

NSW ABORIGINAL EDUCATION
CONSULTATIVE GROUP INC.

2016
ANNUAL REPORT



New South Wales
Aboriginal Education
Consultative Group Inc.

Disclaimer:

Aboriginal and Torres Strait Islander people are advised that this report may contain images and names of deceased persons.

Graphic design by Wallula Munro

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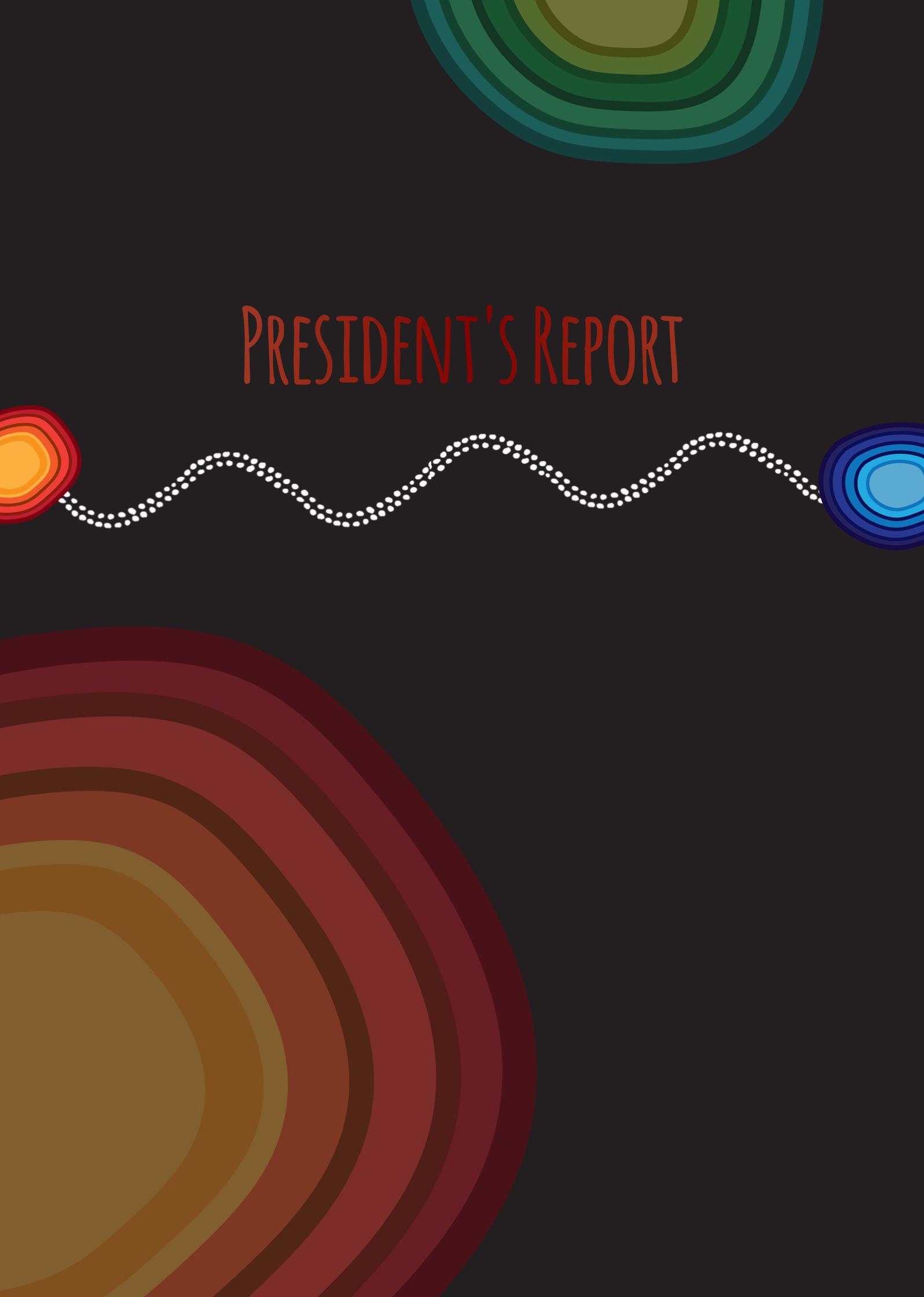
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PRESIDENT'S REPORT



2016 was another busy and productive year for the NSW AECG Inc. In 2016, we saw a steady increase in requests for support for professional learning to increase the knowledge of Aboriginal Cultures and Histories to the people charged with educating the next generation. In some areas, our professional learning was extended to other government agencies and not-for-profit organisations.

We provided *Healthy Culture Healthy Country* professional learning to Directors, Public Schools NSW across NSW to support schools who are interested in developing a localised Aboriginal curriculum and to pre-service teachers at the University of Western Sydney in preparing them for their profession.

The NSW AECG Inc. supported students in their studies who requested assistance, participated in a variety of NAIDOC activities, provided guest speakers and manned information stalls to promote the work of the NSW AECG Inc.

In 2016, the NSW AECG Inc. was charged with the task of supporting the five Language and Culture Nests under the NSW Government's OCHRE plan. Community meetings were held across the Language and Culture Nests and work plans developed to support the needs of Communities' to further progress Aboriginal Language and Culture. This work is ongoing and continues to be a pivotal role of the NSW AECG Inc.

The NSW AECG partnered with various organisations to deliver education programs that support Aboriginal Communities. TECH Savvy Elders was one such program that was delivered up and down the coast of NSW that involved Aboriginal students mentoring Elders in the use of digital technology.

In Partnership with the Aboriginal and Torres Strait Islander Mathematics Alliance Science, Engineering, Technology and Mathematics (STEM) camps were delivered at Lennox Head, Wagga Wagga and Sydney which saw approximately 250 students engage with Aboriginal Professionals in the areas of Science, Technology, Engineering and Mathematics. This has led to an increase of Aboriginal students choosing to do a STEM related subject and engagement in schooling.

Lastly, our network of Local AECG's work tirelessly to improve the educational opportunities for Aboriginal people and their communities and our network continues to grow.

In 2017, we will celebrate 40 years since the establishment of the NSW AECG and we are still strong and deadly!!!!

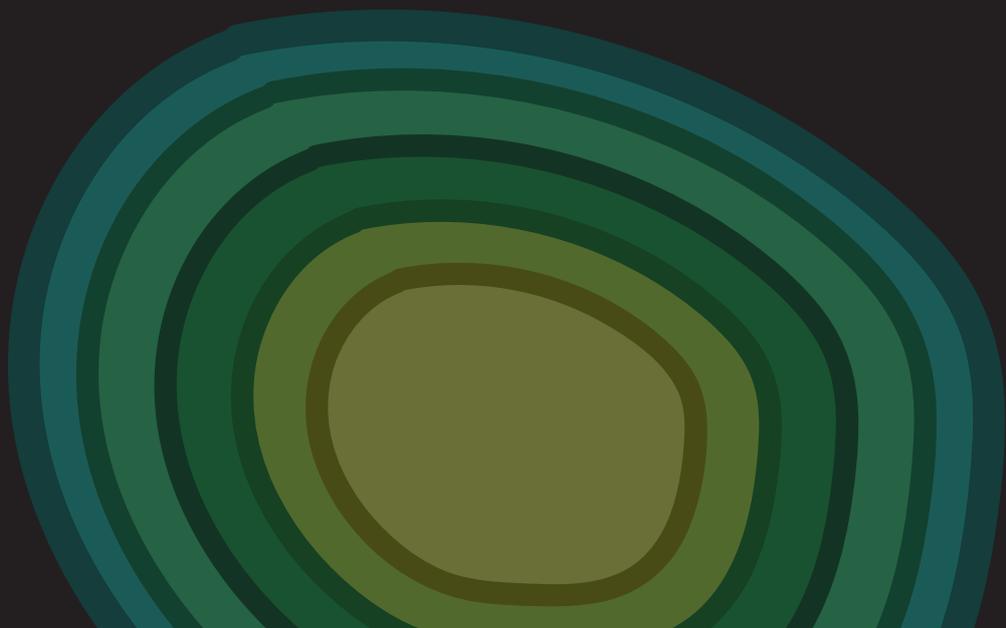
Cindy Berwick
President,
NSW AECG Inc.



