November 22 to 24, 2022, featured a pivotal workshop on Ranger Coordinators, led by Batchelor Institute lecturer Jaemie Page and TNRM’s Rachael Thurlow. The conference united community groups, First Nations organizations, government, and industry representatives from the Northern Territory, emphasizing sustainable land and resource management. Batchelor Institute, a key player in conservation training, sponsored the event and offers certificates in Conservation and Ecosystem Management.

The workshop, attended by senior rangers and coordinators, delved into the evolution of ranger teams, emphasizing the changing roles and challenges faced by coordinators. Discussions highlighted the significance of rangers in addressing environmental issues, preserving cultural knowledge, and fostering community well-being. Participants shared insights on effective coordination, emphasizing the need for a shared vision to overcome daily challenges. The workshop acknowledged the transformative growth of Indigenous ranger programs, underscoring the evolving roles of coordinators and the delicate balance between community expectations and funding commitments.

Crucially, the workshop underscored how the expanding Indigenous land management sector has increased societal recognition of its value. It generated ideas for future exploration, including networking, collaboration, stakeholder engagement, and upskilling ranger coordinator teams. Overall, the workshop at the TNRM Conference played a pivotal role in recognizing and advancing the crucial work of Indigenous ranger programs in safeguarding Australia’s landscapes.



Batchelor Institute
University of Applied Learning

THIS IS TO CERTIFY THAT
Carlene Budden

CERTIFICATE II IN SKILLS FOR WORK
AND VOCATIONAL PATHWAYS

TSK2019

Batchelor Institute logo and other institutional markings are visible at the bottom of the certificate.

Partnerships and Service Level Agreements

Batchelor Institute collaborates with local and national partners in education, industry, government, and community, to achieve education, employment and community development outcomes for Aboriginal and Torres Strait Islander people.

Batchelor Institute has strong partnerships with national private businesses, government departments, and peak bodies. Together, accredited and non-accredited pre-vocational, vocational, and work-readiness training, is delivered across a range of disciplines, with a commitment to ensure sustainable employment outcomes for students and business partners.

Australian Defence Force - Army Indigenous Development Program (AIDP) and Regional Force Surveillance Group – Education and Development Course’ (REDC)

The AIDP and REDC courses were delivered at the Defence Establishment Berrimah through a collaboration of Batchelor Institute academic VET staff and mentors, and the Indigenous Development Wing (IDW) run by Army personnel. The AIDP students came from all around Australia whilst the REDC students were from the Regional Force Surveillance Group who are from the Top End of Australia, Far North Queensland and Pilbara WA. Students lived on barracks and experienced real Army life while participating in early morning personal training sessions, learning to clean their rooms to Army standards, and eating at the mess.

On the weekends they participated in a range of mentor activities and Army lessons. Students visited Nitmiluk National Park, Kakadu National Park and engaged in cultural activities. Students also received financial counselling with many students saving money for themselves and financially assisting family. The AIDP students studied Literacy and Numeracy to meet the Year 10 entrance requirements into the Australian Army. The REDC students studied bridging courses into specific Army training programs. These bridging programs were:

- Basic literacy for recruit training
- Navigation and Signals
- Army Insertion – boat and driver training
- Combat First Aid
- Leadership and promotion training

Two AIDP graduations were held at Defence Establishment Berrimah, on Wednesday 29th June with 24 graduates and Wednesday 7th December, with 23 graduates.

The AIDP was very successful program with students going on to complete the Army recruit program in Kapooka. One AIDP student from the last program was awarded “Most Improved” in Kapooka.



AIDP Graduation held at Defence Establishment Berrimah Wednesday 7th December. Pictures are the 23 graduates with Batchelor Institute Director of Vet Mr. Mike Keating.

Warlpiri Education and Training Trust

Batchelor Institute and the Warlpiri Education and Training Trust (WETT) continued a partnership under a Service Level Agreement (SLA), where Batchelor Institute manages the learning centres in Lajamanu, Willowra and Nyirripi led by Senior Project Manager Mike Crowe. Strong community governance processes, that incorporated local reference groups, were critical for staff to operate the learning centres.

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

Online Literacy Training for Young People was a new program that was very successful in 2022. WETT funded the project and Jodie Hummerston was engaged to develop the program and involve other community members, potentially including workers from other providers, as the program developed. Despite some teething problems the pilot has demonstrated that online training in remote communities is possible, provided that the right approach and materials are used. Jodie has done an excellent job backed by the Learning Centre Coordinators.

Batchelor is very proud of the WETT project and would like to acknowledge the wonderful work undertaken by the Learning Centre Coordinators and their locally engaged colleagues, who continue to build the successes experienced through the learning centres

Northern Territory Correctional Services

A service level agreement between Batchelor Institute and Northern Territory Correctional Services has been operating for eight years has continued to deliver strong outcomes for students and stakeholders in 2022. A team of Batchelor Institute Lecturers and Correctional Officers delivered a broad range of courses across Darwin and Alice Springs Correctional Centres in 2022, led by Corrections Project Coordinator Petrina Triantafillou in Darwin and Senior Lecturer Robin Cross in Alice Springs.

Through the Service Level Agreement, the Corrections Project teams delivered courses in Workplace Skills, Visual Arts, Business, Agri-food Operations, Engineering and Construction, to name a few. Work ready short courses such as White card, Forklift and Food Safety were hugely popular and 2022 saw Prisoners who had completed their Certificate IV in Training and Assessment begin delivery of courses to other inmates with the guidance and support of Batchelor Institute Administration Staff and Correctional Officers.

Students mark achievements at Correctional Facility Graduation

Every year many students graduate from courses delivered by Batchelor Institute within correctional facilities. More than 30 students were awarded certificates during a graduation ceremony held at the Darwin Correctional Centre in late October 2023, and over 80 other achievements were also recognised. Meanwhile, more than 20 students graduated during a ceremony at the Alice Springs Correctional Centre in early November, with numerous other achievements recognised as well. Some students graduated with more than one qualification.

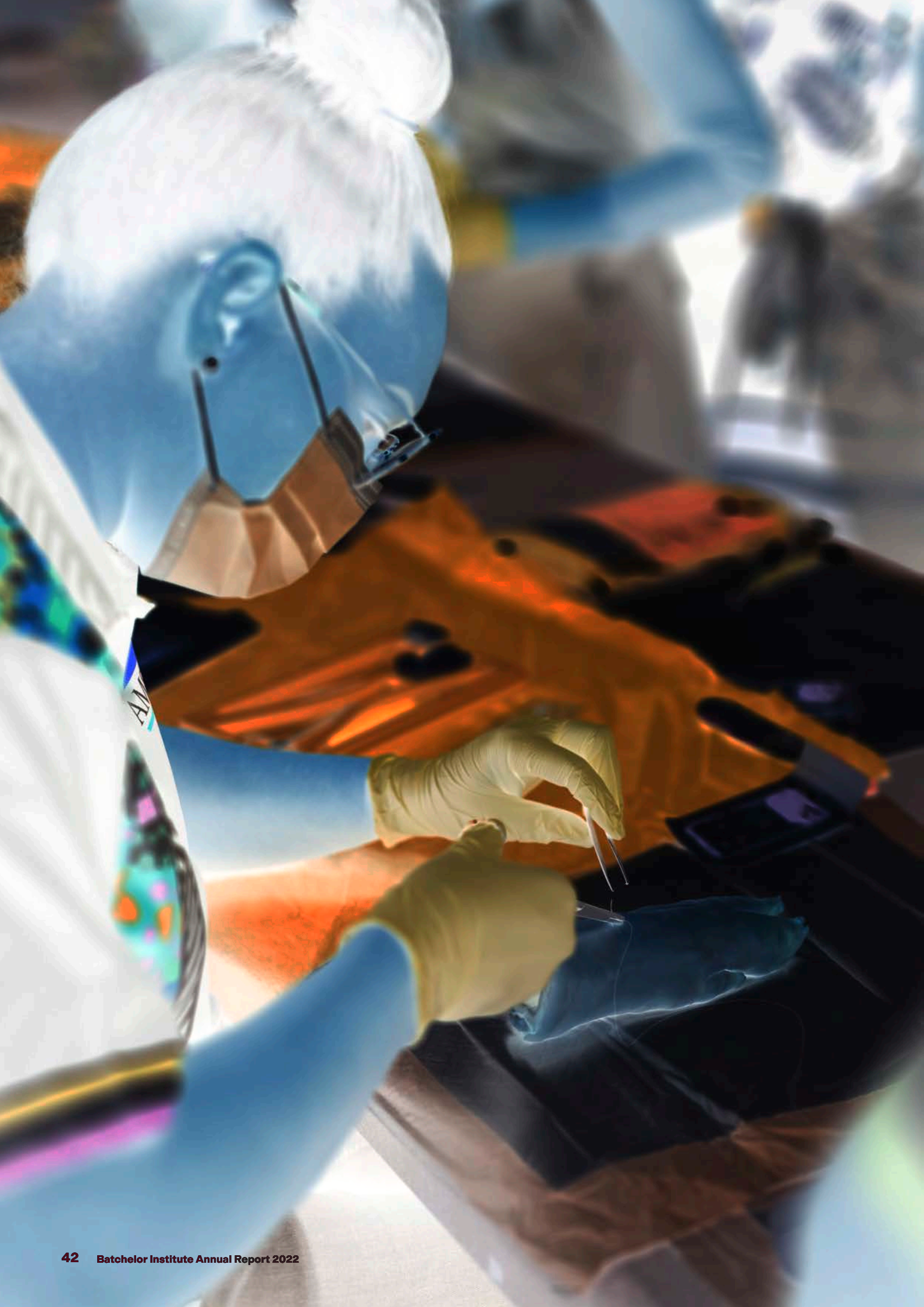
At these ceremonies, students graduated from Batchelor Institute's formal training in areas such as access to vocational pathways, visual arts, furnishing, supply chain operations, and workplace skills. Other areas of achievement

included first aid and CPR, as well as forklift licences and White Cards. A number of students were recognised for their achievements in food safety, food handling, and coffee making in collaboration with Karen Sheldon Catering, while several students also completed streetwise first aid in conjunction with the Australian Red Cross. Completing these courses can lead to potential opportunities in positions such as administration officers, art studio trainees, artists, cabinetmaker trainees, store persons, warehouse workers, and more.

At both ceremonies, graduands were addressed by the Northern Territory Correctional Services Deputy Commissioner, Mr David Thompson, as well as Batchelor Institute CEO Mr Leon Yeatman. Following the conferral of awards, the graduates also enjoyed addresses from student representatives. Both women and men graduates expressed their appreciation of the opportunity to complete training that may support them in preparation for release and subsequently seeking employment. Batchelor Institute is proud to support students to choose meaningful future pathways in potential employment and further study.



Batchelor Institute CEO Leon Yeatman addresses graduands at the Darwin Correctional Centre.



Vocational Education and Training (VET)

VET is designed to teach students knowledge and specific practical skills to help them secure employment.

Batchelor Institute offers courses that train students in work that is available in both urban areas and remote communities, in the fields of:

- **Business**
- **Community Services**
- **Construction**
- **Conservation & Land Management**
- **Early Childhood Education and Care**
- **Education**
- **Health**
- **Media**
- **Resources and Infrastructure**
- **Visual Arts**

VET Division Overview

The Vocational Education and Training (VET) Division of Batchelor Institute had another successful and highly productive academic year across 2022. With nearly 100 active staff, 39 full training products on scope and a variety of industry targeted short courses, the Division is a major contributor to the educational outcomes the Institute is achieving.

