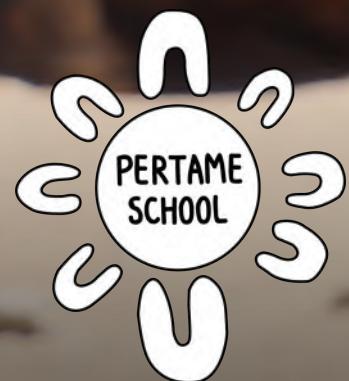


# Annual Report 2023



**Ketyeye Mangkem Pertame Ngetyek**

Growing the next generation of Pertame speakers



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**Charity Status:** Batchelor Institute is a registered charity status with the ACNC with the subtype purpose of a Public Benevolent Institution (PBI) and Advancing education

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**Warning: This report contains the images of people who have passed away**



Art works designed by Kyah Walker and Samantha Armstrong  
Photography by Shania Armstrong, Vanessa Farrelly, Kyah Walker

# In Memory of G. Stewart

As the co-founder of the Pertame School, G. Stewart was a critical part of the vision and driving force that made the Pertame School a reality today. The very first Pertame School meeting was held in her backyard sticking butchers paper to the brick walls of her house. She held so much cultural knowledge and love for all Pertame children. Her leadership, kindness, determination and passion will live on through Pertame School, her children and grand children.

Rest in peace.

*"Having the opportunity to go out bush to where our language originated is the most important part for us. It's about our children and grandchildren learning in a home and family environment, and learning from the bush itself. That's how we learnt from the land when we were children, with our grandparents and great grandparents to guide us".*

- G Stewart



# Our Vision

Our children are raised as full Pertame people within their language, culture and knowledge systems, nurtured by a connected, thriving multi-generational community support network.



# Message from our Elders

## Christobel Swan

**"My language means the life to me. The world. I love this Pertame language. My advice to the children of the world: love each other and love each others' language".**

Nwerna kenh nem Pertame nem, Southern Arrernte. Ngketya nwek nwerna kweta lanha ngkerlanem. Nwerna itya ngketya nwerna kngwirrek. Kenha itna lyatenhenga itya ntem, nwerna ware ntem nema. Kweka ware ntem nwerna nem. Rrpwetye-rtama relha Pertame nhenga. Ngkerltanem ngketya nhanha. Yenge antyenem pmera lanha kwera-werna alpumala. Ketyey nwernak mapa ntema kaltyanthetyeka itelaraye. Grandchildren nwernaka inpa. Itna inpa kaltya netyek itna nthanhha nthanhha nthurrenga petyekala.

We are Pertame, Southern Arrernte people. We still talk our language, and we don't forget it. Because of all that there are only a few of us left nowadays. Now there are only a few of us Pertame people that speak this language. I want to go back to that country, and teach our children. Our grandchildren as well, so they can know the country that they came from.

## Kathy Bradshaw Swan

Our language is our identity, it's who we are. We have such a connectedness to the country. When we walk around, we see language everywhere. These children have to know their language. We are 60 thousand years old and it's really important for these children to know and be proud of who they are. Later on down the track, they can have success and be fluent speakers themselves. And they can teach all of Australia. We are all Australian, so it is vital for everyone to know our original Australian languages so we can move forward together as a people.



# Message from our Elders



## Doreen Abbott

*"Yenga antya-nem relha Pertame ingkerrinyekal petyemal ngetya nwernak kela ilkerta tnyenetyek ketyey nwernakenha mangkethnung ngetya nwernakenhak. Kela puk itna lhentera ngetya ngetyetyek kenha ngetya nwernak pmeral ngkem nhanha. Yenga kangkem yenga nhang langalhemal kaltyantheek arrangkerrenha. Yenga kangkem nhang kngerra-lkera-irrekal ntem. Yenga antya-nem wetha kngerra-lkera petyetyek. Itya nyenta petyetyek, ingkerrinyek petyetyek kaltya-irretyek. Nwerna ngetya nwernak ilkerita tnyenathnung."*

I want all Pertame people to come (to Pertame School) for our language, to keep it strong so we can raise our children knowing their language. That's enough white man's language now, we need to speak our Pertame language at home. I am happy for our community to come together so I can teach them. I am happy to see this grow and get bigger. I want more family to get involved. We can't do this alone, we need all our community to come to learn. This is how we can keep our language strong.

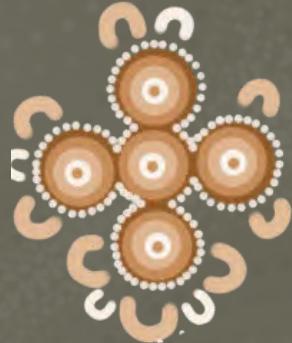


## Valda Forrester

*"It is important that we teach the language to our little ones, so they know it when they grow up nhang kaltya-irretyek. Then when they get older, they can turn around and teach other kids, family mapa. Yenga mangkek I grew up listening to my Elders nhanga relha kngerre pata mapa. We would just sit down night time and they would tell us stories how they grew up imanka with their family and their Elders itnak kngerre pata mapa. Marra nthurra nwerna netyet pmerang."*

Yenga kangkem pepe itnak. I am happy for my great-grand children to be a part of the Pertame Language Nest. And my grand daughters too. *Itna marra ngkem. Wenha yenga ngkema itna itna ngkem aken. Owa kela marra. Atha wem lakenh.* They are learning to speak Pertame so well. What I say in language, they can say back to me. The other night we were visiting family, and my great-grandchildren started singing the Pertame songs they learned in the Language Nest. *Itna ililhek. Nwerna nhanha neka yatyeta nwernak.* All the other family got a shock when they heard the little ones singing in Pertame. *Itna kangkek.* They were so happy. The kids are proud to go to the Pertame School, and their mothers. Kangkem itnanh ngetyek Pertame School-wern.

