

**NSW
ABORIGINAL
EDUCATION
CONSULTATIVE
GROUP INC.**

**2017
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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PRESIDENT'S REPORT

PRESIDENT'S REPORT



2017 has been the NSW AECG's busiest year ever. The services and programs offered through the NSW AECG have significantly increased and our advocacy role has increased with the NSW AECG network supporting many parents and community in accessing quality education and training.

The services the NSW AECG offers have continued to grow with STEM Camps growing in popularity and this year we added a Language and Culture Dance Camp. The Professional learning the NSW AECG offers such as Connecting to Country, Healthy Culture Healthy Country and Engaging with Aboriginal communities continue to be well attended with positive feedback and this year we have introduced professional learning for Early Childhood educators which is also on the increase.

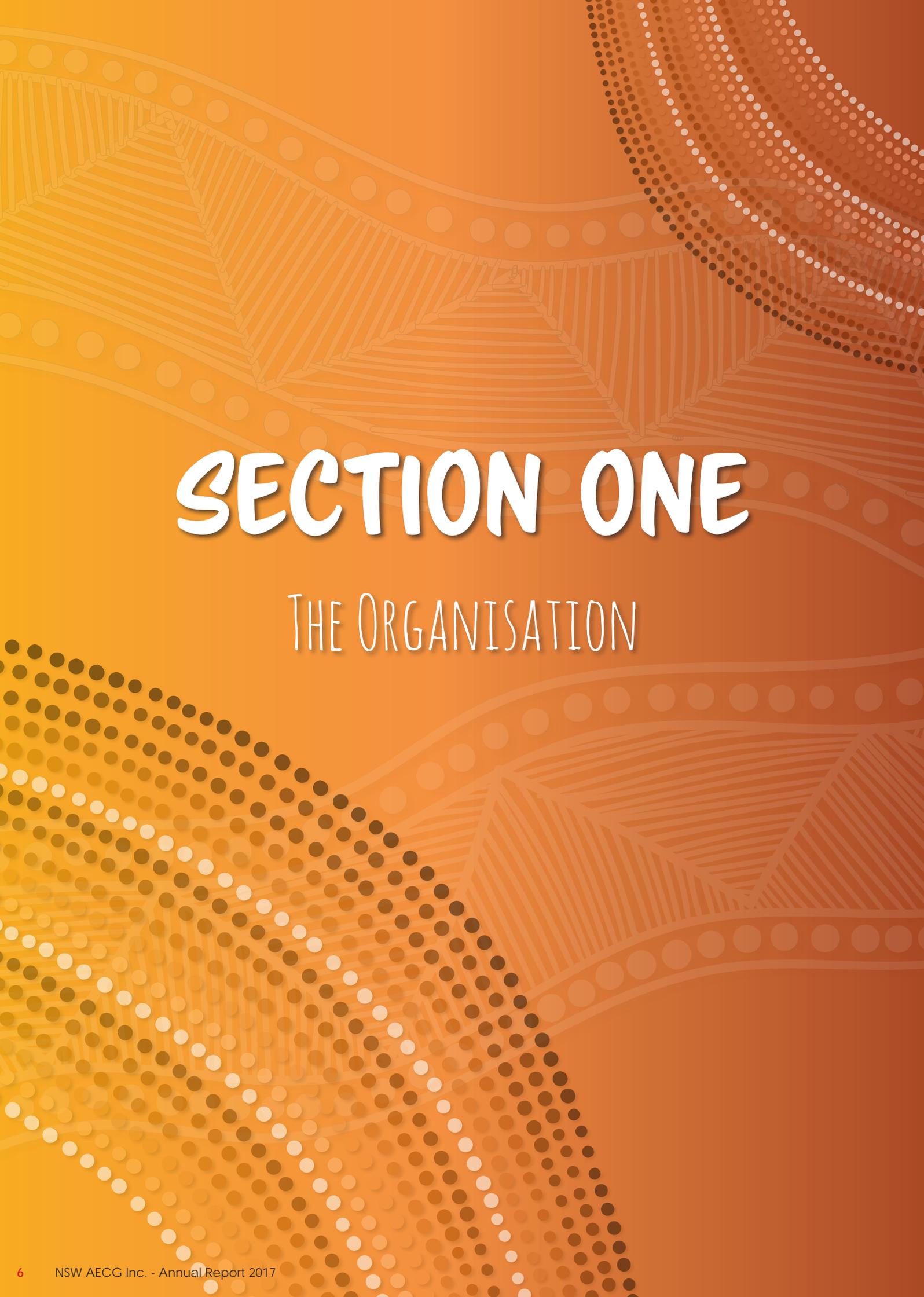
In 2017 we supported language activity across the five Language and Culture Nests including facilitating a language forum and we continue to work beyond the nests in other communities to support additional language work and activities.

The NSW AECG has participated on many committees during 2017 advising and advocating on public policy that impact and affects Aboriginal people and their communities' access and opportunities.

The Local AECG network continues to grow and works tirelessly to support Aboriginal education. We do this because we are a dedicated, committed mob that wants to see the very best education delivered to our people.

I want to thank everyone for their efforts during 2017 and look forward to 2018 because "Aboriginal Education Matters!!"

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.