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

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

By providing education and training opportunities, VET can contribute to the overall development of Indigenous communities. It enables individuals to contribute positively to their communities and support local economies. More importantly, VET can empower Indigenous individuals to have control over their own economic and educational pathways, contributing to self-determination and a sense of agency within their communities.

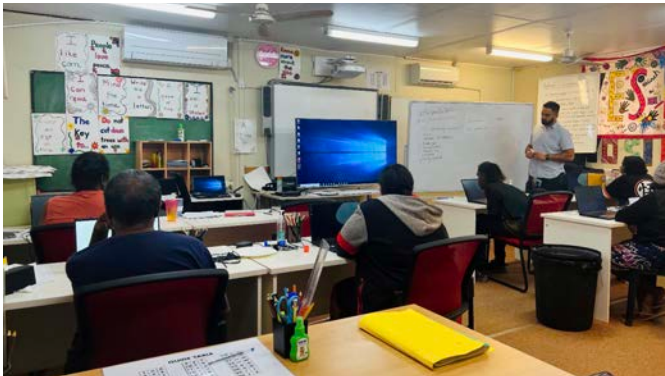
To fully realize the benefits of VET for Indigenous populations in the NT, it is crucial to ensure culturally sensitive curriculum, adequate resources, support services, and collaboration with Indigenous elders and community leaders.

Business

In response to the growing demand for business and digital skills in the workplace, the Business team expanded its offerings in 2022 to include the Certificate IV in Business and a non-accredited Digital Literacy Short Course. The Certificate IV in Business provides students with a pathway to higher-level qualifications in business administration

and management, while the Digital Literacy Short Course helps students develop the essential digital skills they need to succeed in the modern workplace. The Digital Literacy course was piloted in remote locations, and the team used VET Equipment grant funding to purchase new laptops and tablets to support the remote delivery.

Students in Central Australia develop Skills for Digital Inclusion



Batchelor Institute lecturer Palwinder Grewal teaches a digital literacy class in Central Australia in 2022.

Following the successful delivery of digital literacy classes to more than 30 students in 2022, a promising pilot program is expected to continue in 2023. Digital literacy is a far-reaching issue, with around one in four people in Australia considered digitally excluded. First Nations peoples and remote communities can face some of the greatest challenges in terms of digital exclusion. But by developing digital skills, students can soon benefit from improved digital inclusion, along with other opportunities in the longer term.

Eight students completed the pilot program in Santa Teresa in September last year, followed by a total of 24 students in Tennant Creek in November. Both women and men students took part in the classes that aim to increase the digital literacy of residents in remote areas in the NT.

In particular, the program provides skills about using digital workplace tools, searching and accessing digital information, connecting and collaborating effectively, and searching and accessing information. The course also equips students with an increased understanding of cyber security. Batchelor Institute lecturers delivered the course on three occasions last year to participants of the Literacy for Life Foundation (LFLF), as part of a program with the Digital Skills Organisation (DSO).

The LFLF is “an Aboriginal-run charity training Aboriginal people to bring literacy to their communities.” The DSO, which is funded by the Australian Government Department of Education, Skills and Employment, works to develop “sustainable employer-led approaches to create a digitally upskilled, job-ready workforce.”

Batchelor Institute lecturer Palwinder Grewal said the course was a positive experience for all involved. “Fundamental digital skills are a step towards learning lots of other new things,” Mr Grewal said. “They can improve confidence in people from First Nations and remote communities to use technology for everyday life, learning and work.”

After completing the course, students are better equipped to use computers, mobile phones, and tablets—skills that not only support everyday tasks like banking transactions or medical appointments, but can also enable further study or work prospects involving computer-based and online learning.

The pilot was rolled out after several months of consultation with community representatives in Central Australia. Beyond the NT, it is hoped the course could also help to uncover ways to improve digital inclusion for other remote communities across Australia. Batchelor Institute looks forward to continuing this successful collaboration with the DSO and LFLF to support more remote students this year and beyond.

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

Conservation and Ecosystem Management

Indigenous rangers play a crucial role in the Northern Territory (NT), caring for country and ensuring that their lands are protected. They play a vital role in conserving and managing natural resources, protecting biodiversity, and ensuring the sustainability of ecosystems. Their traditional knowledge and expertise are valuable for understanding and mitigating environmental challenges.

Their roles include environmental stewardship, cultural preservation, fire management, pest control, and data gathering and research to improve the body of work around land management practices. The industry as a whole generates economic and employment opportunities for local communities and helps to build community resilience. Indigenous ranger programs often engage in cultural education and awareness activities, both for the community and non-Indigenous people. This helps bridge cultural gaps, promote understanding, and respect for Indigenous traditions and the land.

In 2022 the Primary Industries team of Batchelor Institute, led by Senior Lecturer Mick Walters continued a long partnership with Ranger groups across the NT. A key focus in 2022 was the managed transition into the new Conservation and Ecosystem qualifications that replaced the Conservation and Land Management courses. The

new qualifications required upgrading to remain current with developments in the industry. During 2022 the team delivered the Certificate II through to Certificate IV in Conservation Ecosystem Management, to ranger groups across the Northern Territory. The team also expanded scope of delivery to include Certificate I in Access to Vocational Pathways. This course was developed to be delivered in parallel with the Certificate 2 Conservation Ecosystem Management allowing opportunity to develop foundation skills where there is demand. The CEM team also responded to the need for first Aid Delivery to remote communities utilizing skills and experience within the team. The team grew in 2022, with 3 full time lecturers based at Batchelor, 3 in Alice Springs and 1 at Nhulunbuy. The two new lecturers based at Batchelor are First Nations Australians.

With increased staff capacity, the CEM team was able to deliver training at more remote communities while maintaining campus programs at Batchelor and in Alice Springs. When viable, community delivery is preferred as training is directly integrated into Indigenous Ranger work programs.

The CEM team also experienced great success delivering VET in Secondary Schools at Laynhapuy Homelands School, Yirrkala School and Batchelor Area school. Lecturer Gareth Wise built upon years of effort to generate a remarkable achievement of 20 Certificate 2 student completions at Laynhapuy Homelands School with these completions assisted 8 students in receiving their NTCET awards.

Creative Industries in the Top End

Indigenous art is of immense importance to the Northern Territory, as it serves as a vehicle for cultural preservation, economic empowerment, cultural exchange, and reconciliation. It plays a vital role in maintaining the rich cultural fabric of the NT while promoting appreciation and understanding of Indigenous cultures. Batchelor Institute has been providing outstanding training and educational experiences for First Nations people in this space for decades and 2022 was no exception.

The Visual Arts program at Batchelor Institute, coordinated by Lecturer Zanette Kahler, reached a diverse cohort, with students participating in on-campus workshops from various locations, including Elcho Island, the Tiwi Islands, Darwin, and Maningrida, in addition to workshops held in community on the Tiwi Islands.

Twelve Tiwi students successfully earned their Certificate I in Visual Arts, graduating in July 2022 and have since embarked on their journey towards completing Certificate II in Visual Arts. Students have refined their abilities of critical thinking and problem solving across areas like painting and sculpture. The work produced by these students is a testament to the program's transformative capacity, as it has empowered individuals who might not have considered themselves artists to gain newfound confidence, proficiency, and financial sustainability in their artistic pursuits.

In 2022, Certificate I in Visual Arts was extended over two intakes of Army Indigenous Development Program (AIDP) recruits. Delivery was designed to complement BIITE courses delivered on Base and recognised as integral to the holistic development of Recruits – as important as the focus on maths, literacy, and language. A diverse range of individuals from mainstream Australia and remote Top End and FNQ communities participated in visual arts courses, both on campus at Batchelor and at the Defence Base in Berrimah.



SHIRLEY MITJANGBA (Galiwin'ku) Cert I in Visual Arts, printmaking



DEMAGA WARRIA (Pirlangimpi) Cert II in Visual Arts, Painting (work in progress)



TREVOR BROWN (Maningrida) – Certificate I in Visual Arts, Painting

Creative Industries in the Southern NT

The Visual Arts Program in Alice Springs with new lecturer Franca Barraclough has engaged 8 different communities and cohorts in remote and town-based locations and independent students delivering Units in Certificates I, II and III in Visual Arts. Content ranged across popular mediums including painting and drawing, ceramics, textiles (shibori dying, eco printing, Batik, silk painting) print making (screen printing, dry point etching and Lino).

Stolen Generation Members (Healing Journey) started attending Batchelor Alice Springs Art classes in 2022 as part of their healing journey supported by Link Up services. The Central Australian Stolen Generation members are descendants and families of the first Stolen Generation. The art classes have become somewhere they can express themselves and help deal with the pain of intergenerational trauma. Art is therapy for them and an opportunity to tell their stories through visual art medium. They successfully graduated in Certificate I in Visual Arts in 2023 and are going strong with Certificate II in Visual Arts with the aim to have a major exhibition in the future.

Akeyulere Healing Centre members began Certificate I in Visual Arts at Batchelor in 2022 with the intention of developing products like T-shirt designs and lengths of fabrics depicting medicines plants belonging to Eastern Arrernte people and their Countries' and language. These great Arrernte artists and healers have also enjoyed the medium of traditional silk painting and silk Batik techniques.

Bindi Magic artists have been doing standalone units specific to exploring the new medium of ceramics. Their existing artistic repertoire has translated beautifully into the ceramic medium so much so that the works made at Batchelor were selected for the 'Clay on Country' Exhibition at Araluen Australian Ceramics Triennale 2022 which is starting a National Tour with Artback in 2024. Bindi will continue to attend Batchelor art room in 2023, amazing and astounding us with their creative abilities.

In partnership with Children's Ground Batchelor Visual Arts has been delivering textiles and printmaking out on Atitjere (Harts Range) for two years. Delivering on country is in line with the Children's Grounds principles and ethics of 'teaching the next generation of children on country, in First Language'. Batchelor are training the elders of the community in variety of visual arts mediums so they can then teach the younger generations as a way of preserving culture and language through Visual Arts.

Batchelor has been delivering workshops in Ceramics and print making mediums on community and on campus to Walkatjara (Uluru) Art Centre at the heart of our Nation for over 2.5 years. In close consultation with Nancy Green the Art Centre Manager we are product developing Ceramic Bird Sculpture and T-shirts and fabrics for their popular outlet at the cultural Centre at Uluru. The Uluru artists love the workshops and love coming into Batchelor and are well on their way to finalizing brand new range of ceramics, fabrics, and t-shirts to sell that tell stories of Uluru bird dreaming.

Batchelor and Rosie Frecheville, the manager of Kaltukatjara (Docker River) (Tjarlirli Arts) have successfully partnered to produce a whole new ceramic line ready for the opening of Kaltukatjara Art Centre's brand-new shop opening in 2024. Delivering ceramics workshops units all the way out at Docker River has certainly had its challenges. First, we had to clean and set up a ceramics studio from an old shed with no running water. Without a kiln to call their own unfired ceramics works had to be packed and transported across hundreds of kilometers of corrugation to be fired back on campus in Alice Springs. The Kaltukatjara artists have produced some exceptional works from sculptural tree relief works to large bowls and cups decorated with traditional motifs. Everyone including art center manager Rosie has been delighted and very grateful for what ceramic skills Batchelor has delivered to their remote community.

