



2016 ANNUAL REPORT



Batchelor
Institute

NOTICE

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



**Batchelor
Institute**

Annual Report 2016

Batchelor Institute of Indigenous Tertiary Education
c/- Post Office BATCHELOR NT 0845

Ph: 1800 677 095

Email: enquiries@batchelor.edu.au

Web: www.batchelor.edu.au

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Message from the Chair



Professor Mark Rose, Chair,
Batchelor Institute of Indigenous
Tertiary Education Council

Batchelor Institute is stronger than it has ever been over the past 43 years, in living up to its responsibility as Australia's First Nation provider of Aboriginal and Torres Strait Islander education. We wear that responsibility with pride, and a strong sense of accountability to continue to improve the way we operate.

The mandate for Batchelor Institute has been to empower and advocate for Aboriginal and Torres Strait Islander Peoples through training, education and research. As custodians of this mandate we continue to evolve to equip and meet the aspirations of new generations.

The Institute's success has been underpinned through transforming the way we operate. We enjoy a reinvigorated partnership with Charles Darwin University to ensure we remain strong for decades to come. Our strengthened organisational structure is providing greater flexibility in course delivery and increased capacity to expand in the future, while maintaining our strong focus on continuous quality improvement. Most importantly we have provided life-changing education and training opportunities for a record number of students, delivering more courses than ever before. We are also gratified by the strong demand for ongoing education and professional development opportunities among our graduates.

Batchelor Institute's unique history and decades of research in partnership with Aboriginal and Torres Strait Islander organisations have enabled us to develop a deep understanding of the demand and need to engage Aboriginal and Torres Strait Islander people in the use of technology. In 2016, Batchelor Institute made the strategic decision to work towards becoming the only Australian accredited training facility registered to deliver a Drone Program. This important project will promote major socio-economic benefits across a number of Communities in Northern Australia through building highly-skilled workforces. The project will also create significant mobile and technological advancements, allowing us to be networked to the global community. This program will be launched and delivered in 2017.

Batchelor Institute has been recognised for its significant contribution to national research and success in Aboriginal and Torres Strait Islander Knowledges' education. Further, we have positioned the Institute internationally through our accreditation with the World Indigenous Nations' Higher Education Consortium (WINHEC) and through the delivery of Spoken and Written English courses in Timor-Leste.

These changes, including the attraction of more mainstream revenue have been critical to keep Batchelor Institute expanding as Australia's leading First Nations provider of Aboriginal and Torres Strait Islander education. We do this through our ongoing focus on delivering high quality education and training that is flexible enough to be tailored to the needs of individuals and Communities.

Batchelor Institute has an exciting future ahead and I commend the 2016 milestones as outlined in this report. I hope you will take as much pride as I do in the impact our Aboriginal and Torres Strait Islander organisation has made in making Australia a stronger, fairer country that offers hope and opportunity to Aboriginal and Torres Strait Islander Peoples.

Best wishes

A handwritten signature in black ink, appearing to read 'Mark Rose', with a long, sweeping underline.

Professor Mark Rose PhD

Background



Batchelor Institute is Australia's oldest, specific purpose provider of university education, vocational training and research for Aboriginal and Torres Strait Islander Peoples. For 43 years, we have achieved significant outcomes in our work with students from diverse Aboriginal and Torres Strait Islander cultures and multilingual backgrounds using a Both-ways approach. The Institute is well regarded for its expertise in delivering successful programs to generations of students, thereby supporting their families and Communities, including those located in very remote areas of Australia.

2016 stands as a year of considerable achievements for Batchelor Institute.

We were recognised as one of the top three large training providers at the Australian Training Awards. In 2016, we also created a new Graduate School of Research and a new research centre known as the Centre for Collaborative First Nations' Research. The establishment of the Office of the Academic Elder and Cultural Leadership has led to an expanded expertise at the Institute and, importantly, is working to safeguard the integrity

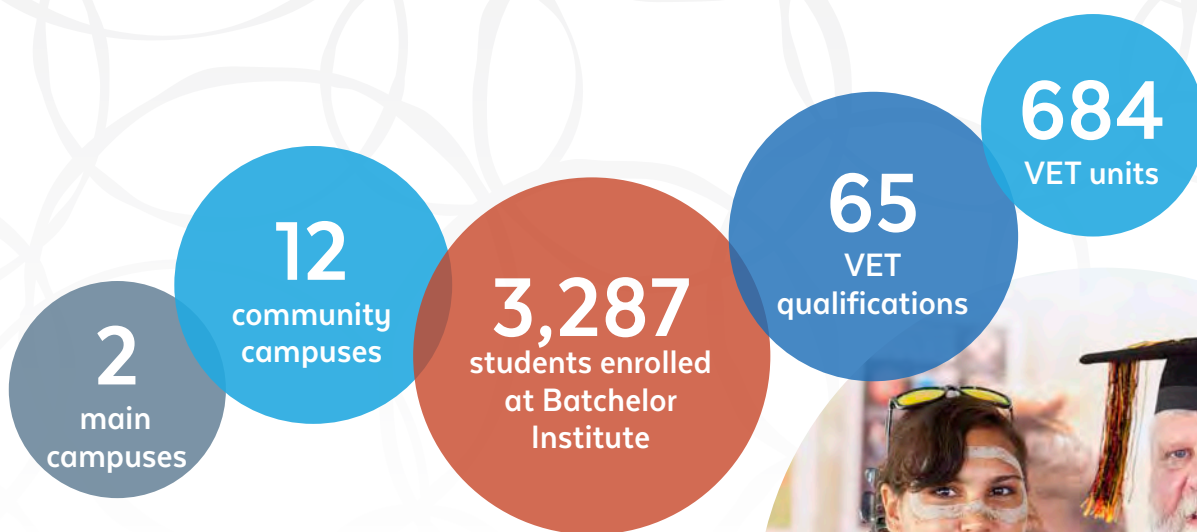
of this expertise through a strategic oversight of the operations of the Institute in accordance with contemporary Aboriginal and Torres Strait Islander perspectives.

From Preparation for Employment VET programs through to postgraduate research, we have achieved significant outcomes. Over 3,200 students were engaged in education and training, and the Institute reached a unit completion rate of over 60 per cent in our VET programs, well above the national average. In 2016, we continued to grow the Institute's important partnerships and our research reach has continued to expand.

We invested in ourselves in 2016. A significant infrastructure investment and a reshaping of our organisation created an environment in which we could clearly focus on our goals and achieve significant results. This annual report details the level of success and showcases the breadth and depth of the work now achieved by Batchelor Institute, Australia's leader in First Nations tertiary education and research.

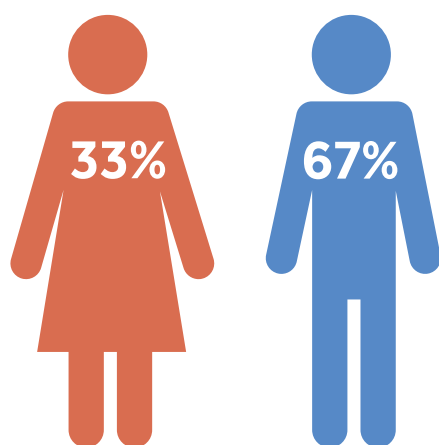
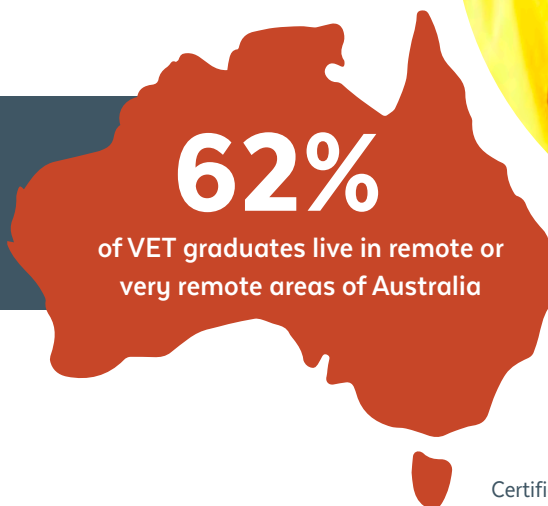
Batchelor Institute Deputy CEO
Dorothy Morrison with Defence
Indigenous Development Program
graduate Private Breana Miller.

2016 at a Glance

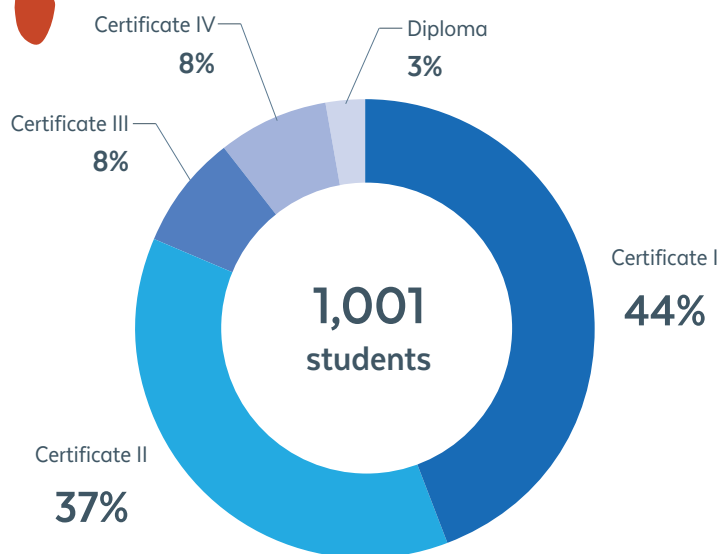


VET qualifications and completions

1,001
VET qualifications issued



Of the 1,001 VET qualifications issued, 334 were female and 667 were male.



VET completions by course type

VET enrolments

92%

of VET students
identified as
Indigenous

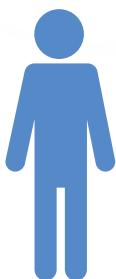
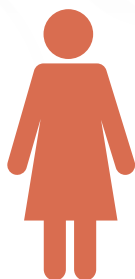
3,269
enrolled VET
students

62%

speak an Australian
Indigenous language
as their main language
at home

52%

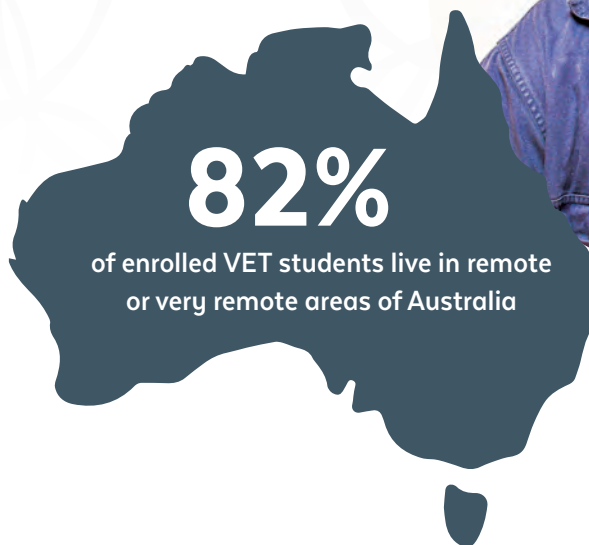
48%



Of the 3,269 VET students 1,692
were female and 1,577 were male.

82%

of enrolled VET students live in remote
or very remote areas of Australia



1

International
location

67

Top End

27

Central Australia/
Barkly

VET delivery locations

31%

of students enrolled
in a VET qualification
were in full time
employment

18%

were in part-time
employment

1%

more than
64 years old

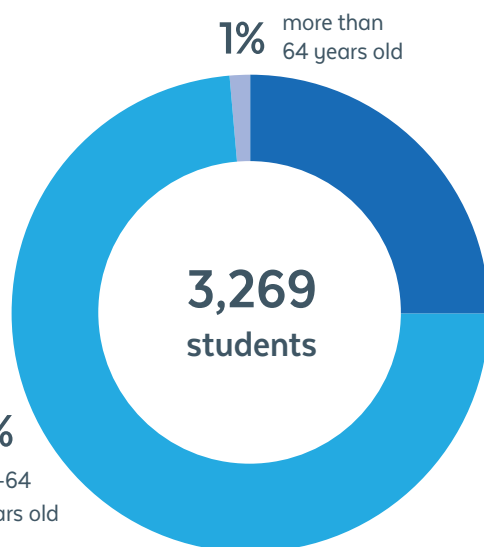
3,269
students

25%

less than
24 years old

74%

24-64
years old



VET enrolments by age group



Higher Degrees by Research (HDR) enrolments

6

students enrolled
in a Master degree

12

students enrolled
in a PhD degree

61% 39%

Of the 18 Higher Degrees by
Research students 11 were
female and 7 were male.

Council Profiles



Professor Mark Rose

DipT, BSS, MEd (Admin), PhD
Council Chair

Professor Mark Rose is traditionally linked to the Gunditjmara Nation of Western Victoria. With a 30 year career in education, Professor Rose has contributed across a broad range of educational settings in Victoria, as well as nationally and internationally. Professor Rose currently holds the position of Executive Director of Indigenous Strategy and Education at La Trobe University.

He has held many senior appointments, including advising Ministers Nelson, Bishop, Gillard and Garrett; and was co-Chair of the Royal Commission into Aboriginal Deaths in Custody Review. He has sat on numerous government task forces, is involved with the United Nations' Permanent Forum on Indigenous Issues in New York and is a delegate to the National Congress of Australia's First Peoples. Currently Professor Rose is Vice President of VAEAI (Victorian Aboriginal Education Association Inc.) and chairs the Indigenous Advisory Group of ACARA.



Ms Curry has more than 25 years' experience in education, training and employment in the Northern Territory and is currently State Manager for the Australian Department of Employment in the Northern Territory. Her experience includes secondary, vocational and tertiary teaching, senior management and advisory roles, all of which is underpinned by a strong education and training policy framework. She has a particularly strong working knowledge of the vocational education and training system and has participated in the design, development and implementation of national training packages.



Ms Catherine Curry

MIntlMgt, BEd, CertIVTAE
Deputy Chairperson



Professor Boni Robertson

BSW, MSW(Q), PhD

Professor Robertson is the Professor of Indigenous Policy at Griffith University. She has held senior appointments at the University of Queensland and was State Chair of the Ministerial Indigenous Education Advisory Committee. Professor Robertson has authored and co-authored numerous state, national and international reviews and reports relating to Aboriginal and Torres Strait Islander affairs. She has extensive experience in the area of Indigenous policy, community engagement and community partnerships. In addition, Professor Robertson has links with various representative and consultative groups, such as the World Indigenous Nations Higher Education Consortium and the National Indigenous Higher Education Network.



Dr Gillan is the Executive Director of Education Partnerships with the Northern Territory Department of Education. He was appointed as a member on Council as the representative of the CEO of the Department of Education.

Dr Gillan was a former District Director and Principal in various regions throughout Western Australia before joining the NT Department in 2006. He has also taught in New Zealand and the United Kingdom. In the Territory he has previously been General Manager of Schools (Palmerston and Rural), Executive Director Schools North and Head of School Education and Training Operations. Dr Gillan has worked in the Department of Chief Minister and as a Professor at Charles Darwin University in recent times. He has a long-term research interest in Aboriginal and Torres Strait Islander education, in which he completed his PhD. He believes that successful schools are those that have a real focus on optimising relationships at all levels throughout the school community and have an unrelenting focus on quality pedagogy.



Dr Kevin Gillan

DipTeach, BEd, GradDip SpecEd, MEd, PhD



Professor Steven Larkin

BSW, MSW, PhD

Professor Steven Larkin is a Kungarakman man from Darwin in the Northern Territory. He holds a Doctor of Philosophy (PhD) from the Queensland University of Technology, a Master's degree in Social Science from Charles Sturt University and a Bachelor of Social Work degree from the University of Queensland. He is currently Pro Vice-Chancellor of Indigenous Leadership and Director of the Australian Centre for Indigenous Knowledges and Education (ACIKE).

Professor Larkin has served on numerous national advisory committees in Indigenous affairs. He chaired the Aboriginal and Torres Strait Islander Higher Education Advisory Council (ATSHEAC) for three years (2009-2012); and continues to provide invaluable input as a member of professional affiliations such as the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC), the National Indigenous Research and Knowledges Network (NIRAKN), The Healing Foundation and Beyond Blue.

Mr Peter McCaffrey

BBus(Acc)



Mr McCaffrey recently retired after 44 years in the Western Australian Public Service, most recently as the Deputy Director General, Finance and Administration and Chief Finance Officer of the Department of Education and Training (DET). During this time he made a significant contribution to education and training and helped shape the programs and resourcing that has provided many West Australians with the opportunity to succeed in their chosen endeavours.

Mr McCaffrey holds a Bachelor of Business in finance and accounting. He was responsible for the finance and budgeting, and administrative areas of DET including buildings and infrastructure, information and technology, and the establishment and operation of The Shared Services Centre. He has extensive knowledge and experience in government finance and resource management. Furthermore, he understands the complexities, importance and challenges in ensuring that sufficient places are provided for training apprentices and trainees to meet industry demands for a skilled workforce.



Ms Kerri-Anne Butler

Kerri-Anne Butler is from Elliot, her mum from Beetaloo Station and her dad from Darwin. Kerri-Anne supports students at Elliot Primary School and is studying towards a Diploma in Education Support. Her passion is to work within Aboriginal and Torres Strait Islander education and VET, specifically with students in schools. Ms Butler is inspired and motivated by watching students learn and grow.

Ms Stephanie Barber

DipEd (EC)



Stephanie Barber is of both Aboriginal and Torres Strait Islander descent and is traditionally linked to the Yandruwandah clan from Innamincka, South Australia and has family ties to Stradbroke Island, Mer Island and Boigu Island. Ms Barber has been involved with Batchelor Institute for the past 12 years. Her role as Manager of Student Services has taken her on the ever changing journey of supporting continuous improvement, growth and sustainability for Batchelor Institute and Aboriginal and Torres Strait Islander Education more broadly. She and her team not only support, assist and guide students, but also to fellow colleagues, striving to provide a welcoming, confidential and approachable environment for those on their journey at Batchelor Institute.

Corporate Executive

Professor Robert Somerville AM, FAIM

DipTeach, THC, BEd, MEd
Chief Executive Officer

Professor Robert Somerville AM, FAIM was appointed as the Chief Executive Officer (Director) of Batchelor Institute for Indigenous Tertiary Education on 2 February 2015. Prior to his appointment, he worked in the Western Australian Education system as a senior executive leading Aboriginal and Torres Strait Islander programs. He also spent many years as a regional Director and Superintendent in regions throughout Western Australia.

Professor Somerville is a Martu man from Jigalong in Western Australia with extensive family links throughout the Gascoyne-Murchison region of Western Australia. His mother and grandmother were a part of the 'Stolen Generation' with his mother and her siblings spending most of their lives at Sister Kate's Home in Queens Park (Perth).



Prof Robert Somerville AM, FAIM and Ms Dorothy Morrison

For more than 30 years, Professor Somerville has developed a wide range of policies and programs reflecting the needs of Aboriginal and Torres Strait Islander Peoples at Community, state and national levels. He was responsible for the development of the two preeminent policies that guided the National education direction for Aboriginal and Torres Strait Islander Peoples from 2003 until 2013. He has an extensive background in education, training, employment and youth development as well as significant experience in leadership and management. In much of his work, he has drawn on his qualifications including Masters of Education from the University of Western Australia, Bachelor of Education, Diploma of Teaching and a Certificate in Training and Assessment.

Professor Somerville is also a Wing Commander and from 2012 until 2014 commanded the RAAF's Cadet program in Western Australia. In 2015, his Wing was awarded the Air Force Trophy for the most efficient Wing in Australia. He is also a qualified multi-engine pilot and parachutist.

Among his many achievements, he has been recognised for his long-standing work for and on behalf of Aboriginal and Torres Strait Islander Communities across Australia by being named an Ambassador for the Dare to Lead program and a Qantas Reconciliation Ambassador. He was inducted into the WA Department of Education's Hall of Fame for Achievement in Aboriginal Education and named service provider of the year in 2010 by the WA Principals Association. He was also named as one of the most influential 100 Western Australians in 2005 and 2006.

In June 2003 Professor Somerville was awarded a Member of the Order of Australia. He also has been awarded the Australian Cadet Forces Medal, Australian Defence Medal, the WA Cadets Long Service Medal, the Upper Gascoyne Centenary Medal and the WA Government Service Medal.

