



# **ANNUAL REPORT**

---

**NSW AECG Inc.**

**2019**



Images taken by Jamie James for the NSW AECG Inc. Some images taken from the NSW AECG Inc social media pages with permission granted prior to being published.

NSW AECG Inc.  
37 Cavendish Street, Stanmore NSW 2048  
Phone: (02) 9550 5666 Fax: (02) 9550 3361  
Email: [info@aecg.nsw.edu.au](mailto:info@aecg.nsw.edu.au)  
Website: [www.aecg.nsw.edu.au](http://www.aecg.nsw.edu.au)

Graphic design by Wallula Bethell

# Contents

4 President's Report

## Section One

- 5 The NSW AECG Inc.
- 5 Vision Statement, Aims and Role of the Organisation
- 6 Communication

## Section Two

- 7 Our Structure and Governance
- 7 Local AECGs
- 8 Regional AECGs
- 9 AECG State Committee
- 9 Association Management Committee
- 12 The Secretariat
- 12 NSW AECG Regional Offices

## Section Three

- 13 Major Meetings
- 13 AGM, General Meetings and State Committee Meetings

## Section Four

- 14 Major Projects and Services
- 14 Language and Culture
- 17 Professional Development
- 19 Resources
- 20 STEM and STEAM Camps
- 21 SHOW Camps
- 21 NAIDOC and Cultural Events

## Section Five

- 22 Advocacies and Partnerships
- 22 NSW Premiers Priority
- 22 National Indigenous Education Consultative Bodies
- 23 Storylines Platform & Goal Hub
- 23 NSW AECG Inc - NSW DoE Partnership Agreement
- 24 The Coalition of Aboriginal and Torres Strait Islander Peak Bodies -
- 24 University of Western Sydney
- 24 Connected Communities
- 25 NESA and ATSIMA

## Section Six

- 26 Financial Statements

# PRESIDENT'S REPORT

The NSW AECG advocacy role and services have continued to expand. In 2019, there was a renewed focus on supporting the recovery, re-voicing and re-practicing of Aboriginal Languages across targeted communities in NSW. This support included the development of the NSW AECG Languages App and climaxed at the end of the year with a Language Spectacular where students showcased their languages in a variety of forms.

We added additional professional learning for teachers to increase their knowledge of Aboriginal histories and Cultures and our Camps were well attended and covered STEM (Science, Technology, Engineering and Mathematics), SHOW (Sport, Health, Opportunities and Wellbeing) and our Language and Culture Camps.

Our local network of AECG's continued to expand, and it's through their dedication, hard work and commitment to ensure a quality education is delivered to our children, that the voice of Aboriginal people and their communities are heard.

This report provides a small snapshot of the tireless work done by all and my recommendation to get involved and have your voice heard by joining your local AECG.



# SECTION 1

## The NSW AECG Inc.

### 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.

### Role 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.



# Communication

The NSW AECG Inc. communicated through a broad range of mediums during 2019. Two editions of the Pemulwuy Newsletter were published during the months of June and December in 2019.

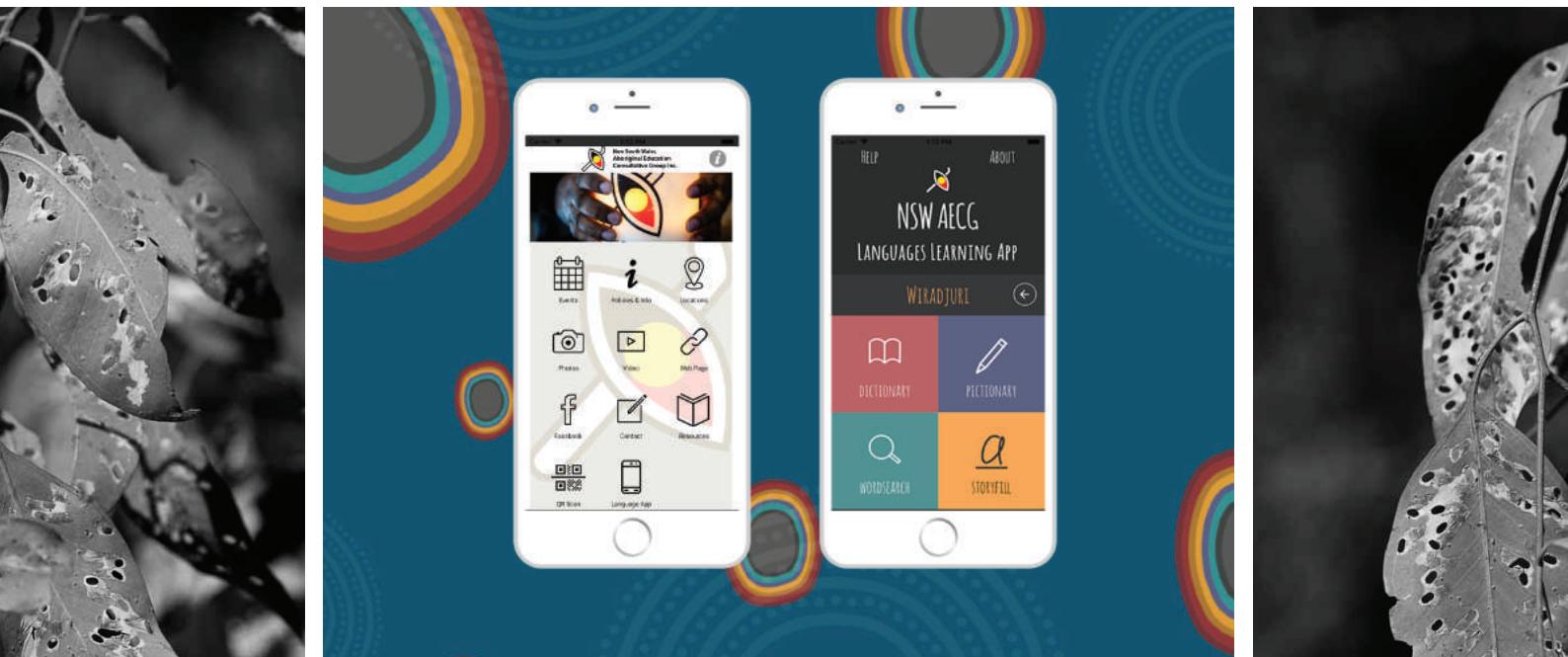
Our website - [www.aecg.nsw.edu.au](http://www.aecg.nsw.edu.au) – was upgraded to now include a ‘Services’ tab to communicate the variety of services the NSW AECG provides in support of Aboriginal Education. In 2019 the NSW AECG regularly communicated through our Twitter account @nswaecg. We now have 871 followers on our Twitter account, up from 518 in 2018.