SECTION ONE



THE ORGANISATION



THE ORGANISATION

Vision Statement

The vision of the NSW Aboriginal Education Consultative Group Inc. is to provide advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint.

The NSW Aboriginal Education Consultative Group Inc. promotes respect, empowerment and self-determination and believes the process of collaborative consultation is integral to equal partnerships and is fundamental to the achievement of equality.

The NSW Aboriginal Education Consultative Group Inc. advocates cultural affirmation, integrity and the pursuit of equality to ensure that the unique and diverse identity of Aboriginal students is recognised and valued.

Aims

To Ensure that the functions and powers of members are facilitated with the premise that the most critically important part of the consultative process is the active involvement of Local AECG members and communities.

To provide opportunities for Aboriginal people to be actively involved in all decision-making that is relevant to education and training through a collaborative consultative process.

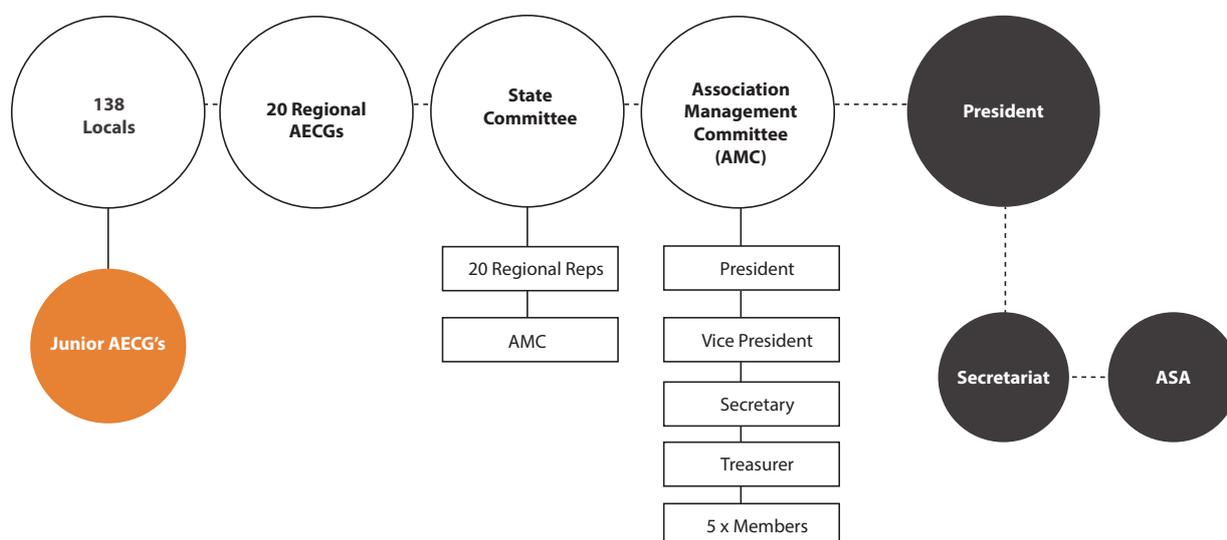
To empower members by providing appropriate and effective knowledge and skills to engage in the development of policies and programs that enhance the unique cultural identity of Aboriginal students and promote pride in Aboriginality.

The Role and Structure of the Organisation

The primary role of the NSW AECG Inc. is to promote active participation by Aboriginal people in the consultative and decision making process of education and training related matters.

Our strong member base is key to the organisation being the peak advisory body regarding Aboriginal Education and Training at both State and Federal levels. As a wholly volunteer based organisation, our key focus is 'community first'; the educational rights of Aboriginal people in NSW being our driving force.

The NSW AECG Inc. has a local, regional and state network that enables effective communication allowing Aboriginal community viewpoint to be echoed throughout the organisation.



ASSOCIATION MANAGEMENT COMMITTEE 2016



Cindy Berwick **President**

Cindy grew up in the inner city of Sydney and is a Ngunnawal woman descending from the Bell family in Yass. As a secondary mathematics teacher she commenced her teaching career in 1984 and has held various executive positions both within schools and across NSW Department of Education. Cindy has also lectured at Sydney University and University of Western Sydney. Cindy believes Aboriginal people should self-determine their own future and has a strong commitment to social justice.

Anne Dennis **Vice President**

Anne Dennis is a Gamilaraay woman living in Walgett and a strong advocate for Aboriginal people in the North West NSW. Anne understands the importance of a quality education needed in today's society which inspired her to become a teacher. Anne has been involved in the NSW AECG Inc. for many years as an active member of her Local and Regional AECG and was formally recognised when given the status of Life Membership within the organisation. Anne is also

involved in other Aboriginal organisations which allows her to advocate on behalf of her people ensuring that the needs and aspirations of the community are heard.

Cassie Ryan **Secretary**

Cassie has had a long association with Aboriginal education and training and is an active member of the Upper North Coast Regional AECG. Employed as the Aboriginal Community Liaison Officer with the Department of Education and Communities based in Lismore. Cassie took up a casual vacancy on the NSW AECG Association Management Committee in October 2014.

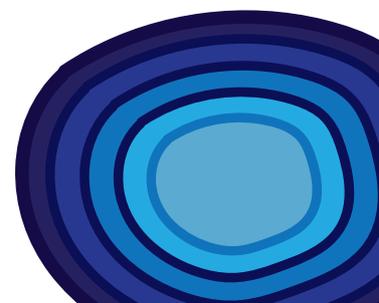
Jenny Ronning **Treasurer**

Jenny Ronning is a Wiradjuri woman living in Gorokan Central Coast. She is very active and has been involved with the NSW AECG since 1992 in State, Regional and Local level, she is active with the local land council (Darkinjung Board member), on several Advisory committees' in her local area and is an Aboriginal Education Officer (Kooloora Aboriginal Designated

Preschool) and Relieving at a High School. Jenny is always advocated for our children to ensure they get supported in their journey through life. Jenny believes if our Aboriginal children get support and the tools to get an education, they will have power to be successful in life.

Lesley Armstrong **Member**

Lesley is Yuin woman from the South Coast of NSW and has been involved in Aboriginal Education for over two decades. Currently residing on the Central Coast Lesley has strong family connections to the La Perouse and South Coast Communities. Lesley has worked as an Aboriginal Education Officer at Gorokan High School and has seen the Central Coast Aboriginal community grow from strength to strength. Lesley believes that getting Aboriginal people engaged in education will only better the next generations' educational opportunities that would then build success.





Jennie McKenny
Member

Hi my name is Jennie McKenny and I'm a proud Gamillaroi woman of Caroonna. I was born 11/3/66 at Crown Street Women's Hospital. I grew up in the Valley (Miller) attending Liverpool Public School and the Ashcroft High School. Eldest of 5, I'm a mother of two beautiful girls, grandma to two wonderful grandsons and wife to a supportive man of 33yrs. I live and work in the Lurnea community of 27yrs. I am permanently employed as the Aboriginal Education Officer at Lurnea Public School for the past 17yrs. As a member of the Liverpool local AECG/Milpra Regional AECG, I have held various Office Bearers positions. I will continue to strive and advocate for a quality education and empowerment of our children and community. Education is a powerful tool and I hope to instill this to our mob through my role as the AEO and an advocate for the NSW AECG.