# 2023 At A Glance



**103**

Language Nest Immersion playgroup sessions providing wholesome meals, social development, health, fitness and community connection



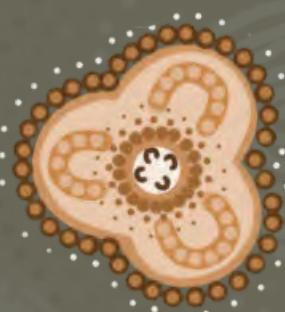
**400**

hours of Language Immersion across 5 generations of Pertame community members



**27**

0-5 year olds immersed in Pertame within the playgroup



**13**

Parent educators employed and supported to raise their babies in Pertame



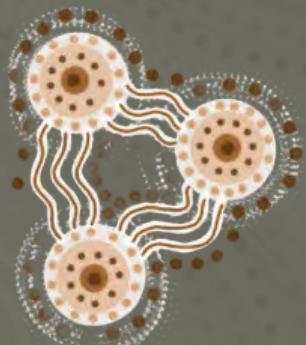
**3**

Full-time Pertame staff coordinating the program



**8**

Elders and grandparent educators employed and transmitting their knowledge



**100**

Culturally relevant Pertame immersion language learning resources developed



**30**

School-aged Pertame children engaged in 3 school holiday programs and 10 in-language choir classes



**15**

Country-culture family trips learning about bush foods, medicines, plants and animals

# Our Story

For hundreds and thousands of years, Pertame people lived sustainably on our homelands, raising strong healthy children, maintaining community order and peace, transmitting our ancient knowledge system and thriving in a desert climate. Every generation had a role, a responsibility and upheld a critical part of our society.

Since colonisation, the balance of Pertame relationships to each other, to the land and to our next generations was violently disrupted and purposely dismantled. Our waterholes and food sources were polluted by the pastoral industry and our people dispossessed from their homelands. Our children were removed from their families and violently punished for speaking their language. Our Elders were punished for practicing songs, dances and ceremonies and our community lost control over the education of their next generations. Our men and women lost their freedom, working as indentured servants on pastoral stations as stockmen and domestic labourers for nothing but rations. Our ancient systems of law and order and our leaders were suppressed by a foreign legal system ruled by courts, guns and prisons.

*The police went there and shot people at Henbury, at Twenga. They were really cruel to our old people. There was a big fence that they used to sit behind, and the people outside used to be shot. The young people were really terrified when they saw it. And the old women, the old men, and the crippled used to cry. They told them, "Leave! The police are coming to shoot us".*

**- Christobel Swan, founding Elder**

Pertame country



## Pertame is a severely endangered Indigenous Language from Central Australia.

Today, our people carry the burden of this cruel history. When the Equal Wages Act was introduced in 1968, many Pertame people employed on cattle stations were laid off rather than paid real wages, and forced off their homelands into nearby towns and communities. Small parcels of Pertame country were returned to Pertame family groups through the Land Rights Act in 1976; however, the major control of Pertame land still resides in the hands of the pastoral industry. This industry would not exist without the early Pertame stockmen, whose intimate knowledge of country allowed the pastoral industry to open up the land to cattle. It is extremely clear that the pastoral industry's unsustainable practices and land management regimes have failed the Central Australian ecosystems. As the climate becomes more destabilized, we know Western relationships to land have failed.



Pertame stockmen on Henbury Station. Aboriginal stockworkers were the backbone of the NT pastoral industry

# Our Challenge

The power to determine the education of our own children and the implementation of our own community justice has never been returned to Pertame people. We continue to live under the Western education and Western justice systems, which are without a doubt failing our children. Our Pertame children are required to attend the mainstream schooling system from age 4 until adulthood, where for 6 hrs a day, 5 days a week, they are taught Western curriculum within English-only dictation. This leaves a very small part of a Pertame child's formative years left for Pertame intergenerational knowledge transfer of our language and ways of being. It is little wonder that our language is severely endangered, with just 30 Elders remaining who are the last speakers of Pertame.

**Western education, Western land management, Western food and Western justice has failed Pertame people.**

*"When colonisers came into our country, they took away our land, language and culture. They tried to make us like them. They separated us through stolen generations, put us in towns with other languages and mixed us all up. We lost our identity, who we are and where we belong. Now we have hope of finding ourselves once more through the revitalisation of our language, reconnecting back to country, families and community. Pertame people are still here, we still have our language. Our children and apprentices are learning their language with Elders through the Pertame School."*

- Kathy Swan-Bradshaw, Pertame Elder

# Our Solution

**Every aspect of what it means to be a full Pertame human being can only be understood through our language. Our language is the language of the land.**

It was how we communicated with and understood our country, each other and our ancestors. Our language was how we raised our children, how we practiced our ceremony, how we gathered, hunted and prepared our life sustaining food sources, and how we transmitted every aspect of Pertame knowledge.

**Our language is our expression of our sovereignty. It is our proof that we are the original people of Pertame country.**



# Theory of Change

We believe that by restoring our Pertame language as the living, breathing spoken word of our community, we can rebuild the critical Pertame structures to heal our children, community and country. We will raise our next generation of Pertame children as secure, connected and healthy people immersed within their language. We aim to create an intentional community, a village to raise our babies together, where we will maintain the highest standards of health, education, care and wellbeing, straight from our traditional knowledge.

*"English is a foreign language. Pertame language is our language. It's our identity, it's who we are, it's where we come from, it's our family. We have to instill in the children a love of their language, a love of their family, their culture, their land and therefore a love of themselves".*

- Kathy Swan-Bradshaw, Pertame Elder



# Our Strategy

## **What we are doing**

### **1. Teaching Teachers**

Creating new adult Pertame fluent speakers to support our remaining Elders to transmit the full body of Pertame knowledge

### **2. Raising Babies as Speakers**

Creating a living domain for the Pertame language, where children from birth to 5 years of age can be raised naturally as first language speakers.

### **3. Supporting Pertame as our Mother Tongue**

Supporting young mothers and carers of Pertame children to become fluent speakers, take the language home and raise their babies completely within the Pertame language.

## **How we are doing it**

### **Master-Apprentice Program**

We have been running one of the first successful Master-Apprentice programs in Australia, after learning this world leading method of language revival from First Nations communities in North America. Our Master-Apprentice program pairs Elder speakers (Masters) with adult language learners (apprentices) to spend 10-20 hours together transmitting language through intensive oral immersion sets involving daily activities, role play, stories and conversations.