Ms Dorothy Morrison

BA, Dip Cont Ed, MEd, GAICD
Deputy Chief Executive Officer

Prior to joining Batchelor Institute, Ms Morrison was the Chief Executive Officer for the Heart Foundation Northern Territory from 2008 – 2015, operating within a federated group structure. She has held other senior executive roles involving oversight of Aboriginal and Torres Strait Islander education across the Northern Territory, including the General Manager Indigenous Education Division in the Northern Territory Department of Education and the Head of School for Education and Humanities at Batchelor Institute from 2002-2004.

Ms Morrison has significant experience across the health and education sectors in policy analysis and development; strategic, operational and business planning; and professional practice. Her work in the health and education sectors included the development of policies and plans in health promotion, public health, Aboriginal and Torres Strait Islander health and Aboriginal and Torres Strait Islander education. She has also been involved in education and training in New South Wales, Singapore and the Northern Territory. Ms Morrison is a Graduate of the Australian Institute of Company Directors Course and is currently a Director of the Northern Territory General Practice Education Board. She has previously been a Director of the Northern Territory Medicare Local Board and a member of the Northern Territory Board of Studies.

Ms Naomi Anstess

BTeach&Lrng

Executive Director, Strategic and Shared Services

Ms Anstess is an Aboriginal woman, born and educated locally in Darwin.

Prior to her role at Batchelor Institute, she held the position of Director of Indigenous Education Policy with the NT Department of Education. She is a teacher by profession.

Ms Anstess has held many senior positions in the NT Department of Education and has been responsible for introducing a range of reforms to the education system. She has brought to her position at the Institute an in-depth knowledge of the NT Government and Aboriginal education and training as well as a passion for reform and innovation.



Dr Peter Stephenson

BAppSc(EnvHealth), MEnvStud, EdD

Executive Director, Higher Education and Research

The Institute appointed Dr Peter Stephenson in 2007 to lead the development of its research strategy and operations. In 2011, the role was expanded to incorporate Teaching and Learning and, in late 2013, the Institute's higher education and research portfolios came together under a single operational unit.

Dr Stephenson initially moved to the Northern Territory in 2004 to steer the implementation of a newly accredited Environmental Health degree at Batchelor Institute. He is an experienced teacher, consultant, researcher and project manager with professional interests at the intersection of environment and health policy and practice; Aboriginal and Torres Strait Islander Communities' capacity building; and professional education and curriculum development. He has been a consultant to the United Nations in Fiji and Cambodia and a manager of national research and development programs for Aboriginal and Torres Strait Islander Australian environmental health practitioners.



Mr Cameron Wilson

BCom(Hons), CPA

Chief Financial Officer

Mr Wilson has a Bachelor of Commerce (Hons) and brings more than 15 years experience in a range of financial management and policy roles across both the Commonwealth and State/Territory Governments in the Northern Territory and Victoria.



Mr Peter Solly

BTheol(TheolPsych), AssocDipSocWk, AssocDipCDev, DipMgt, CertIII(Boilermaker)

Executive Director, Innovation and Business Development

Mr Solly came to the Institute with broad-based experience in management, human resources, marketing, communications, operations, and business/organisational development. His experience in strategic management consulting, business planning and marketing strategy development was a good fit for his role at the Institute.

Previously, Mr Solly has worked internationally in both the NGO and corporate sectors, in remote and urban settings, with experience in cross-cultural settings.



Senior Management Committee

- **Dr Jurg Bronnimann**
MA (German Language and Literature), PhD
Head of School of Higher Education
- **Mr Dave Curby**
MoEnt, MPET, MBA, MoE
Director—Workforce Development
- **Mr Sean Callanan**
BA (Media/Literature), BA (Hon.) English, Cert IV TAE, Dip. Comm. Services, Cert IV Physical Rec.
Director—Arts and Humanities
- **Ms Kim Davis**
MAppSc (Social Ecology), GradCert (Career Development), Cert IV TAE, Cert IV Mentoring, Cert IV LLN
Director—Enterprise & Employment Pathways
- **Dr Melodie Bat**
BCom, GradDipEd, GradDipLing, MEd(Hons), PhD
Executive Consultant VET—Policy Learning and Development
- **Mr Ken Cunningham MBE**
MBA, Adv Dip HR, TA
Director—Human Resources and Work Health and Safety
- **Ms Eike Pakeha**
Director—Performance Monitoring and Review
- **Dr Sue Stanton**
BA (History), MA (American Indian Studies), PhD, Cert IV TAE, Cert II Comm. Services Work
Elder Executive Advisor—Academic and Cultural Leadership (Elder Academic)
- **Dr Sandy O'Sullivan**
BCA(Theatre), PhD (Multimedia)
Director—Centre for Collaborative First Nations Research

Report on Strategic Plan

PILLAR ONE

A Strategic, Sustainable, Innovative Aboriginal and Torres Strait Islander Business

Batchelor Institute has revitalised its brand through actively pursuing tenders and marketing our unique ability. Our Both-ways philosophy has been a prominent part of resource development, teaching and training practices across the Institute for staff and students. Furthermore, we have been strategic in our operational processes and workforce development, and have strengthened our robust accounting, reporting and budgeting mechanisms with an emphasis on reshaping the organisational structure for 2017, thereby better meeting our needs for the future. We have worked tirelessly to ensure a diverse mix of revenue streams whilst continuing our philanthropic approach. Further, we have broadened our client base to Interstate and non-Aboriginal and Torres Strait Islander students, delivering a growing national perspective/influence for the Institute. The introduction of fees for services and the reinvigoration of the Coomalie Arts Centre are further examples of this. This new revenue has enabled us to implement sustainable projects such as pre-emptive maintenance plans and investment in irrigation and ICT infrastructure including high-speed fibre optics, all of which will deliver long lasting financial benefits to the Institute.

PILLAR TWO

A Demand Driven Organisation in Action

Batchelor Institute has identified key partnerships with an emphasis on high impact collaboration to direct and enhance our education, training and research activities. The 2016 Scope Review ensured a systemic approach to the delivery of courses based on demand. Consequently, data collation and reviews have influenced the units and courses on offer and highlighted market shifts. In addition, we have actively promoted our programs and in turn been tasked with developing the workforces of various organisations, including the Department of Health (DoH), Remote Food Solutions and the Northern Australian Indigenous Land and Sea Alliance (NAILSMA). We have also reengaged with the Catholic Education Office's (CEO) teacher assistant training program. Similarly, we have built the profile of Batchelor Institute through more publications; and utilising Academia and Research Gate.

To ensure sustainable growth the Institute has dedicated ICT team resources to support, automate and manage services. These include the introduction of VET timetabling for 2017 and AVETMISS reporting systems. In addition, there are online learning intensive workshop components that increase student interaction. These capabilities

are enabling specialised opportunities for education delivery and require less resource intensive monitoring and maintenance. The new Sharepoint has helped to support a more systematic approach to documenting, storing and reviewing our materials in relation to the RTO standards. More importantly they have reduced staffing costs and significantly increased capacity. Looking ahead, the Research Plan 2016 - 2020 will continue to define and focus growth and collaboration with research activity centred in the plan as a robust, sustainable focus of the organisation.

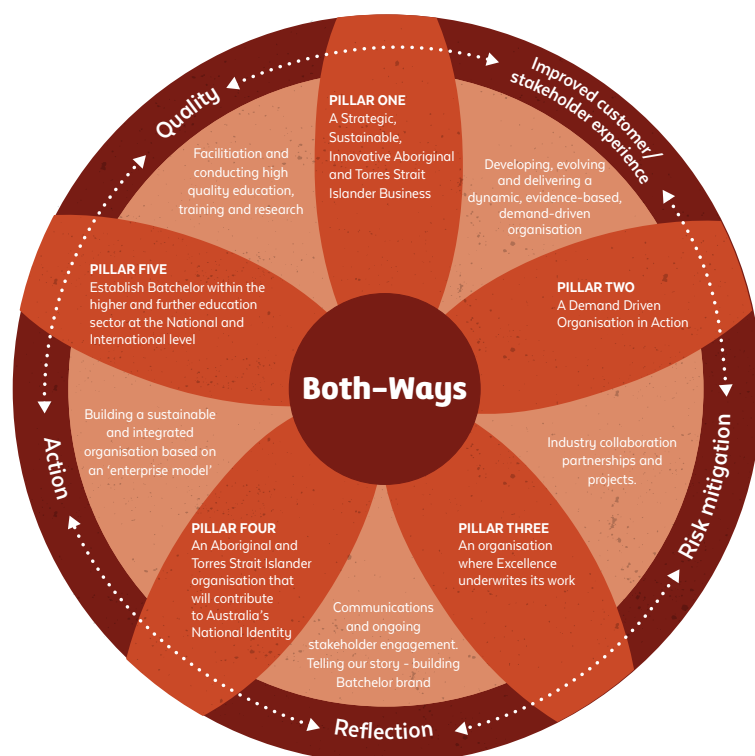
PILLAR THREE

An Organisation Where Excellence Underwrites its Work

In 2016, Batchelor Institute sought to maximise the staff capabilities through strategic processes. All project areas have identified the skills and knowledge needs of staff and have developed ways of cross-pollination across the organisation. In fact, all teams are committed to excellence and improving service through constant review cycles and implementing client satisfaction surveys. To aid this, the South Australia/Northern Territory Promoting Excellence Network (SANTPEN) ran a number of workshops to provide professional development opportunities.

Strategic thinking across the Institute has increased our participation and success rates. Delivering competencies creatively, clustering units and streamlining our assessment processes including the RPL process have contributed to this success. In addition, the Institute has reviewed qualification completions rules allowing

Batchelor Institute's Business and Planning framework from the 2015-2020 Strategic Plan





AIDP students being inspected by Chief of Army at their Batchelor campus graduation



Timorese graduate receiving her testamur from Batchelor Institute CEO Prof Robert Somerville AM, FAIM.

the creation of immediate reports to identify students eligible to be issued with a national VET qualification as per ASQA requirements. The inclusion of quality audits have also added another mechanism for compliance with Tertiary Sector regulators.

The Institute's excellence is underpinned by the strength of the Both-ways philosophy, which strengthens all aspects including recruitment, staff development, programs and ways of thinking. The Workforce Development Plan has resulted in many new Aboriginal and Torres Strait Islander staff appointments across all levels and areas of the organisation including six Aboriginal staff with PhDs. To further this, intercultural awareness training has been provided to all staff and a culturally inclusive environment has been maintained through the support services extended nationally and internationally.

PILLAR FOUR

An Aboriginal and Torres Strait Islander Organisation That Will Contribute to Australia's National Identity

Batchelor Institute has endeavoured to demonstrate exemplary practice as an Aboriginal and Torres Strait Islander organisation. To do this we have persistently reviewed our methodology to ensure it aligns with the Aboriginal and Torres Strait Islander ethos. Subsequently staff turnover in the Performance Monitoring and Reporting division is the lowest in the Institute.

We have pursued our identity as the provider of choice for Aboriginal and Torres Strait Islander education, training and research, both nationally and internationally. Strong relationships continue with all of the Aboriginal Communities we work with and the Institute will continue to deliver various programs to a number of Aboriginal Communities in the NT. Furthermore, the reputation of our successful Media Units and Army Indigenous Development Programs has

attracted students from all over Australia including non-Aboriginal and Torres Strait Islander people who work in or intend to work in the sector. At present, we are undertaking cutting edge research that contributes to practice and policy improvements for services to Aboriginal and Torres Strait Islander people nationally. Moreover, our research team is undertaking case studies that will inform NTG Indigenous Education Strategy for 2015-2017.

PILLAR FIVE

Establish Batchelor Institute Within the Higher and Further Education Sector at the National and International Level

Batchelor Institute has proven its ability to understand and act upon national and international opportunities. The Institute has forged successful partnerships with Timor-Leste to offer Certificates for Written and Spoken English and is now a member of the NT International Working Group. This success has attracted further potential partnerships with Laos and additional projects with the Department of Foreign Affairs and Trade. There has also been an increase in the number of private organisations wishing to pay for student fees. Our ambition to position Batchelor Institute within the World Indigenous University sector is on track with provisional registration from the World Indigenous Nations Higher Education Consortium (WINHEC) being granted.

The Institute's CRICOS registration is also under way via ASQA. Our Nation building capabilities will be further developed with the establishment of the Alliance Management Directorate to develop new business opportunities, thereby increasing our ability to both generate additional revenue and become better known in the education and associated services space. Importantly, the increasing profile of the Institute at national and international levels will provide opportunities in both research and knowledge exchange that are currently not being realised.

Batchelor Institute Highlights



Award-winning year for Batchelor Institute

Batchelor Institute of Indigenous Tertiary Education took out some of the Territory's most prestigious education awards in 2016 at the NT Training Awards.

After nominations in five categories, Batchelor Institute won three of the Territory Awards. Senior Lecturer Liam Fraser was awarded VET Teacher/Trainer of the Year for his excellent work in teaching construction skills to students across the Northern Territory. The celebrated Army Indigenous Development Program (AIDP), which is run in partnership with the Australian Defence Force, was awarded Industry Collaboration of the Year.

Batchelor Institute took out the significant Training Provider of the Year Award – recognising the Institute for its excellence in delivery of VET education and its place as an industry leader in the Northern Territory.

Following the Territory Awards, the Institute was recognised nationally as one of the top three VET providers at the Australian Training Awards. As well as being the only Top End educational provider in this category, Batchelor Institute's staff were also recognised at these national Awards with lecturer Isabel Osuna-Gatty winning the Excellence in Language, Literacy and Numeracy Practice Award.

(Top) Batchelor Institute CEO Prof Robert Somerville AM, FAIM and Deputy CEO Dorothy Morrison at the 2016 Australian Training Awards; (centre) Batchelor Institute staff members Kim Davis, Isabel Osuna-Gatty, Gary Haslett, Deputy CEO Dorothy Morrison and CEO Prof Robert Somerville AM, FAIM celebrate the Institute's big win at the Northern Territory Training Awards; (bottom) Batchelor Institute lecturer Isabel Osuna-Gatty was the recipient of the 2016 ATA Excellence in Language, Literacy and Numeracy Practice Award.



Wadeye RSAS team

(L-R back row) Marie Mullumbuk, Janie Murielle, Wendy Jabinee and Brigid Larri, (L-R front row) Loretta Mills, Maree Parry, Paula Smiler and Christine Parmbuk.

Record School Attendance at Remote Community of Wadeye

Batchelor Institute's Remote School Attendance Strategy (RSAS) team has assisted in achieving a record number of children attending school in Wadeye.

Following a 5-day Back to School Extravaganza, the local school reported that 671 children had been accounted for during the 2016 census period, the highest number ever achieved in Wadeye.

The RSAS team worked together with the school to increase attendance during the census period, a critical time as the attendance rate is used to calculate the following year's staff resources.

The event was designed in collaboration with Australian Football League Northern Territory (AFLNT), Our Lady of the Sacred Heart Thamarrurr Catholic School (OLSHTCS), Thathangathay Foundation, West Daly Regional Council, Palngun Wurnangat Aboriginal Corporation (PWAC), Stronger Communities for Children (SCfC) program, Batchelor Institute's RSAS team and PM&C staff.

Batchelor Institute has been delivering training to Remote School Attendance officers for the past two years and was invited to manage the project in Wadeye in October 2015. The Remote School Attendance Strategy is designed to lift school attendance levels in remote communities by developing capacity in parents, carers and interested community members to work with schools, families, and children to ensure they go to school every day, regularly and on time.

From Yuendumu to the Melbourne Cup: Aboriginal Artist to Feature On Race Day

Central Australian Aboriginal artist and Batchelor Institute visual arts student Otto Sims showed his work at the 2016 Melbourne Cup Fashions on the Fields event. With the help of Institute visual art lecturers and designers Amanda McMillan and Brigida Stewart, Mr Sims's unique art was transformed into a dress for one of Australia's leading fashion competitions.

Otto Sims, from the Warlukurlangu Artists of Yuendumu Art Centre, undertook the Certificate I in Visual Arts and had begun focusing on textiles as part of this program. His design for the Melbourne Cup dress holds a special significance for him as it is part of his totem and an important songline.

Supporting English Education In Timor-Leste

A new program at the SenaiNT English Language Centre is delivering critical language skills to Timorese students. The initiative, funded and supported by the Northern Territory Government and Batchelor Institute, has seen enrolments increase significantly and has also delivered increased funding to the Centre's resources and technology.

In 2016, 51 graduates received a nationally-accredited qualification that will improve their employment outcomes, as well as better position them to obtain seasonal work in the Northern Territory and elsewhere.

NT Correctional Centre Graduates up 141%

A record number of prisoners graduated from certificate courses delivered by Batchelor Institute at NT Correctional Centres. Rising from 75 graduates in 2015 in Darwin and Alice Springs facilities to 181 in 2016, this represents a major increase of 141 per cent.

Batchelor Institute provided training and education to prisoners across a range of disciplines including engineering, visual arts, family wellbeing and bridging courses like the Access to Vocational Pathways program.

This educational program is run via a partnership between Batchelor Institute and the Northern Territory Department of Correctional Services. This partnership is managed through a seven-year service level agreement, which was signed at Parliament House in 2016. It aims to provide quality education and training to prisoners in order to align them with suitable employment opportunities and reduce the risk of reoffending.

Student address at the Darwin Correctional Facility Graduation Ceremony on 5th October 2016





⋮ AIDP students marching at Batchelor campus.

Groundbreaking Program Increasing Aboriginal and Torres Strait Islander Army Recruits

The Army Indigenous Development Program (AIDP) being run at Batchelor Institute is significantly increasing the number of Aboriginal and Torres Strait Islander recruits entering the Army.

The highly successful program has been credited with significantly increasing the number of Aboriginal and Torres Strait Islander soldiers within the Army, with the last round of trainees bringing the number of Aboriginal and Torres Strait Islander people in Defence to more than 500 for the first time since World War II. The program is open to Aboriginal and Torres Strait Islander people across the country. It aims to bring trainees up to a Year 10 educational standard at the same time introducing them to elements of life in the Army.

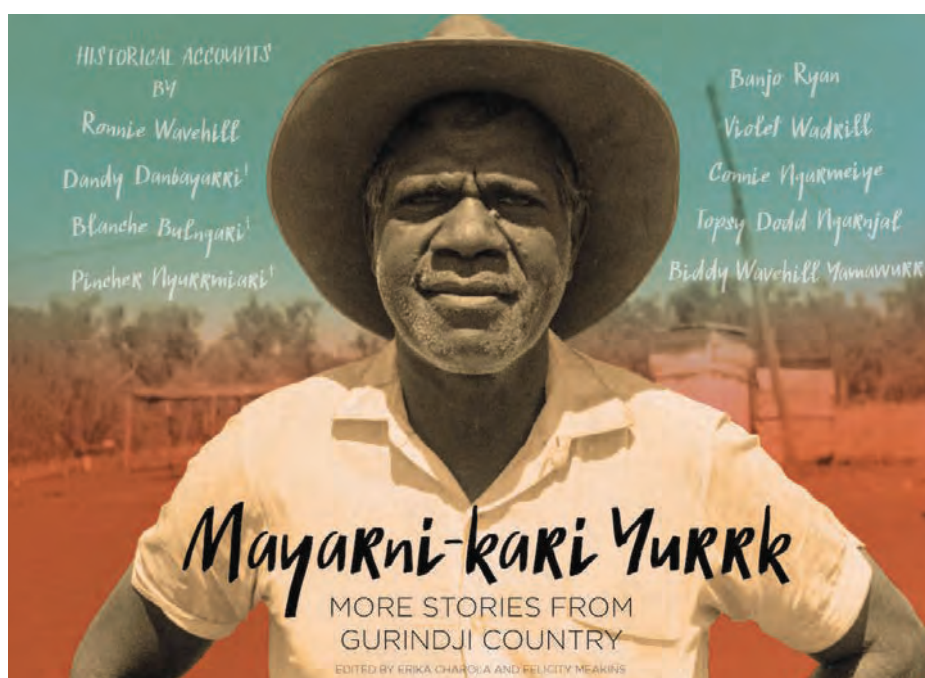
In August 2016, Batchelor Institute celebrated the graduation of 33 trainees from AIDP. A record number of graduates from this program have gone straight on to Kapooka and entry to military training across Australia.

Bringing Digital Literacy to Arlparra with InDigiMOB

A program to develop and implement affordable and equitable access to digital technology and communications in remote Northern Territory communities has celebrated the wrap up of its successful pilot year.

InDigiMOB is an innovative initiative, run in partnership with Telstra, the Indigenous Remote Communications Association (IRCA) and the Northern Territory Government, that aims to expand telecommunications infrastructure in remote communities. Batchelor Institute partnered with InDigiMOB through its Arlparra Learning Centre, providing access to equipment, infrastructure, a vehicle and the support of a dedicated training coordinator.