Matthew Priestley
Member

I am Matthew Priestley. A proud Mehi Murri from Moree of the Terry hi hi clan within the Gomilaroi Nation. I was born 23/12/1973 within Eora

Nation Sydney. I grew up on the Top camp Stanley village (Moree) I am a Father of two beautiful girls, a Murri man that's supportive of his wife of 26yrs. As well as a director of Desert Pea Media, an innovative multimedia company dedicated to archiving indigenous culture, and educating and supporting Aboriginal communities to evolve and sustain cultural protocol. I am employed as the senior leader at Moree East Public School with in Connected Communities strategy. As a member of the Moree local AECG North West 1 Regional AECG I am required by the old people to provide ongoing monitoring of the human rights situation of our Aboriginal people in our country. I view education as an important tool to improve our situation by pursuing economic, social and cultural development; it provides us with individual empowerment and self-determination. Education is also a means of employment for all of us.

Aaron Ellis
Member

Aaron is a Wiradjuri man raised on the NSW Central Coast. In 2005 he commenced his teaching career as a Visual Arts

teacher in Griffith, NSW, before successfully obtaining the position of Head Teacher Welfare at Wee Waa, NSW, five years later. In 2012, with the support of local Elders, he implemented the Stage 4 Gamilaraay language program at Wee Waa High School. "Teaching Gamilaraay continue to give me more than I can ever repay. As I teach, from kindergarten to Elders, I gain as much knowledge as I impart. I am privileged to be able to share our culture and help others discover or rediscover their culture".

Leigh Ridgeway
Member

Leigh is a member of the Worimi tribal group from Port Stephens who speak the Gattang language. Since becoming involved in the NSW AECG, Leigh has realised the importance of education not only Aboriginal people but non-Aboriginal people as well. "Since being involved with Aboriginal Education, I have made it my business to educate the wider community in my area. Aboriginal Education is everybody's business: let's make a difference to give children a better start to life".



THE SECRETARIAT

In 2016 the NSW AECG Secretariat continued to work to provide professional service and support for all levels of the organisation. In 2016 the Secretariat continued to broaden in its scope for providing services and support to the organisation. Secretariat staff members were based at the Stanmore office.

AGM AND GENERAL MEETINGS

The 2016 Annual General Meeting (AGM) followed by a General Meeting was held on Wiradjuri country in Dubbo on Friday 18 and Saturday 19 March. The proceedings began with a Welcome to Country in Wiradjuri language and the lighting of the Remembrance Candle. Formal Reports, Special Resolutions and Office Elections were reported on and conducted during the Friday morning session.

The evening dinner was held at the Savannah Function Centre within the confines of Taronga Western Plains Zoo. Awards presented during the dinner included: Top HSC Aboriginal Studies Result 2016; Top non-Aboriginal student in HSC Aboriginal Studies 2016; HSC Aboriginal Studies Teacher Recognition Award 2016; NSW AECG Life Member, Gail Simpson and; NSW AECG Associate Life Member, Joy Kingsford.

During the meeting sessions on Saturday, recommendations and actions from delegates were proposed and either withdrawn, defeated or carried



STATE MEETINGS

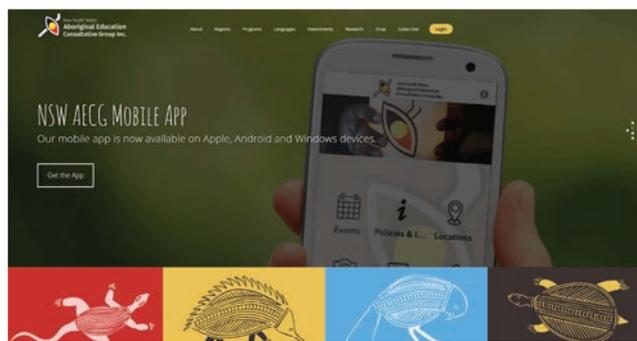
In 2016 NSW AECG Inc. State meetings were held on Gamilaroi and Wongaibon Country. The First State meeting was hosted by the Walgett Local AECG and held at St Josephs Primary School on Friday 3 and Saturday 4 June. The second State meeting was hosted by the Nyngan Local AECG and held at the Nyngan Rugby Club on Friday 16 and Saturday 17 September. Each meeting was formally opened with a Welcome to Country and the lighting of the Remembrance Candle. Throughout both State Meetings Regional Presidents provided reports on achievements, key issues and activities within their region. Both State Meetings also included additional important agenda items such as premier state priorities, collaborative initiatives and research for improving student attendance, engagement and retention, the language and culture nests, Confirmation of Aboriginality processes and procedures and the sustainability of the organisation.



COMMUNICATIONS

The NSW AECG Inc. has continued to communicate through a broad range of mediums during 2016. Our upgraded website at www.aecg.nsw.edu.au now includes additional information pages to communicate our work on 'Languages' and 'STEM Camps' for example. We also have added the tab 'Subscriber' which educators and schools can subscribe to receive unlimited access to a range of Teaching and Learning Activities.

In 2016 the NSW AECG has continued to communicate through our Mobile Application (App) – a computer program designed to run on smartphones, tablet computers and other mobile devices. The App provides an easy way for people to see news, photos and events to keep up to date on everything to do with the NSW AECG Inc. In 2016 our App was downloaded a total of 479 times.



The NSW AECG Facebook page now has more than 1250 likes, up from 800 likes in 2015. Our Facebook page continues to communicate to our broad audience through sharing information, pictures and stories. Our Facebook page is located at <https://www.facebook.com/NSW-AECG-Inc-458527720878467/>. In 2016 the NSW AECG also continued to produce and distribute the Pemulwuy Newsletter to members. Three editions of the Pemulwuy Newsletter were released in 2016 during the months of January, April and July.

REGIONAL PRESIDENTS WORKSHOP

On Friday, February 18 the NSW AECG's Regional Presidents came together to network, share and support each other in a workshop held at the Secretariat in Stanmore. This was a great opportunity for the Regional Presidents to contribute, discuss and clarify directions of the organisation as well as having input. Topics discussed included Budgets, Local Schools Local Decisions – RAM funding allocation, Aboriginal Languages, Connecting to Country, Training and Development needs and regional business, the Healthy Culture Healthy Country program and BOSTES Accreditation.

LOCAL AECG'S

In 2016 8 new Local AECGs were established across the Network. Local AECGs organised and held a range of activities and events throughout 2016. These included NAIDOC Events, Partnership Signings, Award Ceremonies and taking part in local festivals to promote their Local AECGs and Aboriginal Education.



Celebrating with the Young LAECG at the annual Cherry Festival



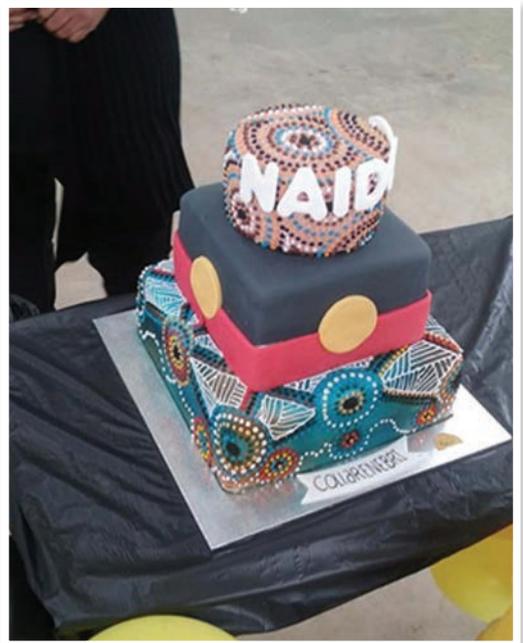
Northern Illawarra AECG Deadly Encouragement Awards



NAIDOC Celebrations at Parliament House NSW



Bathurst Local AECG NAIDOC Event



Collarenebri Local AECG NAIDOC Celebrations



Central Coast Regional AECG NAIDOC Celebrations



Collarenebri Local AECG NAIDOC Celebrations



Central Coast Regional AECG NAIDOC Celebrations



Youyoong Local AECG Connecting to Country at the Sand Dune Adventures Quad Biking



Ballina Local AECG NAIDOC Celebrations



Ballina Local AECG NAIDOC Celebrations



**Wollongong/Northern Illawarra/
Kiama Local AECG**



Liverpool Local AECG Celebrations



SECTION TWO



ACTIVITIES

ACTIVITIES

PROFESSIONAL DEVELOPMENT

The NSW AECG Curriculum Officer, Mr Dave Lardner, continued to develop and deliver a range of Professional Development (PD) workshops in 2016 to support teachers to include Aboriginal perspectives within their teaching. The workshops are Quality Teaching Council Registered courses, addressing the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

In 2016 the NSW AECG expanded on its 2015 suite of PD workshops for teachers. Two additional PD workshops, Stage 2 Geography: The Earth's Environment and Aboriginal Sites: A Syllabus Approach, were developed and delivered for teachers across NSW. The PD workshops delivered in 2016 included: First Contact – Stage two history syllabus; Personalised Learning Plans for Aboriginal students; Living Things - An Aboriginal perspective for Stage 2 Science; and Water - Stage 4 Geography Syllabus. Stage 2 Geography: The Earth's Environment and Aboriginal Sites: A Syllabus Approach.