### **Language Nest Immersion Playgroup**

The Pertame Ngetya Untya (Language Nest) is an immersion playgroup for Pertame infants and their parents to be immersed within their language, culture and community. The Nest is structured like a preschool or playgroup, where all activities, routines, songs, games and instructions are given in Pertame only. English is left at the front door. Our Nest is led by Pertame educators and guided by fluent Elders. We often have multiple generations of our children's carers supporting them in the Nest, from their parents to their great-grandparents.



### **Fluency Transfer System**

We are supporting our parent educators to advance their fluency through classes and home study of an immersion curriculum called the Fluency Transfer System. This system, developed by the Salish Immersion School in Spokane USA, is a comprehensively sequenced curriculum designed to help learners become fluent in their Indigenous Language. It is composed of six textbooks divided into three levels, as well as instructional techniques for full immersion teaching. At each level of the fluency system, there is a language book and a literature book accompanied by audio recordings and additional materials to aid in learning and teaching.



# Our Strategy

## **What we are doing**

### **4. Reconnecting With the Voice of the Land**

Reconnecting to a livelihood supported and sustained on the land, connecting and caring for country through language.

### **5. Growing a Pertame Education System**

Creating an immersive Pertame education system, that enables children to thrive within the Western world through the lens of their own culture and language first

### **6. Leading the Way for Australian First Nations Languages**

Inspire, empower, influence and support a new wave of immersion language revival within Australian Indigenous communities with endangered languages

## **How we are doing it**

### **Country-Culture visits**

We take our children on cultural trips to country each Friday. The children are able to connect to the land, learn when certain bush foods, medicines and plants are in season and how to gather and hunt. We are in the process of constructing a permanent shelter and classroom on Pertame homelands for on-country learning, as well as a bush tucker garden so children can partake in the regeneration of traditional food sources that have been impacted by colonisation.



### **Pertame Immersion School**

We are conducting research and preparing a long term strategy to open the first Immersion school in Australia for our language. The research shows that for children to retain the language learnt in immersion preschool programs like our Language Nest, they must continue immersive education until at least Grade 3 (8-9 years of age). First Nations Language Immersion Schooling has had positive outcomes for Indigenous children in New Zealand, Canada, Hawaii, Alaska and North America, with Indigenous students in immersion schools outperforming mainstream English schools in academic achievement, attendance and graduation rates.

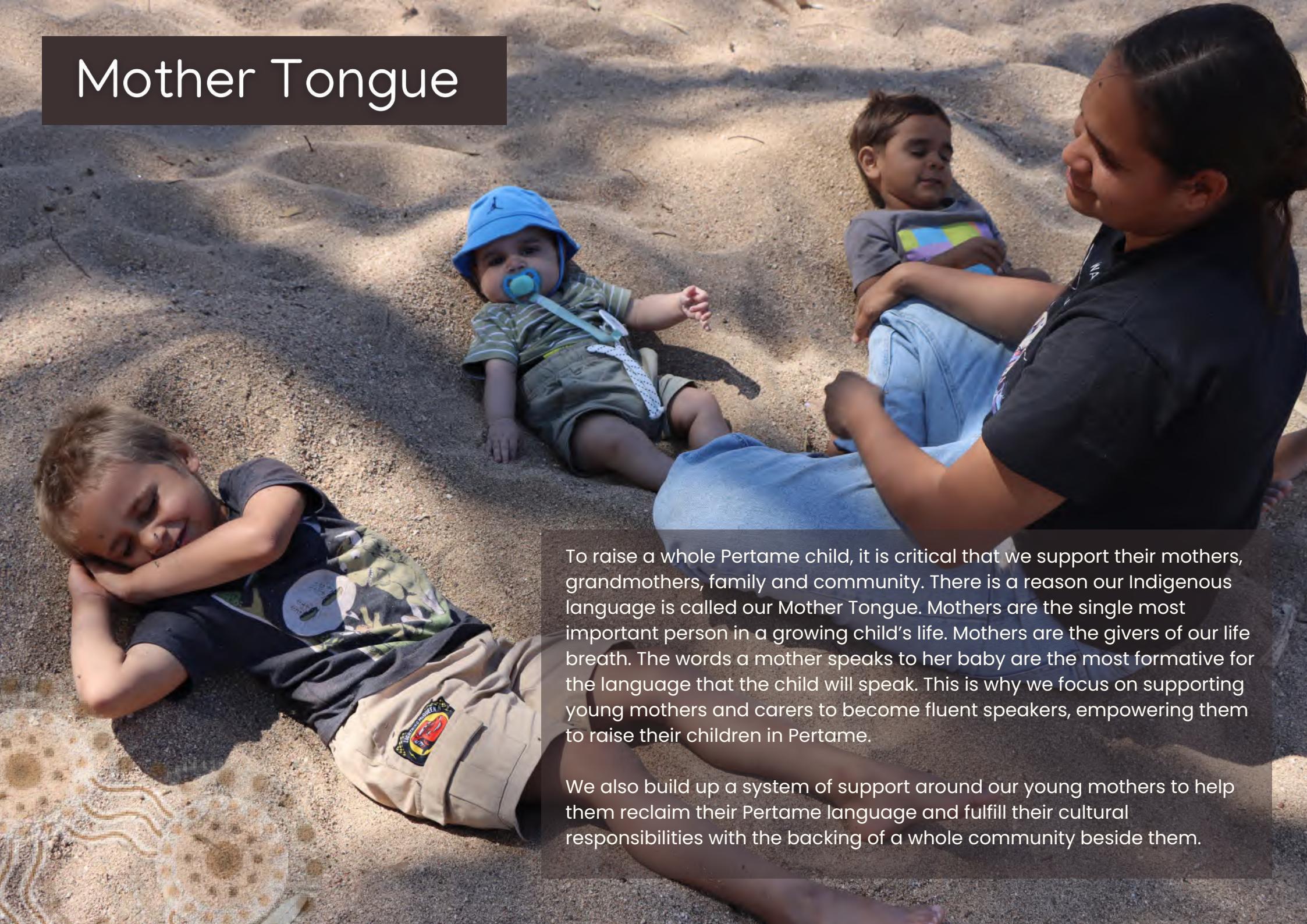


### **Network, Exchange and Share our Story**

We openly share all our resources, strategy, methods and curriculum with other Indigenous language groups. We present at conferences, hold trainings, and generate our own media to ensure language revival in Australia is using the most effective methods to ensure intergenerational knowledge transfer while our fluent Elders are here.