InDigiMOB is about improving digital inclusion for Aboriginal and Torres Strait Islander people in remote NT and emphasises informal, peer-to-peer learning that values the experiences and knowledge of Aboriginal and Torres Strait Islander people. It does this by making available a flexible suite of resources that Communities can take advantage of, according to their particular needs.



⋮ *Mayarni-kari Yurrk*, a new title published by Batchelor Institute Press in 2016.



Bungamana Gunumbarr (Yirralka Ranger Layhnapuy Homelands) with Batchelor Institute alumni Fiona Marika and Mundatjngu Mununggurr recording information about country using iPads.

From School to Country: Aboriginal Graduates Now Full-Time Rangers

Two graduates from Batchelor Institute's Conservation and Land Management courses are now working together as rangers on country in Arnhem Land.

Rangers at the Dhimurru Aboriginal Corporation welcomed one of their youngest and newest recruits. Recent Year 12 graduate Mundatjngu Mununggurr joined the team after gaining her VET qualification as part of the Learning On Country program. Ms Mununggurr completed her Certificate II in Conservation Land Management via Batchelor Institute's VET in Schools program. After graduation, the 19-year-old was offered her first full-time job with Dhimurru.

Fellow Batchelor Institute alumni Fiona Yupunu Marika, who completed her Certificate II in Conservation and Land Management in 2014, has mentored Ms Mununggurr on the job. Ms Marika, a long-term Dhimurru senior ranger in Nhulunbuy, won the NT Aboriginal and Torres Strait Islander Trainee of the Year Award in 2014. She has continued her studies at Batchelor Institute in the Certificate III in Conservation Land Management program.

Gurindji People Unveil their Stories in New Book

Batchelor Institute Press has published the important story of the Gurindji people of Northern Australia. Their iconic Wave Hill Walk Off that marked the birth of the Aboriginal Land Rights movement is well-known but, until now, little of their traditional culture and history has been published for a wider audience.

The book, titled *Mayarni-kari Yurrk* (literally, 'More Stories'), was produced by the same collaborative team that compiled *Yijarni: True Stories from Gurindji country* (Aboriginal Studies Press, 2016). This volume contains stories from the early station days, *Puwarraja* (Dreamtime) stories, local accounts of regional legends, personal tales about Walk Off identities, and a series of anecdotes from a police tracker at Wave Hill (Kalkaringi) Police Station.

Historical accounts from Dandy Danbayari, Ronnie Wavehill, Blanche Bulngari, Pincher Nyurmiari, Banjo Ryan, Violet Wadrill, Biddy Wavehill Yamawurr, Connie Ngarmeige and Topsy Dodd Ngarnjal are illustrated with historical and modern photos as well as artwork from one storyteller.

Forum Highlights Importance of First Nations Language Centres

A forum held in Alice Springs addressed key issues facing language centres working to maintain, revitalise and advocate for Aboriginal languages.

Thirty of Australia's First Nations language centres gathered as part of the annual meeting of the Western and Northern Aboriginal Languages Alliance (WANALA). The forum, which had representatives of more than 100 Aboriginal and Torres Strait Islander languages, sought input from a wide range of organisations to formulate strategies that aim to support First Nations' languages.

WANALA's operations cover an area that is home to more than 150 Aboriginal languages and represents 15 language organisations – well over fifty per cent of the Aboriginal and Torres Strait Islander language bodies in Australia.

Higher Education



Images: (this page, left) CDU campus, Darwin; (right) Batchelor Institute lecturer Dr Sam Carmody with his published novel, *The Windy Season*; (opposite page) PTS students at the Desert Peoples Centre, Alice Springs.



The School of Higher Education at Batchelor Institute was established in 2013 in response to the restructure of the Institute. The School of Higher Education provides quality teaching and learning across a number of Higher Education programs—from enabling to Bachelor degree programs. These are delivered through a partnership agreement with Charles Darwin University (CDU).

In 2016, the School delivered the following courses:

- Preparation for Tertiary Success (PTS)
- Batchelor degrees in Primary Teacher Education and Early Childhood
- Bachelor of Applied Social Sciences (BASS)
- Bachelor of Indigenous Languages and Linguistics (BILL)
- Bachelor of Nursing
- Bachelor of Health Sciences
- Diploma of Creative Indigenous Writing
- Diploma of Aboriginal and Torres Strait Islander Knowledges.

Throughout 2016 the School of Higher Education continued to work very closely with a number of schools at CDU. The Institute's academic staff contributed significantly to the redevelopment

and review of degree programs in education and languages and linguistics. A highlight for the School was the introduction of a specialisation in Aboriginal and Torres Strait Islander languages teaching and learning in the Bachelor of Education Primary teacher education, where Batchelor staff fully developed two specialist electives.

The School of Higher Education continues to promote a teaching and learning environment of the highest quality within the framework of Scholarship of Teaching and Learning (SoTL). In that respect, the School continues to support academic staff to upgrade their qualifications. In 2016, a further two staff members completed their PhD studies (Dr Lisa Hall and Dr Samuel Carmody). Another staff member (Janine Oldfield) has submitted her PhD thesis and is awaiting examiner reports. Several academic staff are currently undertaking further studies, including two PhDs and two Masters.

The School and academic staff, in particular, worked hard to attract new students into their programs, at the same time supporting and encouraging returning students to continue their studies. Thanks to this effort, the School exceeded its projected EFTSL in 2016.



Preparation for Tertiary Success (PTS)

The Preparation for Tertiary Success courses offer a first step in an education pathway to further higher education options for Aboriginal and Torres Strait Islander students. The course is designed to help students to take on and succeed in their studies in a culturally safe and caring learning environment. In 2016, the program continued the positive trend of increasing enrolments, the highest ever at 92 enrolments. These high enrolment figures are testimony to the quality and appropriateness of the program for Aboriginal and Torres Strait Islander students and the high-quality teaching of the staff. Completion rates in the program have also increased.

SANTPEN

The School of Higher Education, on behalf of Batchelor Institute is the lead Institute of the South Australia Northern Territory Promoting Excellence Network (SANTPEN), a multi-institutional project partnered with Flinders University, University of South Australia, University of Adelaide, Tabor College and Charles Darwin University.

In 2016, the School of Higher Education and its academic staff were involved in a number of projects:

- The development of the Teaching and Learning Plan 2017-2021
- The continuous promotion of the Arrernte Language Project in DPC
- Advisory Committee membership for the reaccreditation of education and health sciences degrees
- New unit development in the Bachelor of Indigenous Languages and Linguistics and Bachelor of Education (Primary Teaching)
- Leading contribution to the Teacher Registration Board in NT.

Work in the GOO (Growing Our Own) project. This is a project in partnership with the NT Catholic Education Office to enable remote Aboriginal and Torres Strait Islander classroom assistants to gain a relevant teacher qualification.

Refreshed Partnership

In early 2016 Batchelor Institute and Charles Darwin University commenced a high level Working Group to review and implement changes to the original Australian Centre for Indigenous Knowledges and Education (ACIKE) partnership, which was established in 2012. In responding to the need for the Batchelor-CDU partnership to undergo periodic review and refreshment, the Working Group commenced the joint work of:

- Assessing the current activity of the Australian Centre for Indigenous Knowledges and Education with respect to student activity and outcomes, operational activity and financials
- Proposing, testing and fostering implementation of initiatives to improve partnership effectiveness and increase Aboriginal and Torres Strait Islander student enrolment, progression and completion through Batchelor and CDU collaborations
- Positioning the partnership for future Commonwealth funding.

Amongst other changes introduced across 2016, the working party:

- reviewed activities and achievements to date against Commonwealth milestones for the partnership
- reviewed performance of Batchelor taught Preparation for Tertiary Success (PTS) and CDU Tertiary Enabling Program (TEP) as they relate to completion and transition to CDU programs
- agreed to progressing with establishment of joint awards and provision of co-badged testamurs
- agreed to autonomous marketing and course promotion approaches that elevate the profile of each partner institution
- agreed to improve consultation and communication between Faculties and Batchelor as new course concept proposal are being considered, with a view to determining how Batchelor expertise could contribute
- established sub groups to explore opportunities for curriculum change and development, new course offerings, alternative delivery models and additional delivery locations.

Further Education



General Successes and Highlights

Re-registration as an RTO and low-risk status

In 2016, Batchelor Institute was awarded another seven years as a Registered Training Organisation by the Australian Skills Quality Authority (ASQA) and achieved a low-risk provider status. This is testament to the hard work conducted by the Further Education Division staff to deliver quality training and assessment practices, along with the significant assistance of Institute shared services such as Quality Assurance, Finance, and Performance, Monitoring and Review. This achievement allows Batchelor Institute to continue planning in the long-term and look to the future in terms of expanding our geographical spread and course offerings in the Vocational Education and Training sector.

Early Childhood Education and Care

An increasing number of Aboriginal and Torres Strait Islander students are undertaking a Certificate III and Diploma in Early Childhood Education and Care, to meet the growing demand for Aboriginal and Torres Strait Islander childcare workers in Communities.

The courses help students develop positive and respectful relationships with children, and assist them in supporting children's play and learning and promoting healthy food and drink choices. There is also a focus on cultural competence and contributing to children's understanding and acceptance of all cultures.

Glen Smith, a student in the Certificate III in Early Childhood Education and Care program, who comes from the Santa Teresa community in the MacDonnell Shire, praised the course for its cultural appropriateness.

"I decided to study at Batchelor Institute because it is suitable for me as an Aboriginal. I get to make new friends with my own people and the lecturers are very helpful with any questions. I think it is a very good program that teaches you how to teach children with respect, which I think helps them with their learning and development needs."

Mr Smith stressed the importance of increasing the number of Aboriginal childcare workers.

"We need more Aboriginal male staff to work in the childcare sector in the Northern Territory, because there is an increasing demand for it as there are an increasing number of Aboriginal children in childcare."





Elaine Churchill from Titjikala has been working within childcare in her community for the past two years with children aged 11-13 years. She decided to study in this program so she could take care of young children.

“I’m learning skills to be able to work with children such as food and nutrition and mandatory reporting. I would like to encourage my people within Titjikala to do this course at Batchelor Institute. It is a great place for learning as it is a culturally appropriate place.”

Graduate job roles can vary from supporting the implementation of an approved learning framework, as well as the wellbeing, learning and development of children, implementing and managing programs, designing curriculum and running the day-to-day functions of an education and care service.

Indigenous Media Unit

In November 2016 the Indigenous Media Unit, was approached by the Department of Education and Training in Canberra about the possibility of the Unit providing Professional Development (PD) training for National Training Awards finalists. In 2016, the National Training Awards finals were held in Darwin and, as part of the event, finalists attended several PD sessions, including one delivered by the Indigenous Media Unit on 16 November.

The session, ‘Film Your Story’, led by lecturers Paul Tolley and Patrick McKenzie, was about how finalists could present their personal story to the media. This involved Mr Tolley interviewing and providing feedback and constructive advice to the 40 finalists while Mr McKenzie filmed and recorded the interviews so that the finalists could see how they had responded. For most, it was the first time they had been interviewed on camera. The two session leaders and Batchelor Institute were praised by the National Training Awards coordinators for this important PD session.

Batchelor Institute media course alumni and broadcaster Maxwell Tasman took out two major awards at the National Remote Indigenous Media Festival in 2016. Mr Tasman, who completed

his Certificate III in Media in 2016, broadcasts from his community of Lajamanu over the PAW network (Pintubi Anmatjere Warlpiri Media and Communications).

Every year remote Indigenous media organisations nominate a Remote Indigenous Broadcasting Service (RIBS) for an award. In 2016, Mr Tasman won the Best RIBS Operator Award. He was also awarded the John Macumba Indigenous Media Operator of the Year, one of the three major awards. The award is named after one of the founders of Central Australian Aboriginal Media Association (CAAMA), a major figure in the remote broadcasting industry.

Batchelor Institute has a strong alumni of media students that work in both mainstream, Indigenous and remote broadcasting.

Health

Pilar Cubillo, Lecturer in the Health team, won the Specialist Category at the 2016 Aboriginal and Torres Strait Islander Health Practitioners Excellence Awards for her teaching work. The Specialist Award “recognises the unique contribution made by Aboriginal and Torres Strait Islander Health Practitioners in a variety of specific areas. Whether in research, education or community development, these ATSIHPs demonstrate exemplary leadership in specialised fields.

Visual Arts

In 2016, the Visual Arts teaching team at the Institute’s Desert Peoples Centre campus supported a number of wonderful outcomes involving student work.

Fashions on the Field

Central Australian Aboriginal artist Otto Sims was invited to showcase his work at the Melbourne Cup’s ‘Fashions on the Field’ event. Sims’ unique art was transformed into a dress for one of Australia’s leading fashion competitions in the invitation-only category which focuses on some of Australia’s best emerging racewear design talent.



Mr Sims, from the Warlukurlangu Artists of Yuendumu Art Centre, was studying in the Certificate II in Visual Arts course at Batchelor Institute with a specific focus on textiles. Mr Sims talked about the significance of this design as well as his art practice.

“The design is part of my totem. It is an important totem, we call it ‘witi’. It belongs to the skin group of the Japaljarri and Jungarrayi. It is an important songline. I have a lot of respect for the totem that I have put on canvas. The privilege of putting it on fabric, which I have never done before, is a challenge. It is a window of opportunity for me to showcase my art in fabric. I can show my young people that if I can do it, you can do it. It is good because we are trying to teach our young people, our young Indigenous people, to be successful in the art world. To try different avenues. The old people, the old artists before us, they worked really hard to give us these art centres so that we can work hard. It is a second income for our young people.”

Milliner Gina Marie created a headpiece for the outfit.

Batchelor Institute visual art lecturers Amanda McMillian and Brigida Stewart worked hard with Sims to create this one-of-a-kind outfit. “Participating in the Melbourne Cup Fashions on the field is a great teaching and learning process with real life experience,” said Ms Stewart, “and allows the students to gain a greater sense of confidence in the art process and their own ability.”

This entry to the Designer Award presented an opportunity to showcase Aboriginal fashion design and Central Desert art front and centre at Flemington at one of the biggest social events in Australia.



Desert Mob

Over 2016, Batchelor Institute visual arts students from Warlukurlangu studied in the Certificate I in Visual Arts and worked hard on sculptures that depict the dogs of Yuendumu. After they had finished, the Engineering department at the Alice Springs Correctional Centre transformed the designs into metal cut outs. The sculptures were then taken back to community and painted by the top artists of Yuendumu, who are also completing certificates in visual arts with Batchelor Institute. The project resulted in 200 dog sculptures, which were unveiled at the 2016 Desert Mob Exhibition at the Araluen Art Precinct on 9 September.

The Desert Mob Exhibition is one of Australia’s foremost Aboriginal and Torres Strait Islander art and cultural events, which is offered by the Araluen Arts Centre in partnership with Desart. The textile and fashion design work of Batchelor Institute students was also featured at a fashion parade at the Desert Mob Symposium. This collaboration highlights Batchelor Institute’s commitment to industry engagement and the type of real-world experience and exposure that is provided to our students.

Darwin Aboriginal Art Fair

In 2016, the work of visual arts students from Batchelor Institute was showcased at the Darwin Aboriginal Art Fair. The ‘From Country to Couture’ fashion parade featured 20 unique designs from students in four different Communities. The show celebrated the place that Aboriginal and Torres Strait Islander contemporary art has within high-end fashion. It also featured Magnolia Maymuru from East Arnhem Land, whose shortlisting at the Miss Universe Australian national finals modelling competition made headlines.



Images: (top left) Batchelor Institute lecturer Amanda McMillian, Otto Sims and Warlukurlangu art centre manager Cecilia Alfonso; (top right) Warlukurlangu students Dogs of Yuendumu project on display at the Araluen Art Precinct, Alice Springs. Image provided by Araluen Arts Centre; (bottom left): Batchelor Institute lecturer Pilar Cubillo receiving the Specialist Award at the 2016 Aboriginal and Torres Strait Islander Health Practitioners Excellence Awards.



The students have developed a range of artistic skills within their courses at Batchelor Institute. Whilst learning to work in textiles, they have turned their artwork into patterns and one-of-a-kind outfits using a number of different sewing techniques. Visual arts lecturers Brigida Stewart and Amanda McMillan have guided the students through the process.

The collection was a representation of the different styles produced by Batchelor Institute students over recent years and featured screen-printed patterns, Utopian batiks and digitally printed textile designs. The garments were created by students of varying skill levels who are undertaking certificate I through to IV courses in visual arts.

The Darwin Aboriginal Art Fair hosted more than sixty art centres from across Australia. These Aboriginal and Torres Strait Islander owned centres represent over 2000 Aboriginal and Torres Strait Islander artists.

Digital Business

In 2016, a Batchelor Institute Visual Arts student took her artwork online to start a digital business called Rebel Quest Designs. Using the skills she learnt whilst studying a Certificate IV in Visual Arts, Moya Lee has begun selling her designs on t-shirts, bags, mugs and other items via an online retailer. "My designs reflect my culture and environment. At the heart of it is who I am as an Aboriginal person."

Ms Lee has been studying a Certificate IV at Batchelor Institute's Desert Peoples Centre campus in Alice Springs. Visual Arts Lecturer Brigida Stewart spoke about the benefits of new and affordable digital platforms, which allow artists to sell their work online and opens up new doors for individual entrepreneurship. "For many artists, social networking has been instrumental in transforming the Internet into an important avenue for introducing and presenting their art and getting exposure, as well as attracting not only collectors but also exhibition opportunities, and making sales on their various products. They can also keep track of their portfolio and, as long as they keep active online, they will be successful. For our students, not having shop front overheads is a big factor – as well as location, with lots of our students living in remote areas. Ms Lee's designs come from in-depth research and respect for her cultural background. As an artist, she is bringing her traditional knowledge into her digital creations." "Her ideas are often complex, soulful and precise," said Ms Stewart. "She has a deep cultural philosophy and reverence for her ancestors and for her future."

Construction

Batchelor Institute has collaborated with the Tiwi Islands Training and Employment Board for the delivery of the Certificate II in Construction program in Pirlangimpi engaged over 25 CDP participants in construction training. Developed around a project build of three barbeque shelters, the Certificate II in Construction provided students with hands on training in their own Community and direct employment pathways into the construction/ building maintenance field.



Images: (top) The work of visual arts students from Batchelor Institute was showcased at the Darwin Aboriginal Art Fair in the *From Country To Couture* fashion show. (bottom) Batchelor Institute Visual Arts Lecturer Brigida Stewart with model Magnolia Maymuru.



This course further consolidated Batchelor Institute's successful relationship with TITEB, who indicated their desire to engage further training with Construction in 2017. Key outcomes in 2016 included:

- 25 'White Cards': work safely in the Construction industry licences – which grant individuals access to work sites and are a basic requirement of employment in the construction industry
- Completion of over 14 students with the Certificate II in Construction
- Engagement in training for a number of students who were on parole – parole officers directly identified the importance of this training for student's rehabilitation and reconnection into the community
- Employment pathways – a number of students achieved employment with contract builders during the delivery of this course on Tiwi Islands.

Resource and Infrastructure

Throughout 2016 the Resources and Infrastructure team further consolidated the successful relationship between Batchelor Institute and the Roper Gulf Regional Council. Delivering Certificate II courses in Resources and Infrastructure in five Roper Gulf communities: Jilkminggan, Mataranka, Numbulwar, Ngukurr and Borroloola, the Resource and Infrastructure team facilitated real infrastructure project builds, providing training opportunities and employment pathways for Community Development Program (CDP) participants which benefitted Communities.

Project builds were negotiated with the Roper Gulf Regional Council CDP Activity and Training Coordinator in each Community and included projects such as sheds, football benches/shelters, barbeque huts and Community performance stages. These projects engaged over 60 CDP students and provided direct employment pathways for students. The course delivery also ensured the ongoing collaboration with the Roper Gulf Regional Council that has committed to further training in 2017. Key outcomes included:

- 49 student completions—Certificate II in Resources and Infrastructure
- Project builds—including a Community performance stage at Numbulwar and a shed for the Women's Centre at Jilkminggan
- Employment pathways—for example, four students at Numbulwar received immediate employment as maintenance hands with the Roper Gulf Regional Council in Numbulwar
- Expansion of training in 2017 to include Certificate II Civil Construction and Certificate III Civil Construction Plant Operations as further training pathways for students.

Conservation and Land Management

Learning on Country Program – Yirrkala/ Lanyhapuy Homelands

The Learning on Country program is a Department of Prime Minister and Cabinet funded program. Batchelor Institute provides accredited training to the program at Yirrkala School and Lanyhapuy Homelands Schools in collaboration with Dhimurru Rangers and Yirrkala Rangers.