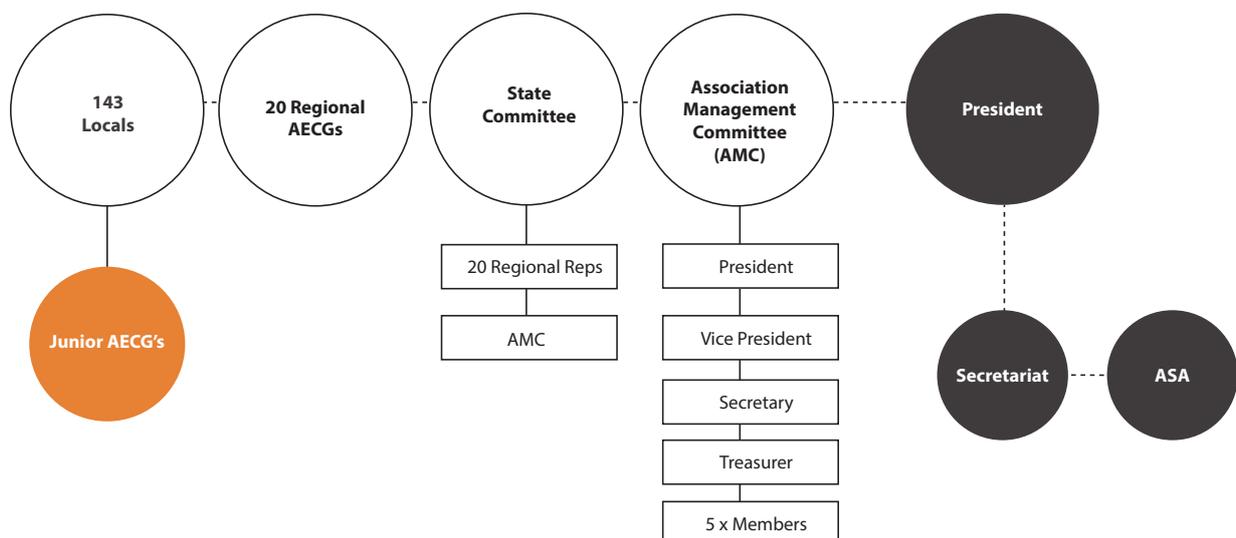
To empower members by providing appropriate and effective knowledge and skills to engage in the development of policies and programs that enhance the unique cultural identity of Aboriginal students and promote pride in Aboriginality.

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 2017

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.

Julie Street-Smith

Secretary

Julie Street-Smith is a Minang/ Ngadju woman who comes from Kalgoorlie WA, descending from the Harris, Woyliberry and Williams families. I have been living in Wollongong for 40 years and have always been involved with the Education of young people. As a girl guide leader, a youth and community worker, student support officer, Aboriginal Education Worker or in her current role as the Aboriginal Community Liaison Officer for NSW School Services in the Illawarra area. Julie took up a casual vacancy on the NSW AECG Association Management Committee in August 2017. Julie has been the President of the Northern Illawarra Local and Upper South Coast Regional Secretary for the past three years and is very passionate about the education of our children. Julie understands that most people know the 'Why' of Aboriginal Education but very few know the 'How' and is actively trying to change that in her community.

Matthew Priestley

Treasurer

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.

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.

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".*

Mervyn Donovan
Member

Merv is from Bowraville on the North Coast of NSW and is a proud member of the Gumbaynggirr Nation. Merv joined the public service in 1977 working in the Australian Taxation Office, Department of Aboriginal Affairs and then onto the Aboriginal Arts Board of the Australia Council. In 1988, he commenced work with the National Aboriginal

Islander Dance Theatre as Tour Manager for the Company's tour of Germany and Finland and the Spoleto Festival in Melbourne. In 1989, he joined the NSW Aboriginal Education Consultative Group as Executive Officer and in 1993 joined TAFE NSW where has worked as the Aboriginal Co-ordinator, Aboriginal Development Manager. In 2007, Merv secured his current substantive position of Leader, Aboriginal Education and Training, TAFE NSW.

A short two year secondment as Equity Manager, TAFE Western Dubbo from 2011 to 2013 and a further two years as Executive Officer with the NSW Aboriginal Education Consultative Group from 2014 to 2015, Merv has returned to his position as Leader, Aboriginal Education and Training, TAFE NSW and has over the previous year (2017/2018) has served on the NSW AECG Association Management Committee.

Troy Freeburn
Member

Troy Freeburn is a Bundjalung man, living in Casino. I have a long association in working and supporting young people and the community. I have worked as a youth worker for a number of years in the Casino, Coraki and Evans Head communities. As Youth Pastors, my wife and I ran a successful youth program for many years catering to the needs of the young people of the community. I have worked within the Department of Education

for many years in capacities, Teachers Aide, Casual AEO, Project Officer and Aboriginal Community Liason Officer. I am an active member of the Upper North Coast Regional AECG and served as regional Rep, where I grew in confidence. In 2017 I was proud to be given an awesome opportunity and be elected as an AMC member. I am blessed to serve as President of the Casino Local AECG for 2018.

Patrick Strong
Member

My name is Patrick Strong, I am a proud Anaiwan man coming from the town of Armidale with strong family connections to the Dhunghutti, Guumbanggirr and the Gamilaroi nations. I now reside in the town of Tamworth have been living there for 8 years with my wife and 3 boys. I am currently working with the Opportunity Hub as a Caseworker which a State Government initiative for the OCHRE Strategy for Aboriginal Affairs.

Being a part of the local AECG in Tamworth for the last 4 years has provided me with greater knowledge of just how important education is for our younger generation. 2017 I was voted onto the Association Management Committee for the State AECG and this has only enticed the desire to advocate to the students I work with, that all education is a key part of being successful in life.



THE SECRETARIAT

In 2017 the NSW AECG Secretariat continued to work to provide professional service and support for all levels of the organisation. In 2017 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, GENERAL MEETINGS & 40TH YEAR ANNIVERSARY CELEBRATION

The 2017 Annual General Meeting (AGM) followed by a General Meeting was held on Bidjigal country in Sydney on Friday 18 and Saturday 19 March. The proceedings began with a Welcome to Country in Dharawal 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 40th Anniversary dinner was held at the Pullmans Sydney Airport. Awards presented during the dinner included: Top HSC Aboriginal Studies Result 2017; Top non-Aboriginal student in HSC Aboriginal Studies 2017; HSC Aboriginal Studies Teacher Recognition Award 2017; NSW AECG Life Member, Thomas Flanders and; NSW AECG Associate Life Member, John Picton.