In total 420 teachers participated in NSW AECG PD workshops across NSW. 163 or 37% of these gained accreditation as new scheme teachers. Evaluations for all workshops have continued to be overwhelmingly positive with teachers consistently commenting on the quality and relevance of the resources provided along with the professional and engaging delivery of the workshops.

LANGUAGE AND CULTURE

After receiving a contract to manage the 5 Language and Culture Nests in July 2016, the NSW AECG has engaged communities in each of the Nests to identify their local successes, needs and barriers around progressing the teaching and learning of Language and Culture in each Nest. After community meetings were held in each Nest, Language and Culture Nest Reference Groups have been established in four Nests and part time Project Officers were employed in three Nests to support Nest communications and progress language learning resource development and professional development. In one of the Nests program writers were employed to write a K-10 language program so that schools across the Nest can deliver a consistent Language program across the stages of learning.

Planning is in place to employ Project Officers and establish Reference Groups across all five nests in early 2017.



**Gamilaraay-Yuwaalaraay-
Yuwaalayaay Language
and Culture Nest meeting in
Lightning Ridge**

RESOURCES

The NSW AECG continued to develop and distribute a range of educational products in 2016. These products include an Aboriginal Tools resource kit, Gomeroi Numbers kit and an Aboriginal Sites kit. The kits include useful resources for teachers such as information and activity sheets, DVDs, booklets and teaching notes.

The NSW AECG has expanded its resources during 2016 by developing a suite of teaching and learning activities designed to support NSW teachers implement Aboriginal perspectives across Key Learning Areas and stages of development. The teaching and learning activities have been developed as easy to use lesson plans and resources for teachers. Two examples of the NSW AECG's teaching and learning activities can be found at <https://www.aecg.nsw.edu.au/product-category/teacher-resources/>. The full suite of teaching and learning activities will continue to be expanded and can be accessed on the 'subscriber' tab of our homepage for those who buy a subscription.



CONNECTING TO COUNTRY

The Connecting to Country program is a Quality Teaching Council Registered course which addresses the Australian Professional Standards for Teachers and contributes to maintaining Proficient Teacher Accreditation in NSW. Over the course of the three day program participants gain valuable access to Aboriginal parents, Aboriginal community members, Representatives from Aboriginal community organisations and key Aboriginal education personnel. The program also provides the opportunity for participants to establish and maintain more respectful relationships with Aboriginal students and significantly increase the depth of their insight into the myriad of social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal peoples and communities. The program supports participants' capacity to plan, develop and implement culturally inclusive programs, underpinned by productive pedagogy and practices, while increasing student expectations and performance in literacy, numeracy and general academic outcomes. The knowledge the program delivers allows teachers to develop more culturally appropriate and reflective learning experiences so that Aboriginal students are able to increase their engagement and participation in their education.

Across the state Connecting to Country remains one of the most successful, sought after and sustainable professional development programs the NSW AECG has developed and been involved with. In 2016 the highly regarded Connecting to Country experience was delivered through Local and Regional AECGs to more than 300 principals, teachers and school administrative staff across NSW. The NSW AECG provided secretariat support for Connecting to

Country programs when requested.

Reports have indicated increased local community-school partnerships and positive relationships through the local Aboriginal community delivery of the program. Anecdotally there is also evidence that the Connecting to Country experience has: helped schools provide Aboriginal students with a sense of pride and identity in themselves and their school; decreased incidences of behavioural issues; and increased student participation and attendance.

HEALTHY CULTURE HEALTHY COUNTRY

The Healthy Culture Healthy Country course was developed in 2014 by Dr Shayne Williams, Consultant in Language and Culture with the NSW AECG. The Healthy Culture Healthy Country course is a Quality Teaching Council Registered course, which addresses 1.3.2, 1.4.2, 2.1.2, 2.2.2, 2.4.2, 3.2.2, 3.3.2, 3.7.2, 5.1.2, 7.3.2 and 7.4.2 of the Australian Professional Standards for Teachers and contributes to maintaining Proficient Teacher Accreditation in NSW. The course is run over either one or three days. It advances the importance of maintaining local Aboriginal languages and cultures through education and offers participants the opportunity to build their knowledge and understanding of how to:

- develop a local Aboriginal cultural education
- deliver a local Aboriginal cultural education
- work effectively with local Aboriginal peoples and communities

The Healthy Culture Healthy Country programme brings participants attention to the synthesis between the health of culture, the health of Country, and the health and wellbeing of Aboriginal Australians.

In 2016 the NSW AECG engaged all 80 NSW Directors of Public Schools and 50 Principals, School Leadership staff in the Healthy Culture Healthy Country program. During 2016 the Healthy Country Healthy Culture program was also delivered to 23 3rd year education students, their practical teaching mentors from various Department of Education schools and lecturers from Western Sydney University as well as Community of Schools – Principal Networks and Administration Office Staff within the Department of Education.



Feedback from participants of the Healthy Culture Healthy Country program has been overwhelmingly positive, including comments such as: *"The presenters of the NSW AECG provide incredible insight into Aboriginal culture and perspectives providing non-Aboriginal*

people with confidence to have a go at integrating Aboriginal content into their teaching and learning programs...I'd highly recommend any teacher or school leader to engage in this course. It is really meaningful and fills a gap around teaching and learning".

Kim Proctor - Director Connected Communities

Further information about the Healthy Culture Healthy Country program along with additional recorded examples of the very positive feedback the program has received can be found at this link <https://www.aecg.nsw.edu.au/policies-and-programs/healthy-culture-healthy-country-2/>

In 2017 the NSW AECG has been contracted to deliver the Healthy Culture Healthy Country program for NSW Department of Family and Community Services, all staff within all Connected Community schools across NSW and the DoE's Team Services staff. We will also aim to deliver the program to additional schools and other providers as needed.

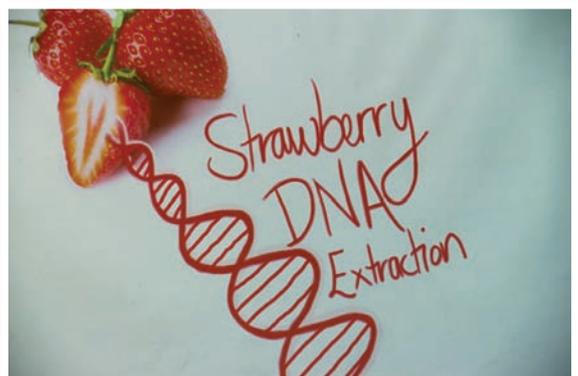
STEM CAMPS

The Science Technology Engineering and Mathematics (STEM) Youth Development Camp is a collaborative education program established through the Connected Communities initiative, the NSW AECG and the newly-formed Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA). In 2016 STEM camps were held at Lake Ainsworth, Wagga Wagga and within Sydney's Royal National Park. The NSW AECG acted as a driving force in conducting the background communications to organise the logistics of the highly successful events.