After many years of engagement Batchelor has continued to work with Engawalla Arts Centre to produce Ceramic products for potential sale at the Museum of Central Australian's Megafauna Central shop. As Engawalla have recently acquired a brand-new art center Batchelor will be delivering workshops remotely to the new generation of young artists attending their center.

Construction 2022

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

In 2022 the construction team led by Senior Lecturer Liam Fraser developed strong relationships in the communities of Timber Creek, Tiwi Islands, Darwin and Katherine which increased training and employment opportunities for students. An example is a partnership formed with Northern Transportables and the delivery of a Certificate II in Construction. The Northern Transportables students completed their studies and work experience onsite, learning from across the trade disciplines in construction, electrical and plumbing. This project was highly successful, with students gaining valuable confidence, knowledge and in some instances employment.

The Certificate II in Construction was also successfully delivered on Country at the Tiwi Islands farm project which was really successful. The Construction team also delivered training in Bagot community in Darwin. This training has been very positive for the Bagot community, developing confidence and construction skills and engagement has been high, with commitments into 2023 for further students to enrol and begin their learning journey.



Civil Construction students learn machinery operations, Barry Whalan, VET Lecturer Resources and Infrastructure

Education Support

The importance of education in the Northern Territory (NT) cannot be overstated, as it plays a critical role in addressing educational, social, and economic disparities faced by Aboriginal and Torres Strait Islander peoples. In terms of understanding the importance of reconciliation, closing the gap, strengthening cultural identity, developing skills and knowledge and developing the leaders of the future, education is a fundamental component of broader efforts to achieve the best possible futures for First Nations people. It is not only essential for the well-being and success of First Nations students but also for the overall development and prosperity of the NT and the nation as a whole.

The VET Education team led by Evelyn Schaber had a busy year transitioning to the new training packages with Certificate III and IV in School Based Education Support. Five students successfully completed their studies in Education Support, four graduating with Diploma in Education Support and one graduating in Certificate IV in Education Support.

With a special request from the Principal – James Sloman at Jabiru Area School the Education team negotiated a delivery model on site for the Jabiru Learning Support Officers to undertake the Certificate III and IV in School Based Education Support. Learning Support Officers were released two weeks a term to attend on country training with a BI lecturer. This proved to be a very positive model with twelve Learning Support Officers starting the course in 2022. Within a seven month training cycle, seven of the twelve completed all the requirements of the course. The Jabiru Area School hosted a special graduation ceremony on the 25th November for their Learning Support Officers at a full assembly and was attended by family, friends and the CEO of Batchelor Institute, Mr. Leon Yeatmen. To quote the Principal “We could not be any more proud of them and the commitment they put in to support our Jabiru Area School community – Well done!”. The Education team is now working closely with the NT Education Aboriginal Educators team to look at innovative ways of delivering training in partnership with Schools.

Batchelor Institute CEO Mr Leon Yeatman with graduate Rachel Hampton at the Jabiru Community Graduation in 2022.



Early Childhood

The Early Childhood courses are very important to our students in the bush where they can gain their qualifications through employment in childcare centres. The Certificate III and Diploma in Early Childhood Education and Care were delivered successfully on both the Alice Springs and Batchelor campuses with seventeen students across the NT successfully completing their studies and graduating. Ten received their Diploma and seven received their Certificate III in Early Childhood Education and Care. The Batchelor Early Childhood team formed a strong partnership with Early Childhood Australia with staff across the Territory working with Batchelor staff to support training on country and during workshops held on Batchelor and Alice Springs campuses. This partnership continues to be successful for both parties.

Health and Community Services

Aboriginal and Torres Strait Islander primary health care (ATSI PHC) in the Northern Territory (NT) is a critical area of service provision and is vitally important for several reasons, playing a crucial role in addressing the unique health challenges and disparities faced by communities across the NT. ATSI PHC in the NT addresses health disparities, promoting cultural competence, and improving the overall health and well-being of Indigenous communities. It serves as an essential component of the broader efforts to achieve health equity and social justice for First Nations people in the NT and across Australia. Batchelor Institutes VET Health and Community Services Team, led by Pilar Cubillo, continued to deliver high quality training in this space in 2022, as well as the delivery of Community Services, First Aid and Family Well Being programs that were well received and continue to assist students in helping their own communities and families with the sort of hands on skills and expertise required to bring change.

The team had many challenges imposed by COVID-19 restrictions, and an increased demand for short courses and skillsets. The team responded to the challenges by providing resources to students by email or hard copy and designed a student engagement strategy to help keep students motivated, with follow-up support and monitoring of student progress. Student travel for study blocks resumed, when possible, later in 2022 but student attendance was below average.

The team had a good working relationship with Palmerston Family and Children Centre and delivered the Certificate II Community Services to a group of young mums. The program aimed to progress 10 students from successful completion into employment. Students completed the program, which was a testament to the staff's hard work and students' dedication.

The Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice) continued to be accredited by the Australian Health Practitioner Regulation Agency. Students from the Northern Territory, Western Australia, South Australia, and Queensland undertook the course on campus, to participate in demonstrations and practice 60 clinical skills.

In February Batchelor joined the Virtual RTO network group to know what was happening with new health training packages in particular facilitated by NAATSIWHP. In May 2022, specialist plastic and reconstructive surgeons visited Batchelor campus and taught expert suturing and wound care practices to 35 Aboriginal health worker students for a second year. Led by Sydney-based Chairman of the Australasian Foundation for Plastic Surgery, Dr Richard Barnett, the surgeons donated their time as part of a wound management program, and through a Deed of Collaboration with Batchelor Institute. The students were in their first or second year in the Certificate IV in Aboriginal and Torres Strait Islander Primary Health Care (Practice).

In July the Health team met with AMSANT to discuss an MOU of clinic members who have trainees attending the Certificate IV programs to address the accreditation requirements of AHPRA. In October the AHPRA program accreditation team attended Batchelor Campus for a site visit and interviewed staff, NT industry stakeholders and students of the Certificate IV in ATSI PHC practice program as part of a routine annual monitoring program. The outcome was very positive and our relationship with AHPRA continues to grow.

The COVID-19 restrictions regarding vaccination requirements have continued its impact on attendance and travel for students. The Family Wellbeing course was delivered by lecturers on Country, when travel was permitted. The Family Wellbeing lecturers were also involved in the joint research program with James Cook University, 'We are not stray leaves blowing about in the Wind'. The project explored the impact of Family Wellbeing empowerment research, from 1998–2021, and was accepted for publication in the International Journal for Equity in Health.

Screen & Media Unit – 2022

In 2022 the Screen & Media Unit continued to deliver the Certificate III & IV in Screen and Media courses on Batchelor and Alice Springs campuses and deliver short courses in remote communities across the NT.

The Certificate III Screen & Media course focussed on providing training and skills to Remote Indigenous Broadcasting Service (RIBS) workers employed by Remote Indigenous Media Organisations (RIMOs) and aspiring First Nations media makers. Training was delivered utilising the on-campus studios, Radio Rum Jungle 95.3 FM, Batchelor's own community radio station run by the Institute in partnership with Top End Aboriginal Bush Broadcasting Association (TEABBA). Students produced local and network programs broadcasting and creating content for the twenty-nine (29) remote Indigenous communities across the TEABBA Network.

Through industry collaboration the Certificate IV Screen & Media course continued to evolve and focussed on multi-camera production for live events, live streaming and digital content production. Students were given the opportunity to cover important events including the Kalkarindji Freedom Day Festival, which involved a live multi-camera production that the main stage for three (3) days of live music and captured digital content for fast turnaround. Content captured by the students was broadcast on SBS/NITV's National News program and the AFL's Yokayi Footy Show.

The short course Mobile Media model was redeveloped with an emphasis on using digital content production to document history, capture and share important news and events, storytelling and truth telling. The short course model was successful in connecting with people and organisations which core business is not media but recognise the importance of using digital media for various business functions, as well as training experienced industry professionals in mobile media production. The short course model has also been successful in connecting and providing opportunities to residents who live in very remote communities serving as a pathway into higher levels of training and education.

The Batchelor Institute Screen & Media team continued to collaborate with a wide network including local and national organisations such as: TEABBA (Top End Aboriginal Bush Broadcasting Association), FNMA (First Nations Media Australia), ICTV (Indigenous Community Television), CAAMA (Central Australian Aboriginal Media Association), Goolarri Media Enterprises, CMTO (Community Media Training Organisation), AFTRS (Australian Film Television and Radio School), SBS/NITV (Special Broadcasting Service/National Indigenous Television), The Youth Mill, Music NT, Tjuwanpa Women Rangers and Roper Gulf Regional Council.



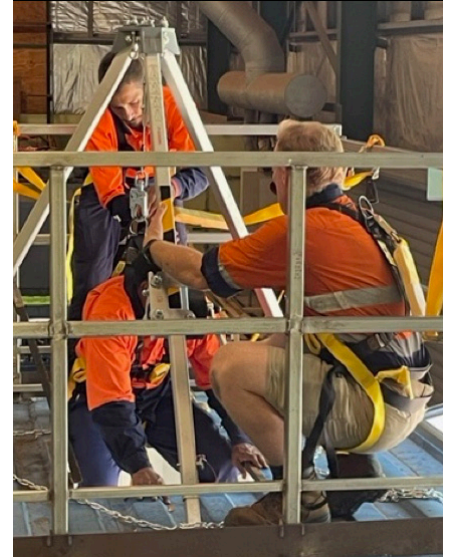
Screen & Media student live on radio broadcast

Resources and Infrastructure

The Resources and Infrastructure team, led by Senior Lecturer Alvin Tan exceeded targets and expanded delivery to new units in Traffic Management, Elevated Work Platform, Fencing, Potholes Repair, Fall Trees Manually and Confined Space Entry (just to mention a few of the most in demand units from the industries and remote communities). A well planned year yielded solid results for the team including community engagement and training requests well into 2023. Highlights included:

- 8 participants from Manbunji, Boroloola Community have completed a full Certificate III in Civil Construction Plant Operations. A lot of short courses and skill set were also being delivered in the various communities.
- The Traffic Management Skill Set kicked off with great demand from the industries. It has kept our lecturers busy and we are committed to be the main RTO for Trafficwex NT for their staff training. Various communities have also been asking for this training and demand is strong into 2023.
- Machine tickets were also in great demand from the remote Indigenous communities around the NT. The team has been to communities delivering the following units – skid steer loader, wheeled front end loader, excavator, roller, backhoe/loader and grader, with very much appreciated support from community councils and private contractors for providing the machines in the training.
- A 10 foot container was designed, constructed and certified to become a custom build Confined Space Entry Vessel and will be available for training in early 2023.
- Certificate II in Civil Construction in Materanka inclusive of front end loader. During the course students and Lecturer Brenton Dawes picked out approximately 500 truck and trailer tyres, stacking them, off setting them and filling them with sand to create another cell at the rubbish dump for future use. The main aim of this training was to upskill and license people in the safe operation of front end loaders so after the course they could sort out tyres into different sizes, calculate quantities and assist local council with obtaining quotes for freighting and disposal. This training was successful as three local CDP participants were placed on a three month contract of employment for this project. Since then one participant has gained employment with the local council.

Batchelor Institute Lecturer Matthew Scott training students on the use of a new Confined Space Entry Vessel.



Elevated work platform being used by a student in training.