# Mother Tongue



To raise a whole Pertame child, it is critical that we support their mothers, grandmothers, family and community. There is a reason our Indigenous language is called our Mother Tongue. Mothers are the single most important person in a growing child's life. Mothers are the givers of our life breath. The words a mother speaks to her baby are the most formative for the language that the child will speak. This is why we focus on supporting young mothers and carers to become fluent speakers, empowering them to raise their children in Pertame.

We also build up a system of support around our young mothers to help them reclaim their Pertame language and fulfill their cultural responsibilities with the backing of a whole community beside them.

# Our Approach

## Nurturing and raising the whole Pertame child

To give our Pertame children the best possible start in life, we must raise them strong in their *enkga* (spirit), *mperrek* (body), *iterlentya* (mind), *welenty* (emotions), *nparn-irrentya* (kinship) as well as *ngetya* (language).



### ***Ngetya (Language) – Thriving Language***

Children can:

- Understand and express themselves in their first language
- See and describe the world through the lens of their language

### ***Mperrek (Body) – Strong Healthy Bodies***

Children are:

- Getting all the nutrients they need to grow and thrive
- Developing gross and fine motor skills
- Have healthy active lifestyles
- Have access to traditional foods and medicines

### ***Iterlentya (Thoughts) – Strong, Growing Minds***

Children are:

- Engaging in problem solving games and activities
- Using their imagination and learning through play
- Gaining confidence in performing life skills

### ***Welenty (Emotions) – Emotional Wellbeing***

Children:

- Possess the language they need to express their emotions with full acceptance
- Feel valued, acceptance and have a strong sense of belonging

### ***Engka (Spirit) – Spiritual Wellbeing***

Children develop:

- Confidence, self esteem and pride in who they are
- A strong spiritual connection to their culture & country

### ***Nparn-irrentya (Kinship) – Kinship Connections***

- Children know their place within the Pertame kinship system
- Every generation is fulfilling their unique kinship responsibility in raising that child

# Ngetya

## Thriving Language

Children can:

- Understand and express themselves in their first language
- See and describe the world through the lens of their language



- Pertame 0-5 year olds have spent over 400 hours completely immersed in Pertame over the 103 Language Nest Playgroup Sessions
- Over 100 culturally relevant Language learning resources developed, including songs, games, books, art activities, puppet shows and puzzles
- Children have learned themes including body, bush foods, animals, feelings, positions, sky, colours, numbers, instructions, family, weather and country
- All parents and carers report children using Pertame often outside the classroom thanks to increased exposure to Pertame and involvement in the Nest
- Beginners Curriculum Book 1 of the Fluency Transfer System has been adapted into Pertame, complete with 50 immersion lessons, Elder audio recordings and online resources
- 12 parents undergoing the Fluency Transfer System curriculum

*"Every day my children are speaking language at home, speaking it outside the Language Nest, everywhere we go. They are talking sentences. When we are at home they are really confident and they just speak Pertame. Now when they are near my grandpa who is a speaker, my grandpa just talks Pertame to them and they will be trying to talk back. It makes me really proud".*

- Sashanna, Pertame Parent Educator

*"Learning a new language is a very hard thing to do. Since the start of the year I have seen the kid's and parent's learning increase by so much. From not knowing how to say hello in Pertame, to introducing themselves, singing songs, and food prayer all in Pertame. I am so proud of the kids and how they love leading the food prayer in Pertame."*

- Shania Armstrong, Pertame Educator

*"I am proud to say that we now have four generations of Pertame speakers in my family; my father, me, my daughter and my grandsons. I'm proud of all the young mums and the children on how far they've all come since the start of the year to now"*

- Samantha, Nest Coordinator

*"The children are the evidence that the Language Nest works. If you listen to the way their tongues are twisting, they sound more like native speakers than English speakers"*

- Kayla, Parent Educator

# Ngetya





# Mperrek

## Strong healthy bodies

Children are:

- Getting all the nutrients they need to grow and thrive
- Developing gross and fine motor skills
- Have healthy active lifestyles
- Have access to traditional foods and medicines



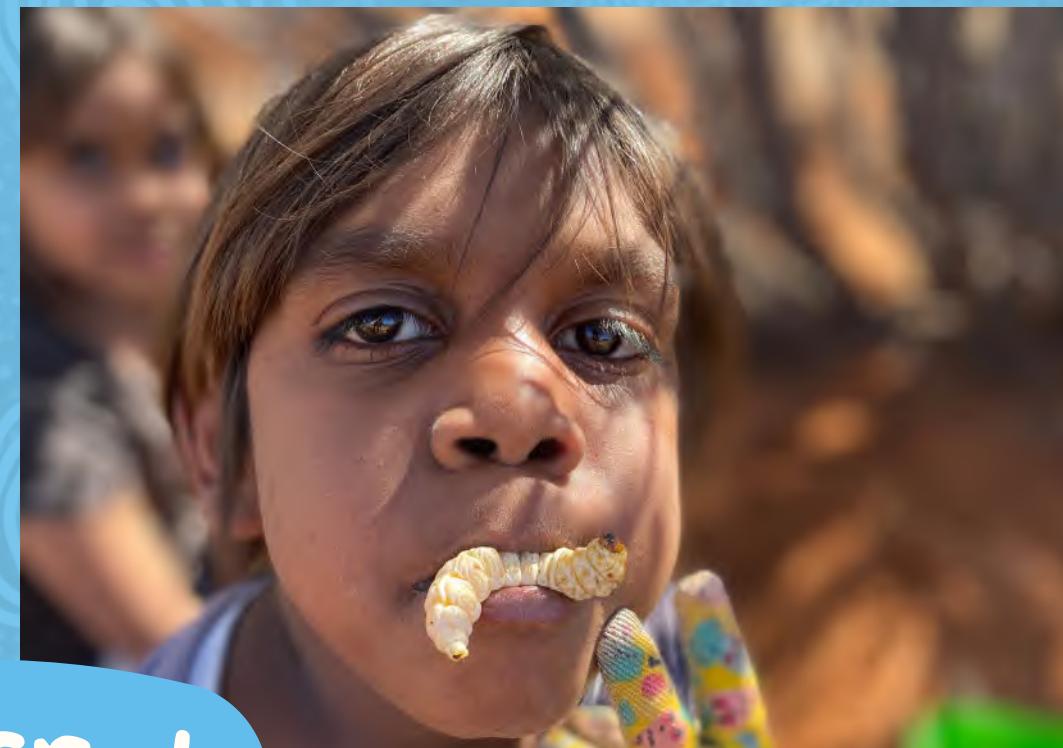
- Children, parents, Elders and staff receive healthy morning tea and lunch meals 4 days a week, including 4 fruits and 3 vegetables.
- The daily Language Nest routine models an active lifestyle, including morning walks, meditation, stretches, outdoor play, physically active games and an obstacle course.
- The Nest routine teaches strong hygiene habits including hand washing before each meal, empowering children to wash their own dishes and clean up after themselves.
- The Nest routine targets fine motor skill development through play sessions using scissors, tongs, playdough, pencils, paint brushes, utensils & pipettes.
- Gross motor skills are developed through obstacle courses, outdoor play equipment, yoga, stretches, parachute games, water play & sandpit play.
- Children participate in finding, cooking and tasting bush foods such as *tyapa* (witchetty grubs), *tyurrek* (bush fig), *Yerrampa* (honey ants) and *Ihwerrakump* (sugar bag).