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



STATE MEETINGS

In 2017 NSW AECG Inc. State meetings were held on Worimii and Bundjalung Countries. The First State meeting was hosted by the Youyoong Local AECG and held at Murrook Cultural Centre on Friday 3 and Saturday 4 June. The second State meeting was hosted by the Grafton Local AECG and held at the Grafton Services 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 NSW Department of Education Human Resources Update, including Aboriginal Perspectives in Curriculum, collaborative initiatives, Engagement Protocols, TAFE NSW Reforms, Sustainability of the NSW AECG and the NSW Aboriginal Language and Culture Nests.

COMMUNICATIONS

The NSW AECG Inc. has continued to communicate through a broad range of mediums during 2017. 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 2017 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 2017 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 2017 the NSW AECG also continued to produce and distribute the Pemulwuy Newsletter to members. Three editions of the Pemulwuy Newsletter were released in 2017 during the months of March, June and December.



REGIONAL PRESIDENTS WORKSHOP

On Friday and Saturday, February 10 - 11 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. Topics discussed included an update on the Department of Education's Aboriginal Education and Communities work portfolio, NSW AECG Research Agenda, Budgets, Junior AECGs, Local Schools Local Decisions, RAM funding allocation, Aboriginal Languages, Connecting to Country, Training and Development needs and regional business, the NSW AECG Constitution and a proposed Special Resolution, the NSW AECG Healthy Culture Healthy Country program and suite of Professional Learning and Teaching and Learning Resources.

LOCAL AECG'S

In 2017 7 new Local AECGs were established across the Network bringing the total number of Local AECG's to 143 across the state.

Local AECGs organised and held a range of activities and events throughout 2017. These included NAIDOC Events, Partnership Signings, Connecting to Country, Award Ceremonies and taking part in local festivals to promote their Local AECGs and Aboriginal Education.



Collarenebri Local AECG

JUNIOR AECG'S

During 2017 the NSW AECG ran several leadership workshops in conjunction with Local AECGs to support establishment of Junior AECGs. These workshops were held across the State including in Queanbeyan, Gunnedah and in the Riverina.

Junior AECG members are made up of Aboriginal Youth between the ages of 10 – 18. You can join the AECG as a junior member and become established as a subcommittee to a Local AECG. Junior AECGs provide advice and ideas that they have for their own school settings. The NSW Junior AECGs structure provides leadership opportunities for youth to lobby for what they want and how they want it done.



Greystanes Junior AECG



NSW AECG Life Members and Associate Life Members at the 40 Years Anniversary Dinner