The three three day camps brought together more than 200 Aboriginal students from the Sydney, North Coast and Riverina regions. The students who came to the camp had lots of fun, had the chance to meet inspiring role models and were involved in a range of engaging, meaningful and enjoyable learning experiences over. Students involved in the STEM Camps gave very positive feedback which illustrated their appreciation for the learning experiences provided at the Camps.

"It was inspiring!"

"I think it's really great that they are creating these opportunities to get more into Maths and Science"



'What's one thing that you didn't enjoy or would change about the STEM camp?' – "Nothing I liked everything"

Leaders of the collaborative network that organised the inaugural STEM camp also expressed the meaning and success of the event.

"Since running the STEM Camps there's been anecdotal evidence that kids are going back to schools and choosing to elect STEM subjects after coming on the STEM Camps".

Michele Hall - Executive Director Aboriginal Education and Communities.

"Our STEM Camps keep getting better and better. I see kids getting to learn about and become inspired by Maths and Science. I hear when they go back to school that the fear factor of engaging in Science and Maths is not there anymore. The kids who have attended our Camps have gone on to win first place at STEM prize giving nights".

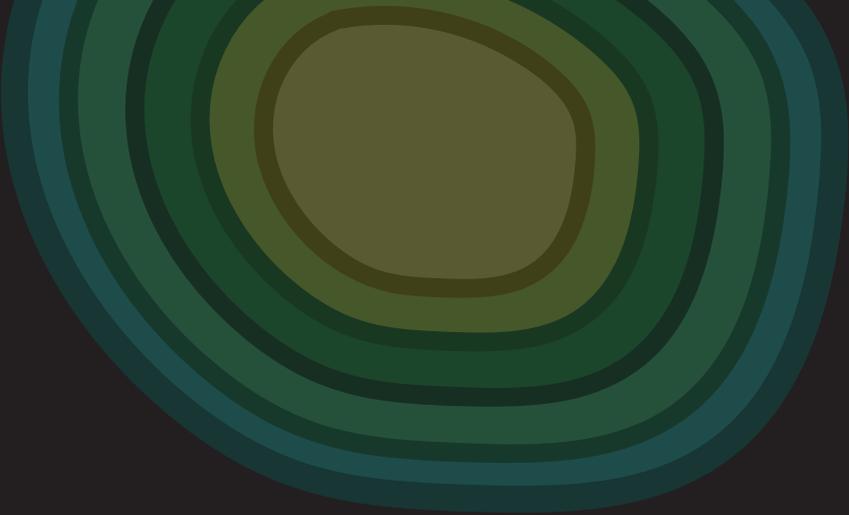
Cindy Berwick – President NSW AECG

There is planning in place to deliver three STEM Camps again in 2017 as well as an additional Camp for gifted and talented students.

NAIDOC AND CULTURAL EVENTS

The NSW AECG Secretariat was also involved in many different NAIDOC and cultural events throughout the year such as: coordinating the first NAIDOC celebrations held within NSW Parliament house; visiting numerous Sydney childcare facilities to promote Aboriginal culture and identity through educational activities; and participating in several events where we held stalls to promote the work of the NSW AECG Network - these events included Yabun, the Aboriginal Studies Association Conference – the Independent Schools Association Conference– and the Sydney Schools Spectacular.





SECTION THREE



ADVOCACY & PARTNERSHIPS





INDIGENOUS EDUCATION CONSULTATIVE BODIES

Across Australia, the Indigenous Education Consultative Bodies (IECBs) are the peak community advocacy and advisory bodies for Aboriginal and Torres Strait Islander education within their jurisdiction.

In 2016 the IECBs met on two occasions. The NSW AECG hosted the first meeting in May at the Secretariat office in Stanmore and discussed national education agendas and areas for action such as the Australian Education, Early Childhood and Youth Affairs Senior Officials Committee, the Indigenous Advancement Strategy and the Australian Curriculum, Assessment and Reporting Authority. The IECBs also met over two days in Canberra in September with the Hon Tanya Plibersek MP, Shadow Minister for Education, Minister Ken Wyatt AM, MP, Assistant Minister for Health, the Hon Linda Burney MP, Shadow Minister for Human Services, Senator Malarndirri McCarthy, Labor Senator from the Northern Territory, and other politicians and senior government officials to discuss and advocate for the reinvestment of Aboriginal expertise at the national level in education and training.

The NSW AECG made a considerable contribution to the IECBs collective work in 2016. Some of this work included: drafting reports on the IECBs history and contribution to for Senators to table at the Senate Estimates meeting; drafting an IECB submission to the Parliamentary Inquiry into the Racial Discrimination Act; Establishing an IECB partnership with the Federal Department of Education to ensure that the educational needs and aspirations of the community are heard at the national level; and published media releases and made formal policy comments on important national educational matters such as the Gonski Reforms, the More Aboriginal and Torres Strait Islander Teachers Initiative, and the National Aboriginal and Torres Strait Islander Education Strategy.

In 2017 the NSW AECG will continue to meet and make contributions at the national level with the IECBs.

MGOALS

The online program has increased by over 200% growth with the support of the NSW AECG, there was an increase of 25 more community and school sites engaging with the online tool to help support Aboriginal Students in 2016.



By utilizing MGoals schools and their communities are able to work in partnership to develop Aboriginal Educational programs for all students based on local content that can be more easily adapted for all stages within the curriculum. The project and final endorsement of anything that is uploaded to the Mgoals website has to have been consulted on with the Local AECG.

ABORIGINAL STUDIES ASSOCIATION

During 2016, the NSW AECG Inc. continued its partnership with, and administrative support for, the Aboriginal Studies Association (ASA). The ASA attempts to:



- Promote the teaching of Aboriginal Studies and perspectives at all levels of education;
- Foster partnerships with local Aboriginal communities and appropriate stakeholders to support the development of Aboriginal Studies at all levels;
- Increase teacher and community awareness of and involvement in Aboriginal Studies at all levels of education;
- Develop and support ongoing curriculum and pedagogical practices that contribute to the improvement of Aboriginal student outcomes; and
- Provide opportunities to engage in professional and personal learning and dialogue through the ongoing development of networks and learning communities.

Working closely with the NSW AECG Inc. the ASA continues to co-ordinate teacher network meetings to reinforce the learning outcomes from the community delivered component of Connecting to Country. This provides additional support to teachers in incorporating a local Aboriginal perspective into their teaching and learning program.

We look forward to continuing our partnership with ASA and supporting teachers to teach Aboriginal studies.

WESTERN SYDNEY UNIVERSITY

During the second half of 2016 the NSW AECG worked in partnership with Western Sydney University and St Andrews Public School to tailor and deliver the Healthy Culture Healthy Country program to 23 3rd year education students and their practical teaching mentors at Wisemans Ferry on the Hawkesbury River.



ROADS AND MARITIME SERVICES

The NSW AECG has continued its support for this program for its provision of scholarships for young High School students to help them achieve outcomes and go on to further Educational pathways. The Secretariat still provide the Administration side of the scholarships.



CONNECTED COMMUNITIES

The Connected Communities Strategy was launched in 2012 and continues to provide a solid foundation for a new approach to improve the educational outcomes in 15 targeted schools across NSW. The strategy relies on a strong partnership from the community and the school leadership to ensure the vision and aspirations of the community is an integral part of the strategic approach.



Under the strategy, schools take on a much broader “community hub” model and this approach is used as a focal point for improved staff and student outcomes. The community hub model allows for a holistic approach in the increased effectiveness in delivery of services supporting children and young people in a lifelong learning approach to sustainable employment.

Increasingly, the Connected Communities Strategy focusses on reinforcing our cultural identity through language nests and cultural streams. The Strategy has attracted considerable attention as a model of good practice and there are already positive signs in student attendance and retention.