*"We give the children really healthy food here in the Language Nest. Outside they might go around eating fatty foods. Here a mother or two might cook and the kids sit and wait. They all eat together. The food that is being cooked here is really good for their bodies. They play and their bodies get strong. They don't eat like this at home. They play apart. They sit inside. We teach them here. They listen to the language you are speaking. I see it with my own eyes"*

- Doreen Abbott, Pertame Elder

*"Children need a healthy diet because our ancestors always had a healthy lifestyle. Children and adults need to be more exposed to healthy eating choices for their health because they have an addiction to processed and sugary drinks. By eating healthy we are all breaking the cycle and slowing down illnesses and long term health implications. Everyone in the Nest is doing exercise in some form which is great for their wellbeing. Everyday we are taking the kids, mums and Elders on short walks in the morning, running meditation, stretches, obstacle courses and outdoor games. I love doing the stretches and walks everyday".*

- Samantha Armstrong, Nest Coordinator



Mperrek





# Iterlerentya

Strong growing minds

Children are

- Engaging in problem solving games & activities
- Using their imagination & learning through play
- Growing confidence in performing life skills



- The Language Nest routine offers brain developing activities such as problem solving games, colour sorting, puzzles, memory games, story telling, art, sensory play, building, counting, reading and categorising.
- The Nest provides opportunities for children to learn life skills, including washing their own dishes, cleaning up after themselves, preparing their own food and setting up their own activities.
- Children are encouraged to create their own role plays, puppet shows, stories and artworks to explore their creativity

*"My daughter loves the problem solving games, the position activity and identifying the weather in (Pertame) language. she does take it back home. She understands the routine now, she knows what to do and when to do it."*

- Shania, Pertame Parent Educator

*The children are developing independence in Pertame at the Language Nest. They love it when we trust them to do things for themselves. As soon as food is ready they know to go wash their hands. Straight after eating they know to go and wash their bowl. When they do arts and crafts or puzzles they prefer to try it themselves, and often tell adults to let them take the lead. It is a blessing to see them growing strong and confident in so many different contexts, all within their Pertame language*

- Vanessa, Nest Coordinator

# Iterlerentya





# Welenty

## Emotional wellbeing

### Children:

- Possess the language they need to express their emotions with full acceptance
- Feel valued, acceptance and have a strong sense of belonging



- The children start each day in the Language Nest introducing themselves and identifying their emotions in Pertame on the feelings wheel. They practice expressing how they feel while being validated by their community
- Children strengthen their emotional bonds with parents, grandparents and extended family by learning within the family-led environment of the Nest
- Children are taught to ask for what they want and need in Pertame
- Educators aid children's ability to regulate their emotions in a safe environment, through learning to share with other children, waiting for their turn and coping with losing team games and activities.

*"My daughter can be herself when she comes to the Language Nest, no shame at all. She feels safe. Everyone treats each other with respect and with love towards each other. After all we are all one family. I can see a lot of love around in the environment." - Shania B, Parent Educator*

*"The kid's self-esteem and confidence has soared and they are able to be more vocal and expressive with how they feel." - Samantha, Coordinator*

*"My sons now tell me in Pertame when they are upset, happy, when they are hungry or tired. When they feel like something, they'll ask for things in Pertame. - Sashanna, Parent Educator*

*"My daughter is 1 year old and she loves coming to the Language Nest. When she puts her shirt on in the morning, she shows it off to her sisters. My daughter is more out there and confident when we are here at the Nest. She knows this is her Ngetya Untya. I didn't have my culture and language growing up, it was lost and my dad didn't grow up with it. I want my kids to have that sense of identity. I don't want my kids to feel the way I feel." - Kayla, Parent Educator*



# Welenty





# Engka

## Spiritual wellbeing

### Children develop:

- Confidence, self esteem and pride in who they are
- A strong spiritual connection to their culture & country

- Each day the children recite an identity chant, stating "They are Pertame people, they have always been here, and their language will never die"
- Language Nest children are encouraged to lead activities to develop confidence, including songs, introductions, prayers & chants.
- School aged children performed songs in Pertame to open the Batchelor Institute Graduation Ceremony and performed with Australian music icon Paul Kelly singing "From Little Things, Big Things Grow" in Pertame.
- Parents report their children's confidence and pride in being Pertame has grown since starting at the Language Nest.