Spotlight on Tiwi Islands Training & Employment Board (TITEB)

TITEB is the local employment and training provider for the Tiwi Islands and engaged in an MOU with Batchelor Institute in 2019 to assist with training shortfalls for courses that TITEB does not have on scope, on an as needed and ongoing basis. In 2022 it was anticipated that employment opportunities will become available for participants in the manufacturing, civil, and construction industry as projects begin opening up after extensive Biosecurity Lockdowns over the past 2 years. In the medium term it is TITEB's goal to see participant continue their studies in these industries to gain full trade certification.

February 2022 opened with Forklift, courses for ReadyCut Doors and Screens, helping to bring their workforce up to NT WorkSafe compliance.

March saw TITEB participants at Wurrumiyanga, Tiwi Islands commence MEM 10119 – Certificate I Engineering. Each Student got the opportunity to learn welding and fabrication skills and processes including cutting, shaping, bending, assembling, welding and constructed their own camp BBQ's.

May Following the completion of welding projects participants learned a different set of skills undertaking Front end loader, Skid steer and other associated Units from RII30820 – Certificate III Civil Construction Plant Operations.

Future projects and training opportunities discussed include upgrades to the roads and accommodation facilities at the Wurrumiyanga farm, requiring construction, earth-works, and co-operation with council to possibly upgrade the road to a bitumen surface.

Long term expectations are that the relationship between Batchelor Institute and TITEB continues to grow with the establishment of trade training, study facilities, and apprenticeship courses that will enhance participants educational journey and assist them to gain high a level of Industry experience for gainful employment in the greater Darwin region.





**Batchelor
Institute**

Tertiary Education and Research

JUSTIN
TIMBERLAKE
2020

Batchelor Institute named NT's 2022 Large Training Provider of the Year

Batchelor Institute was announced Large Training Provider of the Year at the prestigious annual NT Training Awards during a gala event held on 3 September 2022. The NT Training Awards recognise excellence in the Vocation Education and Training sector. This is the second successive year that Batchelor Institute has been honoured as Large Training Provider, after winning the category in 2021 as well as seeing other successes in 2020 and previous years.

Batchelor Institute has long been a leader in the VET sector for First Nations students. Over more than five decades, the Institute's footprint has grown to include a large campus with residential blocks at Batchelor, a campus at the Desert Knowledge Precinct near Alice Springs, facilities at Charles Darwin University, and learning centres in remote communities across the NT. Many of the Institute's students live in remote locations and may be isolated from the services and opportunities available in regional centres, towns and

cities. The Institute overcomes this tyranny of distance by delivering training in students' home communities, as well as running workshops on campus where students are supported with a culturally safe and inclusive residential environment.

"We are very proud of the role Batchelor Institute plays in developing employment pathways, particularly for Indigenous people living in remote communities," said Batchelor Institute CEO Leon Yeatman. "We deliver culturally appropriate training that offers a mix of studying at home and, alongside other Indigenous students, at our residential campus in Batchelor for short-term blocks."

"Our students succeed because we understand their unique challenges to study, and we work with them to find solutions, giving them the best opportunity to graduate," he added.

As a result of the NT Training Awards win, Batchelor Institute progressed to the Australian Training Awards but were not successful in bringing home the national award.

Batchelor Institute's A/ Director VET Business Operations Robert Buttery (left to right), with category sponsor Hastings Deering's NT Area Manager Rohan Skennar and Batchelor Institute CEO Leon Yeatman, accepts the Large Training Provider of the Year Award on 3 September 2022.



Brenton Dawes runner up in VET Teacher/Trainer of the Year at the NT Training Awards

VET Lecturer Brenton Dawes, who has worked with Batchelor Institute since 2016 teaching Certificate II in Resources and Infrastructure Work Preparation (RII20120), Certificate II in Civil Construction (RII20720) and Certificate III in Civil Construction Plant Operations (RII30820), was runner-up in the VET Teacher/Trainer of the Year award. This was an excellent outcome for Brenton and while he did not take home the top award, the Institute staff were extremely proud of his achievement and the recognition he was given by the NT Training community as an ambassador for training within the NT VET sector. We also know that this recognition was also acknowledged throughout the many communities that he engages with in the delivery of life changing training.



Lecturer Brenton Dawes was runner-up for VET Teacher/Trainer of the Year at the NT Training Awards on 3 September 2022.

Batchelor collaborations runner up in Industry Collaboration of the Year at the NT Training Awards

Building an Indigenous Workforce, a collaboration between Northern Transportables and Batchelor Institute, was runner-up for Industry Collaboration of the Year. This was another excellent outcome for what was a great project between industry and the Institute in the ever growing industry field of construction.



Building an Indigenous Workforce, a collaboration between Northern Transportables and Batchelor Institute, was runner-up Industry Collaboration of the Year.

Grace Wunungmurra recognised as a finalist in the Aboriginal and Torres Strait Islander Student of the Year award at the NT Training Awards

Batchelor Institute alumna Grace Wunungmurra of the Dhimurru Rangers was a finalist for Aboriginal and Torres Strait Islander Student of the Year. Grace was recognised for her real world commitment for caring for country and for being an outstanding students within Batchelor Institute Conservation and ecosystem Management programs.



Grace Wunungmurra Dhimurru Rangers

Land Management Workshop hits the mark at Darwin Conference

A ranger coordinators' workshop was among the many highlights of the Territory Natural Resource Management (TNRM) Conference held on 22–24 November 2022 in Darwin.

The conference brought together community groups, First Nations organisations, government, and industry groups from across the Northern Territory. TNRM is a membership-based organisation that works with a range of stakeholders to ensure sustainable land and resource management in the NT, and holds the annual event to recognise and showcase this important work.

On the first afternoon of the three-day conference, Batchelor Institute lecturer Jaemie Page, along with TNRM's Rachael Thurlow, facilitated a workshop titled Ranger coordinators: Roles, challenges, opportunities, past, present and future. Mr Page has been training, mentoring, working and learning with rangers and other land managers for more than 20 years across the Top End, while Ms Thurlow is part of TNRM's Kakadu and West Arnhem project team.

As a key player in conservation and ecosystem management training, Batchelor Institute was proud to be a sponsor of the overall event. The Institute currently offers Certificate II (AHC21020), Certificate III (AHC31421), and Certificate IV (AHC40920) in Conservation and Ecosystem Management—catering to new rangers, experienced rangers working toward team leader positions, and those

aiming to progress to group coordinator roles. Indigenous ranger programs provide many benefits, from addressing wide-reaching environmental issues, contributing to the maintenance of cultural knowledge and protection of important sites, and supporting the health and wellbeing of community members. Such programs also give rise to role models for other young people considering a future pathway in conservation or environment.

Senior rangers and ranger coordinators gathered during the workshop to share knowledge and experience relating to their roles, as well as the challenges of managing ranger teams and ways to support the ranger network. The discussions highlighted the importance of rangers and community developing and communicating a shared vision for overcoming day-to-day challenges. Participants shared tips and tricks with one another, and talked about the skills needed to take on the role of ranger coordinator in their respective areas.

The productive discussions explored the origins and development of ranger teams over the decades, from humble community groups with little funding to the impressive industry of today. This growth has seen rapidly changing roles and responsibilities for ranger coordinators, as well as the need to balance community expectations and ranger support with funding and reporting commitments. Importantly, the workshop recognised how this growth has helped broader society understand the value of and need for Indigenous land management in looking after Australian landscapes. It also raised many ideas to be further explored in future, from networking, collaboration and stakeholder engagement, to helping to upskill fellow staff in the ranger coordinators' teams.



Lecturer Jaemie Page presents during the workshop (left) and Crocodile Island Rangers and Larrakia Rangers discuss ideas (right) at the Territory NRM Conference in Darwin in November 2022.

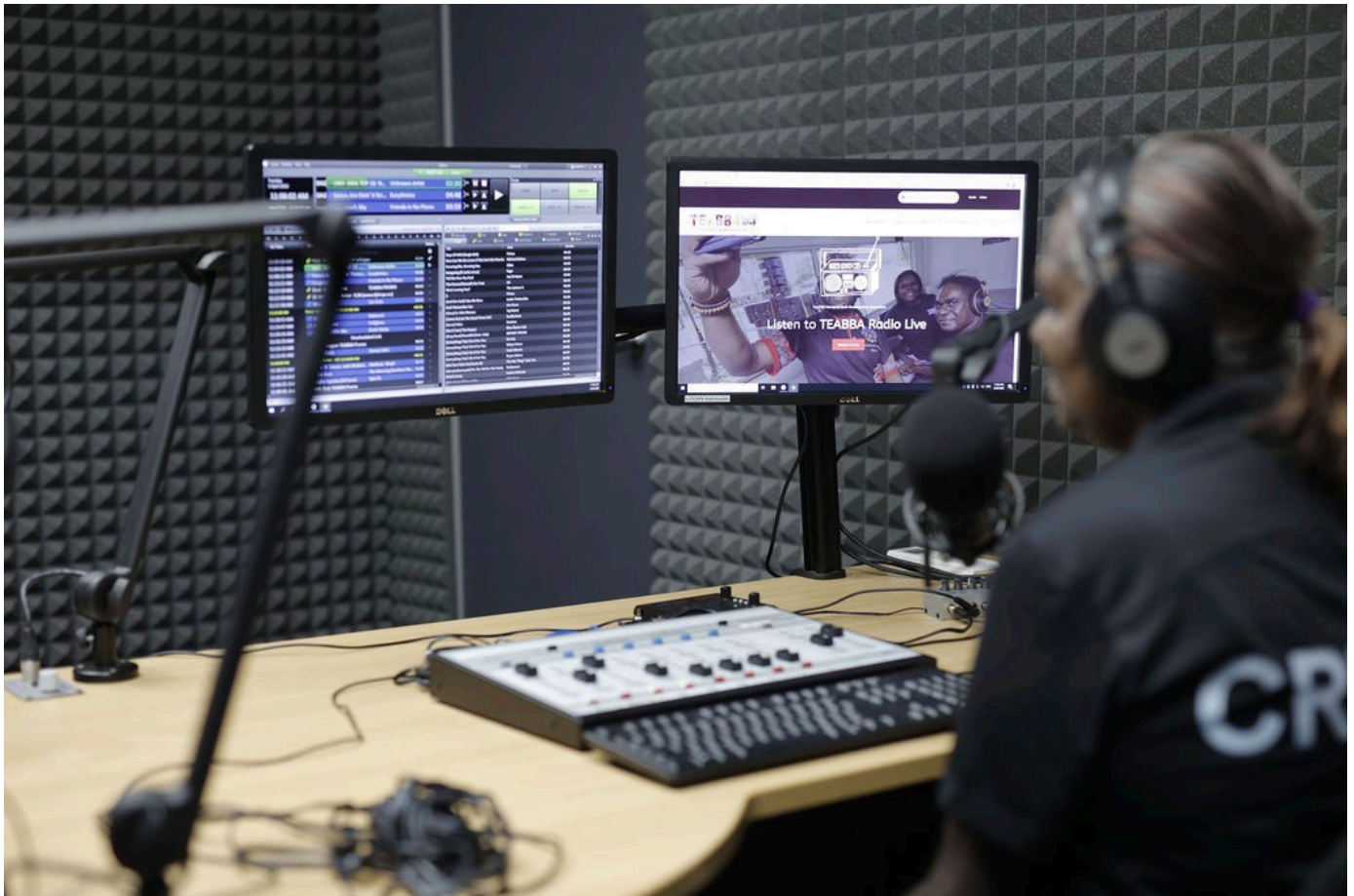
Students take to the airwaves across the NT

Batchelor Institute screen and media students presented a live on-air show from Radio Rum Jungle 95.3 FM at the Batchelor campus studio on 7 April 2022. The students' smooth and confident voices intertwined with the sounds of classic tracks for a day that was evidently enjoyed by listeners across the Territory.