Dr Cheryl O'Dwyer works closely with local Ranger organisations and schools within the Learning on Country program to provide conservation and land management training to senior year students at Yirrkala School and Gangan Homelands School. Delivering the Certificates I and II in Conservation and Land Management (CLM), Batchelor Institute worked collaboratively with the Dhimurru Rangers and Yirrkala Rangers to provide a learning program that is aimed at fostering intergenerational knowledge transfer, engaging school age students in VET education, providing employment pathways and recognising expertise held by local Rangers and custodians. Students are taught knowledge on country by Rangers, local custodians and traditional knowledge holders, while undertaking activities such as treating weeds, protecting cultural sites, operating nurseries. Assessment is then facilitated by Dr O'Dwyer as students return to the classroom to complete the relevant unit or competency towards their VET qualifications.



(Opposite page) students at work in the Batchelor campus Construction workshop; (this page, above) Rangers from Dhimurru and Yirrkala working together to locate Maccassan stone pictures near Nhulunbuy; (left) one of the stone pictures on site at Maccassan's Beach approximately 50km from Nhulunbuy.

An added benefit of the program is the involvement of Rangers who are themselves students of Batchelor Institute completing Certificate II– IV in Conservation Land Management courses as part of their Ranger training. The involvement of these students as mentors and teachers provides significant validation of their learning and knowledges.

One particular highlight of this program was the involvement of Dhimurru Rangers and Learning on Country students in the 'rediscovery' and maintenance of the Maccassan stone pictures at Maccassan's Beach in August 2016.

Students of Batchelor Institute used this significant cultural maintenance opportunity to complete assessment for the 'maintain cultural places' and 'record information about country' units. "This is a great example of how having close partnerships with ranger groups enables training to merge with the positive outcomes of the ranger organisations," said Dr O'Dwyer.

Key outcomes included:

- Engagement of more than 27 students in Certificate I and/ or Certificate II CLM through the Learning on Country program
- Direct pathways into employment and further study within the Conservation Land Management program, including into Certificate III, Certificate IV CLM and Certificate III Indigenous Land Management

- First graduation of two students with Certificate II CLM, from the Learning on Country program, at Yirrkala in April 2016
- Forthcoming graduation of 16 students in July 2017
- Further consolidation of this program in 2017, with a significant expansion of enrolments and a new VETis partnership with Nhulunbuy High School.

Central Land Council Ranger Training

This project builds on an ongoing relationship between the Conservation Land Management (CLM) program at Batchelor Institute and the Central Land Council (CLC) in Alice Springs, working collaboratively to ensure rangers at CLC receive holistic and industry-based ranger training. The Central Land Council is the peak organisation that coordinates 10 ranger groups from across the Central Desert region that employ approximately 90 rangers

Through intensive workshops on campus at the Desert Peoples Centre in Alice Springs, lecturers Audrey Tate and Michael Walters deliver Certificate I, II, III and IV Conservation and Land Management training to CLC rangers. Tracking rangers through their employment and working closely with the CLC coordinator, the CLM lecturers provide a progression pathway through the full suite of VET Certificates towards higher education.

The focus for the 2016 collaboration had been mapping of student progression and previous training to ensure students receive every



(left) Batchelor Institute lecturer Liam Fraser receiving the VET Trainer of the Year award at the 2016 NT Training Awards; (top) graduating student Patrick McKenzie receiving his testamur from Batchelor Institute Council chair Prof Mark Rose. Patrick was nominated for the Vocational Student of the Year award at the NT Training Awards.

opportunity to complete a full qualification. This project ensures a consolidation of many of the rangers' various training experiences at both Batchelor Institute and other RTOs, and prioritises completions and graduation in 2017. Key outcomes include:

- Individual student mapping/ tracking – training plans shared with students to promote completion and ensure engagement with progression
- Significant increase in Certificate I, II and III Conservation and Land Management completions for 2017 and enrolments in Certificate IV Conservation and Land Management
- Training partnership with CLC that has been extended into 2017.

Case study: Santa Teresa

Throughout 2016 CLM lecturers Audrey Tate and Michael Walters delivered a program of 'VET in School' Certificate I Conservation Land Management training to 10 senior school students at Santa Teresa. This program was in collaboration with the Ltyentye Apurte rangers alongside the training of 10 rangers in Certificate II Conservation Land Management. This program was a significant highlight in the partnership between Batchelor Institute and the

Central Land Council as the rangers modelled a direct employment pathway for senior school students at Santa Teresa. The program also fostered intergenerational knowledge transfer and recognised expertise held by local rangers. One student from this Santa Teresa training, Ltyentye Apurte ranger Charles Lechleitner was a standout participant in this program and subsequently was awarded runner-up for the Aboriginal and/or Torres Strait Islander Student of the Year Award at the 2016 NT Training Awards.

Remote Food Solutions

Signed into effect on 6 May 2016, the Third-Party Agreement between Batchelor Institute and Remote Food Solutions is a significant partnership that delivered food processing and baking assistance training to 31 students in three Central Desert Communities: Papunya, Ntaria and Yuendumu.

The program was delivered alongside the establishment of three Community bakery shops in Papunya, Ntaria and Yuendumu. With Remote Food Solutions providing onsite training under the auspices of Batchelor Institute, the program engaged Aboriginal trainees in two certificates: Certificate I in Food Processing and Certificate II



Images: (top) Graduating students pose for a photo with Nova Peris OAM at the 2016 Batchelor campus graduation; (right) Batchelor Institute CEO Prof Robert Somerville AM, FAIM with Mr Robert Rusca at the signing of an MOU with Sid Rusca Training Academy.



in Retail Baking Assistance. Providing specific industry-driven training with direct pathways to employment in community, under this partnership between Batchelor Institute and Remote Food Solutions, was a major success story of 2016. Key outcomes included:

- 31 students with Certificate I in Food Processing and 29 students with Certificate II in Retail Baking Assistance were issued with VET National Qualifications
- Direct employment for students in community bakeries
- Extension of the Third-Party Agreement and expansion of the program in 2017.

Culture of Completions – 1001 completions

Batchelor Institute can boast about officially reaching 1,001 completions in our Training (VET) programs in 2016. This is the highest completion rate in the history of Batchelor

Institute. Further, it represents the greatest increase in training completions from one academic year to the next (an increase of 270 completions). The last highest annual increase in VET was between 2012 and 2013 when completions increased by 256 to reach a 696 milestone. This completion rate was for qualifications across all levels of VET from Certificate I to Advanced Diploma. This represents a 60 per cent completion rate and shows that we are well on track with our training methodology.

Training Contract

The Institute delivered at 100 per cent against the monetary value of the 2016 Training Contract with the Department of Infrastructure, Business and Innovation (DIBI) and 97 per cent against the varied 2016 AHC Targets. This was on top of a shortfall resulting from previous years and is testament to the great effort put in by Further Education teaching staff in 2016. This has put us in a very strong position for 2017.

Partnerships

2016 saw Batchelor Institute form new partnerships and collaborations, in particular with:

- Sid Rusca Training Academy
- The North Australian Indigenous Land and Sea Management Alliance Ltd (NAISMA)
- Remote Food Solutions.

Research

Programs and Developments

Our research approach at Batchelor Institute privileges the voices of First Nations Peoples and Communities by engaging in culturally-enriched research that promotes innovation and agency. Through partnerships with Communities, Peoples, industry and government, our research engages a strengths-based approach to education, the creative industries, Languages and livelihoods.

Across 2016, Batchelor's research team attracted research income from a range of contract research and other fee-for-service activities. Operating in an increasingly competitive environment, our research continues to respond to and inform changing government policy and the increasingly complex demands of industry while ensuring the perspectives and aspirations of Aboriginal and Torres Strait Islander Communities and Peoples are privileged.

Research Plan and Centre Development

The place of research in the Institute Strategic Plan (2015-2020) is significant and reflects the Institute's emphasis on collaborative, grounded and Aboriginal and Torres Strait Islander-directed research. Across 2016 the Research Office consulted on and produced the Institute's second Research Plan. This new Research

Plan (2016-2020) mirrors the drive and focus on growth through collaboration. It leverages off the extensive research building effort of the past four years, guided by the original Research Plan and the resources and support of the Collaborative Research Network project, which was funded by the Commonwealth Government. The current Research Plan uses the deliverables of the five 'success pillars' formed through the Institute Strategic Plan to frame the research excellence agenda of the Institute's research centres. In line with the language and aspiration of the Institute Strategic Plan, the 2016 Research Plan adopts the term 'First Nations' in place of 'Indigenous' to reflect our national-to-international collaborative research commitment and direction.

In 2016, the Institute established a second research centre and strengthened our Higher Degree by Research (HDR) program support and activity through a newly identified Graduate School for Aboriginal and Torres Strait Islander research. The newly formed Centre for Collaborative First Nations' Research (CCFNR) and Batchelor Institute Graduate School, along with the highly-regarded Centre for Australian Languages and Linguistics provided leadership across the delivery of our research programs in 2016 and will continue to provide greater visibility and prominence for the research and research training programs of the Institute.

Research Development Partnership

In 2016, the Research Office finalised the four-year research capacity building program under the Commonwealth Government-funded Collaborative Research Network (CRN) project. The Batchelor Institute project, called Indigenous Research Collaborations worked with partners the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), Charles Darwin University and Monash University. This project directly tackled a national need for Aboriginal and Torres Strait Islander research and researcher capacity building, researcher critical mass and effective nodes and networks of collaboration across the Institute's existing areas of research concentration, namely the Creative Arts, Language and Linguistics, and Education. By 2016, the CRN has delivered for the Institute:

- a set of critical collaborative relationships across our research concentrations
- an increase in the number and capacity of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander researchers and activity
- a strategy for leading our research and researchers across our concentrations in the Territory, national and international space
- an increase in quality and quantum in research activity, including national competitive and leading grants and fellowships, HDR enrolments and completions, research outcomes, and career development processes





- ongoing research connections through the development of a network of national research partners formalised through adjunct arrangements, partnerships in research, MOUs, and supervision arrangements
- three distinct organisational structures to support research quality and growth: Centre for Collaborative First Nations Research, Centre for Australian Languages and Linguistics and the Graduate School
- two cycles of formalised Research Plans that now project research developments through to 2020.

Through the combined strategy and effort of these developments, in 2016 the Institute saw:

- Research plans established for all research invested staff and HDR Candidates linked to the CRN/Institute Fields of Research and research concentrations
- Establishment of a broad base internal research grants scheme to support early career and established researchers as well as staff and students undertaking HDR programs
- Improved recruitment and staff development to achieve a significant increase in academic staff with doctoral qualifications, or enrolled in a PhD program—with the number growing from 8 in 2008 to exceeding 20 academic staff
- Achievement of competitive and collaborative research projects and our HERDC income target as well as a broadening of the income sources to now include reporting against Categories A through to D
- National engagement with research policy makers and sector research and research training leaders and network—most recently through membership of the Australian Council of Graduate Research Inc.

In 2016 CRN and nodal partners became founding contributors of the new Centres and have committed to the Institute's research development agenda into the future. Many of these collaborators have become adjuncts, and all of the original partners plan to have an ongoing association with the Institute. Nodal partners such as the Melbourne University Research Unit in Indigenous Languages (RUIL) formalised a research relationship with the Institute in 2016 through an MOU and through project level agreements.



(Top) Batchelor Institute academics Dr Stephen Hagan (Kullilli), Dr Sue Stanton (Kungarakana) with invited guest speakers Dr Christine Fejo-King (Larrakia) and Professor Barry Judd (Pitjanjatjara); (centre) Masters students during a workshop at Batchelor campus; (bottom) Dr Eva McRae-Williams discussing the Pathways To Employment Research Project. The end of June 2016 marked the completion of the four-year long research project conducted by Principal Research Leader Dr McRae-Williams.

CALL and Batchelor Institute Press

Centre for Australian Languages and Linguistics (CALL)

2016 was an exciting and productive year for CALL, with the Wake up CALL project gaining in strength through the injection of funds from the Institute, Batchelor Institute Press and the Commonwealth Government's Indigenous Language and Arts program. In partnership with the Institute Library, CALL undertook to build a unique database and website to make the CALL Collection archives publicly accessible. The Collection holds 43 years of works from Communities across Australia including student works, and staff, linguist and research resources. The CALL Collection holds language resources from over 115 Australian languages with over 2,000 contributors and more than 3,500 language resources to date. The unique website will allow for repatriation of language resources and bring archival materials to support language maintenance and revival activities. These unique and often rare materials will also strengthen the ability of language Communities to resource the implementation of the National Language Curriculum. Join in the project at callcollection.batchelor.edu.au.



Batchelor Institute Press

Previously known as Batchelor Press, Batchelor Institute Press underwent a name change in 2016 to further strengthen the link between the Press and its parent, Batchelor Institute. The primary aim and focus of Batchelor Institute Press is to support the documentation and dissemination of First Nations languages and knowledges. The Press is one of the 'keeping houses' for research and publications undertaken through First Nations language projects ensuring 'just-in-time' production of Aboriginal language teaching and learning resources. Batchelor Institute Press also provides a distribution service for research publications within Batchelor Institute and for external organisations that foster First Nations knowledges and well-being. Batchelor Institute Press specialises in Aboriginal and Torres Strait Islander publishing and provides design, desktop publishing and distribution services for internal and external clients. The press celebrated reaching the 3,000th order in 2016. For further information, visit www.batchelorpress.com.

First Nations Language Activities

Wadeye

Wadeye Aboriginal Language Project continues to grow in strength and increase language and cultural outcomes in 2016. The Wadeye project works with seven language groups; Murrinhpatha, Marri Tjevin, Marri Ngarr, Marri Amu, Magati Ke, Jaminjung and Marithieyel. The primary focus was the documentation of material objects, the harvesting of materials, traditional production methods, inclusion of objects in daily life, and ceremonies. This intergenerational activity was documented in video, audio and text formats and ensures that this knowledge is available to all Community members via the Community Knowledge Centre and the CALL archives. The activity produced over 120 videos that demonstrate procedures, but more importantly the cultural and spiritual knowledges associated with many of the objects. The videos are available at call.batchelor.edu.au.

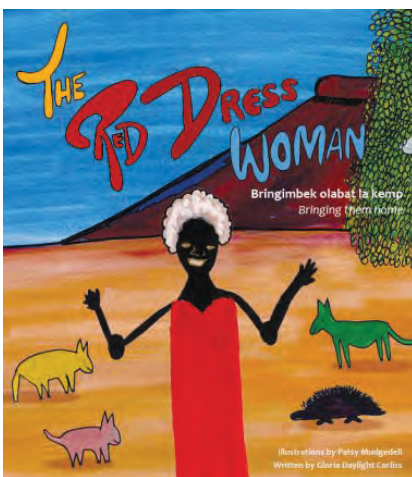
Mowanjum

The Mowanjum Languages project engages with Ngarinyin, Worrorra and Wunambal Gaambara people living at Mowanjum Community. The activity had many highlights in 2016 and the news of the project outcomes travelled through the West and East Kimberley so that the Wunambal Gaambara Association requested to engage with the language learning and documentation activities. The three language teams finished the detailed and complex book and series of posters on birds in their countries, their moieties and what birds tell us, along with spiritual and ceremonial knowledge associated with special birds.

The Mowanjum team has also been working on ochre harvesting and material objects to create a new work that includes old knowledge and images with new. This is an exciting project in partnership with the Mowanjum Arts and Culture Centre and includes input from rangers across the three language groups.

Red Dress Woman

The Red Dress Woman is a beautifully illustrated poem about the homecoming of stolen generation children, which was launched in December 2016 by Batchelor Institute Press. The Red Dress Woman was written by Gloria Daylight Corliss from the Gorri Nation, and illustrated by Western Australian Aboriginal artist Patsy Mudgebell. The book details the return home of brothers and sisters to their home country and the reconnection of family and culture.



The most exciting activity was the engagement in *Own Language Learning*. This was an oral course which included both children and adults and was one of the most popular activities for 2016, with full attendance and strong interest from community members wanting to join in. Much fun was had while achieving the Both-Ways negotiated outcomes to strengthen identity and gain practical language skills. More importantly it provided empowerment for the language Elders as teachers.

Western and Northern Aboriginal Language Alliance (WANALA)

WANALA was established as an advocacy and professional development group to support Language Centres and language projects in the Northern Territory and Western Australia. The group was funded by the Commonwealth Government's Indigenous Language and Arts program from July 2012 to June 2016. The last meeting for the Alliance was in June 2016 at Batchelor Institute's Alice Springs Campus at the Desert Peoples Centre. Thirty of Australia's First Nations language centres, organisations and associations gathered for the Forum to share experiences in language work, undertake professional development and develop an advocacy declaration for Aboriginal languages. At the conclusion of the Forum, the WANALA members and associates recommended the establishment of a National Coalition to represent Aboriginal and Torres Strait Islander languages and the community organisations supporting our languages. The declaration developed at the Forum included six elements:

1. The Coalition will represent the voices of Aboriginal Language Centres and Language Projects through consultation and collaboration with our Elders and our Communities
2. The Coalition will provide guidance for people who support and work with us for the benefit of our languages and cultures
3. The Coalition members will work together to respect the languages and cultures of the Aboriginal and Torres Strait Islander Peoples through a Both-ways/two-ways approach
4. Government and the Coalition will work as partners in supporting our language work for our Communities and shaping policies that impact on Aboriginal languages, cultures, identities and wellbeing
5. We call on Government to recognise and promote Aboriginal Language Centres and Language Projects as one of the key pillars within our Communities
6. This declaration is prepared in an inclusive spirit to embrace all Aboriginal and Torres Strait Islander Peoples and our languages.

Bird Apps – A Getting in Touch project

2016 saw the development of apps projects centred on birds in several languages: Kaytetye, Eastern/Central Arrernte, Pertame, Anmatyerr, Murrinh Patha, Mawng and Gun-nartpa. Senior language consultants worked on apps presenting bird pictures, the sound of bird calls, the names of birds and short stories in language.

One of the projects was led by Margaret Kemarr (MK) Turner and Therese Ryder, senior Arrernte language custodians and Knowledge

holders. They are working on documenting Arrernte birds, through stories and art, and building an app as part of this process.

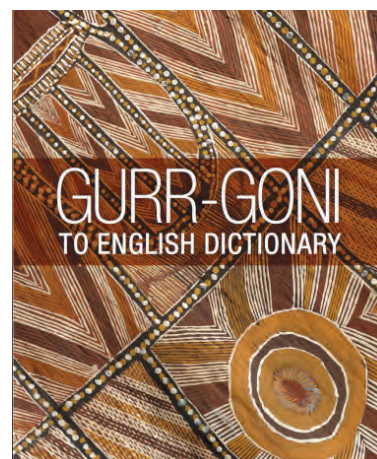
Ms Ryder is a respected Arrernte artist who is well-known for her watercolour landscapes. She is also a language teacher with a long career in Arrernte education and resource production. Her app is a partner for a book, and both the app and book are illustrated by her bird paintings. Ms Turner is using her app as a way to guide family members to learn more about birds, their habitats, the plants they eat and cultural meanings that they have.

This work is part of the Getting in Touch project, which aims to build the profile of Aboriginal and Torres Strait Islander languages in digital form, through apps and other digital resources. Getting in Touch is a collaborative project which involves language consultants, the Research Unit for Indigenous Language at the University of Melbourne and the NT Language Support program at Batchelor Institute.

The Indigenous Bird Apps are built on the open-source Jila framework, proudly created by Thoughtworks and customised for this project by Ben Foley.

Gurr-goni Dictionary project

The Gurr-goni to English dictionary was officially launched in April 2016. Gurr-goni is a language spoken in North-Central Arnhem Land, in and near the township of Maningrida. It has a small group of speakers but Gurr-goni children still learn their language and speak it at home and



on country. This dictionary has been compiled by Rebecca Green and Leila Nimbada, who started working together on Gurr-goni language in 1988.

The Gurr-goni Dictionary was originally part of the Maningrida Arts and Culture Endangered Languages Project (2000-2003), auspiced by Maningrida Arts and Culture (MAC) and MAC's parent organisation, Bawinanga Aboriginal Corporation (BAC).

The NT Language Centre Support program at Batchelor Institute supported this program alongside the Australian Government's Indigenous Languages Support and Indigenous Languages and Arts programs. The dictionary was designed and copy edited by Christine Bruderlin and Mark MacLean of Bruderlin MacLean Publishing and published by Batchelor Institute Press in 2016.