40 Years Anniversary Dinner



Muloobinbah Local AECG



Gunnedah Junior AECG



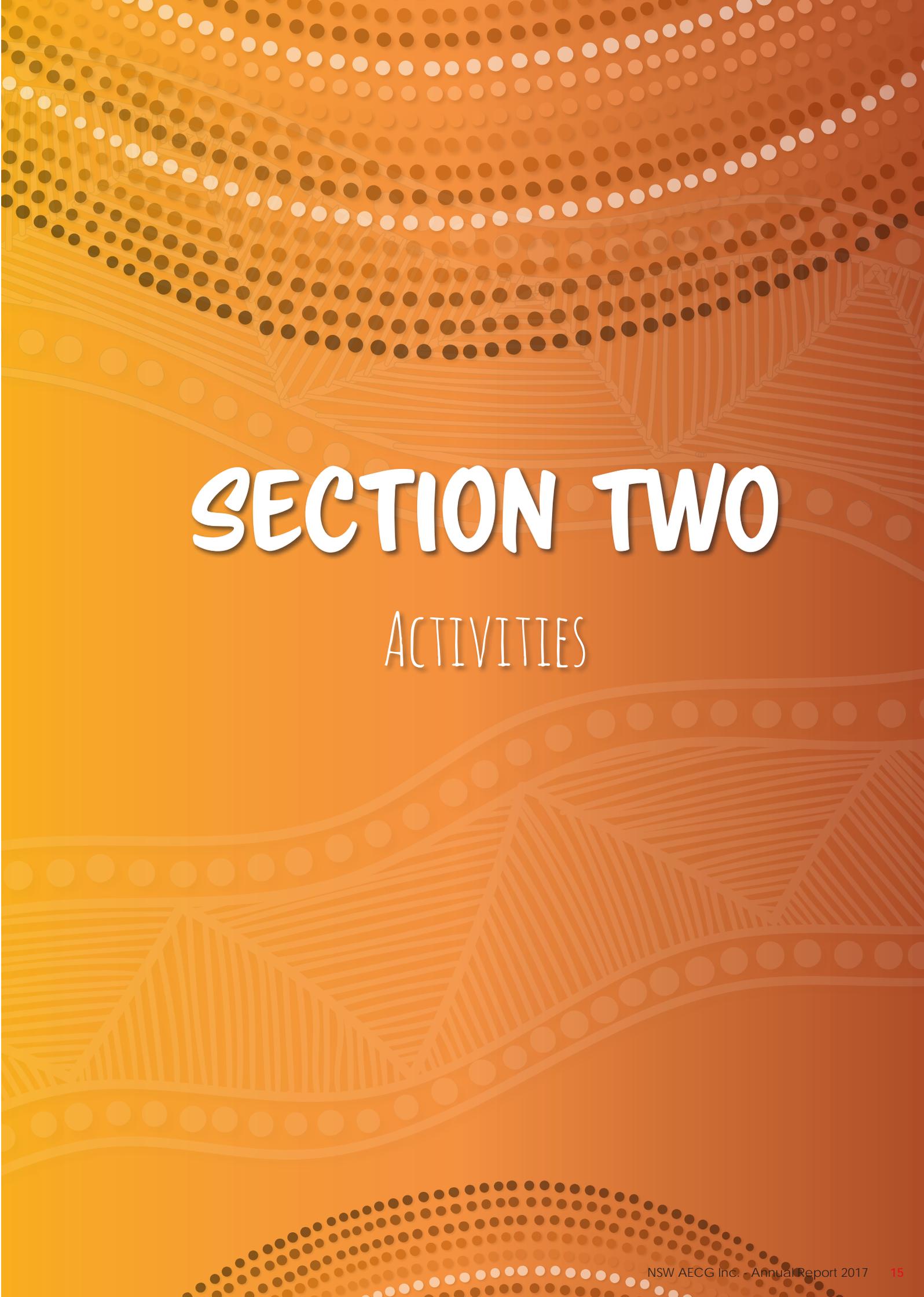
Inner City Local AECG



2nd State Meeting: Grafton



Youyoong Local AECG Connecting to Country



SECTION TWO

ACTIVITIES



ACTIVITIES

PROFESSIONAL DEVELOPMENT

In 2017 the NSW AECG continued to develop and deliver a range of Professional Development (PD) workshops 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.

ENGAGING ABORIGINAL COMMUNITIES

Engaging Aboriginal Communities is a new workshop the NSW AECG developed and trialled in 2017. Engaging Aboriginal Communities is a one day professional development programme and contributes 5.5 hours of QTC Registered Professional Development for those who participate in it.

The program is structured into four sessions: Culture; Family; Community; and Communication. In 2017 the program was delivered to teachers at Biraban Public School, the NSW Department of Education's CESE and community of schools around West Lakes in Newcastle.

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. During 2017, after community meetings were held in each Nest, Language and Culture Nest Reference Groups have been established and part time Project Officers were employed in all five Nests to support Nest Reference Groups and progress language learning resource development and professional development. Reference Groups are meeting regularly and prioritising and leading significant actions such as:

In 2017 the Bundjalung Language and Culture Nest Reference Group endorsed the need for supporting a Recognition of Prior Learning process to take place so that community members who had language could be formally recognised and receive their Certificate I in Aboriginal Languages. The NSW AECG worked with the Reference Group and TAFE Western to support this to take place. After several 3 day workshops were held on Bundjalung and Wiradjuri Country 12 Bundjalung Community members were formally awarded their Certificate I in Aboriginal Languages.

In 2017 the Gamilaraay Yuwalaaraay Yuwalaayaay Language and Culture Nest Reference Group prioritised the need for Gaay Gumaldahna (Language Gathering) to take place. The NSW AECG worked to support coordination of the Reference Group's initiative to hold a 2 day student dance camp and 3 day Language Conference, which was held in Tamworth during the first week of November. Students who participated in the Dance Camp learnt a traditional and contemporary dance composition which was performed at the opening of Gaay Guumaldahna. Feedback from those who attended included comments about *'adults having tears in their eyes at how amazing the students performed. It was a moment that gives you goose bumps'* and how *'everyone was impressed and excited about holding future events such as this.'*

In 2018 the NSW AECG will continue to support the Language Nests, their Reference Groups, our Language and Culture Nest Project Officers, relevant resource developments, professional development opportunities and other Nest driven initiatives like Language and Dance Camps/ Conferences.

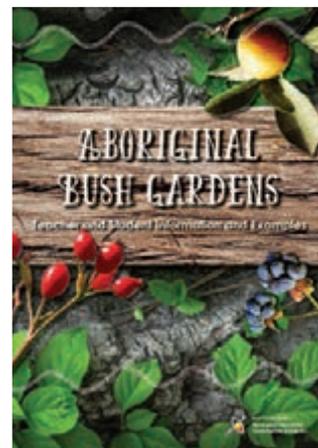


Gomeri Language and Dance Camp & Gaay Guumaldahna Language Gathering

RESOURCES

The NSW AECG continued to develop and distribute a range of educational products in 2017. These products include an Aboriginal Tools resource kit, Gomeroi Numbers kit, Aboriginal Sites kit and a Bush tucker Garden 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 2017 by developing a suite of teaching and learning activities designed to support NSW teachers' implementation of 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. We also have a range of merchandise for sale on our website at --- <https://www.aecg.nsw.edu.au/product-category/aecg-store/>



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.



**Collarenebri
Local AECG**

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 2017 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 program was piloted at Linuwel School in 2015. 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.

During 2017 the Healthy Country Healthy Culture program was delivered to 45 3rd year education students, their practical teaching mentors from various Department of Education schools and lecturers from Western Sydney University. In 2017 the NSW AECG was 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.

Feedback from participants of the Healthy Culture Healthy Country program has been overwhelmingly positive. Further information about the Healthy Culture Healthy Country program along with additional recorded examples of the very positive feedback the program



Tamworth Services Team at Healthy Culture Healthy Country in Newcastle

has received can be found at this link <https://www.aecg.nsw.edu.au/policies-and-programs/healthy-culture-healthy-country-2/>

STEM AND STEAM CAMPS

The Science Technology Engineering and Mathematics (STEM) Youth Development Camp is a collaborative education program in partnership with DoE, ATSIMA and the Sydney Motorway Group, the NSW AECG and Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA). In 2017 three STEM camps were held, one at Lake Burrendong (Wellington), one at Tuross Head (Moruya) and one within Sydney's Royal National Park. In 2017 there was also 1 Science Technology Engineering Arts and Mathematics (STEAM) Camp, which was held in the Royal National Park in Sydney. The STEAM Camp was held in collaboration with ATSIMA and with funding support from the Sydney Motorway Corporation Transport. The NSW AECG acted as a driving force in coordinating the highly successful STEM and STEAM Camps.