“Through the screen and media program at Batchelor campus, our students have access to industry standard software and equipment utilising new innovations in technology,” said creative industries lecturer Patrick McKenzie. “With support from Top End Aboriginal Bush Broadcasting, our students have the opportunity to practice their skills in a real-world environment with the capability to communicate to 29 remote communities and beyond,” he added.

The Top End Aboriginal Bush Broadcasting Association (TEABBA) Network provides operational support for remote broadcasting units known as Remote Indigenous Broadcasting Services (RIBS), which includes 95.3 FM from Batchelor. The show was broadcast live to all 29 remote communities across the network and streamed online. It was the first live on-air radio show for many of the students, who are completing a Certificate III in Screen and Media (course code CUA31020). The course helps prepare students with skills and knowledge for future roles in the screen, media and entertainment industries, and can lead to a Certificate IV in Screen and Media (course code CUA41220).

“Our students are leading the way,” Mr McKenzie said, “in telling First Nations people’s stories.”



Screen and media students can enjoy using industry standard software and equipment in the studio at Batchelor campus.

Recurrent Funding Training Contracts

The Northern Territory Department of Innovation, Tourism & Trade (DITT) provides BI with the largest share of VET funding in 2022, known as our recurrent contract. This contract is broken into two key areas:

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

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

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

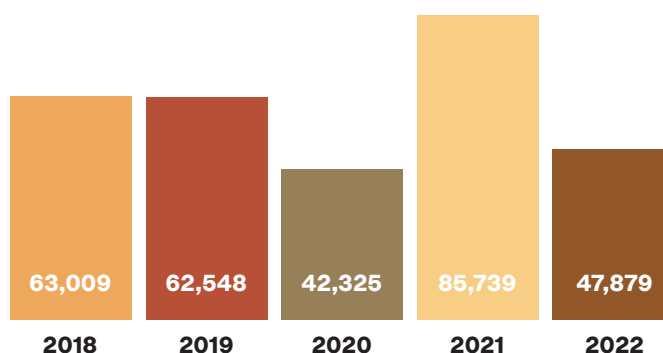
Below is a table outlining the Annual Hours of Curriculum (AHC) that were contracted and the VET Divisions performance against these targets. As can be seen from the data provided, The VET Division did exceptionally well, achieving a global count of 100.84% against contract target. The only area that was under target was the Apprenticeship and Trainee line, and the Division is committed to improving in this area in 2023.

2022 Training Contracts (Recurrent Funding AHC Performance)

Funding Body	Source	Total	Target	Vs Target
DITT	11-j	432,393	418,840	103.24%
DITT	11-k	3,833	13,815	27.75%
DoE	11-n & 11-v	11,420	11,260	101.42%
		447,646	443,915	100.84%

Commercial (Fee for Service) Training Contracts

The VET Division also delivered training (AHC) that was funded directly by employers or industry groups, through commercial training contracts. These programs are traditionally known as Fee for Service (FFS) programs. The Northern Territory Department of Corrections Service Level Agreement (SLA) continued to be our strongest FFS contract, with a commercial revenue approaching \$2 million in 2022. The Australian Defence Force - Army Indigenous Development Program (AIDP) program was our second largest program, with revenue approaching \$1 million in 2022.



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

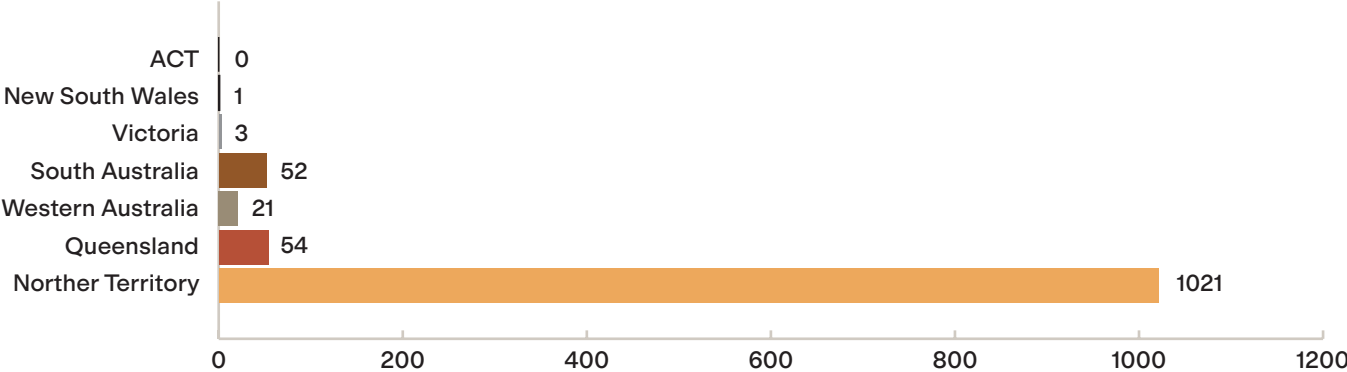
Student Experience

Student & Residential Services

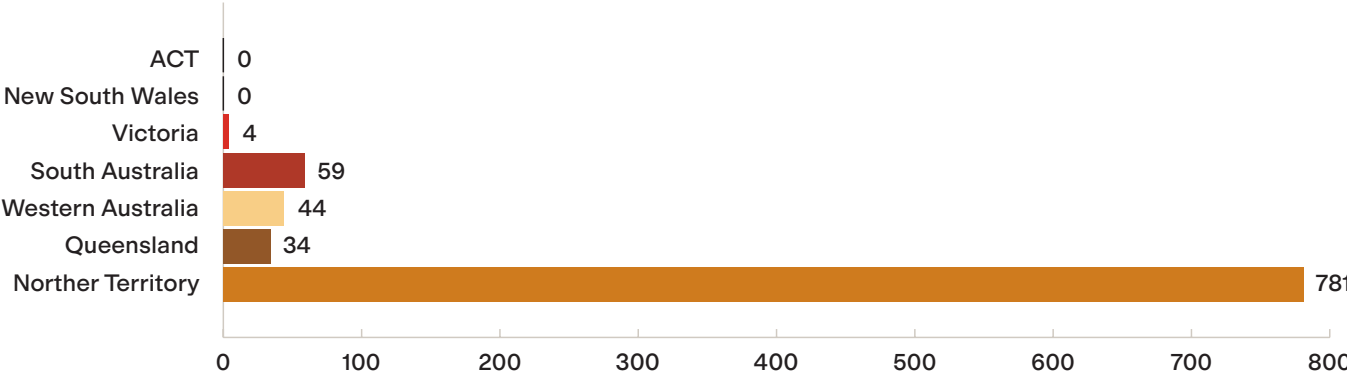
The Student & Residential Services team continue to support students by responding to enquiries, providing social and emotional support and pastoral care, creating student ID cards, facilitating campus orientations and arranging tutorial support

Enquiries (communications)

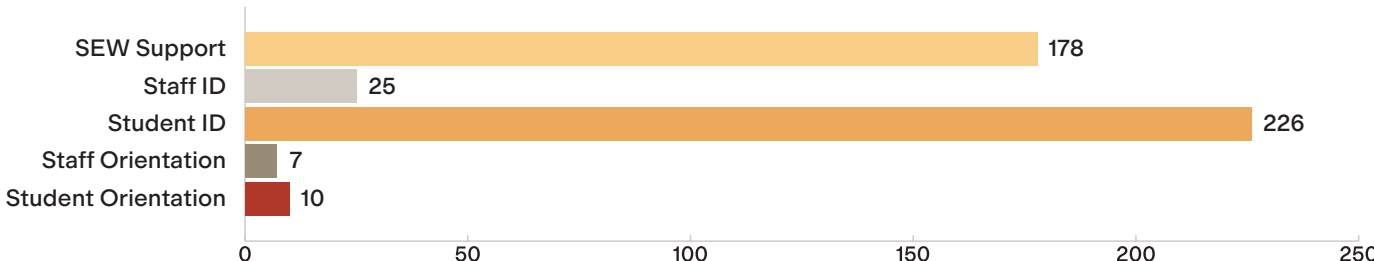
- Enquiries Email
- Phone Call
- In-person



Enquiries location (enrolment)