*"Since learning Pertame I finally know who I am, where I come from and who my family are" – Shania A, Educator*

*"Each and every child that comes into the Nest starts off feeling scared and unsure but once they get familiar with the routines and with the Pertame language they progress in leaps and bounds. They are proud when they get something right in Pertame, even small things like getting an animal name right makes a huge impact on their confidence and self-esteem." – Samantha, Coordinator*

*"The children's eyes light up when you tell them "You did a great job." I see them, they really want to learn. I see it with my own eyes, whichever kids that comes, they listen and learn." – Doreen, Pertame Elder*

*"My daughter feels proud. She brings the language back home. Instead of speaking in English, she tells me "No mum say it in Pertame". Even before coming to the Language Nest, her umpa (grandfather) always reminded her that she is a Pertame lady. But now she has the opportunity to learn it and speak it, she can truly know who she is." – Shania B, Parent Educator*

*"My children are really happy, they love coming to the Language Nest. Their confidence has grown since coming here. I see it when my boys lead the different sessions in the Nest like the introductions. They will go around and ask the names of all the kids in the class in Pertame, and will help the new kids by teaching them words in Pertame." – Sashanna, Parent Educator*



Engka



# Npern-irrenty

## Kinship connections

- Children know their place within the Pertame kinship system
- Every generation is fulfilling their unique kinship responsibility in raising that child



- Most children have 3-4 generations of their immediate family supporting their learning at the Language Nest
- 10 Grandparent educators and Elders are employed to support mothers as they support their babies
- Kinship, family names and skin names are taught explicitly to the children
- All Pertame parents and children report feeling closer to their extended Pertame family network
- The Language Nest offers an intentional community for young mothers to raise their children with extra support and social connection in what can be an isolating stage of life.

*"Before, my daughter didn't really know who her family were. Now when she comes to the Language Nest she can see her extended families. I think she's grateful to spend time with her Elders. Even for myself. It's a place we all get to come together. We get busy in our own lives doing our own things so it's good to spend that quality time learning together. My mother grew up hearing Pertame and Western Arrarnta. Now she gets a chance to speak Pertame with her granddaughter everyday in the Nest. I think she is very grateful for this opportunity and it is very important to me for my child to get to know her language and her identity." – Shania B*

*"I definitely feel closer to the Pertame Elders. At the Language Nest, I am here with them everyday. Before that I just used to see them at funerals. Now we are close, coming together for this language. We have our little support system going on here. Sometimes when I am a bit busy to attend to one child, another mum or nana comes along and helps me out. If one mother is busy, then we will all help look after her child." – Sashanna, Parent Educator*

*"The kids come to the Language Nest and I am happy when they recognise me. The kids listen to me and talk back in Pertame. I'm happy coming here to teach my family." – Doreen, Pertame Elder*

# Npern-irrenty



# Employment & Training

- 12 Pertame mothers/carers are employed to bring their children to the Language Nest playgroup 4 days a week, learn Pertame and continue to speak language in the homes with their children.
- 3 full-time Pertame Language Nest Coordinator staff are employed through Batchelor Institute to facilitate the program.
- 10 Pertame Elders and grandparent Educators are employed casually to share their knowledge within the Nest.
- 6 Pertame Support Workers help with on-country classroom construction, bus pick ups and drop offs, meal preparation and cleaning.
- 2 Pertame staff members obtained their Certificate IV in Assessment & Training.
- 50 Fluency Transfer System immersion classes were run with Pertame parents.
- 13 meetings, conferences, trainings and knowledge exchange events were attended by Pertame staff members, spanning from Alice Springs, Darwin, Broome, Sydney, Hobart, Canberra and internationally to New Mexico, Oklahoma and Montana USA.
- Pertame staff members are part of 3 advisory bodies advising Federal and Territory government policy on the UN International Decade of Indigenous Languages, Closing The Gap Targets on Language and Culture and NT Indigenous Education policy.



*"It's nice to be a part of something. Each and every day you come to the Language Nest with purpose. I haven't experienced this feeling of having a job, it feels pretty nice. I never had a job before because I didn't feel like I could do it. I didn't have the confidence but now I think I do. If I can try and speak a language that I've never spoken before, I can do anything."*

- Shania B, Parent Educator

*"The Pertame School has impacted me greatly. I've gone from a casual, to part-time, and now to full-time. But this hasn't happened overnight and it's been two years of hard work, dedication and commitment to learning Pertame. It's been my passion and perseverance that's gotten me this far. I have gained heaps of new experiences, new skills and training. I am more confident in public speaking and voicing my opinion in meetings. I have learnt so much from the language revitalisation space and I am proud to be part of something so amazing, worthwhile and important."*

- Samantha, Nest Coordinator

*"Do not be afraid of the unknown because the unknown will open doors of opportunities. The unknown will teach you who you truly are. Set aside any negativity and focus on the positives. Our language is far too important to let die. We all need to take back our rights as First Nations speakers of the first languages of this country and speak it proudly."*

*Come in through the doors and learn our language so our kids can be the next generations of Pertame speakers. There's no shame job, there's just fun and a deep connection to our ancestors who once spoke Pertame proudly"*

*- Samantha Armstrong, Nest Coordinator*



# Country-Culture Days

- **15 country-culture family trips learning about bush foods, medicines, plants and animals**
- **1 on-country classroom in construction in partnership with the Boomerang Bore Pertame homeland community and the Fulcrum Agency**

*"The on-country visits have been so good for the kids and families. It is so good to go out on Country and talk language. The feeling you get when being out on Country is just something else. You can feel that, that is where you belong."*

- Shania A, Nest Educator

*"On-country trips have been the highlight for everyone, including the Elders and staff. Going back out on country reconnects everyone to land and language, and to cultural practices. Pertame is best heard and spoken on country. I love teaching my grandkids how to dig for tyapa (witchetty grubs) or showing them medicines or other plants to eat. I love being able to talk in Pertame on the Lhere Pirnta (Finke River) just as my grandparents did when they were younger and Pertame was their only language. The reconnection to country is the link to reconnecting with language."* - Samantha, Nest Coordinator

## On-Country Classroom Build

Thanks to 1002 supporters, the Pertame School raised just over \$100,000 for the construction of a classroom on a Pertame outstation. The construction process is underway, and will be supplemented with architectural support from the Fulcrum Foundation in 2024.