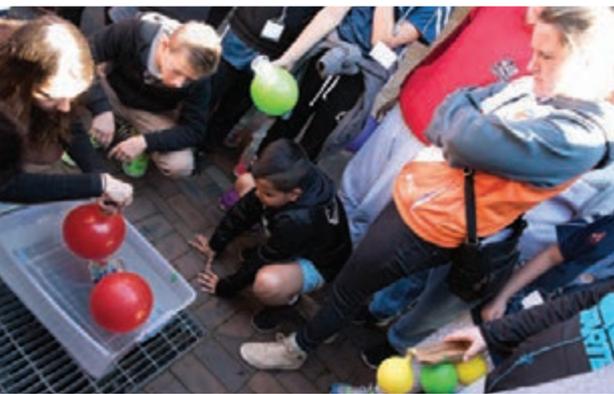
The four 3-day camps brought together a total of 288 Aboriginal students from the Sydney, South Coast and Western regions of NSW. The students who came to the camp had lots of fun and had the chance to meet inspiring Aboriginal role models in the STEM fields. Students were involved in a range of engaging, meaningful and enjoyable learning workshops integrating Aboriginal knowledge and culture with STEM. These workshops covered topics such as: Boomerangs, Drones and Songlines, Cultural Landscape and Resource Management, Engineers without Borders, Computer Building, Crime Scene Investigation, 4D toys, Genetics and Robots.

Students who participated in the Camps were also engaged in meaningful learning excursions to places like Questacon in Canberra, the Environmental Education Centre in the Royal National Park, the Powerhouse Museum, the CSIRO's Parkes Observatory, the Aboriginal Tent Embassy and Parliament House.

Students and adults involved in the STEM Camps gave very positive feedback which illustrated their appreciation for the learning experiences provided at the Camps. Further information about the STEM Camps along with additional recorded examples of the very positive feedback the STEM Camps have received can be found at <https://www.aecg.nsw.edu.au/policies-and-programs/stem-camps/>

There is planning in place to deliver more STEM and STEAM Camps again in 2018.





NAIDOC AND CULTURAL EVENTS

The NSW AECG Secretariat was also involved in many different NAIDOC and cultural events throughout the year such as: coordinating NAIDOC celebrations held within NSW Parliament house; visiting numerous Sydney childcare facilities and schools 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.



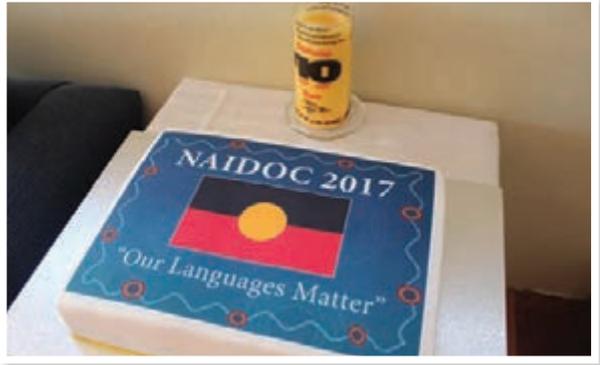
Sydney School Spectacular



Yabun Survival Day Festival



NAIDOC Day Celebrations at the NSW AECG and NSW Parliament House



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 2017 the IECBs met during March and November. Both meetings were hosted by ATSIECB, the ACT's IECB, at the Tjabal Centre within the Australian National University in Canberra. During the meetings the IECBs discussed state and national education agendas and areas for action.

After IECB meetings were held the IECBs met with Secretary to the Federal Department of Education, Michele Bruniges, to establish their partnership and agreement to meet biannually for an Indigenous Education Consultative Meeting. IECBs view their partnership with the DoE as a positive response to the marginalisation of Aboriginal and Torres Strait Islander communities' voices in the national education and training agenda that occurred with the introduction of the Indigenous Advancement Strategy (IAS). The *Indigenous Education Consultative Meeting* in March 2017 was the first of its kind since the introduction of the IAS, and demonstrates what the IECBs hope to be DoE's reinvestment in Aboriginal expertise at the national level in education and training.

The NSW AECG made a considerable contribution to the IECBs collective work in 2017. Some of this work included: drafting letters, reports, background papers and supporting the establishment of the 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.

In 2018 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 approximately 25 more community and school sites engaging with the online tool to help support Aboriginal Students in 2017. 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. We have also partnered with MGoals to help deliver Tech Savy elders Program in partnership with the Family and Community Services across NSW in 2018.



ABORIGINAL STUDIES ASSOCIATION

During 2017, 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.



WESTERN SYDNEY UNIVERSITY

During 2017 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 45 3rd year education students and their practical teaching mentors at Kangaroo Valley.



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 provides 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.

Additionally during 2017 the NSW AECG delivered the Healthy Culture Healthy Country program to all staff working at Connected Communities schools throughout NSW.

NESA

The Board of Studies, Teaching and Educational Standards (BoSTES) had a name change to the NSW Education Standards Authority (NESA). During NAIDOC week in 2017 NSW AECG President, Cindy Berwick and NESA Chairperson, Tom Alegounarias, formally signed NESA’s *Commitment to Aboriginal Education*, which states NESA’s commitment “to working in partnership with Aboriginal communities and supporting teachers, schools and schooling sectors to improve educational outcomes for Aboriginal children”.