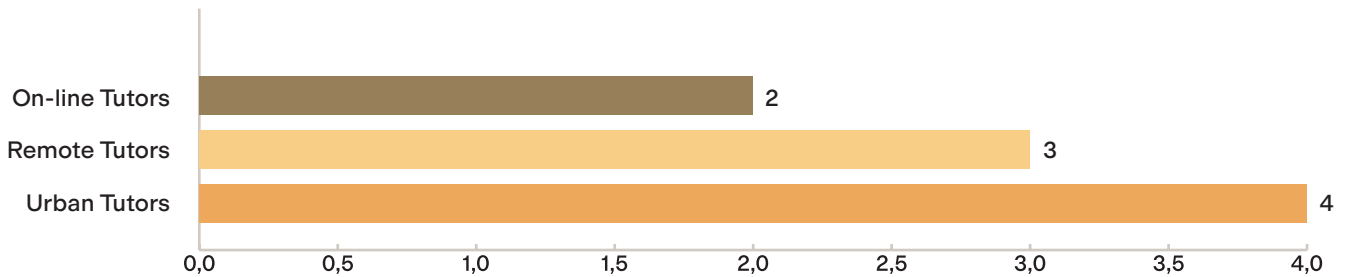


Student Support Batchelor Campus

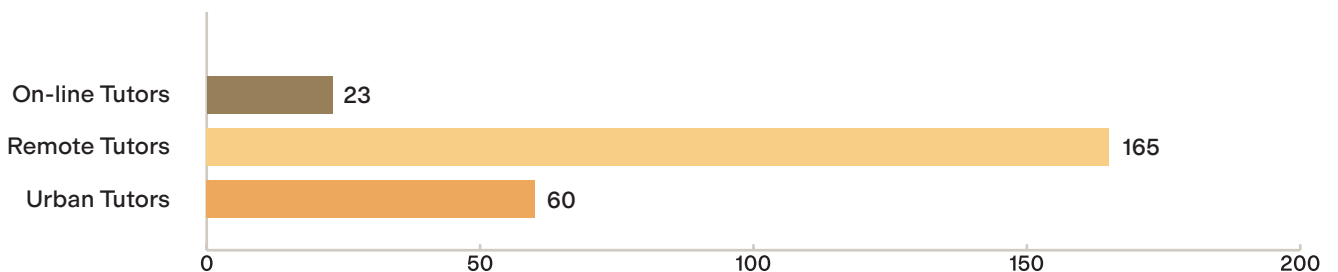


STUDENT EXPERIENCE

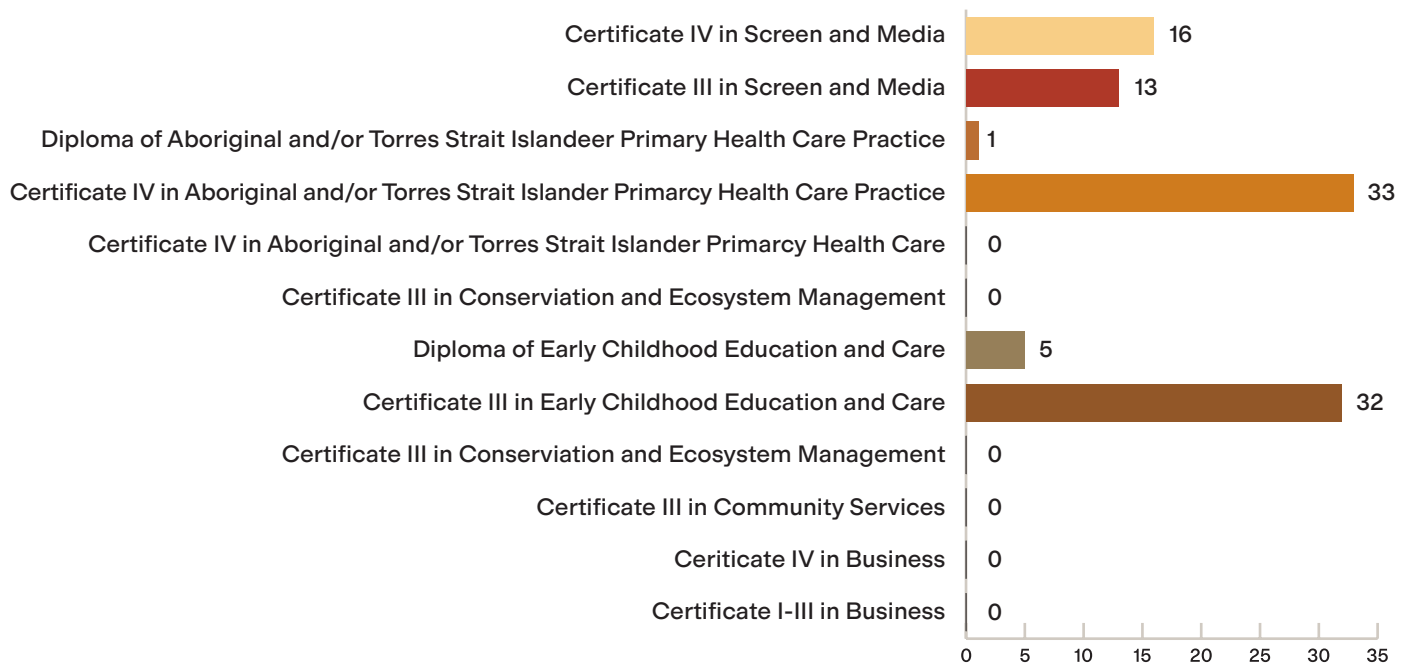
Itas Registered Tutors



Itas Registered Students



Itas Engagement



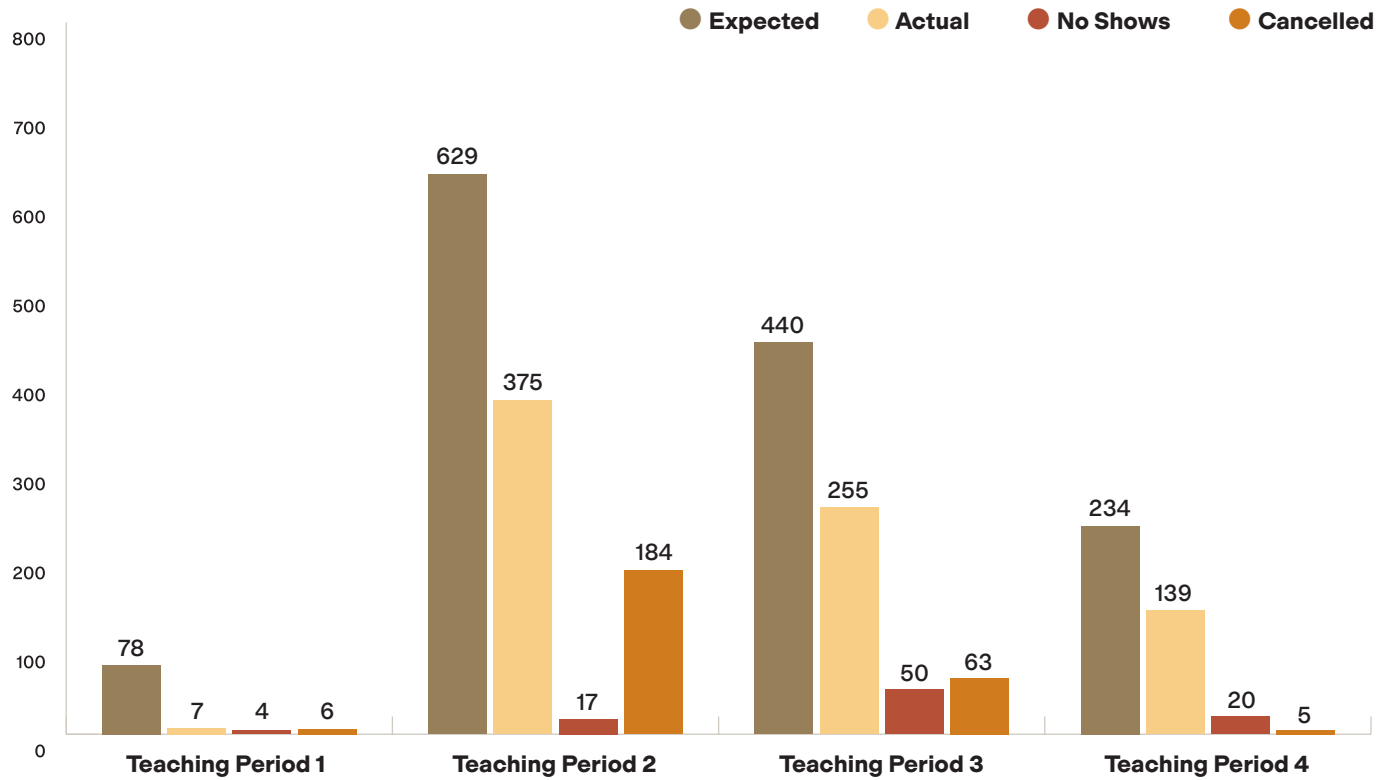
Aboriginal and/or Torres Strait Islander Health Care Practice and Early Childhood Education and Care were the largest cohorts supported by ITAS tutors.

Indigenous Tutorial Assistance Scheme (ITAS)

Location Residential Services



Residential Services (Batchelor Campus)



Workshops on Batchelor campus were in Teaching Period 1 & 2 were minimal. However, Teaching Period 2 & 3 saw an increase of students residing on campus for workshops and student attendance and engagement doubled.

Higher Education and Research

The Higher Education and Research Division saw significant growth in research activity and increased enrolments in the Graduate School in 2022.

In Semester One, two staff taught the reduced offering of four linguistics units in the scaled back CDU-BI (ACIKE) teaching arrangement. Batchelor Press had some impressive achievements and the Centre for Australian Languages and Linguistics completed projects and began new ones as the Institute renews its commitment to have First Nations languages spoken and living.

The Pertame language program is an example of this, a severely endangered language that is being revitalised. A significant moment was the Pertame Choir singing “They took the children away” in Melbourne at Uncle Archie Roach’s memorial service.

Significant moments of 2022

2022 has been a year of highs and lows. In January we lost our beloved warrior woman for the Institute, Dr Rosalie Kunoth Monks OAM.

Later in the year we lost another member of our family, community and alumni, Dr Kathy Mills OAM. These two forces of nature met as young women in St Mary's home in Alice Springs. This year the Division report will open with a poem written by Aunty Kathy about Aunty Rose.



Rosalie Kunoth-Monks and Kathy Mills, Myilly Point, Darwin, 25 October 2015, at an event to commemorate the heritage significance of Myilly Point as the site of Kahlin Compound (1913-1939), a government institution primarily for Aboriginal people of mixed descent. Reproduced in Ngoonjook 36, p. 96. Photo: Francine Chinn

Ngarla

The first time I saw her we were standing in line, senior girls on the outside and juniors inside. We were sent to St Mary's – an Anglican home for children whose families lived distant from town.

Her right foot turned inward in a shy little pose, hands raised to her eyes, this shy little rose. Children shoving impatiently, whose palates were stretched on a cool Sunday morning – the morning of rest.

I saw she was anxious so I beckoned her while but I wasn't prepared for her cute little smile. Her beautiful teeth flashed right back at me and I couldn't help asking wwho she might be.

Her eyes were so large with a softness unknown and I couldn't help feeling we both felt a bond. Her skin was the colour of the red desert land and her hair had the shine of the gold desert sand.

When she smiled from beneath her unruly curl I felt something was special in this little girl. The next time I saw her she was well in her teens. I couldn't believe what I saw – a young beauty queen.

She was chosen to act in a movie tone screen. I'm certain her smile was the one deciding thing. Her confidence was stronger, her body was trim and her smile more radiant 'neath a brilliant white brim.

The hat she wore could never conceal the beautiful smile of this young beauty queen. She played out her role in magnificent style and one pleasing feature was her own special smile.

Then later I saw her – mature and strong, believing her own convictions as she sang her life's song. I admire you Ngarla – you make me feel glad As your St Mary's family, I feel very proud. I'm pleased that I met you, with love I remember. I'm pleased you consider – I am your big sister.

To Rose – my love and admiration.
Dr Kathy Mills, 3 August 1988

The Institute honoured the life and work of MK Turner with the awarding of an honorary doctorate recognising her incredible contribution as a respected Eastern Arrernte elder, linguist, cultural adviser, translator, social justice champion, artist, and author.

MK Turner is recognised across the region as a holder of customary law, practice, and knowledge, and as a qualified language interpreter. She has taught language, culture, and cross-cultural courses for over 30 years. In 1996 MK received an Order of Australia for her service to the Aboriginal community of Central Australia, particularly through preserving language and culture and interpreting including working on the development of the Arrernte dictionary and publications including her celebrated book *Iwenhe Tyerrtye, What it means to be an Aboriginal person* (2010).

A highlight of 2022 was the relaunch of the Institute's Ngoonjook journal after over a decade-long hiatus.

With a new look and subtitle (from 'A Journal of Australian Indigenous issues' to 'Australian First Nations' Journal') Ngoonjook No. 36 was launched in May 2022 as a special postgraduate focus issue bringing together writings by alumni and staff of the Institute and dedicated to pioneering Aboriginal linguist Dr Jeanie Bell and the late Dr Rosalie Kunoth-Monks (1937-2022), former chair of the Institute Council. Ngoonjook 36 (Batchelor Press, 2022) was guest-edited by the late Dr David Hardy, also an Institute alumnus, who we also lost in 2022. He described the creation of this special edition as his elixir, and we honour and celebrate the extraordinary lives and works of our Alumni.



Master-Apprentice Conference

The Master-Apprentice Program (MAP) is a world-leading model of language learning originating with Indigenous communities in California. The Master-Apprentice Conference held in Mparntwe (Alice Springs) 8-11 August 2022 was a historic gathering of Indigenous language speakers and language revitalisation workers from across the country and worldwide. Over 100 participants represented 28 endangered Indigenous language groups in Australia and 11 Native American language experts. They were welcomed to Mparntwe by Veronica Dobson and the Tinkerbee Dancers, and given conference items that carried artwork designs by Pertame artist Samantha Armstrong.