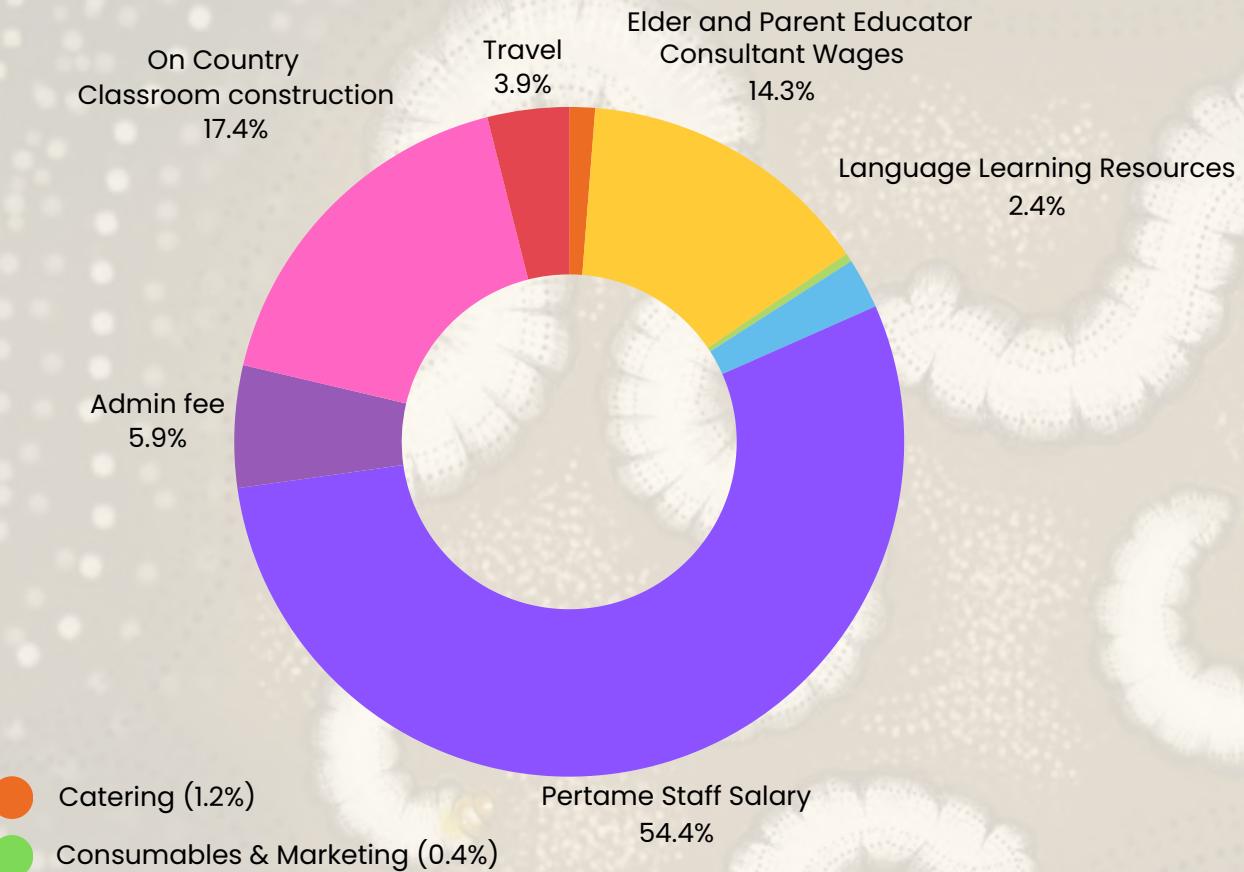


*"My daughter loves the on-country visits. She doesn't really get the opportunity to go out bush much so when she does, she makes the most of it. I can see a lot of change in her, in her spirit. Once we get Pertame School running at Boomerang homelands, it would be great to employ more family and get the school running for transition and primary school. That would be wonderful to keep it going from there."* - Shania B, Parent Educator



# Money Story

The total expense for the Pertame School in 2023 was \$534,398.



## Administration & Funding



**Batchelor**  
Institute

**CALL**  
Centre for Australian  
Languages and Linguistics

The Pertame School runs as a project through the Centre for Australian Languages and Linguistics (CALL), a language centre based in the Division of Higher Education and Research at Batchelor Institute. The Batchelor Institute is the only First Nations dual sector tertiary education provider in Australia. Batchelor is a registered charity with the ACNC. Batchelor Institute manages Pertame School's finances and provides classrooms, office space and vehicles in exchange for a small administration fee. The Pertame School operates independently and self-funds through grants and philanthropic donations.



**Yipirinya School**  
*teaching two ways*

The Pertame Language Nest partners with Yipirinya School, an Aboriginal Independent two-way school in Alice Springs. Yipirinya provides their childcare centre in-kind for the Language Nest to run out of. Yipirinya School is also collaborating with the Pertame School on several learning on country grants.

# Organisational Structure & Programs

## Elder Advisory Group

10 fluent Elders from each family group  
meet 4 times a year

## Operations Committee

10 working professional Pertame people and an independent representative meet monthly

Full time staff operate out of the research division within the Centre for Australian Languages and Linguistics

**Batchelor**  
Institute



## Pertame full time staff

Pertame School Manager  
Language Nest Coordinators  
Language Nest Educators  
Official Batchelor Institute employees

### Support workers

Support food, cleaning, construction,  
gardening and transport  
3 days/week

### Parent Educators

Support their children in the  
Language Nest  
3 days/week

### Elders & Grandparent Educators

Support their children in the Language Nest  
3 days/week

On-Country trips,  
classroom build &  
bush tucker garden

### Language Nest Immersion Playgroup

20hrs/week

After School program  
and language choir  
2 days/week

Wider Pertame  
Community

0-5 year old children

School aged children



Provides  
Language  
Nest  
childcare  
centre

# Cultural Governance



## Elders Advisory Group

The Elders Advisory Group was formed to oversee the integrity of the Pertame language and how it is taught and passed on to the next generation in the Pertame School. The group is made up of fluent speaking Pertame Elders from each family group. The group meets quarterly to advise on the appropriate integration of Pertame language and culture into the programs. This group ensures the Pertame taught to the children is of a high standard by reviewing materials and monitoring the learning progress of staff and parent educators.

Members include: Jennifer Armstrong, Brenda Armstrong, Anne Luckey, Kathy Luckey, Kathleen Bradshaw-Swan, Gary Swan, Valda Forrester, Doreen Abbott and Terry Abbott.



## Community Meetings

Pertame community wide meetings are held once a year for all members of the Pertame community to get together, receive updates on the progress of the Pertame School and provide feedback and input.