The involvement of the Local AECG as Chair of each established School Reference Group has, in some sites, provided a challenging approach in providing direction and community advice together with the school leadership. Both Local and Regional AECG's work in building the capacity of the community will ensure the evidenced based value of a place based approach to education is systemically sustained.

BOARD OF STUDIES, TEACHING AND EDUCATIONAL STANDARDS

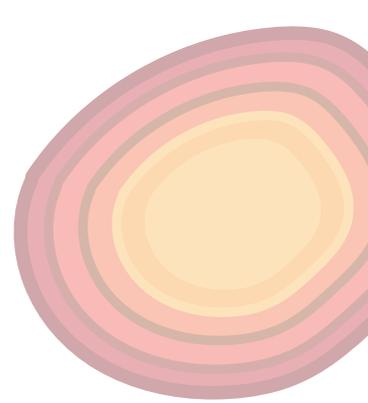
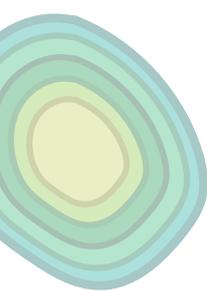
The Board of Studies, Teaching and Educational Standards endeavours to ensure that the NSW AECG is represented on all BOSTES committees. This representation means that Aboriginal advice informs decision-making and that Aboriginal perspectives are included in syllabus documents.

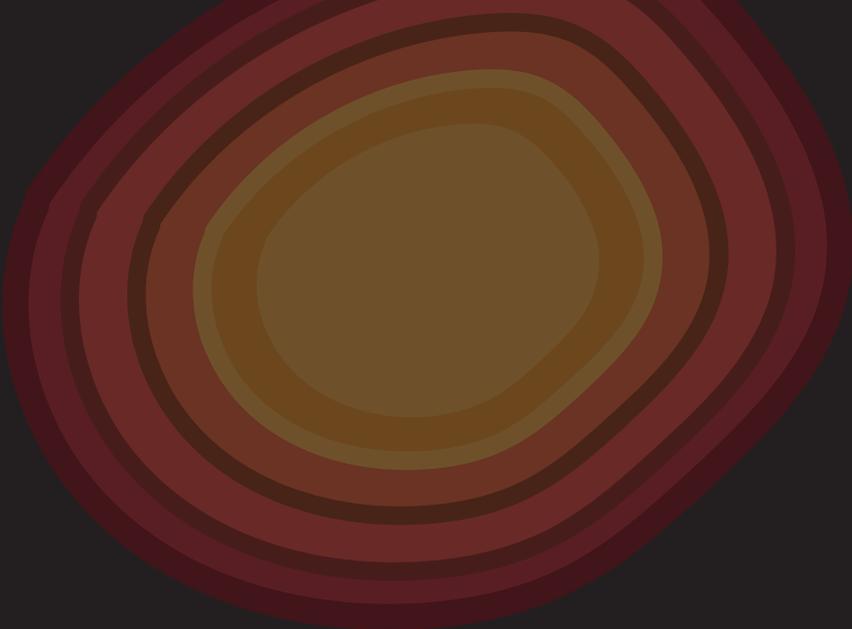


The NSW AECG participation on BOSTES is of paramount importance, it ensures that curriculum meets the needs of Aboriginal students and promotes awareness and understanding of Aboriginal Australia by all students. The NSW AECG continued its representation on BOSTES in 2016 providing advice on all relevant matters pertaining to inclusive curriculum and the implementation of Aboriginal perspectives in syllabuses, curriculum and teaching. The NSW AECG looks forward to continued collaboration in order to improve outcomes for Aboriginal students in all schooling, as well as ensuring the education of all students about Aboriginal Australia within the context of understanding the true and shared history.

ABORIGINAL AND TORRES STRAIT ISLANDER MATHS ALLIANCE

The Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA) is a recently formed, non-profit member based group representing organisations, communities, institutes and individuals across Australia. ATSIMA aims to inspire, promote and support improved mathematics outcomes of Aboriginal and Torres Strait Islander students. In 2016 the NSW AECG presented at the ATSIMA Conference and worked closely with ATSIMA to deliver three STEM Camps in NSW. In 2017 the NSW AECG and ATSIMA will continue to work together on delivering STEM Camps for Aboriginal students in NSW and on any other joint opportunities that may arise.





SECTION FOUR



FINANCIAL STATEMENTS



FINANCIAL STATEMENTS

COMMITTEES REPORT

Your committee members submit the financial report of NSW Aboriginal Education Consultative Group Incorporated for the financial year ended 31 December 2016.

COMMITTEE MEMBERS

The names of committee members throughout the year and at the date of this report were:

Current Members

President – Cindy Berwick
Vice President – Anne Dennis (app 18/3/16)
Secretary – Cassie Ryan (app 18/3/16)
Treasurer – Jenny Ronning (app 18/3/16)
Member – Aaron Ellis (app 18/3/16)
Member – Lesley Armstrong (app 18/3/16)
Member – Matthew Priestley (app 18/3/16)
Member – Jennie McKenny (app 18/3/16)
Member – Leigh Ridgeway (app 18/3/16)

Ceased Members

Tammy Baker (app 18/3/16)

PRINCIPAL ACTIVITIES

The principal activities of the association during the financial year were to provide advice on Aboriginal education, training and policy to Government departments, educational institutions and members.

SIGNIFICANT CHANGES

No significant change in the nature of these activities occurred during the year.

OPERATING RESULT

The surplus from ordinary activities amounted to \$20,740 (2015 surplus: \$11,838).

EVENTS SUBSEQUENT TO REPORTING DATE

There has not arisen in the interval between the end of the financial year and the date of this report any item, transaction or event of a material and unusual nature likely, in the opinion of the Members of the Committee of the association, to affect significantly the operations of the association, the results of those operations, or the state of affairs of the association, in future financial years.

Signed in accordance with a resolution of the Members of the Committee.



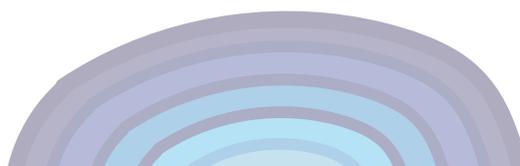
Cindy Berwick
President

Dated: 20th February 2017

INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2016

	Note	2016 \$	2015 \$
INCOME			
Government grants		1,545,804	1,551,816
Interest received		12,503	21,395
Other revenue		423,712	574,505
		1,982,019	2,147,716
EXPENDITURE			
Accounting		51,500	50,300
Advertising		1,402	1,727
Auditor fees	2	10,000	10,000
Bank fees		1,139	1,244
Cabcharge / taxi		8,927	16,980
Catering expenses		34,058	29,521
Cleaning		5,688	10,786
Consultancy		66,454	117,755
Conference/meeting costs		245,656	221,924
Computer expenses		33,326	45,985
Courier costs		50	146
Depreciation		52,935	37,025
Electricity		4,520	5,282
Floral tributes, gifts and donations		5,353	3,101
Fringe Benefits Tax		2,803	480
Function expenses		1,551	12,242
Gas		767	1,202
General expenses		2,336	3,859
Insurance		8,185	6,483
Legal costs		33,347	4,050
Magazines, journals and subscriptions		-	1,731
Motor vehicle costs		82,398	67,153
Postage		16	255
Expenditure to be carried forward to next page		652,411	649,231

The accompanying notes form part of this financial report.



INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2016

	Note	2016 \$	2015 \$
INCOME			
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The accompanying notes form part of this financial report.