In 2017 the NSW AECG continued to endeavour to be represented on all NESA committees. This representation means that Aboriginal advice informs decision-making and that Aboriginal perspectives are included in syllabus documents. The NSW AECG participation on NESA is of paramount importance, it ensures that curricula, syllabi and teaching includes Aboriginal perspectives, meets the needs of Aboriginal students and promotes awareness and understanding of Aboriginal Australia by all students.

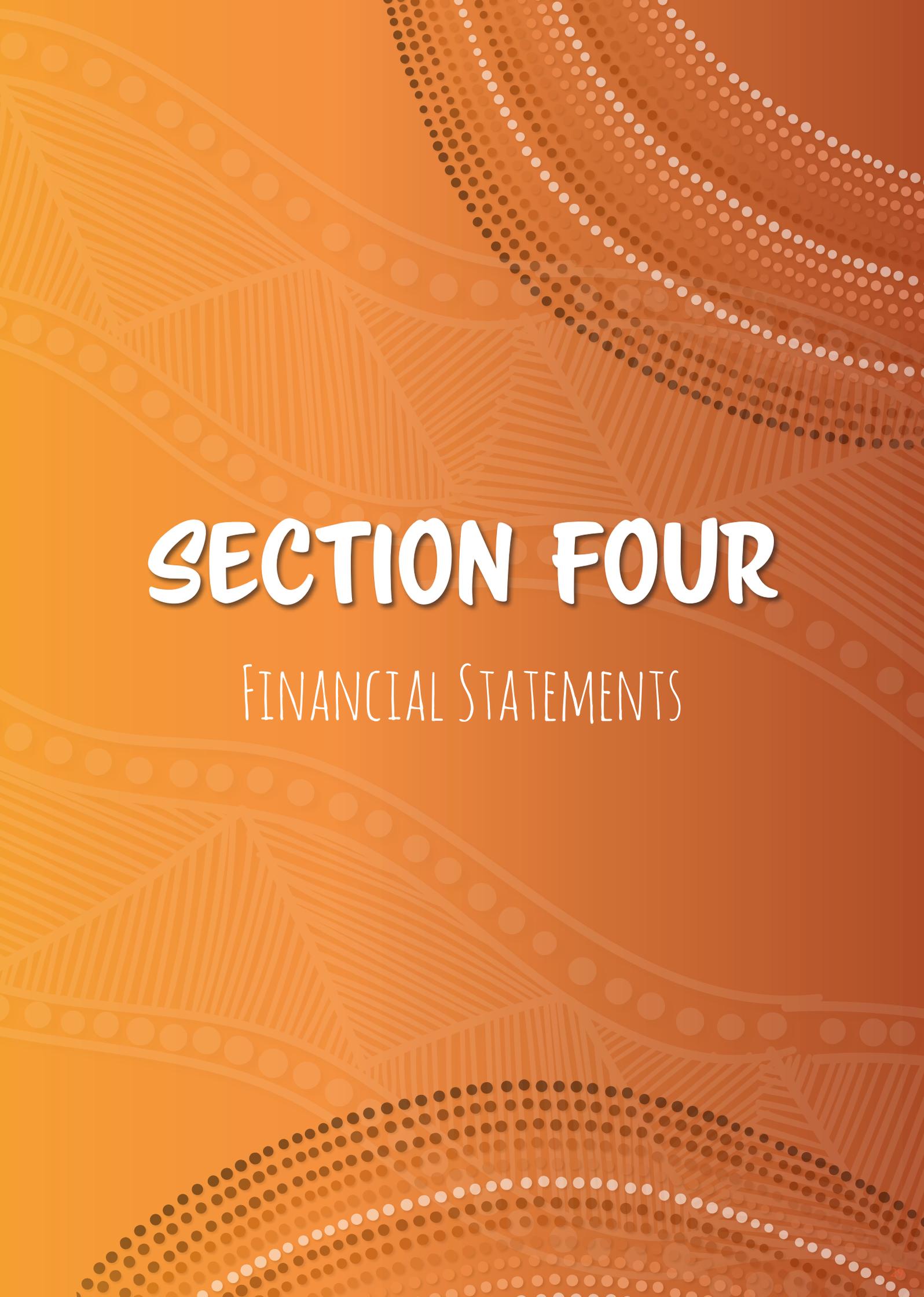
The NSW AECG looks forward to continued collaboration in order to improve outcomes for Aboriginal students in all schooling, as well as ensuring the education of all students about Aboriginal Australia within the context of understanding the true and shared history.

ABORIGINAL AND TORRES STRAIT ISLANDER MATHEMATICS 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 2017 the NSW AECG worked closely with ATSIMA to deliver STEM Camps in NSW. In 2018 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.



Dr. Chris Matthews from ATSIMA at our STEAM Camp held in Sydney



SECTION FOUR

FINANCIAL STATEMENTS

FINANCIAL STATEMENTS

COMMITTEE'S REPORT

Your committee members submit the financial report of NSW Aboriginal Education Consultative Group Incorporated for the financial year ended 31 December 2017.

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 (re-app 10/3/17)
Secretary – Julie Street Smith (app 18/8/17)
Treasurer – Matthew Priestley (re-app 10/3/17)
Member – Patrick Strong (app 10/3/17)
Member – Lesley Armstrong (re-app 10/3/17)
Member – Troy Freeburn (app 10/3/17)
Member – Merv Donovan (app 10/3/17)
Member – Leigh Ridgeway (re-app 10/3/17)

Ceased Members

Jenny Ronning (ceased 10/3/17)
Aaron Ellis (ceased 10/3/17)
Jennie McKenny (ceased 10/3/17)
Cassie Ryan – Secretary (re-app 10/3/17; ceased 25/7/17)

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 \$264,824 (2016 surplus: \$20,740).