## Operations Committee

The Pertame Operations Committee was formed to ensure the efficient and effective running of the program. This committee makes decisions and advises Pertame School staff on the strategic, operational and administrative matters of the school. It is made up of 10 members from a diverse section of the Pertame community with expertise in professional areas that directly relate to the operational success of the school. Members include: Michelle Swan, Marisa Bradshaw, Leela Kruger, Sasha Coull, Sharlene Swan, Des Rodgers, Melarli Gorey, Jordan Edwards and Marisa Kelly.

# Coordinator Staff Team



## Samantha Armstrong

### Language Nest Coordinator

Samantha is already fluent in her mother's language, Pitjantjatjara and has been learning Pertame as an apprentice for 2 years. Samantha has a Certificate II in Emergency First Response & a Certificate III & IV in Aboriginal Primary Health. She graduated from the Preparation for Tertiary Success (PTS) with a Diploma of Aboriginal & Torres Strait Islander Knowledges, and is currently studying a Bachelor of Applied Social Sciences. Samantha is a representative on the Closing the Gap Policy Partnership, advising the Federal government on language.

## Vanessa Farrelly

### Pertame School Administrator

Vanessa is a full-time Administration Officer for the Pertame School. Vanessa has 5 years experience coordinating the Pertame School, after training in language immersion from the Global Indigenous Language Caucus in New York. She received the 2019 College of Indigenous Futures Student Award in recognition of outstanding academic performance within her undergraduate degree in Applied Social Science majoring in Indigenous Community Language Work. She also received the Beryl Price and Lowitja Institute Postgraduate Award, and was a 2021 AMP Changemaker.

## Shania Armstrong

### Language Nest Educator

Shania has been learning Pertame as an apprentice for 4 years. Shania is currently a representative on the UN International Decade of Indigenous Languages Directions Group, advising the Federal government on policy for this upcoming decade. She has a Certificate II and III in Arrernte Applied Languages, graduating with the highest score in the NT. She was awarded the Karmi Sceney Aboriginal Excellence and Leadership Award, won the 2021 Alice Springs NAIDOC Youth of Year & The Girls Academy Inspirational Leader Award. Shania also holds a Cert IV in Education and Training.

## Leeanne Swan

### Language Nest Educator

Leeanne Swan has been learning Pertame as an apprentice for three years. She has over 10 years experience working in Early Childhood Centres with Indigenous families. She holds a Cert III in Community Services - Children's Services, a Cert III in Natural Resource Management and a Cert IV in Education and Training. She worked for 10 years as a facilitator for the parenting program at the Kwatja Etatha Playgroup at Lutheran Community Care. She also initiated and ran a Families Learning Together Program at the Play Group, an in-house parenting support program.

# Parent/Carer Educators



Sashanna Armstrong



Shania Burdett



Brittany Swan



Derelle Butcher



Kyah Walker



T'Keyah Taylor



Kayla Solomon



Devina Butcher



Kamilor Satour



Jody Stewart



Qwanisha Perrurla



Renae Coull

# Elders and Grandmothers



Valda Forrester



Doreen Abbott



Anne Luckey



Kathy Luckey



Christobel Swan



Sharlene Swan



Kathy Bradshaw-Swan



Auriel Swan



Elsa Swan



G Stewart

# Support Staff



Deborah Swan



Taneicka Philomac



Josie Ferguson



Richard Nandy



Carmen Spratt

# Language Nest



Tyrique Kngwarraye



Tyreece Kngwarraye



Tykeal Kngwarraye



Tatianna Mpetyana



Elijah Peltharra



Tillarna Ngala



Sammy-Lee Kngwarraye



Serenity Mpetyana



Dorntae Mpetyana



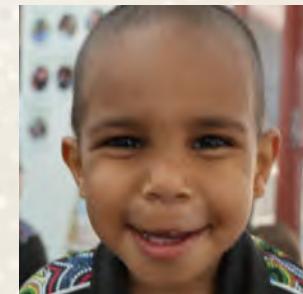
Uneek Mpetyana



Arella Mpetyana



Ja'Kaydean Pengarta



Messiah Kngwarraye



Kellena Pengarta



Arissa Mpetyana



Dequan Ngala



Terell Peltharra



Violet Ngala



Manhi-kaye Pengarta



Gorden Jnr Peltharra



Tina Mpetyana



Otis Kngwarraye



Elliana Peltharra



Maxwell Pengarta



Jahsiel Scrutton



Ada Mpetyana



Jahrell Scrutton



Fazikah Mpetyana

# Pertame After-School Program

## Children



TJ Kngwarraye



Kaldyn Mpetyana



Dwayne Kngwarraye



Shanicka Kngwarraye



Mariah Peltharra



Tiahrn Mpetyana



Rhoda Kemarra



Khealin Kemarra



Shakayla Ngala



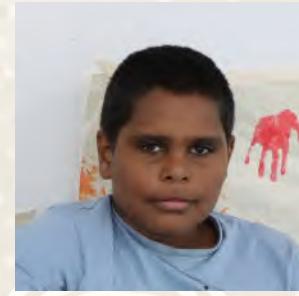
Abby-lee Kemarra



Kaycee Pengarta



Destinee Mpetyana



Nigel Spratt



Jamayla Mpetyana



Justyce Mpetyana



Sumaiya Mpetyana



Richard Mpetyana



Emmett Kemarra



Madison Kngwarraye



Jayda Peltharra



Mariah Peltharra



Shanita Kngwarraye



Catalayah Pengarta



Kamiah Mpetyana



Avanni & Harmony



Tyrone Kngwarraye



RJ Kngwarraye



Mia Peltharra

# Marra Nthurra – Thank you Supporters

## Philanthropy



The  
**LEGO**  
Foundation



**Groundswell**



### Australian Communities Foundation Subfunds:

- JRA Support Fund
- Thompson and O'Shea Foundation
- Olsson Foundation
- Clare Ainsworth-Herschell



## Government



Australian Government

Indigenous Languages and Arts

## Partner Organisations



**CALL**  
Centre for Australian Languages and Linguistics



**THE FULCRUM AGENCY**



Watchthis  
S P A C E

**AUSTRALIAN PROGRESS**



# Annual Report 2023



**Ketyeye Mangkem Pertame Ngetyek**

Growing the next generation of Pertame speakers



Pertame  
Ngetyka untya