The MAP conference brought the world First Nations experience to Alice Springs, with the focus on critically endangered languages with few fluent speakers remaining. The Desert Peoples Centre Campus was alive and language-focused in quite an incredible way. The generosity of our US visitors in sharing their knowledge was extraordinary and the commitment of the Elders and Young people to keep language alive and living was humbling. Closer to home, the Pertame (Southern Arrernte) Community has adopted MAP for its language immersion learning.

The conference was an opportunity for the philosophy and teachings of MAP to be shared more broadly, creating opportunities for new learning and new partnerships in addition to the six organisations working together to realise the conference: the Pertame School, Batchelor Institute, the Global Indigenous Language Caucus, Yuchi Language Project, Advocates for Indigenous California Language Survival and the Next Steps Language Revival Project.



Tinkerbee Dancers perform as part of the conference welcome.



MAP Conference participants, Desert Peoples Centre, Mparntwe.



Cultural exchange at the MAP conference brought Aboriginal and Native American communities together to share the lessons and challenges of revitalising endangered languages

Indigenous Literacy Foundation

Batchelor Press publications *Songlines: stories from Yarrabah and beyond* (2022) and *Ngulajuku! Tiger's story of how Nyiripi came to be* (2022) were selected in late 2022 as titles for the Indigenous Literacy Foundation (ILF)'s highly sought national Book Supply Program (2023), along with the Press's *Mookanunganuk*, selected poems by Mooradoop Kathy Mills (2020). Selected titles are given extensive reach in forming part of ILF's literacy programs throughout regional/remote-area Australia.

Research partnerships

2022 research partnerships and projects included Flinders University with their Youth Engagement in Allied Health research project; University of Notre Dame Australia; University of South Australia; Federation University; Deakin University with our Lived Experience project conducted for Australians Together; Aboriginal Medical Services Alliance of the Northern Territory for their Cultural Health and Healing Members Forums; and Charles Darwin University with the evaluation of the Northern Territory Department of Education's Remote Aboriginal Teacher Education pilot program, the Indigenous Cross-Cultural Higher Education Engagement; and the HEPPP Mapping Project, exploring the Higher Education learning journey of BIITE and CDU graduates.

The Australian Research Council (ARC) funded program 'Implementing Indigenous Knowledge in Doctoral Education' includes collaboration with University of the Sunshine Coast, RMIT, and the University of Western Sydney. This project links Indigenous and transcultural ways of knowing and aims to centre these in Indigenous doctoral education.

The ARC funded project 'Empowering Aboriginal Girls' is a Linkage Project with Curtin University and the University of Tasmania and applies Indigenous knowledges to gain insight into best practice models for Aboriginal and Torres Strait Islander girls' education.

Batchelor also entered into collaborative arrangements with international partners during 2022. One partnership is with Lethbridge University in Canada for the 'Two-Eyed Seeing for Both Ways Knowing: Exploring Indigenous-Ally Relationships' research project.

The other project commencing in 2022 is a significant long-term project, the Lego Lever for Change Project (Phase One). This involves an international research team with John Hopkins School of Indigenous Health as the lead, University of Otago (NZ) and the Canadian Health Authority and Batchelor Institute all as partner participants.

Research and evaluation highlights

Lutheran Care Financial services evaluation

Financial literacy skills are critically important for resilience and wellbeing. Lutheran Care offers financial information and support to help people make informed decisions about financial matters, or deal with financial issues. Batchelor's services evaluation is working to better understand how people perceive the delivery of Lutheran Care's financial support program. The evaluation (to conclude late 2023) will enable more tailored services to be developed.

Codes 4 Life evaluation

Desert Knowledge Australia (DKA)'s Codes 4 Life works with men to support behaviour change by connecting them with their cultures, roles and responsibilities. Batchelor's evaluation of Codes 4 Life concluded in 2022, providing recommendations for program development to better understand what impact such a program has in the longer term, and to establish a preventative pilot program. Following the evaluation, additional funding has been obtained to further develop the program building on the recommendations. Batchelor Institute has been invited to continue to support the program's evaluation.

Nawarddeken Academy evaluation

Batchelor's evaluation of Nawarddeken Academy concluded in 2022. The evaluation's recommendations included directions for local staff development, expansion of education with secondary programs, and stronger connections with Nawarddeken Land Management, and some of these were also implemented in 2022.

The evaluation team included community-based researchers who supported the dissemination of findings and whose presentations at the World Indigenous People's Conference on Education in Adelaide, and the Education Association of South Africa conference in Cape Town were well received.



Dean Yibarbuk and Robyn Ober presenting at WIPCE 2022



Leanne teaching history for Nawarddeken Academy



Ngulajukut!

Ngulajukut! is a story of the Ngulajukut people of the Northern Territory. It is a story of the Ngulajukut people's journey to the Northern Territory and their life there. The Ngulajukut people are a traditional Aboriginal people who lived in the Northern Territory for many years. They were known for their hunting and gathering skills and their knowledge of the land. The Ngulajukut people were one of the many Indigenous Australian groups who were displaced from their traditional lands and taken to missions and reserves. The Ngulajukut people's story is a story of resilience and survival. Despite the challenges they faced, the Ngulajukut people have managed to maintain their culture and traditions. Today, the Ngulajukut people are proud of their heritage and are working to ensure that their story is told and their culture is preserved.



Centre for Australian Languages and Linguistics (CALL)

As one of Australia's 24 National Language Centres, the Centre for Australian Languages and Logistics (CALL) plays a crucial role in preserving Indigenous languages and fostering community connections. In 2022, CALL continued its work on projects like Matutharra/Luritja, Talking Tracks, and Tim's Journey Back In Time. It expanded the Iltyem-Iltyem hand sign website, partnered with the Language Data Commons of Australia, and led an intergenerational delegation to the Australian Languages Workshop. CALL also secured a grant for the Pertame Language Nest, promoting fluent Pertame language transmission from Elders to infants in a Closing the Gap Early Childhood Partnership Pilot.

Centre for Australian Languages and Linguistics (CALL)

As one of the 24 National Language Centres across Australia, CALL provides a valuable connection to community through its long history of language projects and activities both within and outside the NT. CALL's language support work includes language recording and documentation, resource production and supporting the growth of the next generations of language workers through intergenerational work and learning. CALL promotes First Nations leadership in community language projects that *capture, revitalise and sustain Indigenous languages*.

During 2022, CALL continued work on the Matutharra/Luritja project, Old meets New, contributing to the maintenance and revival of southern Luritja dialects through a range of community-led language activities, including oral language and literacy courses, on-country intergenerational learning, and paper-based and online resource production involving creative arts and technology.



Maureen, Kyra and Donna Campbell at Mt Peachy learning to write Martutharra.

CALL partnered with Queensland University and First Languages Australia to complete the teachers' resource book, *Mangurr-jangu*, <https://www.firstlanguages.org.au/mangurr-jangu>. This resource book couples with an open-source picture database called Arkeny map-akert: <https://yaale.com.au/resource/Arkeny>.



Seraphina Presley and April Campbell from Ti Tree sat the Alice Springs launch of Mangurr-Jangu.

CALL upgraded and expanded the nationally-recognised Aboriginal Handsign website *Iltyem-Iltyem*, <https://www.iltyemiltyem.com/>. One of the main parts of the website is the **sign language dictionary**, which has over 1,000 short films of signs from eight communities and nine language groups.

The CALL Collection and *iltyem-iltyem* handsign websites developed a partnership with the Language Data Commons of Australia (LDA CA) to ensure sustainability archiving and access practices.

CALL took an intergenerational delegation of 11 people representing five language communities to the Australian Languages Workshop, Stradbroke Island, July 2022. The group proudly presented on projects including *Mangurr-jangu*, *Ngulajuku!*, and the *Iltyem-iltyem* website.



CALL delegation at the Australian Languages Workshop Stradbroke Island July 2022

HIGHER EDUCATION AND RESEARCH
CENTRE FOR AUSTRALIAN LANGUAGES AND LINGUISTICS (CALL)

CALL held two other launches of the bilingual (Warlpiri/English) book *Ngulajuku!* - a community launch in Nyirрпи, and a big Alice Springs launch with Central Land Council and First Languages Australia, and many people from remote communities.

CALL partnered with MAGNT, Batchelor Art and Engawala community to produce and launch the book and animation *Tim's Journey Back in Time*.



Fiona Gibson and the extended family at the Alice Springs launch of *Ngulajuku!* at the Alice Springs Convention Centre



Alcoota group reading *Tim's Journey* and participating in the launch at the Megafauna Museum in Alice Springs November 2022.



In 2022, CALL made significant progress on the Talking Tracks project designed to produce a series of animations and books based on Tracks readers in six Central Australian languages. We also secured a grant for a Closing the Gap Early Childhood Partnership Pilot for the *Pertame Ngetya Untya Kweka Mapa Kerta* (Pertame Language Nest for Children) aimed at transmitting fluent Pertame language directly from Elders to infants. This will begin in 2023.



FM and children at the Nyirрпи launch of *Ngulajuku!*, October 2022.

Graduate School

As the top Higher Degree provider for success and retention in Australian Universities, Batchelor Institute remained committed to creating a safe space fostering academic excellence and cultural strength. In 2022, the Graduate School achieved significant milestones, with students pursuing higher degrees by research at the PhD and MA levels, and more than two-thirds of candidates residing in regional and remote areas. Two intensive Masterclasses offered opportunities for research advancement, while increased tutorial support, pastoral care, and participation in national research forums and conferences defined the Graduate School's highlights in 2022.

Graduate School

Batchelor Institute remains the number one Higher Degree provider for success and retention in Australian Universities. The Graduate School, which offers higher degree by research in the Doctor of Philosophy (PhD) and Master of Philosophy (MA) levels, operates both within and outside Australian University mainstream academic structures. It ensures a safe space with a strong focus on academic excellence and cultural strength by prioritising Aboriginal and Torres Strait Islander ways of knowing and being.

Achievements in 2022 included two PhD examination submissions, four Confirmations of Candidature and two Human Research Ethics applications given clearance.

The Graduate School Higher Degree Research community remains diverse, multi-disciplinary and strongly representative of all states and territories. In 2022 over two-thirds (13) of the 19 candidates lived in either regional or remote areas.

In 2022 the impact of health, pandemic and natural disaster events directly affected the studies of one-third of those enrolled. The Graduate School Liaison and Engagement Officer played a central role in supporting candidates' wellbeing. We also acknowledge the commitment of our academic supervisors, our senior First Nations academics and Elders as well as Alumni (10) in contributing to candidate success.

The program includes face-to-face learning, peer learning and cultural activities. In 2022, two intensive Masterclasses provided opportunity for candidates to connect with fellow candidates, Alumni, lecturers, supervisors and other experts, to discuss and present research topics, and progress research knowledge that furthered their academic growth. Those who could not attend were able to participate online and through opportunities outside of set dates. We also increased our tutorial assistance, pastoral care and outreach activities responsively and as an additional strategy to ensure candidates had access and could participate as active members of the Higher Degrees Research community at Batchelor Institute, and more widely.

Other candidate development opportunities included participation at significant national research forums and conferences. At the National Aboriginal and Torres Strait Islander Post-Graduate Association (NATSIPA) Graduate School Candidates won first and equal second prizes for pitch and poster. Candidates presented their research at Lowitja Institute, AIATSIS, and Native American and Indigenous Studies Association (NAISA) research forums.