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: 27th February 2018

INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2017

	Note	2017 \$	2016 \$
INCOME			
Government grants		2,249,130	1,545,804
Interest received		8,319	12,503
Other revenue		612,877	423,712
		<u>2,870,326</u>	<u>1,982,019</u>
EXPENDITURE			
Accounting		50,800	51,500
Advertising		1,250	1,402
Auditor fees	2	10,000	10,000
Bank fees		1,835	1,139
Cabcharge / taxi		9,772	8,927
Catering expenses		67,010	34,058
Cleaning		7,682	5,688
Consultancy		219,181	66,454
Conference/meeting costs		477,784	245,656
Computer expenses		23,711	33,326
Courier costs		-	50
Depreciation		55,532	52,935
Electricity		5,067	4,520
Floral tributes, gifts and donations		5,045	5,353
Fringe Benefits Tax		2,708	2,803
Function expenses		14,454	1,551
Gas		1,061	767
General expenses		6,375	2,336
Insurance		8,665	8,185
Legal costs		14,509	33,347
Motor vehicle costs		86,088	82,398
Postage		6	16
Expenditure to be carried forward to next page		<u>1,068,535</u>	<u>652,411</u>

The accompanying notes form part of this financial report.

INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2017

	2017 \$	2016 \$
Expenditure brought forward from prior page	1,068,535	652,411
Printing and stationary	55,758	41,299
Promotional expenses	117,667	91,430
Regional representative operational expenses	31,217	52,055
Rent	55,151	40,750
Repairs and maintenance	1,246	14,753
Salaries and wages	1,039,443	864,273
Security costs	578	416
Training and development	3,938	4,971
Superannuation	98,138	79,693
Sustenance	4,105	3,431
Telephone	29,863	31,875
Travelling	99,863	83,922
	<u>2,605,502</u>	<u>1,961,279</u>
Surplus / (Deficit) from ordinary activities	<u>264,824</u>	<u>20,740</u>
Retained Surplus at the beginning of the year	<u>827,341</u>	<u>806,601</u>
Retained Surplus at the end of the year	<u>1,092,165</u>	<u>827,341</u>

The accompanying notes form part of this financial report.

BALANCE SHEET AS AT 31 DECEMBER 2017

	Note	2017 \$	2016 \$
CURRENT ASSETS			
Cash and cash equivalents	3	1,718,915	1,126,275
Trade and other receivables	4	375,968	62,993
Other assets	5	30,441	13,134
TOTAL CURRENT ASSETS		<u>2,125,324</u>	<u>1,202,402</u>
NON-CURRENT ASSETS			
Investments	6	462,938	485,356
Plant and equipment	7	223,152	191,861
Intangibles	8	10,621	21,239
TOTAL NON-CURRENT ASSETS		<u>696,711</u>	<u>698,456</u>
TOTAL ASSETS		<u>2,822,035</u>	<u>1,900,858</u>
CURRENT LIABILITIES			
Trade and other payables	9	165,812	199,390
Grants in advance	10	1,482,812	795,508
Employee Entitlements	11	53,032	61,344
TOTAL CURRENT LIABILITIES		<u>1,701,656</u>	<u>1,056,242</u>
NON-CURRENT LIABILITIES			
Employee Entitlements	11	28,214	17,275
TOTAL NON-CURRENT LIABILITIES		<u>28,214</u>	<u>17,275</u>
TOTAL LIABILITIES		<u>1,729,870</u>	<u>1,073,517</u>
NET ASSETS		<u>1,092,165</u>	<u>827,341</u>
MEMBERS' FUNDS			
Retained surplus		1,092,165	827,341
TOTAL MEMBERS' FUNDS		<u>1,092,165</u>	<u>827,341</u>

The accompanying notes form part of this financial report.

STATEMENT OF CHANGES IN EQUITY

	Retained Surplus \$	Total \$
Opening Balance at 1 January 2015	794,763	794,763
Surplus for the year	11,838	11,838
Closing Balance at 31 December 2015	<u>806,601</u>	<u>806,601</u>
Opening Balance at 1 January 2016	806,601	806,601
Surplus for the year	20,740	20,740
Closing Balance at 31 December 2016	<u>827,341</u>	<u>827,341</u>
Opening Balance at 1 January 2017	827,341	827,341
Surplus for the year	264,824	264,824
Closing Balance at 31 December 2017	<u>1,092,165</u>	<u>1,092,165</u>

The accompanying notes form part of this financial report.

CASH FLOW STATEMENT

	Note	2017 \$	2016 \$
CASHFLOW FROM OPERATING ACTIVITIES			
Grants income received		3,032,216	2,236,589
Other income received		527,754	451,305
Interest income received		8,319	12,503
Payments to suppliers and employees		(2,917,751)	(2,138,460)
	14(b)	<u>650,538</u>	<u>561,937</u>
CASHFLOW FROM INVESTING ACTIVITIES			
Acquisition of investments		(12,173)	(500,000)
Receipt from investments		34,591	-
Acquisition of plant and equipment & intangibles		(89,316)	(68,890)
Receipt from sale of plant and equipment		9,000	13,350
		<u>(57,898)</u>	<u>(555,540)</u>
CASHFLOW FROM FINANCING ACTIVITIES			
		-	-
		-	-
Net increase (decrease) in cash		592,640	6,397
Opening cash at beginning of year		1,126,275	1,119,878
CLOSING CASH AT END OF YEAR	14 (a)	<u>1,718,915</u>	<u>1,126,275</u>

The accompanying notes form part of this financial report.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

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 2017

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 and accrued \$533,835 (2016: \$261,166) 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 2017