Workforce Report



Introduction

2016 was a year of significant change for the Institute, its staff and partners. The changes have been wide reaching with the Institute looking both inwards and outwards to address the fundamental issues of performance, funding and competition. With the new strategic plan a new energy and enthusiasm for change has swept the campuses.

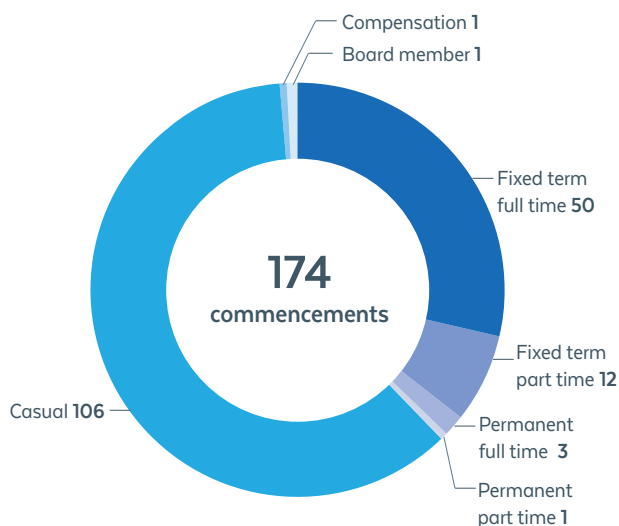
Throughout 2016 staff were challenged to re-scope and revitalise their ways of working. During this period, employees across the Institute have made incredible contributions and have faced up to what has been described as the most significant overhaul of existing systems, practices and image.

From our market branding to our campus appearance and presentation, every aspect of Batchelor Institute has felt the wind of change. On the people side of the organisation, these programs translated to a need for agility and innovation to do more with less. Staff adapted exceedingly well to the challenges and 2017 started with a tangible difference in our structure and the way we do business. The work done on employee relations and union consultation over the 2016 period has enabled the Institute to affect these changes with minimum disruption and to put in place foundations for a strengthening partnership between staff, unions and management.

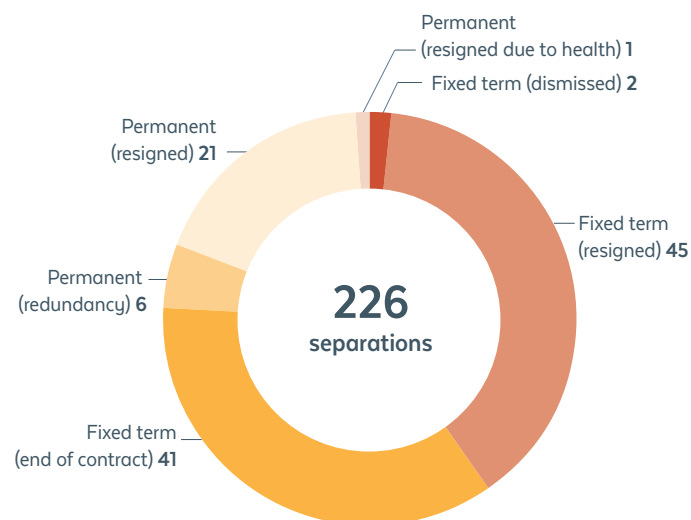
The HR team was instrumental to the change and supported management at every level through the year. Based on the records alone the small HR team achieved excellent outcomes and demonstrated an ability to provide the processes and commitment to meet staff resourcing needs. In 2016, several staff completed their contracts while many new specialists were engaged. As illustrated below, there were 403 staff movements (both separation and commencements).

- Staff commencements totalled 174, the average per month being 14.5 staff members
- Separations totalled 226, the average per month being 19 staff members.
- 2016 average FTE figures: 275.57
- 2016 averaged over the 12 months and Headcount is 359.53 averaged over the 12 months.

2016 staff commencements



2016 staff separations





Human Resource Achievements 2016

During 2016, the Directorate introduced a pilot study on performance management, which resulted in a major revamp of the Institute's appraisal scheme. This aligned the process of appraisal and poor performance to the Staff Development cycle negotiated as part of the Enterprise Agreement. Starting mid 2016, staff participated in Employee Conversations, which allowed feedback for past activities as well as individual employee feedback to the organisation on ways to improve and develop the employment experience. Employee conversations moved away from rating systems and encouraged conversations about the employee journey, benefitting both the individual and the Institute.

The one-on-one induction scheme was another achievement for 2016 with all new staff being personally hosted through their first weeks of employment by pre-identified points of contact including the Professional Development Manager, the supervisor and selected colleagues. This ensured new staff receive the induction lessons that are compulsory for all staff as well as unique introductions to the Institute's executive team and Office of Elder Academic and Cultural Leadership.

Special Measures

Special Measures were introduced by the Northern Territory Government in 2014 and Batchelor Institute was one of the first public providers to embrace the concept of priority consideration for Aboriginal and Torres Strait Islander Peoples. Since that time, the Institute has led the way with growing our Aboriginal participation in the work force. Since 2014, when participation rates were on average 20 to 22 per cent, the Institute achieved levels of 35 per cent average over the 2016 year. The special measures policy is a fundamental tool for the Institute in achieving a target of approximately of 50 per cent participation by the end of 2018.

Employment Policies update

In 2016, the Institute reviewed a number of HR Policies including the Harassment Policy, Recruitment Policy, Volunteers Policy and Procedures and the Professional Development Policy. The new Volunteers Policy was introduced in response to an increased number of requests from outside the organisation to assist specific programs and support the Institute. The new policy allows this to happen and provides specific guidance for the employment of volunteers as well as ensuring that all safety aspects are considered.

Aboriginal and Torres Strait Islander PhDs

In 2016 there were six Aboriginal and Torres Strait Islander staff members with PhD qualifications and two staff finalising their PhD studies.

Industrial Relations 2016

2016 marked the intermediate year for the three-year Enterprise Agreement. This document serves as the foundation instrument for all employment matters at the Institute. It continues to be the single most important agreement for resourcing and budget setting.

Most of the Institute's work with the Unions in 2016 involved the NTEU, which has proven to be the preferred union for staff. The Institute's relationship with the NTEU is productive and positive. The Union support for staff and conditions continues to be an important contribution to the effective operation of Batchelor Institute. United Voice also has contributed with its representation of physical staff. In 2016, they have closely monitored the work programs during the facelift of the Batchelor campus and on occasion represented the interest of staff members. AEU is the third Union that is involved with the Institute, but with low numbers of members from BI Staff, they have generally maintained a watching brief, deferring to the NTEU leadership.

Throughout 2016, the relationship with the Unions has been positive and the CEO has welcomed their involvement. He has provided updates and face-to-face meeting with Union Representatives to ensure they are consulted on all major changes and plans relating to staffing and structure. This approach has supported the relationship and allowed for frank and open discussion between parties.

Snapshot 2017

The negotiation of a new Enterprise Bargaining Agreement along with the digitalisation of all personnel records will be the major challenges for the Directorate for 2017.

The coming year will see much the same as 2016 with a new structure and many challenges with the Public Sector funding for Aboriginal and Torres Strait Islander Education. Batchelor Institute HR will continue to respond to these needs while running two major projects for the year. The first will be bargaining for a new enterprise agreement scheduled to commence in May 2017 and the second project is the movement of files away from paper based to electronic format.

Risk Assessment

Risk management is integrated into Institute Governance structures. The Batchelor Institute Council has the overall responsibility for risk management of the Institute. It achieves this through robust Institute planning, reporting and monitoring systems, including its committees. Council is committed to establishing, monitoring and reviewing a cost effective internal Institute control structure. Under the Batchelor Institute Act the Chief Executive Officer is responsible for the establishment of this control structure. This is a management responsibility and an integral component of the overall Institute management process.

The Finance, Audit and Risk Management Committee, while not expressly required by any of our regulatory authorities, has been established as a committee of the Council to ensure that the relevant functions of the Council prescribed in the Act are undertaken to

the highest standards. The role of the Committee is to review the financial and risk management process to determine whether acceptable policies and procedures are being followed; legislative requirements and established standards are met; resources are used efficiently and economically; planned missions are accomplished effectively; and the objectives of Batchelor Institute are being achieved.

The risk register forms a fundamental document for the Finance, Audit and Risk Management Committee and for the Chief Executive Officer's Advisory Committees. The Committee also monitors Institute compliance through its Internal Audit and Risk Management Plan.

WHS Report

Batchelor Institute has the primary duty of care for ensuring that, as far as reasonably practicable, the health and safety of staff, students, contractors and all other persons at the Institute are not put at risk from Batchelor Institute work or activities. We consider all workplace injuries to be preventable and the Institute strives to ensure the best practice WHS systems are integrated into all operations. This is vital in ensuring the health, safety and wellbeing of staff, students, contractors and visitors. Batchelor Institute's health and safety strategy aims to meet its statutory and employee duty of care obligations to create a harmonious, productive learning and work environment by providing a workplace free from risks to health and safety.

WHS Initiatives throughout 2016 included:

- Strategic & Shared Services leading on safety through the merging of WHS & Facilities and Infrastructure
- Construction & Horticulture brought up to WHS standards
- Regular Inspections ensuring WHS issues were addressed as soon as possible
- Removal/treatment of asbestos
- Introduction of Institute risk analysis documents- Job Hazards Analysis & Safe Work Method Statements
- WHS training delivered to all Campus operations team members, linking the statutory obligations and the emotional impacts of bad safety practices
- Renovation of residential buildings to ensure the safety and wellbeing of staff and students at the Batchelor Campus
- Training delivered to all health and safety representatives, promoting a positive safety culture.



Office of the Elder Report



Dr Sue Stanton at the 2016 Batchelor Institute graduation, Batchelor campus.

The Office of Elder Academic and Cultural Leadership (OEACL) has established its main office at the Batchelor campus in Building 4, Room 1. The OEACL is within the Office of the CEO, Prof Robert Somerville AM, FAIM.

OEACL staff include:

- Dr Sue Stanton, PhD, Fulbright Scholar – Elder Executive Advisor, Academic and Cultural. Dr Stanton is a Kungarakana Traditional Owner-Custodian and, as part of that role, provides cultural and some ceremonial representation to staff, visitors and guests of Batchelor Institute at Batchelor's campus.
- Mrs Noressa Bulsey is Coordinator of Cultural Training and is also the Institute's Torres Strait Islander Advisor.

At the Desert Peoples Centre (DPC), the Elder in Residence, Mr Harold Furber provides advice in relation to diversity training of staff, and promoting intercultural communication to both internal and external stakeholders as well as visiting groups to the Centre. Mr Furber, as one of the Traditional Owners-Custodian family groups of the Alice Springs region also provides other appropriate and ceremonial representations to staff, visitors and guests of the Institute at DPC.

Both Mrs Bulsey and Mr Furber, in liaison with the Academic Elder, continue to advise and direct and provide a variety of cultural responses to all staff and external stakeholders and others to ensure that culturally meaningful and respectful engagements are maintained across all Batchelor Institute landscapes. In addition, OEACL provides cultural support and advocacy to Institute staff and students. The Office also prioritises healthy interactive community engagement with all sections of the local community, such as youth, schools, police, and health workers; and has recently commenced a community project with Batchelor Area School (BAS) Middle School students. Similar projects and engagements occur at the DPC in Alice Springs.

OEACL is currently developing a Circle of Elders group with representative Elders from a variety of Northern Territory Communities who will remain as permanent Advisors to the OEACL.

Academic leadership is provided through the Academic Elder who plays a key role in working with the teaching and training workforce – VET/FE, HE and Research to ensure culturally relevant materials and that Aboriginal and Torres Strait Islander perspectives are embedded and endorsed across a range of curricula, teaching and learning models, and disciplines. OEACL promotes robust dialogue, development and implementation of supportive, inclusive environments across all Batchelor Institute campuses and locations where course delivery, projects and industry engagement and other activities occur. The Office does this through regular Intercultural programs, Indigenous Knowledges' forums as well as celebration and guest presentations marking significant events on the annual Aboriginal and Torres Strait Islander calendar. A wide range of topics are covered and a number of guest presenters from within staff as well as external guests are invited to participate and present.

Within the Institute, the OEACL works across Further Education (FE), Higher Education (HE) and the Research Division. The Academic Elder is also member of several Institute Committees including Research, Academic Board and Teaching & Learning. Engagement with Mr Dave Curby, Executive Director Further Education and Dr Stephen Hagan, Director of Infrastructure, Land and Environment and staff has resulted in what has been named the Elders Program which is scheduled to commence in June 2017. The Academic Elder maintains strong working links with Research, especially Dr Jillian Marsh, Director of the Graduate School and Mr Gary Fry, Director of the Centre for Collaborative First Nations Research; and with Higher Education through Dr Jurg Bronnimann, Head of School.

Awards



Winner

Excellence in Language, Literacy and Numeracy Practice Award - Isabel Osuna-Gatty

Finalist

Large Training Provider of the Year - Batchelor Institute

VET Trainer of the Year - Liam Fraser



Winner

NT Training Provider of the Year - Batchelor Institute

VET Trainer of the Year - Liam Fraser

Industry Collaboration of the Year - Army Indigenous Development Program

Runner-up

Aboriginal or Torres Strait Islander Student of the Year - Charles Lechleitner

Industry Collaboration of the Year - IE Project, Probuild NT

Finalist

VET Student of the Year - Patrick McKenzie

Aboriginal or Torres Strait Islander Student of the Year - Rachel Baker



DEFENCE RESERVES SUPPORT
Supporting Australia's Reservists and their Employers

Winner

Defence Reserves Support Council NT & Kimberley Region Employer Support Awards

Not for Profit Sector - Batchelor Institute



Winner

Aboriginal and Torres Strait Islander Health Practitioner Excellence Awards

Specialist Award - Pilar Cubillo



Winner

John Macumba Indigenous Media Operator of the Year Award

Maxwell Tasman - Student Certificate III in Media

Batchelor Institute acknowledges our network of program supporters, friends and business partners who make exceptional contributions to our performance.

Financial Report



Report by Members of the Council

The members of the Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) Council present their report on the economic entity for the year ended 31 December 2016.

The Batchelor Institute Council consists of nine specialist members. At the end of 2016, six members, including the Chairperson, were Indigenous. Professor Markham Rose is the Chairperson and, along with the other Council members, provide relevant and diverse industry and cultural representation. The following persons were members of Batchelor Institute Council during the whole of the year and up to the date of this report:

- Professor Markham Rose (Chairperson)
- Ms Catherine Curry (Deputy Chair)
- Ms Kerri-Anne Butler
- Dr Kevin Gillan
- Mr Peter McCaffrey
- Professor Boni Robertson
- Prof Robert Somerville AM, FAIM
- Ms Stephanie Barber was appointed a member on 12 May 2016 and continues in office at the date of this report.
- Ms Louise Wellington was appointed a member on 19 December 2016 and continues in office at the date of this report.
- Mr Costa Bulsey was a member from the beginning of the year until his term of office was completed on 12 May 2016.
- Professor Steven Larkin was a member from the beginning of the year until his resignation on 2 June 2016.

Meeting of Members

The numbers of meetings of the members of Batchelor Institute Council and of the Finance, Audit and Risk Management Committee held during the year ended 31 December 2016, and the numbers of meetings attended by each member were:

Member's Name	Council Meetings		Finance, Audit and Risk Management Committee	
	A	B	A	B
Professor Markham Rose	4	4		
Ms Catherine Curry	3	4		
Ms Kerri-Anne Butler	4	4		
Dr Kevin Gillan	3	4		
Mr Peter McCaffrey	3	4	4	4
Professor Boni Robertson	1	4		
Prof Robert Somerville AM, FAIM	4	4	3	4
Ms Stephanie Barber	2	2		
Ms Louise Wellington	-	-		
Mr Costa Bulsey	2	2		
Professor Steven Larkin	1	2		
Ms Naomi Anstess			2	4
Ms Melissa Kerr			2	4
Mr Ross Springolo			3	4
Mr Cameron Wilson			4	4

A = Number of meetings attended.

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

Principal activities

During the year, the principal continuing activities of the economic entity consisted of:

- a) the provision of Higher Education and Vocational Education and Training; and
- b) the undertaking of research and consultancy services.

Review of operations

Financial performance and position

For 2016 Batchelor Institute recorded an operating deficit of \$6.9 million (2015: \$3.2 million). Income decreased by \$1.5 million in comparison to the previous year due to decreases relating to Australian Government funding primarily for Indigenous Professional Support Unit (\$0.8 million) and Away From Base (\$0.5 million). Employee expenditure increased in 2016 by \$0.9 million (3.1%) representing the general increase in salaries. The Institute increased expenditure in repairs and maintenance of \$0.5 million (93%) over the prior year in order to increase the asset quality and enhance the Institute's image. The cash position of Batchelor Institute decreased by \$10.6 million representing the decrease in government funding of \$1.5 million, the delay in receiving the final Away From Base payment of \$3.1 million, and \$3 million of cash surpluses was utilised for assets repairs, maintenance and purchases.

Asset purchases and capital works

During 2016, Batchelor Institute undertook major capital works projects including the refurbishment of the student accommodation and also the bore irrigation project commenced. The Institute also invested \$1.1 million in repairs and maintenance to Institute assets.

Significant changes in the state of affairs

In the opinion of the members there were no significant changes in the state of affairs that occurred under the financial year under review.

Matters subsequent to the end of the financial year

There were no material events after balance date required to be incorporated into the Financial Statements or disclosed in the Notes to the Financial Statements.

Likely developments and expected results of operations

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

Environmental regulation

The economic entity is subject to the following environmental regulations:

- Dangerous Goods Act 2012 and Dangerous Goods Regulations 2012
- Transport of Dangerous Goods by Rail and Road (National Uniform Legislation) Act 2010
- Waste Management and Pollution Control Act 2011 and Regulations

Insurance of officers

The economic entity has insurance in place to insure the members of the Council and its committees and officers against claims arising from their involvement in the activities of the economic entity. The cover for Batchelor Institute is \$10 million.

Proceedings on behalf of Batchelor Institute

There were no proceedings ongoing against Batchelor Institute as at the end of the reporting period.

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



Professor Markham Rose
Chair of Council
Batchelor
15 June 2017

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The financial report was authorised for issue by the members on 15 June 2017. The Batchelor Institute of Indigenous Tertiary Education has the power to amend and reissue the financial report.

Batchelor Institute of Indigenous Tertiary Education
Income statement for the year ended 31 December 2016

	Note	Economic Entity	
		2016	2015
		\$'000	\$'000
Income from continuing operations			
Australian Government financial assistance	3	16,648	18,004
NT Government financial assistance	4	16,430	16,511
Fees and charges	5	2,472	2,206
Investment revenue	6	309	493
Consultancy and contracts	7	3,077	3,571
Other revenue	8	818	512
Total income from continuing operations		39,754	41,297
Expenses from continuing operations			
Employee related expenses	9	29,626	28,739
Depreciation and amortisation	10	1,646	1,631
Repairs and maintenance	11	1,085	561
Impairment of assets	12	276	6
Other expenses	13	14,001	13,546
Total expenses from continuing operations		46,634	44,483
Net result before income tax		(6,880)	(3,186)
Income tax expense	1(d)	-	-
Net result after income tax for the period		(6,880)	(3,186)

The above statement of comprehensive income should be read in conjunction with the accompanying notes.

Batchelor Institute of Indigenous Tertiary Education
Statement of comprehensive income for the year ended 31 December 2016

	Note	Economic Entity	
		2016	2015
		\$'000	\$'000
Net result after income tax for the period		(6,880)	(3,186)
(Loss) on revaluation of cultural and heritage assets	24	(55)	-
Total comprehensive income		(6,935)	(3,186)

The above statement of comprehensive income should be read in conjunction with the accompanying notes.

Batchelor Institute of Indigenous Tertiary Education
Statement of financial position as at 31 December 2016

	Note	Economic Entity	
		2016	2015
		\$'000	\$'000
Assets			
Current assets			
Cash and cash equivalents	15	5,340	15,916
Receivables	16	4,383	2,126
Inventories	17	-	15
Other non-financial assets	18	683	451
Total current assets		10,406	18,508
Non-current assets			
Property, plant and equipment	19	33,274	33,060
Intangible assets	20	-	-
Total non-current assets		33,274	33,060
Total assets		43,680	51,568
Liabilities			
Current liabilities			
Trade and other payables	21	2,705	1,114
Provisions	22	3,586	4,012
Other liabilities	23	326	2,377
Total current liabilities		6,617	7,503
Non-current liabilities			
Provisions	22	917	984
Total non-current liabilities		917	984
Total liabilities		7,534	8,487
Net assets		36,146	43,081
Equity			
Reserves	24	30,338	30,393
Retained earnings	24	5,808	12,688
Total equity		36,146	43,081

The above statement of financial position should be read in conjunction with the accompanying notes.