Maddawa

Gulumerrdjin (Larrakia)

Animals

Batchelor Institute Press

2022 was a productive year, as always, for Batchelor Institute Press with the publication of a range of books and resources, community and industry partnerships and key community-based cultural events.

Autobiographical

Publication of the book *Songlines* in early 2022 was another nod to Institute Alumni, the book based on song lyrics, related narratives and artwork by former Education student, Barry Cedric.

Ngulajuku! (2022) is also autobiographical, based on an interview with the late Tiger Japaljarri Morris.

Partnerships

The books and resources published by Batchelor Press are often the result of significant external partnerships as was the case for the children's book *Dhawun Ngamingami-Idanha* (*Looking After Country*) (2022) by first-time published Gamilaraay author (and artist) Merinda Walters.

Production of the Mangarrayi Seasonal Calendar, completed at the end of 2022 as part of a language revitalisation project, involved members of Jilkminggan community (140 kilometres southeast of Katherine), Batchelor Press, the ARC Centre of Excellence for the Dynamics of Language (Western Sydney University) and the ILF.

Sales

2022 was another steady year for sales of Batchelor Press titles, boosted by selection in ILF's Book Supply Program and with a festival stall presence at Barunga and Kalkaringi (Freedom Festival). Outside of ILF, top sellers for the year were again the Nyoongar-related titles *Djerap* (Birds) and *Nyoongar Boodja – Koomba Bardip Kooratan* (Nyoongar Land, Long story short) along with *Gulumerrdjin Madawa* (Larrakia Animals) and *Kukumbat gudwan daga* (Really cooking good food).

All my country

Finally, in mid-2022, Batchelor Press was awarded a project grant by the Australia Council for the Arts to produce the first substantive book on the Institute's highly significant Art Collection. Provisionally titled 'All my country, the Batchelor Institute Art Collection', the book is edited by Dr Wendy Ludwig and will be launched in 2024 as part of the Institute's 50th anniversary celebrations.



The Mangarrayi Seasonal Calendar, 2022



Batchelor Institute Art Collection

2022 was a year which saw significant work towards the Batchelor Institute Art Collection with the reinstatement of a dedicated curatorial position under the management of the Institute's Director, Executive Services. This consolidation of structural support within the Institute underscores the importance of the Art Collection as a key and unique Institute asset, and paves the way for initiatives addressing how best to present, interpret and preserve the Collection into the future.

The Batchelor Institute Art Collection is a significant cultural and financial asset comprising around 900 artworks (in 2022) from First Nations artists Australia-wide though predominantly from the NT. The collection also contains some work from Papua New Guinea.

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

Recent Developments

In 2022 considerable attention was given to re-engaging processes around the management and curation of the Art Collection. A special project was initiated to address these issues under the management of Samantha Ludwig, Director of Executive Services. By mid-2022, Maurice O’Riordan effectively commenced as the Collection’s acting curator (part-time) alongside his Batchelor Press role including publication of a forthcoming (2024) book on the Collection with guest editor Wendy Ludwig.

Collection Audit

A comprehensive audit of the Collection was conducted in the second half of 2022 (and completed early 2023). This audit, conducted at the Institute’s Batchelor and Alice Springs campuses, achieved a number of objectives relating to the identification of artwork conservation/repair and related storage issues as well as Collection documentation including photographic documentation and standardising and updating documentation relating to the location of Collection works. Initial quotes were obtained for a conservation assessment of the most vulnerable works and conservation-related workshops for Collection-related personnel, with a view to obtain external funding towards this cost in 2023.



Dr Wendy Ludwig, Maurice O’Riordan and Charlee-Anne Ah Chee, assisting in the photographing of artwork as part of the Collection audit, Desert Peoples Centre, Alice Springs 2022; photo: George Fragopoulos



Inpiti Malyangka, ‘Ningtaka - Perentie’, 2004, carved, poked wood, 15 × 80cm; exhibited in Dalirra-g

In The Light

After almost a decade since the last Collection-related exhibition, Institute artworks took centre-stage for the exhibition *Dalirra-g | In The Light* which opened 29 July at the Darwin Entertainment Centre Gallery as part of the 2022 Garmalang Festival and running until 28 August to coincide with the Darwin Festival. Curated by Maurice O'Riordan, *Dalirra-g* brought 33 artworks from the Batchelor campus art storeroom literally 'into the light' while also focusing on light/sunlight as a touchstone for works relating to prosperity and promise and to the Institute's foundational pursuit of 'light' as knowledge. Research towards the exhibition led to further documentation of Collection artworks including the attribution of a previously unidentified perentie sculpture to Maruku Arts/Ernabella artist, the late Inpiti Malyangka.



Cover page, exhibition catalogue for *Dalirra-g | In The Light*, with Patricia Marfurra's *Lotus in Bloom*, 1994, acrylic on canvas, 65 × 55cm

Acquisitions

Two new works entered the Collection in 2022 by way of donation: Gary Lee's *Kenbi boy* (2022) donated by the artist; and a screenprint, 'Stop black deaths in custody' (2021), by Sydney-based Department of Home Affairs, based on a photograph by Indigenous photographer Joseph Mayers and donated by Kathryn Gilbey.



Department of Home Affairs, 'Stop Black Deaths in Custody', 2021, screenprint based on a photograph by Joseph Mayers; donated by Kathryn Gilbey



Gary Lee, *Kenbi boy*, 2022, type C print on Ilford cottonrag paper, 36 × 47.5cm; Artist Proof; donated by the artist





Financial Summary

Summary of Financial Statements

**For the year ended
31 December 2022**

Summary of Financial Information

Review of Operations

Financial Performance and Position

For 2022 Batchelor Institute recorded an operating surplus of \$1.51 million (2021: surplus 0.76 million), an improvement of \$0.75 million compared to 2021.

Revenue increased by \$0.33 million (1%) in comparison to the previous year mainly due to:

- Australian Government funding increased by \$1.87 million. It is mainly due to increase in Away from Base by \$1.76 million and various Australian Government funding by \$0.11 million.
- Northern Territory Government funding reduced by \$1.64 million as there is no more additional funding for Aboriginal Responsive Skilling in 2022 which was worth \$1 million in 2021 and lower revenue generated on Schedule J Training Contract \$0.5 million.
- Consultancy and contract fees reduced by \$0.45 million due to reduce revenue generated on Defence project \$0.05 million, HEPP consultancy \$0.1 million and ACIKE contract \$0.3 million
- Course fee revenue increased by \$0.14 million.
- Other revenue and income increased by \$0.29 million. It is mainly due to increase in grant from non-government \$0.15 million, donation \$0.16 million, other revenue \$0.12 million and decrease in worker compensation claims \$0.14 million
- Investment income increased by \$0.12 million due to higher cash balance during the year and raising interest rate.

Expenses decreased by \$0.42 million (1.2%) in comparison to the previous year mainly due to:

- Employee related expenses decreased by \$1.3 million due to various vacant positions in 2022.
- Depreciation expenses decreased by \$0.12 million due to some of asset has been depreciated 100% in 2021.
- Repair and Maintenance expenses increased by \$0.18 million due to more wear and tears activities during the year.
- Other expenses increased by \$0.8 million. It is mainly due to increase in travel expenses \$0.53 million, and insurance expenses \$0.26 million

The overall cash position of Batchelor Institute increased by \$2 million between the years mainly due to some vacant positions have not been filled during 2022 and incomplete various project funded by Australian Government to be completed in 2023.

Consolidated Statement of Comprehensive Income

	Note	2022 \$'000	2021 \$'000
Revenue and income from continuing operations			
Australian Government financial assistance			
Australian Government grants	3.1	15,080	13,209
Northern Territory Government financial assistance	3.2	11,453	13,091
Fees and charges	3.3	832	692
Consultancy and contract fees	3.4	5,809	6,254
Other revenue and income	3.5	704	419
Investment income	4	136	19
Goods and services received free of charge	5	353	352
Total income from continuing operations		34,367	34,036
Expenses from continuing operations			
Employee related expenses	6	19,409	20,733
Depreciation	7	2,021	2,139
Repairs and maintenance	8	250	70
Borrowing costs	9	26	16
Impairment of assets	10	236	141
Goods and services received free of charge	5	353	352
Communications and utilities	11	2,411	2,495
Other expenses	12	8,152	7,333
Total expenses from continuing operations		32,858	33,279
Net result for the year		1,509	757
Items that will not be reclassified to profit or loss		-	73
Total other comprehensive income		-	73
Comprehensive result		1,509	830

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

Consolidated Statement of Financial Position

	Note	2022 \$'000	2021 \$'000
ASSETS			
Current assets			
Cash and cash equivalents	13	10,313	8,293
Receivables and contract assets	14	4,647	3,141
Other assets	15	269	506
Total current assets		15,229	11,940
Non-current assets			
Property plant and equipment	16	27,494	28,561
Total non-current assets		27,494	28,561
Total assets		42,723	40,501
Liabilities			
Current liabilities			
Trade and other payables	17	1,685	1,100
Lease liabilities	18	202	306
Provisions	19	3,655	4,189
Contract and other liabilities	20	3,625	2,785
Total current liabilities		9,167	8,380
Non-current liabilities			
Lease liabilities	18	433	372
Contract and other liabilities	20	83	218
Total non-current liabilities		516	590
Total liabilities		9,683	8,970
Net assets		33,040	31,531
Equity			
Reserves	21	30,814	30,814
Retained surplus / (Accumulated deficit)	21	2,226	717
Total equity		33,040	31,531

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

FINANCIAL SUMMARY

Consolidated Statement of Changes In Equity

	Reserves	Retained Surplus / (Accumulated deficit)	Total
	\$'000	\$'000	\$'000
Balance at 1 January 2022	30,814	717	31,531
Net result for the year	-	1,509	1,509
Revaluation increment	-	-	-
Balance at 31 December 2022	30,814	2,226	33,040
Balance at 1 January 2021	30,741	(40)	30,701
Net result for the year	-	757	757
Revaluation increment	73	-	73
Balance at 31 December 2021	30,814	717	31,531

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

Consolidated Statement of Cash Flows

	Note	2022 \$'000	2021 \$'000
Cash flows from operating activities			
Australian Government Grants		15,513	13,591
State Government Grants		12,111	12,188
Receipts from student fees and other customers		5,007	7,150
Interest received	4	136	219
Payments to suppliers and employees		(29,759)	(30,201)
Interest and other costs of finance		(26)	(16)
GST receipts/(payments)		334	(114)
Short-term lease payments		(172)	(83)
Lease payments for leases of low-value assets		(4)	(4)
Net cash provided by operating activities	30	3,140	2,530
Cash flows from investing activity			
Payments for property, plant and equipment		(671)	(376)
Total cash used in investing activity		(671)	(376)
Cash flows from financing activities			
Repayment of lease liabilities		(337)	(434)
Repayment of chattel mortgage		(123)	(51)
Interest on lease liabilities		11	8
Receipts of lease receivables		-	1
Net cash used in financing activities		(449)	(476)
Net increase in cash and cash equivalents		2,020	1,675
Cash and cash equivalents at the beginning of the financial year		8,293	6,615
Cash and cash equivalents at the end of the financial year	13	10,313	8,293

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



Batchelor Institute



Mary Tilmouth, Fiona Dixon, Elizabeth Dixon, Moesha Glenn,
Joy Turner, Bronwyn Payne, Janine Tilmouth, Sharon Tilmouth,
Bushy park to Alcoota (detail), 2020, acrylic on canvas. © the artists.