	2017	2016
	\$	\$

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	44,829	96,041
General Investment Account	52,761	52,463
Corporate Investment Account	1,552,015	904,424
Security Deposit Account	10,226	10,227
Met East Regional Account – Held in Trust	60,568	62,620
Credit Card	(1,984)	-
Cash on hand	500	500
	<u>1,718,915</u>	<u>1,126,275</u>

NOTE 4: TRADE AND OTHER RECEIVABLES

Grants Receivable	358,814	45,000
Other Receivables	17,154	17,993
	<u>375,968</u>	<u>62,993</u>

NOTE 5: OTHER ASSETS

Prepayments	30,441	13,134
	<u>30,441</u>	<u>13,134</u>

NOTE 6: INVESTMENTS

Indigenous Real Estate Investment Trust	462,938	485,356
	<u>462,938</u>	<u>485,356</u>

NOTE 7: PLANT & EQUIPMENT

Office Furniture and Equipment	319,056	269,788
Motor Vehicles	120,206	112,538
Less accumulated depreciation	(216,110)	(190,465)
	<u>223,152</u>	<u>191,861</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

	2017 \$	2016 \$
NOTE 8: INTANGIBLES		
Website Development	31,857	31,857
Less accumulated amortisation	(21,236)	(10,618)
	<u>10,621</u>	<u>21,239</u>
NOTE 9: TRADE AND OTHER PAYABLES		
Trade and Sundry Creditors	66,888	84,671
Met East Regional Account – Held in Trust	60,568	62,620
ASA Account – Held in Trust	23,230	22,891
Sydney Uni Project - Held in Trust	-	2,835
Superannuation Accrual	12,636	11,437
Goods and Services Tax - net	(23,260)	(7,236)
PAYG Withholding Accrual	25,750	22,172
	<u>165,812</u>	<u>199,390</u>
NOTE 10: GRANTS IN ADVANCE		
Healthy Culture Healthy Country	-	37,687
Language & Culture Nests	1,299,381	650,000
RMS Scholarships	183,431	5,000
Professional Learning Activities Program	-	100,000
Connecting To Country	-	2,821
	<u>1,482,812</u>	<u>795,508</u>
NOTE 11: EMPLOYEE ENTITLEMENTS		
CURRENT		
Provision for Annual Leave	53,032	61,344
	<u>53,032</u>	<u>61,344</u>
NON-CURRENT		
Provision for Long Service Leave	28,214	17,275
	<u>28,214</u>	<u>17,275</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

	2017	2016
	\$	\$

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.

NOTE 14: CASH FLOW INFORMATION

(a) Reconciliation of cash

Cash on hand	500	500
Cash at bank	1,718,415	1,125,775
	<u>1,718,915</u>	<u>1,126,275</u>

(b) Reconciliation of cash flow from operating activities

Surplus for the year	264,824	20,740
Adjustments for:		
Depreciation and amortisation	55,532	52,935
Loss (profit) on disposal of assets	4,111	(13,434)
Changes in assets and liabilities:		
Changes in trade and other receivables	(312,975)	26,496
Changes in prepayments	(17,307)	(7,433)
Changes in trade and other payables	(33,578)	6,978
Changes in employee benefits	2,627	14,692
Changes in grant income in advance	687,304	460,963
	<u>650,538</u>	<u>561,937</u>

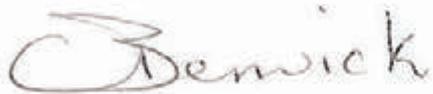
STATEMENT BY MEMBERS OF THE COMMITTEE

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 2017 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: 27th February 2018



**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 2017, the income and expenditure statement, statement of changes in equity and cash flow statement for the year then ended, and notes to the financial statements including a summary of significant accounting policies, and the 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 2016.

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.

Emphasis of Matter - Basis of Accounting

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 2016. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Matters Relating to the Electronic Presentation of the Audited Financial Report

This auditor's report relates to the financial report of NSW Aboriginal Education Consultative Group Incorporated for the year ended 31 December 2017 included on the NSW Aboriginal Education Consultative Group Incorporated website. The Members of the Committee are responsible for the integrity of the Association's website. We have not been engaged to report on the integrity of the Association's website. The auditor's report refers only to the financial report. It does not provide an opinion on any other information which may be hyperlinked to/from these statements. If users of this report are concerned with the inherent risks arising from electronic data communications they are advised to refer to the hard copy of the audited financial report to confirm the information included in the audited financial report presented on this website.



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

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 2017, 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.

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 2016, 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.



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

Auditor's Responsibilities for the Audit of the Financial Report (continued)

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 omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the 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.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

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.

Mosaic Audit & Consulting

Vanessa Patricio
Principal
Registered Company Auditor # 333315

Dated this 27th day of February 2018
Sydney, NSW



**AUDITOR'S INDEPENDENCE DECLARATION TO THE MEMBERS
NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INCORPORATED
A.B.N. 29 271 072 930**

As auditor for the audit of NSW Aboriginal Education Consultative Group Incorporated for the year ended 31 December 2017, I declare that, to the best of my knowledge and belief, there have been:

- (i) no contraventions of the auditor independence requirements as set out in the *Associations Incorporation Act of NSW 2009* in relation to the audit; and
- (ii) no contraventions of any applicable code of professional conduct in relation to the audit.

MOSAIC AUDIT & CONSULTING

Vanessa Patricio
Principal
Registered Company Auditor # 333315

Dated this 27th day of February 2018
Sydney, NSW

NSW AECG Secretariat

37 Cavendish Street,
Stanmore NSW 2048

Phone: (02) 9550 5666

Fax: (02) 9550 3361

Web: www.aecg.nsw.edu.au

Email: info@aecg.nsw.edu.au



**New South Wales
Aboriginal Education
Consultative Group Inc.**