Batchelor Institute of Indigenous Tertiary Education
Statement of changes in equity for the year ended 31 December 2016

	Note	Economic Entity		
		\$'000	\$'000	\$'000
		Reserves	Retained Earnings	Total
Balance at 1 January 2015		30,393	15,874	46,267
Net result		-	(3,186)	(3,186)
Balance at 31 December 2015	24	30,393	12,688	43,081
Balance at 1 January 2016		30,393	12,688	43,081
Net result		-	(6,880)	(6,880)
(Loss) on revaluation of cultural and heritage assets		(55)	-	(55)
Balance at 31 December 2016	24	30,338	5,808	36,146

The above statement of changes in equity should be read in conjunction with the accompanying notes.

Batchelor Institute of Indigenous Tertiary Education
Statement of cash flows for the year ended 31 December 2016

	Note	Economic Entity	
		2016	2015
		\$'000	\$'000
Cash flows from operating activities			
Australian Government grants	3	12,858	17,997
NT Government grants		15,332	15,997
Receipts from student fees and other customers		7,021	6,752
Interest received		338	374
Payments to suppliers and employees		(44,221)	(41,736)
GST recovered		39	139
Net cash (used in) operating activities	31	(8,633)	(477)
Cash flows from investing activities			
Payments for property, plant and equipment	19	(1,943)	(524)
Net cash (used in) investing activities		(1,943)	(524)
Net (decrease) in cash and cash equivalents		(10,576)	(1,001)
Cash and cash equivalents at the beginning of the financial year		15,916	16,917
Cash and cash equivalents at the end of the financial year	15	5,340	15,916

The above statement of cash flows should be read in conjunction with the accompanying notes.

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NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Batchelor College was established as a Body Corporate on 1 July 1989 under Section 41 of the *Education Act*. On 1 April 1995 the College became an Agency under the *Financial Management Act* and the *Public Sector Employment and Management Act*. On 1 July 1999 the *Batchelor Institute of Indigenous Tertiary Education Act* (the Act) came into operation and the Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) was established. The functions of the Institute are detailed in Section 7 of the Act. The review of the Act was completed during 2011 and the amended Act was passed by Parliament in February 2012.

Batchelor Institute is a not-for-profit entity and these statements have been prepared on that basis. It is a multi-campus, dual-sector institution, providing both Higher Education and Vocational Education and Training courses.

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

(a) Basis of preparation

Section 46 of the *Batchelor Institute of Indigenous Tertiary Education Act* requires the Director, at the end of each financial year, to prepare and have audited, financial statements in respect of the financial year. The annual financial statements represent the audited general purpose financial statements of Batchelor Institute. They have been prepared on a going concern and accrual basis in accordance with Australian Accounting Standards, the *Australian Charities and Not-for-profits Commission Act 2012* and the requirements of the Department of Education and Training and other state/ Australian Government legislative requirements.

Date of authorisation for issue

The financial statements were authorised for issue by the members of Batchelor Institute on 15 June 2017.

Historical cost convention

These financial statements have been prepared under the historical cost convention, as modified by the revaluation of certain classes of non-current assets, which are disclosed at fair value.

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

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

(b) Investments in other entities

Batchelor Institute, through a joint venture agreement with Centre for Appropriate Technology Inc., has a 50% interest in the Desert Peoples Centre Inc., an association incorporated under the *Associations Act*. The fair value of this investment has been deemed to be \$0 due to the not-for-profit status of the Desert Peoples Centre Inc. and its constitution which precludes any profits being shared between the partners.

(c) Revenue recognition

Revenue is measured at the fair value of the consideration received or receivable. Amounts disclosed as revenue are net of returns, trade allowances rebates and amounts collected on behalf of third parties. Batchelor Institute recognises revenue when the amount can be reliably measured, it is probable that future economic benefits will flow to Batchelor Institute and specific criteria have been met for each of Batchelor Institute's activities as described below. The amount of revenue is not considered to be reliably measurable until all contingencies relating to the sale have been resolved. Batchelor Institute bases its estimates on historical results, taking into consideration the type of customer, the type of transaction and the specifics of each arrangement. Revenue is recognised for the major business activities as follows.

(i) Government grants

Batchelor Institute treats operating grants received from Australian Government entities as income in the year of receipt. Grants are recognised at their fair value where Batchelor Institute obtains control of the right to receive a grant, it is probable that economic benefits will flow to Batchelor Institute and the grant can be reliably measured. A liability is recognised where there is a present obligation to repay unspent grants.

(ii) Student fees and charges

Fees and charges are recognised as income in the year of receipt, except to the extent that fees and charges relate to courses to be held in future periods. Such income is treated as income in advance. Conversely, fees and charges relating to debtors are recognised as revenue in the year to which the prescribed course relates.

(iii) Consultancy and contracts/ fee for service

Contract revenue is recognised in accordance with the percentage of completion method. The stage of completion is measured in reference to labour hours incurred to date as a percentage of estimated total labour hours for each contract. Other human resources revenue is recognised when the service is provided.

(iv) Investment revenue

Investment revenue is recognised on an accrual basis using the effective interest method.

(v) Other revenue

Non-government grants are recognised in accordance with the substance of the relevant agreements. Revenue in the form of donations and bequests is brought to account when received. Revenue from the sale of minor assets is recognised when the entity has passed control to the buyer.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(d) Income tax

Batchelor Institute is a public authority within the meaning of Section 50-25 of the *Income Tax Assessment Act 1997* and its income is exempt under the provisions of that Act.

(e) Leases

Leases of property, plant and equipment where Batchelor Institute, as lessee, has substantially all the risks and rewards of ownership are classified as finance leases. Finance leases are capitalised at the lease's inception at the lower of the fair value of the leased property and the present value of the minimum lease payments. Batchelor Institute does not have any finance leases. The corresponding rental obligations, net of finance charges, are included in other short-term and long-term payables. Each lease payment is allocated between the liability and finance cost. The finance cost is charged to the income statement over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability for each period. The property, plant and equipment acquired under finance leases are depreciated over the shorter of the asset's useful life and the lease term.

Leases in which a significant portion of the risks and rewards of ownership are retained by the lessor are classified as operating leases (Note 28). Payments made under operating leases (net of any incentives received from the lessor) are charged to the income statement on a straight-line basis, over the period of the lease.

(f) Impairment of assets

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

(g) Cash and cash equivalents

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

(h) Trade receivables

Trade receivables are recognised initially at fair value and subsequently measured at amortised cost using the effective interest method, less provision for impairment. Trade receivables are due for settlement no more than 30 days from the date of recognition.

Collectability of trade receivables is reviewed on an ongoing basis. Debts which are known to be uncollectible are written off. A provision for impairment of receivables is established when there is objective evidence that Batchelor Institute will not be able to collect all amounts due according to the original terms of the receivable. Significant financial difficulties of the debtor, probability that the debtor will enter bankruptcy or financial reorganisation, and default or delinquency in payments (more than 30 days overdue) are considered indicators that the trade receivable is impaired. The amount of the provision is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the effective interest rate. Cash flows relating to short-term receivables are not discounted if the effect of discounting is immaterial. The amount of the provision is recognised in the income statement.

(i) Inventories

Raw materials are stated at the lower of cost and net realisable value. Costs are assigned to individual items of inventory on the basis of weighted average costs. Costs of purchased inventory are determined after deducting rebates and discounts.

(j) Investments and other financial assets

Classification

Batchelor Institute classifies its investments in the following categories: loans and receivables. The classification depends on the purpose for which the investments were acquired. Management determines the classification of its investments at initial recognition and, in the case of assets classified as held-to-maturity, re-evaluates this designation at each reporting date.

(i) Loans and receivables

Loans and receivables are non derivative financial assets with fixed or determinable payments that are not quoted in an active market. They are included in current assets, except for those with maturities greater than 12 months after the balance sheet date which are classified as non-current assets. Loans and receivables are included in receivables in the statement of financial position.

Regular purchases and sales of financial assets are recognised on trade date, that is the date on which Batchelor Institute commits to purchase or sell the asset. Investments are initially recognised at fair value plus transaction costs for all financial assets not carried at fair value through profit or loss. Financial assets carried at fair value through profit or loss are initially recognised at fair value and transaction costs are expensed in the income statement. Financial assets are derecognised when the rights to receive cash flows from the financial assets have expired or have been transferred and Batchelor Institute has transferred substantially all the risks and rewards of ownership.

The financial instruments of Batchelor Institute comprise deposits with banks, short term money market investments, receivables and trade creditors. All the above were initially measured at cost, which is the fair value of the consideration given to acquire the financial asset or liability. All Batchelor Institute's financial assets are classified as loans and receivables and are recorded at amortised cost.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Subsequent measurement

Investments are carried at amortised cost using the effective interest method.

Impairment

Batchelor Institute assesses at each balance date whether there is objective evidence that a financial asset or group of financial assets is impaired.

(k) Fair value estimation

The fair value of assets and liabilities must be measured for recognition and disclosure purposes. The carrying value less impairment provision of trade receivables and payables are assumed to approximate their fair values due to their short-term nature. The fair value of financial liabilities for disclosure purposes is estimated by discounting the future contractual cash flows at the current market interest rate that is available to Batchelor Institute for similar financial instruments.

(l) Property, plant and equipment

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

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

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

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

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

(i) Valuations

Batchelor Institute revalues property, plant and equipment once every five years by an external independent valuer. In addition to the external valuation every five years, the library and artwork collections are subject to periodic review by electronic means.

Land, buildings and infrastructure in Alice Springs and Batchelor were revalued in September 2012 by the Australian Valuation Office, with values reflected as at 31 December 2012. Land, buildings and infrastructure in remote locations were revalued in September 2012, with the values reflected as at 31 December 2012. This resulted in an increase of \$2.8 million which has been reflected in the comparative year's financial statements.

The library collection was revalued in September 2012 by Rodney Hyman Asset Services Pty Ltd, with the values reflected as at 31 December 2012. This resulted in an increase of \$59,000 which is reflected in the comparative year's financial statements.

The artwork collection was revalued in November 2016 by Paul Johnstone Gallery, with the values reflected as at 31 December 2016. This resulted in a decrease of \$82,549 which is reflected in this year's financial statements. In accordance with AASB116.40.1, \$54,471 has been recognised against the credit balance in the revaluation reserve for this asset class (refer Note 24) and the balance of \$28,077 has been recognised in the profit and loss (refer Note 13).

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

(ii) Depreciation

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

• Buildings including demountables and improvements	7-50 years
• Infrastructure	10-40 years
• Plant and equipment	5-20 years
• Computer hardware	5 years
• Transport equipment	5-7 years

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

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

(iii) Amortisation of intangibles

Preliminary expenses in respect of the development of computer software are capitalised as they are incurred but amortisation does not commence until the software development is completed and ready for use. The following estimated useful life was used in the calculation of amortised intangibles for the current and prior year:

• Computer software	3 years
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NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(m) Trade and other payables

These amounts represent liabilities for goods and services provided to Batchelor Institute prior to the end of the financial year, which are unpaid. The amounts are unsecured and are usually paid within 30 days of recognition.

(n) Provisions

Provisions are recognised when Batchelor Institute has a present legal or constructive obligation as a result of past events, it is probable that an outflow of resources will be required to settle the obligation and the amount can be reliably estimated. Provisions are not recognised for future operating losses.

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

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

(o) Employee benefits

(i) Short-term obligations

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

(ii) Annual leave

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

(iii) Long service leave

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

(iv) Termination benefits

Termination benefits are payable when employment is terminated before the normal retirement date, or when an employee accepts an offer of benefits in exchange for the termination of employment. Batchelor Institute recognises the expense and liability for termination benefits when it is demonstrably committed to either terminating the employment of current employees according to a detailed formal plan without possibility of withdrawal or providing termination benefits as a result of an offer made to encourage voluntary redundancy. Benefits falling due more than 12 months after balance date are discounted to present value.

(p) Superannuation

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

Until 30 June 1999 benefits from NTGPASS were supplemented by an additional productivity benefit from the Northern Territory Supplementary Superannuation Scheme (NTSSS). The NTSSS benefit was entirely employer funded and did not require employee contributions. It was provided to all employees whom completed at least three months service. NTGPASS closed to new employees commencing service with the Northern Territory Government after 9 August 1999. The NTGPASS, NTSSS and the defined contribution scheme provide lump sum benefits while the CSS provides a mixture of lump sum and pension benefits. In respect of the entity's superannuation plans, any contributions made to the superannuation plans by the entity are recognised against profits when due.

Employee contributions in respect of NTGPASS members are based on an elected rate of 2% to 6% of salary. CSS members must contribute 5% of salary and may elect to contribute up to an additional 5% of salary as supplementary contributions. Contributions to other approved contribution schemes are made at a rate of 9.75% of the employee's salary. Until 30 June 1999 the cost of employer financed benefits was met by the Northern Territory Government. Batchelor Institute was under no legal obligation to make up any shortfall in relation to payouts to employees or contributions on behalf of employees. Since 1 July 1999 Batchelor Institute has received funding directly from the Northern Territory and Commonwealth Governments to fund superannuation contributions to approved funds.

(q) Rounding of amounts

Amounts in the financial report have been rounded off to the nearest thousand dollars, or in certain cases, the nearest dollar.

(r) Goods and Services Tax (GST)

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

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

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

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

(s) Comparative amounts

Where necessary, comparatives have been reclassified to enhance comparability in respect of changes in presentation adopted in the current year.

(t) Services received free of charge

Batchelor Institute receives various human resources, payroll and financial services from the Northern Territory Government at no charge (Note 14). This general purpose financial report has been prepared on a going concern basis in the expectation that these services and support will continue.

(u) New Accounting Standards and Interpretations

Certain new accounting standards and interpretations have been published that are not mandatory for 31 December 2016 reporting periods. Batchelor Institute has elected not to adopt any of the standards. Batchelor Institute is assessing the potential impact on its financial statements resulting from the application of the following new standards and interpretations.

Standard/ Interpretation	Effective for annual reporting periods beginning on or after	Expected to be initially applied in the financial year ending
AASB 9, approved in December 2014, replaces the existing guidance in AASB 139 Financial Instruments: Recognition and Measurement. AASB 9 includes revised guidance on the classification and measurement of financial instruments, including a new expected credit loss model for calculating impairment on financial assets and the new general hedge accounting requirements. It also carries forward the guidance on recognition of financial instruments from AASB 139. AASB 9 is effective for annual reporting periods beginning on or after 1 January 2018.	1 January 2018	31 December 2018
AASB 15 Revenue from Contracts with Customers.	1 January 2018	31 December 2018
AASB 16 Leases effective for the annual periods beginning on or after 1 January 2019. There will be no material impact on the entity.	1 January 2019	31 December 2019
AASB 107 Statement of Cash Flows (August 2015) require entities preparing financial statements in accordance with Tier 1 reporting requirements to provide disclosures that enable users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from cash flows and non-cash changes.	1 January 2017	31 December 2017
AASB 1058 Income of Not-for-Profits Entities, AASB 1058 and AASB 2016-8 Amendments to Australian Accounting Standards – Australian Implementation Guidance for Not-for-Profit Entities will defer income recognition in some circumstances for not-for-profit entities, particularly where there is a performance obligation or any other liability. In addition, certain components in an arrangement, such as donations, may be separated from other types of income and recognised immediately. The Standard also expands the circumstances in which not-for-profit entities are required to recognise income for goods and services received for consideration that is significantly less than the fair value of the asset principally to enable the entity to further its objectives (discounted goods and services), including for example, peppercorn leases. AASB 1004 Contributions is also amended, with many of its requirements being revised and relocated AASB 1058. The scope of AASB 1004 is effectively limited to address issues specific to government entities and contributions by owners in a public sector entity context. AASB 1058 will be effective for annual periods beginning on or after 1 January 2019. Early application is permitted, provided AASB 15 Revenue from Contracts with Customers is applied on or before the date of initial application.	1 January 2019	1 January 2019

NOTE 2: DISAGGREGATED INFORMATION

(a) Industry – Dual Sector Providers (Economic Entity)

Operating revenues and expenses for Higher Education and Vocational Education and Training (VET) are shown in the following tables. They have been determined by identifying specific revenues and expenses for each sector, and apportioning the remainder relative to direct costs of course delivery (Higher Education 19% : VET 81%).

		Higher Education	VET	Total Economic Entity	Higher Education	VET	Total Economic Entity
		2016	2016	2016	2015	2015	2015
	Note	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2016							
Income from continuing operations							
Australian Government financial assistance	3	10,818	5,830	16,648	9,905	8,099	18,004
NT Government financial assistance	4	-	16,430	16,430	-	16,511	16,511
Fees and charges	5	470	2,002	2,472	485	1,721	2,206
Investment revenue	6	59	250	309	108	385	493
Consultancy and contracts	7	585	2,492	3,077	2,704	867	3,571
Other revenue	8	155	663	818	112	400	512
Total income from continuing operations		12,087	27,667	39,754	13,314	27,983	41,297
Expenses from continuing operations							
Employee related expenses	9	5,629	23,997	29,626	6,323	22,416	28,739
Depreciation and amortisation	10	313	1,333	1,646	359	1,272	1,631
Repairs and maintenance	11	206	879	1,085	123	438	561
Impairment of assets	12	52	224	276	1	5	6
Other expenses	13	3,097	10,904	14,001	3,401	10,145	13,546
Total expenses from continuing operations		9,297	37,337	46,634	10,207	34,276	44,483
Net result before income tax expense		2,790	(9,670)	(6,880)	3,107	(6,293)	(3,186)
Income tax expense	1(d)	-	-	-	-	-	-
Net result after income tax for the period		2,790	(9,670)	(6,880)	3,107	(6,293)	(3,186)

		Higher Education	VET	Total Economic Entity	Higher Education	VET	Total Economic Entity
		2016	2016	2016	2015	2015	2015
	Note	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2016							
Net result after income tax for the period		2,790	(9,670)	(6,880)	3,107	(6,293)	(3,186)
(Loss) on revaluation of cultural and heritage assets		(10)	(45)	(55)	-	-	-
Total comprehensive income		2,780	(9,715)	(6,935)	3,107	(6,293)	(3,186)

NOTE 2: DISAGGREGATED INFORMATION (continued)

(a) Industry – Dual Sector Providers (Economic Entity) (continued)

		Higher Education	VET	Total Economic Entity	Higher Education	VET	Total Economic Entity
		2016	2016	2016	2015	2015	2015
	Note	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2016							
Assets							
Current assets							
Cash and cash equivalents	15	36,095	(30,755)	5,340	33,873	(17,957)	15,916
Receivables	16	738	3,645	4,383	468	1,658	2,126
Inventories	17	-	-	-	-	15	15
Other non-financial assets	18	130	553	683	99	352	451
Total current assets		36,963	(26,557)	10,406	34,440	(15,932)	18,508
Non-current assets							
Property, plant and equipment	19	15,548	17,726	33,274	15,513	17,547	33,060
Intangible assets	20	-	-	-	-	-	-
Total non-current assets		15,548	17,726	33,274	15,513	17,547	33,060
Total assets		52,511	(8,831)	43,680	49,953	1,615	51,568
Liabilities							
Current liabilities							
Trade and other payables	21	787	1,918	2,705	245	869	1,114
Provisions	22	681	2,905	3,586	883	3,129	4,012
Other liabilities	23	186	140	326	523	1,854	2,377
Total current liabilities		1,654	4,963	6,617	1,651	5,852	7,503
Non-current liabilities							
Provisions	22	174	743	917	399	585	984
Total non-current liabilities		174	743	917	399	585	984
Total liabilities		1,828	5,706	7,534	2,050	6,437	8,487
Net assets		50,683	(14,537)	36,146	47,903	(4,822)	43,081
Equity							
Reserves	24	23,447	6,891	30,338	23,457	6,936	30,393
Retained earnings	24	27,236	(21,428)	5,808	24,446	(11,758)	12,688
Total equity		50,683	(14,537)	36,146	47,903	(4,822)	43,081

NOTE 2: DISAGGREGATED INFORMATION (continued)
(a) Industry – Dual Sector Providers (Economic Entity) (continued)