BALANCE SHEET AS AT 31 DECEMBER 2016

	Note	2016 \$	2015 \$
CURRENT ASSETS			
Cash and cash equivalents	3	1,126,275	1,119,878
Trade and other receivables	4	62,993	74,845
Other assets	5	13,134	5,701
TOTAL CURRENT ASSETS		1,202,402	1,200,424
NON-CURRENT ASSETS			
Investments	6	485,356	-
Plant and equipment	7	191,861	165,204
Intangibles	8	21,239	31,857
TOTAL NON-CURRENT ASSETS		698,456	197,061
TOTAL ASSETS		1,900,858	1,397,485
CURRENT LIABILITIES			
Trade and other payables	9	199,390	192,412
Grants in advance	10	795,508	334,545
Employee Entitlements	11	61,344	54,005
TOTAL CURRENT LIABILITIES		1,056,242	580,962
NON-CURRENT LIABILITIES			
Employee Entitlements	11	17,275	9,922
TOTAL NON-CURRENT LIABILITIES		17,275	9,922
TOTAL LIABILITIES		1,073,517	590,884
NET ASSETS		827,341	806,601
MEMBERS' FUNDS			
Retained surplus		827,341	806,601
TOTAL MEMBERS' FUNDS		827,341	806,601

The accompanying notes form part of this financial report.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

The committee has determined that the association is not a reporting entity.

The financial report is a special purpose financial report prepared in accordance with the requirements of the Associations Incorporation Act of NSW 2009 and the Associations Incorporation Regulations 2010 and the following Australian Accounting Standards:

AASB 1031 Materiality

AASB 110 Events after the Reporting Period

No other Australian Accounting Standards, Urgent Issues Group Consensus Views or other authoritative pronouncements of the Australian Accounting Standards Board have been applied.

The financial report has been prepared on an accruals basis and is based on historic costs and does not take into account changing money values, or except where specifically stated, current valuations of non-current assets.

The following material accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of this financial report.

a. **Income Tax**

The association is registered as an income tax exempt charitable institution, accordingly no provision for income tax is necessary nor is one represented in these financial accounts.

b. **Plant and Equipment**

Fixed assets are carried at cost, less, where applicable, any accumulated depreciation.

The depreciable amount of all fixed assets are depreciated over the useful lives of the assets to the association commencing from the time the asset is held ready for use. The useful life in year used for property, plant and equipment are 2 to 13 years.

c. **Employee Entitlements**

Provision for employee benefits in the form of Long Service Leave and Annual Leave have been made for the estimated accrued entitlements, including on-costs, of all employees on the basis of their terms of employment.

In the case of Long Service Leave, the accrual has been measured by reference to periods of service and current salary rates as it is considered that this results in an amount not materially different to that achieved by discounting estimated future cash flows.

d. **Going Concern**

This financial report has been prepared on a going concern basis, which contemplates continuity of normal operating activities and the realisation of assets and settlement of liabilities in the normal course of the Associations operations.

The continuing operations of the Association and the ability to pay its debts in the normal course is dependent upon the continued support of the funding bodies for grant income.



NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

e. **Subsequent Events**

There has not arisen since the end of the financial year any matter or circumstance that has or may significantly affect the operations of the Association, the results of those operations or the state of affairs of the Association in future financial years.

f. **Government Grants**

Government grants are brought to account on a cash basis, except for specific project grants that are unused at year end. In this case unused specific project grants at year end are treated as "Deferred Grants" for matching against expenditure in future periods.

g. **Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, deposits at call with banks, other short-term liquid investments and bank overdrafts.

h. **Impairment of Assets**

At each reporting date, the association reviews the carrying values of its tangible and intangible assets to determine whether there is any indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell and value in use, is compared to the asset's carrying value. Any excess of the asset's carrying value over its recoverable amount is expensed to the income statement.

Where it is not possible to estimate the recoverable amount of an individual asset, the association estimates the recoverable amount of the cash-generating unit to which the asset belongs.

i. **Comparative Figures**

When required by Accounting Standards, comparative figures have been adjusted to conform to changes in presentation for the current financial year.

j. **Goods and Services Tax (GST)**

Revenues and expenses are recognised net of the amount of any applicable GST. Assets and provisions are likewise recognised net of the amount of any applicable GST. Trade creditors in the balance sheet are shown inclusive of GST.

k. **Superannuation**

Superannuation contributions are made by the Association to an employee's superannuation fund and are charged as an expense when incurred.

l. **Office of the Board of Studies**

Operational expense invoices of the Association were submitted to The Board of Studies, Teaching and Educational Standards NSW (BOSTES) during the year for direct payment to suppliers. This practice was consistently applied in prior years.

BOSTES provides an allocation of \$643,600 to the association for personnel and operational expenses. During the year, the association directly received \$261,166 (2015: \$254,646) as expense reimbursement, with the balance provided directly for mainly personnel and information technology services.

m. **Inventory**

Stock is carried at the lower of cost and net realisable value.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

	2016 \$	2015 \$
NOTE 2: AUDITORS' REMUNERATION		
Auditing or reviewing the financial report	10,000	10,000
Other services	-	-
	<u>10,000</u>	<u>10,000</u>

NOTE 3: CASH AND CASH EQUIVALENTS		
General Bank Account	96,041	17,482
General Investment Account	52,463	51,954
Corporate Investment Account	904,424	977,743
Security Deposit Account	10,227	10,230
Met East Regional Account – Held in Trust	62,620	62,013
Credit Card	-	(44)
Cash on hand	500	500
	<u>1,126,275</u>	<u>1,119,878</u>

NOTE 4: TRADE AND OTHER RECEIVABLES		
Grants Receivable	45,000	45,000
Other Receivables	17,993	29,845
	<u>62,993</u>	<u>74,845</u>

NOTE 5: OTHER ASSETS		
Prepayments	13,134	5,701
	<u>13,134</u>	<u>5,701</u>

NOTE 6: INVESTMENTS		
Indigenous Real Estate Investment Trust	485,356	-
	<u>485,356</u>	<u>-</u>

NOTE 7: PLANT & EQUIPMENT		
Office Furniture and Equipment	269,788	241,279
Motor Vehicles	112,538	103,012
Less accumulated depreciation	(190,465)	(179,087)
	<u>191,861</u>	<u>165,204</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

	2016 \$	2015 \$
NOTE 8: INTANGIBLES		
Website Development	31,857	31,857
Less accumulated amortisation	(10,618)	-
	<u>21,239</u>	<u>31,857</u>

NOTE 9: TRADE AND OTHER PAYABLES		
Trade and Sundry Creditors	84,671	35,890
Met East Regional Account – Held in Trust	62,620	62,013
ASA Account – Held in Trust	22,891	14,413
Sydney Uni Project - Held in Trust	2,835	7,235
NIEP	-	-
Sundry	-	3,000
Superannuation Accrual	11,437	11,339
Goods and Services Tax - net	(7,236)	29,841
PAYG Withholding Accrual	22,172	28,681
	<u>199,390</u>	<u>192,412</u>

NOTE 10: GRANTS IN ADVANCE		
Healthy Culture Healthy Country	37,687	-
Language & Culture Nests	650,000	-
RMS Scholarships	5,000	5,000
Professional Learning Activities Program	100,000	318,182
Connecting To Country	2,821	11,363
	<u>795,508</u>	<u>334,545</u>

NOTE 11: EMPLOYEE ENTITLEMENTS		
CURRENT		
Provision for Annual Leave	61,344	54,005
	<u>61,344</u>	<u>54,005</u>
NON CURRENT		
Provision for Long Service Leave	17,275	9,922
	<u>17,275</u>	<u>9,922</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

	2016	2015
	\$	\$

NOTE 12: LEASING COMMITMENTS

a. Operating Lease Commitments

Non-cancellable operating leases contracted for but not capitalised in the financial statements

Payable:

— not later than 1 year	52,877	52,877
— later than 1 year but not later than 5 years	-	-
— later than 5 years	-	-
	<u>52,877</u>	<u>52,877</u>

NOTE 13: CONTINGENT LIABILITIES

There are no known contingent liabilities enforceable, or likely to become enforceable, within the next 12 months which may substantially affect the association's ability to meet its obligations as and when they fall due.