	Note	Higher Education			VET		
		Reserves	Retained Earnings	Total	Reserves	Retained Earnings	Total
		\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2016							
Balance at 1 January 2015		23,457	21,339	44,796	6,936	(5,465)	1,471
Net result		-	3,107	3,107	-	(6,293)	(6,293)
Balance at 31 December 2015	24	23,457	24,446	47,903	6,936	(11,758)	(4,822)
Balance at 1 January 2016		23,457	24,446	47,903	6,936	(11,758)	(4,822)
Net result		-	2,790	2,790	-	(9,670)	(9,670)
(Loss) on revaluation of cultural and heritage assets		(10)	-	(10)	(45)	-	(45)
Balance at 31 December 2016	24	23,447	27,236	50,683	6,891	(21,428)	(14,537)

	Note	Higher Education	VET	Total Economic Entity	Higher Education	VET	Total Economic Entity
		2016	2016	2016	2015	2015	2015
		\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2016							
Cash Flows from Operating Activities							
Australian Government Grants	3	9,567	3,291	12,858	9,198	8,799	17,997
NT Government Grants		-	15,332	15,332	-	15,998	15,998
Receipts from student fees and other customers		1,795	5,226	7,021	3,405	3,347	6,752
Interest received		64	274	338	83	291	374
Payments to suppliers and employees		(8,842)	(35,379)	(44,221)	(9,177)	(32,560)	(41,737)
GST recovered / (paid)		7	32	39	31	108	139
Net cash provided by / (used in) operating activities	31	2,591	(11,224)	(8,633)	3,540	(4,017)	(477)
Cash flows from investing activities							
Payments for property, plant and equipment	19	(369)	(1,574)	(1,943)	(115)	(409)	(524)
Net cash / (used in) investing activities		(369)	(1,574)	(1,943)	(115)	(409)	(524)
Net increase / (decrease) in cash and cash equivalents		2,222	(12,798)	(10,576)	3,425	(4,426)	(1,001)
Cash and cash equivalents at the beginning of the financial year		33,873	(17,957)	15,916	30,448	(13,531)	16,917
Cash and cash equivalents at the end of the financial year	15	36,095	(30,755)	5,340	33,873	(17,957)	15,916

NOTE 3: AUSTRALIAN GOVERNMENT FINANCIAL ASSISTANCE INCLUDING HECS-HELP AND OTHER AUSTRALIAN GOVERNMENT LOAN PROGRAMS

	Note	Economic Entity	
		2016	2015
		\$'000	\$'000
(a) Commonwealth Grant Scheme and other grants	34.1		
Indigenous Support Program		2,838	2,791
Disability Support Program		-	1
National Institutes ¹		4,511	4,436
Promotion of Excellence in Learning and Teaching		-	30
Total Commonwealth Grant Scheme and other grants		7,349	7,258
(b) Higher Education Loan Programs	34.2		
VET Fee-Help		33	-
Total Higher Education Loan Programs		33	-
(c) Scholarships	34.3		
Australian Postgraduate Awards		81	80
Total Scholarships		81	80
(d) Education research grants	34.4		
Joint Research Engagement Program		134	139
Research Training Scheme		135	140
Research Infrastructure Block Grants		2	3
Sustainable Research Excellence in Universities		5	6
Total education research grants		276	288
(e) Other Australian Government financial assistance			
Indigenous Education Agreement - Away From Base		6,789	7,254
Indigenous Professional Support Unit		-	778
Office of the Arts Indigenous Broadcasting and Languages Projects		1,752	1,305
Childcare support		348	418
Collaborative Research Networks		-	153
DIISRTE		-	405
Other project funding		20	65
Total other Australian Government financial assistance		8,909	10,378
Total Australian Government financial assistance		16,648	18,004

¹ Includes Indigenous Education Agreement - National Indigenous English Literacy and Numeracy Strategy

NOTE 3: AUSTRALIAN GOVERNMENT FINANCIAL ASSISTANCE INCLUDING HECS-HELP AND OTHER AUSTRALIAN GOVERNMENT LOAN PROGRAMS (continued)

	Economic Entity	
	2016	2015
	\$'000	\$'000
Reconciliation		
Australian Government grants (a+b+c+d+e)	16,648	18,004
Total Australian Government financial assistance	16,648	18,004
(g) Australian Government grants received - cash basis		
Commonwealth Grants Scheme and other DEEWR Grants	7,349	7,258
Higher Education Loan Programs	12	-
Scholarships	81	80
Education research	276	288
Other Australian Government grants	5,140	10,371
Total Australian Government grants received - cash basis	12,858	17,997
Total Australian Government funding received - cash basis	12,858	17,997

NOTE 4: NORTHERN TERRITORY GOVERNMENT FINANCIAL ASSISTANCE

	Economic Entity	
	2016	2015
	\$'000	\$'000
General Purpose		
General Purpose	11,609	11,583
Total General Purpose	11,609	11,583
Specific Purpose		
Department of Business		
Supplementary Recurrent Assistance	806	806
Indigenous Tutorial Assistance Scheme (VET)	182	182
Capital Works	523	523
Work, Health and Safety fund	-	680
Structure adjustment training fund	-	210
Vocational Education and Training Equipment Grant	153	149
User Choice	-	57
Department of Education		
Vocational Education and Training in Schools	107	49
Training for Assistant Teachers in Remote Schools	1,545	909
Community Services	-	27
Department of Children and Families	-	14
Department of Attorney-General and Justice	1,370	1,247
Department of Housing and Community Development	131	-
Other Revenue	4	75
Total Specific Purpose	4,821	4,928
Total Northern Territory Government financial assistance	16,430	16,511

NOTE 5: FEES AND CHARGES

	Economic Entity	
	2016	2015
	\$'000	\$'000
Course fees and charges		
Other domestic course fees and charges ²	2,138	1,705
Total fees and charges	2,138	1,705
Other non-course fees and charges		
Rental charges	219	151
Facility hire	105	172
Other	10	178
Total other fees and charges	334	501
Total fees and charges	2,472	2,206

² Includes white card training, first aid training and short courses

NOTE 6: INVESTMENT REVENUE AND INCOME

	Economic Entity	
	2016	2015
	\$'000	\$'000
Interest	309	493
Total investment revenue	309	493

NOTE 7: CONSULTANCY AND CONTRACTS

	Economic Entity	
	2016	2015
	\$'000	\$'000
Consultancy	1,201	965
ACIKE - Charles Darwin University ³	1,837	2,460
Other contract revenue	39	146
Total consultancy and contracts	3,077	3,571

³ Includes the basic CGS grant amount and CGS - Regional Loading, HECS

NOTE 8: OTHER REVENUE AND INCOME

	Economic Entity	
	2016	2015
	\$'000	\$'000
Donations and bequests	190	5
Scholarships and prizes	7	6
Non-government grants	285	236
Merchandise and meal sales	305	94
Insurance rebates and other revenue	7	167
Sale of assets	24	4
Total other revenue and income	818	512

NOTE 9: EMPLOYEE RELATED EXPENSES

	Economic Entity	
	2016	2015
	\$'000	\$'000
Employee related expenses		
Academic		
Salaries	11,002	10,644
Contributions to superannuation and pension schemes	1,453	1,696
Payroll tax	812	762
Worker's compensation	7	62
Long service leave	252	295
Annual leave	1,497	1,686
Other	12	(2)
Total academic	15,035	15,143
Non-academic		
Salaries	10,677	10,083
Contributions to superannuation and pension schemes	1,410	1,179
Payroll tax	788	684
Worker's compensation	7	31
Long service leave	245	218
Annual leave	1,452	1,402
Other	12	(1)
Total non-academic	14,591	13,596
Total employee related expenses	29,626	28,739

NOTE 10: DEPRECIATION AND AMORTISATION

	Economic Entity	
	2016	2015
	\$'000	\$'000
Depreciation		
Buildings	1,444	1,406
Infrastructure	48	43
Plant and equipment	83	70
Computer hardware	53	68
Transport equipment	18	44
Total depreciation	1,646	1,631
Amortisation		
Intangible assets	-	-
Total amortisation	-	-
Total depreciation and amortisation	1,646	1,631

NOTE 11: REPAIRS AND MAINTENANCE

	Economic Entity	
	2016	2015
	\$'000	\$'000
Repairs and maintenance on buildings	1,085	561
Total repairs and maintenance	1,085	561

NOTE 12: IMPAIRMENT OF ASSETS

	Economic Entity	
	2016	2015
	\$'000	\$'000
Bad and doubtful debts	276	6
Total impairment of assets	276	6

NOTE 13: OTHER EXPENSES

	Economic Entity	
	2016	2015
	\$'000	\$'000
Advertising, marketing and promotional expenses	118	43
Communications and utilities	3,074	2,410
Consumables	1,277	1,125
Contracted services	1,831	1,442
Insurance	449	456
Motor vehicles	1,119	1,151
Non-capitalised equipment	671	930
Property management	978	1,312
Recruitment	96	156
Refund of prior year grants	-	171
Rent and leasing	369	436
Revaluation decrease on artworks	28	-
Scholarships, grants and prizes	84	66
Training and study	87	120
Travel	2,999	2,843
Other	821	885
Total other expenses	14,001	13,546

NOTE 14: SERVICES RECEIVED FREE OF CHARGE

Batchelor Institute receives various human resources, payroll and financial services from the Northern Territory Government free of charge.

	Economic Entity	
	2016	2015
	\$'000	\$'000
Services received free of charge	819	822
Total services received free of charge	819	822

NOTE 15: CASH AND CASH EQUIVALENTS

	Economic Entity	
	2016	2015
	\$'000	\$'000
Cash at bank and on hand	1,840	2,916
Deposits at call	3,500	13,000
Total cash and cash equivalents	5,340	15,916

a) Reconciliation to cash at the end of the year

The above figures are reconciled to cash at the end of the year as shown in the statement of cash flows as follows:

	Economic Entity	
	2016	2015
	\$'000	\$'000
Balances as above	5,340	15,916
Balance per statement of cash flows	5,340	15,916

b) Cash at bank and on hand

Cash at bank and on hand had an effective interest rate of 1.5% (2015: 2.5%).

c) Deposits at call

The deposits are bearing floating interest rates between 2.39% and 2.75% (2015: 2.50% and 2.90%). These deposits have a maturity of 30 days.

NOTE 16: RECEIVABLES

	Economic Entity	
	2016	2015
	\$'000	\$'000
Current		
Trade receivables	768	1,946
Less: provision for impaired receivables	(3)	(7)
	765	1,939
Student fees	448	-
Less: provision for impaired receivables	(269)	-
	179	-
Accrued revenue	3,207	160
GST receivable	231	27
Total current receivables	4,383	2,126

As of 31 December 2016, current receivables of \$94,094 (2015: \$983,741) were past due but not impaired. These receivables relate to a number of independent customers for whom there is no recent history of default. The ageing analysis of these receivables is as follows:

	Economic Entity	
	2016	2015
	\$'000	\$'000
Less than 3 months	11	800
3 to 6 months	2	38
6 to 12 months	1	146
Over 12 months	80	-
Total past due but not impaired current receivables	94	984

(a) Impaired receivables

As at 31 December 2016 current receivables with a nominal value of \$451,217 (2015: \$6,801) were impaired. The amount of the provision was \$271,860 (2015: \$6,801). The individually impaired receivables mainly relate to student fees, other student debt, and debts of past staff of Batchelor Institute. The ageing of the provision of these receivables is as follows:

	Economic Entity	
	2016	2015
	\$'000	\$'000
Less than 3 months	-	2
3 to 6 months	59	4
6 to 12 months	213	-
Over 12 months	-	1
Total current impaired receivables	272	7

Movements in the provision for impaired receivables are as follows:

	Economic Entity	
	2016	2015
	\$'000	\$'000
At 1 January	7	10
Provision for impairment recognised during the year	272	7
Receivables written off during the year as uncollectible	(5)	(7)
Unused amount reversed	(2)	(3)
At 31 December	272	7

The creation and release of the provision for impaired receivables has been included in 'impairment of assets expense' in the income statement. Amounts charged to the provision account are generally written off when there is no expectation of recovering additional cash.

The other amounts within receivables do not contain impaired assets and are not past due. Based on credit history, it is expected that these amounts will be received when due.

NOTE 17: INVENTORIES

	Economic Entity	
	2016	2015
	\$'000	\$'000
Current	-	15
Total current inventories	-	15

NOTE 18: OTHER NON-FINANCIAL ASSETS

	Economic Entity	
	2016	2015
	\$'000	\$'000
Prepayments	683	451
Total other non-financial assets	683	451

NOTE 19: PROPERTY PLANT AND EQUIPMENT

	Economic Entity	
	2016	2015
	\$'000	\$'000
Land		
At fair value	1,272	1,272
Total land	1,272	1,272
Buildings		
At fair value	33,833	32,322
Less: accumulated depreciation	(5,520)	(4,076)
Total buildings	28,313	28,246
Infrastructure		
At fair value	926	891
Less: accumulated depreciation	(176)	(128)
Total infrastructure	750	763
Plant and equipment		
At cost	1,180	1,132
Less: accumulated depreciation	(679)	(596)
Total plant and equipment	501	536
Computer hardware		
At cost	885	837
Less: accumulated depreciation	(671)	(618)
Total computer hardware	214	219
Transport equipment		
At cost	749	752
Less: accumulated depreciation	(718)	(700)
Total transport equipment	31	52
Heritage and cultural assets		
At fair value	1,890	1,972
Total heritage and cultural assets	1,890	1,972
Work in progress		
At cost	303	-
Total work in progress	303	-
Total property, plant and equipment	33,274	33,060

NOTE 19: PROPERTY PLANT AND EQUIPMENT (continued)

	Land	Buildings	Infra- structure	Plant and equipment ⁴	Computer hardware	Transport equipment	Heritage and cultural assets	Construc- tion in progress	Total property, plant and equipment
Economic entity	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
At 1 January 2016									
Cost	-	2,388	75	1,132	837	752	-	-	5,184
Valuation	1,272	29,934	816	-	-	-	1,972	-	33,994
Accumulated depreciation	-	(4,076)	(128)	(596)	(618)	(700)	-	-	(6,118)
Net book amount	1,272	28,246	763	536	219	52	1,972	-	33,060
Year ended 31 December 2016									
Opening net book amount	1,272	28,246	763	536	219	52	1,972	-	33,060
Additions	-	1,511	35	48	48	-	-	303	1,945
Asset disposals	-	-	-	-	-	(3)	-	-	(3)
Depreciation expense	-	(1,444)	(48)	(83)	(53)	(18)	-	-	(1,646)
Revaluation decrement	-	-	-	-	-	-	(82)	-	(82)
Closing net book amount	1,272	28,313	750	501	214	31	1,890	303	33,274
At 31 December 2016									
Cost	-	3,899	110	1,180	885	749	-	303	7,126
Valuation	1,272	29,934	816	-	-	-	1,890	-	33,912
Accumulated depreciation	-	(5,520)	(176)	(679)	(671)	(718)	-	-	(7,764)
Net book amount	1,272	28,313	750	501	214	31	1,890	303	33,274

⁴Plant and equipment includes all operational assets.

	Land	Buildings	Infra- structure	Plant and equipment ⁴	Computer hardware	Transport equipment	Heritage and cultural assets	Construc- tion in progress	Total property, plant and equipment
Economic entity	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
At 1 January 2015⁵									
Cost	-	2,312	-	1,015	599	733	-	-	4,659
Valuation	1,272	29,934	816	-	-	-	1,972	-	33,994
Accumulated depreciation	-	(2,670)	(85)	(526)	(550)	(656)	-	-	(4,487)
Net book amount	1,272	29,576	731	489	49	77	1,972	-	34,166
Year ended 31 December 2015									
Opening net book amount	1,272	29,576	731	489	49	77	1,972	-	34,166
Additions	-	76	75	117	238	19	-	-	525
Depreciation expense	-	(1,406)	(43)	(70)	(68)	(44)	-	-	(1,631)
Closing net book amount	1,272	28,246	763	536	219	52	1,972	-	33,060
At 31 December 2015									
Cost	-	2,388	75	1,132	837	752	-	-	5,184
Valuation	1,272	29,934	816	-	-	-	1,972	-	33,994
Accumulated depreciation	-	(4,076)	(128)	(596)	(618)	(700)	-	-	(6,118)
Net book amount	1,272	28,246	763	536	219	52	1,972	-	33,060

⁴Plant and equipment includes all operational assets.

⁵In 2014, the disposal of assets was incorrectly classified in accumulated depreciation. The opening balances for 2015 have been restated to correctly show the net book amounts.

NOTE 20: INTANGIBLES

	Economic Entity	
	2016	2015
	\$'000	\$'000
At 1 January		
Cost	201	201
Accumulated amortisation and impairment	(201)	(201)
Net book amount	-	-
At 31 December		
Cost	201	201
Accumulated amortisation and impairment	(201)	(201)
Net book amount	-	-

NOTE 21: TRADE AND OTHER PAYABLES

	Economic Entity	
	2016	2015
	\$'000	\$'000
Current		
Trade creditors	2,441	894
Accrued expenses	264	220
Total current trade and other payables	2,705	1,114

NOTE 22: PROVISIONS

	Economic Entity	
	2016	2015
	\$'000	\$'000
Current provisions expected to be settled within 12 months		
Annual leave	1,533	1,897
Annual leave fares	2	5
Annual leave loading	258	278
Long service leave	435	411
Other provisions ⁶	632	701
Total current provisions to be settled within 12 months	2,860	3,292
Current provisions expected to be settled after more than 12 months		
Long service leave	726	720
Total current provisions to be settled after more than 12 months	726	720
Total current provisions	3,586	4,012
Non-current provisions		
Long service leave	917	984
Total non-current provisions	917	984
Total provisions	4,503	4,996

⁶Other provisions include fringe benefits tax, payroll tax, superannuation, and worker's compensation provisions amount.

NOTE 22: PROVISIONS (continued)

(a) Movements in provisions

As at 31 December 2016

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

	Annual leave	Annual leave fares	Annual leave loading	Long service leave	Other	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Current						
Carrying amount at 1 January 2016	1,897	5	278	1,131	701	4,012
Additional provisions recognised	2,586	-	268	550	530	3,934
Amounts used	(2,950)	(3)	(288)	(520)	(599)	(4,360)
Carrying amount at 31 December 2016	1,533	2	258	1,161	632	3,586

	Long service leave	Total
	\$'000	\$'000
Non-current		
Carrying amount at 1 January 2016	984	984
Unused amounts reversed	(67)	(67)
Non-current amount at 31 December 2016	917	917

As at 31 December 2015

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

	Annual leave	Annual leave fares	Annual leave loading	Long service leave	Other	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Current						
Carrying amount at 1 January 2015	1,584	4	210	1,026	601	3,425
Additional provisions recognised	2,762	1	324	399	577	4,063
Amounts used	(2,449)	-	(256)	(294)	(477)	(3,476)
Carrying amount at 31 December 2015	1,897	5	278	1,131	701	4,012

	Long service leave	Total
	\$'000	\$'000
Non-current		
Carrying amount at 1 January 2015	870	870
Additional provisions recognised	114	114
Non-current amount at 31 December 2015	984	984

NOTE 23: OTHER LIABILITIES

	Economic Entity	
	2016	2015
	\$'000	\$'000
Current		
Australian Government and NT Government unspent grants	326	2,377
Total current other liabilities	326	2,377

NOTE 24: RESERVES AND RETAINED EARNINGS

	Economic Entity	
	2016	2015
	\$'000	\$'000
(a) Reserves		
Property, plant and equipment revaluation surplus	14,721	14,776
Gifted asset reserve	15,617	15,617
Total reserves	30,338	30,393
<i>Property, plant and equipment revaluation surplus</i>		
Balance at 1 January	14,776	14,776
(Loss) on revaluation of cultural and heritage assets	(55)	-
Balance at 31 December	14,721	14,776
<i>Gifted asset reserve</i>		
Balance at 1 January	15,617	15,617
Balance at 31 December	15,617	15,617
(b) Retained earnings		
Movements in retained earnings were as follows:		
Retained earnings at 1 January	12,688	15,874
Operating result for the period	(6,880)	(3,186)
Retained earnings at 31 December	5,808	12,688

(c) Nature and purpose of reserves

Property, plant and equipment revaluation surplus

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

Gifted asset reserve

During the year ended 31 December 2002, the Northern Territory Government gifted to Batchelor Institute certain land and buildings which it occupied. The fair values of these land and buildings were determined on the basis of valuations performed

by the Valuer-General as at 1 July 2002. The valuation was determined on the basis of fair value for land amounting to \$290,000 and depreciated replacement cost for buildings of \$15,109,000 making a total of \$15,399,000. These values were recognised in the financial statements during 2002 via the gifted asset revaluation. These and other assets have been revalued in accordance with Batchelor Institute's revaluation policy as described in Note 1(i).