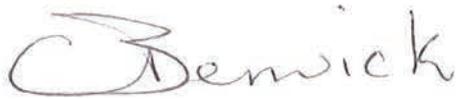
STATEMENT BY MEMBERS OF THE COMMITTEE

The committee has determined that the association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the committee the financial report incorporating the Income Statement, Balance Sheet and Notes to the Financial Statements:

1. Presents a true and fair view of the financial position of NSW Aboriginal Education Consultative Group Incorporated as at 31 December 2016 and its performance for the year ended on that date; and.
2. At the date of this statement, there are reasonable grounds to believe that NSW Aboriginal Education Consultative Group Incorporated will be able to pay its debts as and when they fall due.

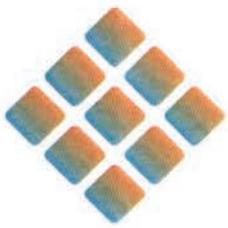
This statement is made in accordance with a resolution of the Committee and is signed for and on behalf of the Committee by:



Cindy Berwick
President

Dated: 20th February 2017





**INDEPENDENT AUDIT REPORT TO THE MEMBERS OF
NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INCORPORATED
A.B.N. 29 271 072 930**

Opinion

We have audited the financial report, being a special purpose financial report, of NSW Aboriginal Education Consultative Group Incorporated, which comprises the balance sheet as at 31 December 2016 and the detailed income statement for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and statement by members of the committee.

In our opinion, the accompanying financial report of NSW Aboriginal Education Consultative Group Incorporated is prepared, in all material aspects, in accordance with the financial reporting requirements of the Associations Incorporation Act 2009 and Associations Incorporation Regulation 2010.

Basis of Accounting and Restriction on Distribution

Without modifying our opinion, we draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared to assist NSW Aboriginal Education Consultative Group Incorporated to meet the requirements of the Associations Incorporation Act 2009 and Associations Incorporation Regulation 2010. As a result, the financial report may not be suitable for another purpose.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the Association 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 our audit of the financial report in Australia. We have also fulfilled our other responsibilities in accordance with the Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

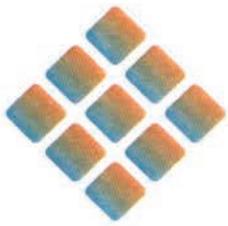
Information Other than the Financial Report and Auditor's Report Thereon

The members of the committee of the Association are responsible for the other information. The other information comprises the information included in the Association's annual report for the year ended 31 December 2016, but does not include the financial report and our auditor's report thereon.

Our opinion on the financial report does not cover the other information and accordingly we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial report, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.



**INDEPENDENT AUDIT REPORT TO THE MEMBERS OF
NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INCORPORATED
A.B.N. 29 271 072 930**

Responsibilities of the Members of the Committee for the Financial Report

The members of the committee of the Association are responsible for the preparation of the financial report in accordance with the Associations Incorporation Act 2009 and Associations Incorporation Regulation 2010, and for such internal control as the members of the committee determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the members of the committee are responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the members of the committee either intends to liquidate the Association or to cease operations, or has no realistic alternative but to do so.

The members of the committee are responsible for overseeing the Association's financial reporting process.

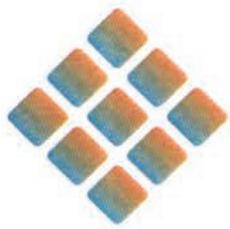
Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our 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 and 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 the financial report.

As part of an audit in accordance with Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We 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 our 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 misstatements, 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 Association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the members of the committee.
- Conclude on the appropriateness of the members of the committees' 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 Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.

We 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 we identify during our audit.



**INDEPENDENT AUDIT REPORT TO THE MEMBERS OF
NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INCORPORATED
A.B.N. 29 271 072 930**

Mosaic Audit & Consulting

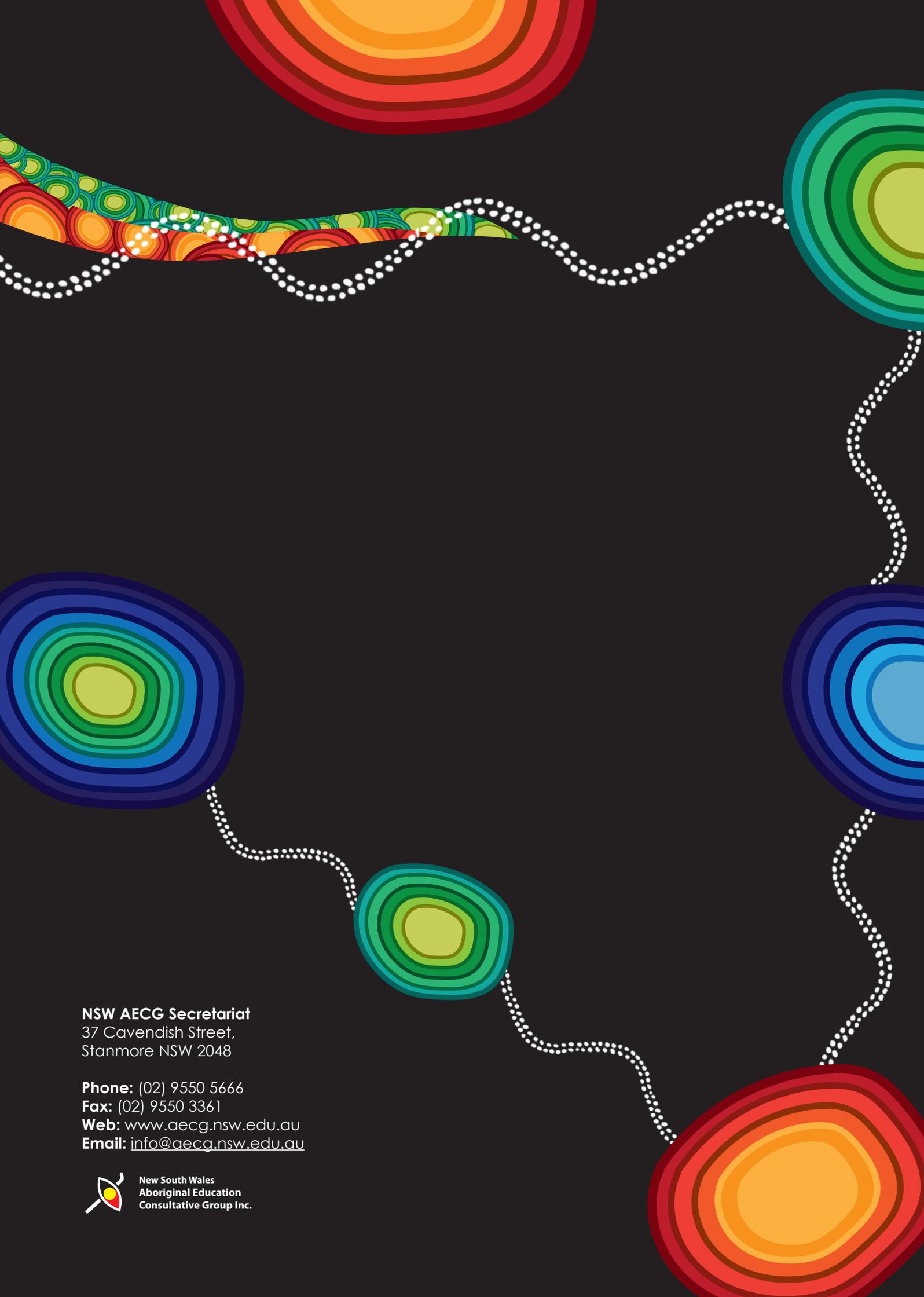
Vanessa Patricio
Principal
Registered Company Auditor # 333315

Dated this 20th day of February 2017
Sydney, NSW

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 vanessa@mosaicac.com.au



NSW AECG Secretariat

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New South Wales
Aboriginal Education
Consultative Group Inc.