NOTE 25: KEY MANAGEMENT PERSONNEL DISCLOSURES

(a) Names of responsible persons and executive officers

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

COUNCIL MEMBERS	
Prof Markham Rose (Chairperson)	Chairperson
Ms Catherine Curry (Deputy Chair)	Deputy Chair
Ms Kerri-Anne Butler	Member
Dr Kevin Gillan	Member
Mr Peter McCaffrey	Member
Professor Boni Robertson	Member
Prof Robert Somerville AM, FAIM	Member
Ms Stephanie Barber	Member (appointed on 12 May 2016)
Ms Louise Wellington	Member (appointed on 19 December 2016)
Mr Costa Bulsey	Member (term of office was completed on 12 May 2016)
Professor Steven Larkin	Member (resigned on 2 June 2016)

(b) Other key management personnel

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

Prof Robert Somerville AM, FAIM	Chief Executive Officer
Ms Dorothy Morrison	Deputy Chief Executive Officer
Ms Naomi Anstess	Executive Director Strategic and Shared Services
Dr Peter Stephenson	Executive Director Higher Education and Research
Dr Jurg Bronnimann	Head of School, Higher Education and Research
Mr Cameron Wilson	Chief Financial Officer
Mr Ken Cunningham	Director Human Resources and Work Health and Safety
Mr David Curby	Director Workforce Development
Ms Kim Davis	Director Enterprise and Employment Pathways
Ms Eike Pakeha	Director Performance Monitoring and Review
Ms Melodie Bat	Executive Consultant VET Policy and Learning
Mr Michael Crowe	Executive Director Central Australia (resigned 28/12/2016)
Ms Claire Kilgariff	Executive Consultant VET Policy and Learning (resigned 27/05/2016)
Mr Peter Solly	Executive Director Innovation and Business Development (resigned 16/12/2016)

(c) Remuneration of board members and executives

Remuneration paid or payable or otherwise made available to responsible persons and executive officers of the entity:

	Economic Entity	
	2016	2015
	Number	Number
Remuneration of Council Members		
Nil to \$9,999	3	2
Remuneration of Executives		
Nil to \$79,999	1	4
\$100,000 to \$169,999	6	9
\$170,000 to \$199,999	4	2
\$200,000 to \$219,999	2	-
\$240,000 to \$259,999	1	-
\$270,000 to \$309,999	-	1
\$310,000 to \$329,999	1	-

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

NOTE 25: KEY MANAGEMENT PERSONNEL DISCLOSURES (continued)

(d) Key management personnel compensation

	Economic Entity	
	2016	2015
	\$'000	\$'000
Short-term employee benefits	2,497	2,057
Post-employment benefits ⁷	236	197
Other long-term benefits ⁷	15	32
Termination benefits	-	25
Total	2,748	2,311

⁷Post-employment benefits and other long-term benefits have been included as part of key management personnel compensation (AASB124.19).

NOTE 26: REMUNERATION OF AUDITORS

During the year, the following fees were payable for services provided by the auditor to Batchelor Institute:

	Economic Entity	
	2016	2015
	\$'000	\$'000
Audit the financial statements		
Fees payable to the Northern Territory Auditor-General's Office		
Audit and review of financial reports	78	68
Total paid for audit	78	68
Other audit services		
Fees payable for other audit services		
Fees payable to KPMG	13	9
Fees payable to Merit Partners	22	42
Fees payable to other services	-	5
Total paid for audit	35	56

NOTE 27: CONTINGENCIES

There were no known material contingent liabilities as at the end of 2016.

NOTE 28: COMMITMENTS

(a) Lease commitments

All leases entered into by Batchelor Institute are operating leases. Batchelor Institute does not have any finance leases. Motor vehicle operating leases have been included in these statements as the Batchelor Institute is contractually obliged to pay.

	Economic Entity	
	2016	2015
	\$'000	\$'000
Operating leases		
Motor vehicles	769	1,164
Office equipment	375	246
Total operating leases	1,144	1,410

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

Within one year	466	842
Between one and five years	678	568
Future minimum lease commitments	1,144	1,410

NOTE 29: ECONOMIC DEPENDENCY

Batchelor Institute is funded predominantly by annual appropriations from both the Australian and Northern Territory Governments to meet proposed cash expenditure on both operational and capital items in the current financial year. Also, the Northern Territory Government Department of Corporate and Information Services (DCIS) provides certain services and resources to Batchelor Institute at no charge (refer Note 14). This general purpose financial report has been prepared on a going concern basis in the expectation that such funding and support will continue.

NOTE 30: EVENTS OCCURRING AFTER THE BALANCE SHEET DATE

There were no material events after balance date required to be incorporated into the Financial Statements or disclosed in the Notes to the Financial Statements.

NOTE 31: RECONCILIATION OF NET RESULT AFTER INCOME TAX TO NET CASH FLOWS (USED IN) OPERATING ACTIVITIES

	Note	Economic Entity	
		2016	2015
		\$'000	\$'000
Net result for the period		(6,880)	(3,186)
Depreciation and amortisation	10	1,646	1,631
Revaluation decrease on artworks	13	28	-
		(5,206)	(1,555)
Change in operating assets and liabilities			
(Increase)/ decrease in receivables		(2,257)	103
(Increase)/ decrease in other operating assets		(217)	71
Increase in trade and other payables		1,591	364
(Decrease)/ increase in provisions		(493)	702
(Decrease) in other operating liabilities		(2,051)	(162)
		(3,427)	1,078
Net cash (used in) by operating activities		(8,633)	(477)

NOTE 32: FINANCIAL RISK MANAGEMENT

Batchelor Institute's financial instruments consist mainly of deposits with banks, short term money market investments, accounts receivable and payables. The main risks that Batchelor is exposed to through financial instruments is credit risk and interest rate risk though, as set out below, these risks are minimal.

Batchelor Institute is almost entirely dependent on government funding, with only a small amount of student fees and no foreign exchange dealings. Batchelor Institute has a policy of investing surplus cash only in secured term deposits. Therefore, Batchelor Institute's management of its financial risk is managed by ensuring cash flow is adequate through receiving government funds in a timely manner and investing in interest bearing bills that mature as required. This is managed by the financial services section of the Batchelor Institute with all bills purchased through National Australia Bank.

(a) Credit risk

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

Credit risk refers to the risk that a counterparty will default on its contractual obligations resulting in financial loss to Batchelor Institute. The carrying amount of the financial assets recorded in the statement of financial position, net of any provision for losses, represents Batchelor Institute's maximum exposure to credit risk. To manage credit risk associated with its cash balances, Batchelor Institute deposits its funds with Australia's Big 4 banks or Government guaranteed financial institutions. Batchelor Institute also requires students to pay all debts prior to graduating. All other debts, including those of students who have discontinued their studies, are sent to a debt collector after 60 days if there is a reasonable chance of collection. Minor debts are written off, however students cannot re-enrol until they have settled any previous outstanding debt. All debts managed by the debt collector are recorded in the provision for doubtful debts as disclosed in Note 16.

(b) Interest rate risk

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

Summarised sensitivity analysis

The following tables summarise the sensitivity of the financial assets to interest rate risk.

31 December 2016	Interest rate risk				
	Carrying amount	+1% Result	+1% Equity	-1% Result	-1% Equity
	\$'000	\$'000	\$'000	\$'000	\$'000
Cash and cash equivalents	1,840	18	18	(18)	(18)
Term deposits	3,500	35	35	(35)	(35)
Total increase/(decrease)	5,340	53	53	(53)	(53)

31 December 2015	Interest rate risk				
	Carrying amount	+1% Result	+1% Equity	-1% Result	-1% Equity
	\$'000	\$'000	\$'000	\$'000	\$'000
Cash and cash equivalents	2,916	29	29	(29)	(29)
Term deposits	13,000	130	130	(130)	(130)
Total increase/(decrease)	15,916	159	159	(159)	(159)

(c) Liquidity risk

The Institute receives over 83% of its funding in government grants and therefore is able to manage its liquidity risk based on known income and approximate payment dates. Funds which are surplus to operating requirements are invested until required. Budget management processes are in place so as to guard against the risk of over expenditure.

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

2016	Average Interest Rate	Variable Interest Rate	Fixed Interest Rate Maturity			Non-Interest Bearing	Total
	%	\$'000	Less than 1 Year	1 to 5 Years	More than 5 Years	\$'000	\$'000
Financial assets							
Cash at bank	1.50	1,840	-	-	-	-	1,840
Short term money market	-	-	-	-	-	-	-
Term deposits	2.71	-	3,500	-	-	-	3,500
Receivables	-	-	-	-	-	4,383	4,383
Total financial assets	-	1,840	3,500	-	-	4,383	9,723
Financial liabilities							
Payables	-	-	-	-	-	2,705	2,705
Total financial liabilities	-	-	-	-	-	2,705	2,705

2015	Average Interest Rate	Variable Interest Rate	Fixed Interest Rate Maturity			Non-Interest Bearing	Total
	%	\$'000	Less than 1 Year	1 to 5 Years	More than 5 Years	\$'000	\$'000
Financial assets							
Cash at bank	2.00	2,916	-	-	-	-	2,916
Short term money market	-	-	-	-	-	-	-
Term deposits	2.57	-	13,000	-	-	-	13,000
Receivables	-	-	-	-	-	2,126	2,126
Total financial assets	-	2,916	13,000	-	-	2,126	18,042
Financial liabilities							
Payables	-	-	-	-	-	1,114	1,114
Total financial liabilities	-	-	-	-	-	1,114	1,114

NOTE 33: FAIR VALUE MEASUREMENTS

(a) Fair value measurements

The fair value financial assets and financial liabilities must be estimated for recognition and measurement or for disclosure purposes. Due to the short-term nature of the current receivables, their carrying value approximates their fair value and based on credit history it is expected that the receivables that are neither past due nor impaired will be received when due. The carrying amounts and aggregate fair values of financial assets and liabilities at balance date are:

Economic Entity	Carrying Amount / Net Fair Value	
	2016	2015
	\$'000	\$'000
Financial assets		
Cash at bank	1,840	2,916
Short term money market	-	-
Term deposits	3,500	13,000
Receivables	4,383	2,126
Total financial assets	9,723	18,042
Financial liabilities		
Payables	2,705	1,114
Total financial liabilities	2,705	1,114

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

- Land and buildings
- Infrastructure
- Heritage and cultural assets

(a) Fair value hierarchy

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

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

(i) Recognised fair value measurements

Fair value measurements recognised in the statement of financial position are categorised into the following levels at 31 December 2016. Comparative information for non-financial assets has not been provided as permitted by the transitional provisions of the new standard.

	Note	2016	Level 1	Level 2	Level 3
		\$'000	\$'000		
Recurring fair value measurements					
Non-financial assets					
Land and buildings	19	29,585	-	29,585	-
Infrastructure	19	750	-	750	-
Heritage and cultural assets	19	1,890	-	1,890	-
Total non-financial assets		32,225	-	32,225	-

There were no transfers between levels 1, 2 and 3 for recurring fair value measurements during the year. Batchelor Institute's policy is to recognise transfers into and transfers out of fair value hierarchy levels as at the end of the reporting period.

(c) Valuation techniques used to derive Level 2 fair values

The fair value of non-financial assets is determined using valuation techniques. These valuation techniques maximise the use of observable market data where it is available and rely as little as possible on entity specific estimates. If all significant inputs required to fair value an instrument are observable, the instrument is included in level 2.

Land and buildings, infrastructure, and heritage and cultural assets are shown at fair value based on periodic, but at least quinquennial valuations by independent valuers, less subsequent depreciation for buildings and infrastructure. At the end of each reporting period, Batchelor Institute updates the assessment of the fair value of each property, taking into account the most recent independent valuations. Batchelor Institute determines the

property's value within a range of reasonable fair value estimates. Any accumulated depreciation at the date of revaluation is eliminated against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset. The best evidence of fair value is current prices in an active market for similar properties. Where such information is not available Batchelor Institute considers information from a variety of sources, including:

- depreciated replacement cost for land and buildings, and infrastructure. It involves a calculation for the current cost of

replacing an asset with its modern equivalent asset, and less deductions for all physical deterioration and all relevant forms of obsolescence and optimisation.

- a sales comparison approach for heritage and cultural assets, based on secondary-market evidence and depreciation trends. It considers the sales of similar or substitute properties and related market data, and establishes a value estimate by processes involving comparison. In general, a property being valued is compared with sales of similar properties that have been transacted in the open market.

NOTE 34: ACQUITTAL OF AUSTRALIAN GOVERNMENT FINANCIAL ASSISTANCE

NOTE 34.1: DEEWR – CGS and other DEEWR grants

	Economic Entity							
	Indigenous Support Program		Disability Support Program		National Institutes ⁸		Capital Development Pool ⁹	
	2016	2015	2016	2015	2016	2015	2016	2015
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assistance received in CASH during reporting period (total cash received from the Australian Government for the Programs)	2,838	2,791	-	1	4,511	4,436	-	-
Net accrual adjustments	-	-	-	-	-	-	-	-
Revenue for the period	2,838	2,791	-	1	4,511	4,436	-	-
Surplus from the previous year	-	-	-	-	-	-	-	-
Total revenue including accrued revenue	2,838	2,791	-	1	4,511	4,436	-	-
Less expenses including accrued expenses	(2,838)	(2,791)	-	-	(4,511)	(4,436)	-	-
Surplus for reporting period	-	-	-	-	-	-	-	-

	Economic Entity					
	Promotion of Excellence in Learning and Teaching in HE		Diversity and Structural Adjustment Fund ¹⁰		Total ¹¹	
	2016	2015	2016	2015	2016	2015
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assistance received in CASH during reporting period (total cash received from the Australian Government for the Programs)	-	30	-	-	7,349	7,258
Net accrual adjustments	-	-	-	-	-	-
Revenue for the period	-	30	-	-	7,349	7,258
Surplus from the previous year	7	5	-	53	7	58
Total revenue including accrued revenue	7	35	-	53	7,356	7,316
Less expenses including accrued expenses	-	(28)	-	(53)	(7,349)	(7,309)
Surplus for reporting period	7	7	-	-	7	7

⁸Includes National Indigenous English Literacy and Numeracy Strategy Program.

⁹Calculation errors resulted in a recorded deficit for the Capital Development Pool in 2014 of \$54,000. This program was fully expended in 2014 and there should have been a nil balance in 2015.

¹⁰Includes Collaboration and Structural Adjustment Program.

¹¹Calculation errors in the total 2015 reported a deficit of \$146,000 in 2015 when this should have been a surplus of \$7,000. Figures have been restated to the correct amount of \$7,000.

NOTE 34.2: HIGHER EDUCATION LOAN PROGRAMS (EXCL OS-HELP)

	Economic Entity			
	VET Fee-Help		Total	
	2016	2015	2016	2015
	\$'000	\$'000	\$'000	\$'000
Cash payable/ (receivable) at beginning of year	-	-	-	-
Financial assistance received in CASH during the reporting period	12	-	12	-
Cash available for period	12	-	12	-
Revenue earned	33	-	33	-
Cash (receivable) at end of year	(21)	-	(21)	-

NOTE 34.3: SCHOLARSHIPS

	Economic Entity			
	Australian Postgraduate Awards		Total	
	2016	2015	2016	2015
	\$'000	\$'000	\$'000	\$'000
Financial Assistance received in CASH during reporting period (total cash received from the Australian Government for the Programs)	81	80	81	80
Net accrual adjustments	-	-	-	-
Revenue for the period	81	80	81	80
Surplus from the previous year	168	152	168	152
Total revenue including accrued revenue	249	232	249	232
Less expenses including accrued expenses	(80)	(64)	(80)	(64)
Surplus for reporting period	169	168	169	168

NOTE 34.4: RESEARCH

	Economic Entity									
	Joint Research Engagement Programme		Research Training Scheme		Research Infrastructure Block Grants		Sustainable Research Excellence in Universities		Total	
	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assistance received in CASH during reporting period (total cash received from the Australian Government for the Programs)	134	139	135	140	2	3	5	6	276	288
Net accrual adjustments	-	-	-	-	-	-	-	-	-	-
Revenue for the period	134	139	135	140	2	3	5	6	276	288
Surplus/(deficit) from the previous year	84	36	203	148	6	17	3	(2)	296	199
Total revenue including accrued revenue	218	175	338	288	8	20	8	4	572	487
Less expenses including accrued expenses	(120)	(91)	(384)	(85)	-	(14)	-	-	(504)	(191)
Surplus/(deficit) for reporting period	98	84	(46)	203	8	6	8	3	68	296

NOTE 35: DISAGGREGATED RESULTS BY SOURCE OF FUNDS

Batchelor Institute classifies all activity into three sources: core, Away From Base (AFB), and project funding sources. AFB and project funding arise from monies received where the use of which is subject to contractual obligations and include activity reporting and acquittal of finances. Away From Base is an Australian Government funded program designed to cover travel costs for Vocational Education and Training and Higher Education students studying an approved nationally accredited course that is delivered through a combination of distance education and face-to-face teaching. Core funding is utilised to provide the primary delivery of Higher Education, Vocational Education and Training and research activities of Batchelor Institute.

	Note	Economic Entity			
		Core	AFB	Project	Total
		2016	2016	2016	2016
		\$'000	\$'000	\$'000	\$'000
Total income from continuing operations		23,137	6,791	9,826	39,754
Total expenses from continuing operations		27,013	7,675	11,946	46,634
Operating result		(3,876)	(884)	(2,120)	(6,880)
(Loss) on revaluation of cultural and heritage assets		(55)	-	-	(55)
Total comprehensive income		(3,931)	(884)	(2,120)	(6,935)
Cash and cash equivalents at 1 January 2016		12,395	701	2,820	15,916
Net (decrease) in cash and cash equivalents		(5,544)	(3,454)	(1,578)	(10,576)
Cash and cash equivalents at 31 December 2016	15	6,851	(2,753)	1,242	5,340

	Note	Economic Entity			
		Core	AFB	Project	Total
		2015	2015	2015	2015
		\$'000	\$'000	\$'000	\$'000
Total income from continuing operations		27,894	7,254	10,593	45,741
Total expenses from continuing operations		25,083	7,254	12,146	44,483
Operating result		2,811	-	(1,553)	1,258
Total comprehensive income		2,811	-	(1,553)	1,258
Cash and cash equivalents at 1 January 2015		12,485	778	3,654	16,917
Net (decrease) in cash and cash equivalents		(90)	(77)	(834)	(1,001)
Cash and cash equivalents at 31 December 2015	15	12,395	701	2,820	15,916

CEO's Statement

Batchelor Institute of Indigenous Tertiary Education Statement by the CEO

1. In my opinion:

(a) the accompanying financial statements of the Batchelor Institute of Indigenous Tertiary Education (Batchelor Institute) are drawn up so as to give a true and fair view of the state of affairs as at 31 December 2016, and the results for the year ended on that date, of Batchelor Institute, and

(b) at the date of this statement there are reasonable grounds to believe that Batchelor Institute will be able to pay its debts as and when they fall due.

2. The accompanying financial statements and notes thereto of Batchelor Institute have been made out in accordance with the *Batchelor Institute of Indigenous Tertiary Education Act*, Australian Accounting Standards, the *Australian Charities and Not-for-Profits Commission Act 2012* and as per the Department of Education and Training Financial Statement Guidelines for Australian Higher Education Providers for the 2016 Reporting Period.

3. The amount of Australian Government financial assistance expended during the reporting period was for the purpose(s) for which it was provided.

4. Batchelor Institute has complied with the requirements of various programme guidelines that apply to the Australian Government financial assistance identified in the financial statements.

Signed at Batchelor this 15 day of June 2017.



Prof Robert Somerville AM, FAIM

Chief Executive Officer

Auditor's Report



Auditor-General

Independent Auditor's Report to the Minister for Education

Batchelor Institute of Indigenous Tertiary Education

Year Ended 31 December 2016

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Opinion

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

The Financial Report comprises the statement of financial position as at 31 December 2016, the income statement, the statement of comprehensive income, statement of changes in equity, and statement of cash flows for the year ended, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by Chief Executive Officer.

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

- (a) giving a true and fair view of the financial position of the Institute as at 31 December 2016, and of its financial performance and its cash flows for the year ended on that date; and
- (b) complying with Australian Accounting Standards and Division 60 of the *Australian Charities and Not-for-profits Commission Regulation 2013*.

Basis for Opinion

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

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

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

Other Information

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

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

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

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



Auditor-General

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

Responsibilities of the Council for the Financial Report

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

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

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

Auditor's Responsibilities for the Audit of the Financial Report

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

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

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



Auditor-General

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

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

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

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

16 June 2017



Batchelor
Institute

Freecall: 1800 677 095
enquiries@batchelor.edu.au
www.batchelor.edu.au