In 2019 the NSW AECG further established the Instagram account that was developed in late 2018. We now have 394 followers, up from 138 in 2018.

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. At the end of 2019 our App has been downloaded a total of 1034 times, up from 742 times at the end of 2018.

Additionally in October of 2019 the NSW AECG formally launched its Languages App. The NSW AECG Aboriginal Languages App is a great tool for learning the various Aboriginal languages of New South Wales. The App features dictionaries for the Bundjalung, Gumbaynggirr, Gamilaraay, Murrawarri, Paakantji and Wiradjuri languages with games to support the learning and revitalisation of these language. During 2020 there are plans to expand the App to include more NSW Aboriginal languages and for NSW AECG’s Language Educators and Project Officers to continue populating the App with additional words and phrases from each language. By the end of 2019 the NSW AECG Languages App had been downloaded 3271 times.

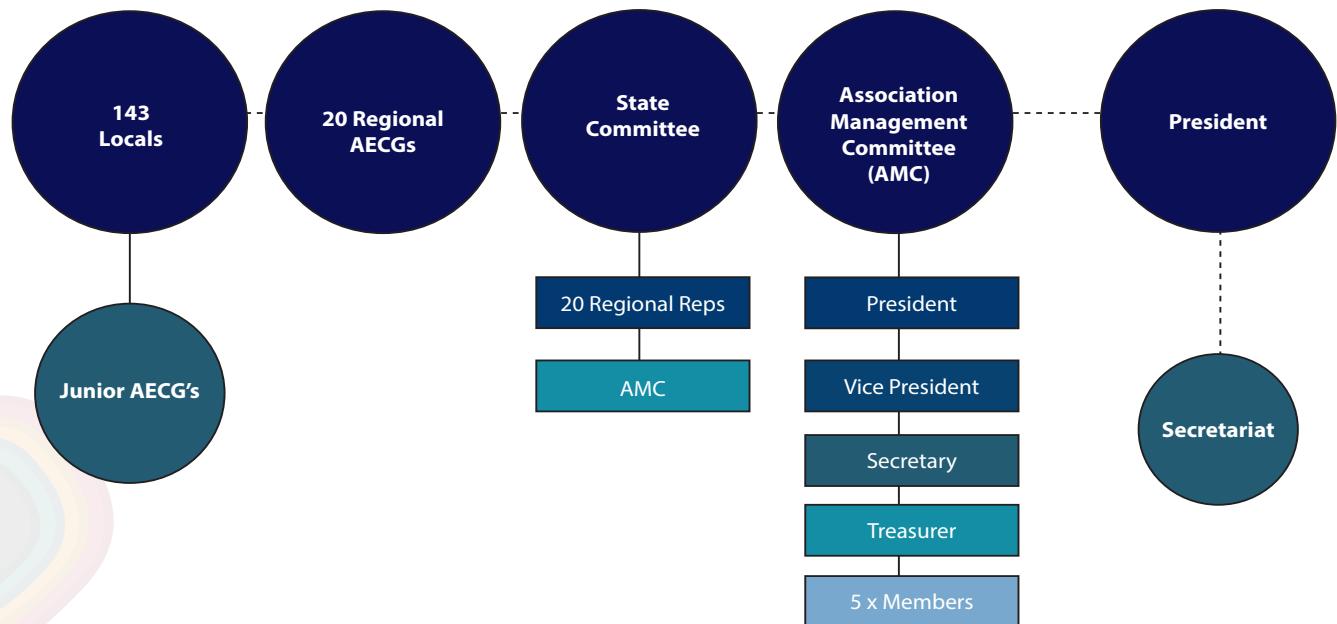
In 2019 the NSW AECG Facebook page increased its audience to 4806 up from 3010 likes in 2018. Our Facebook page continues to communicate to our broad audience through sharing information, pictures and stories. Our Facebook page is located at <https://www.facebook.com/NSW-AECG-Inc-458527720878467/>.



## SECTION 2

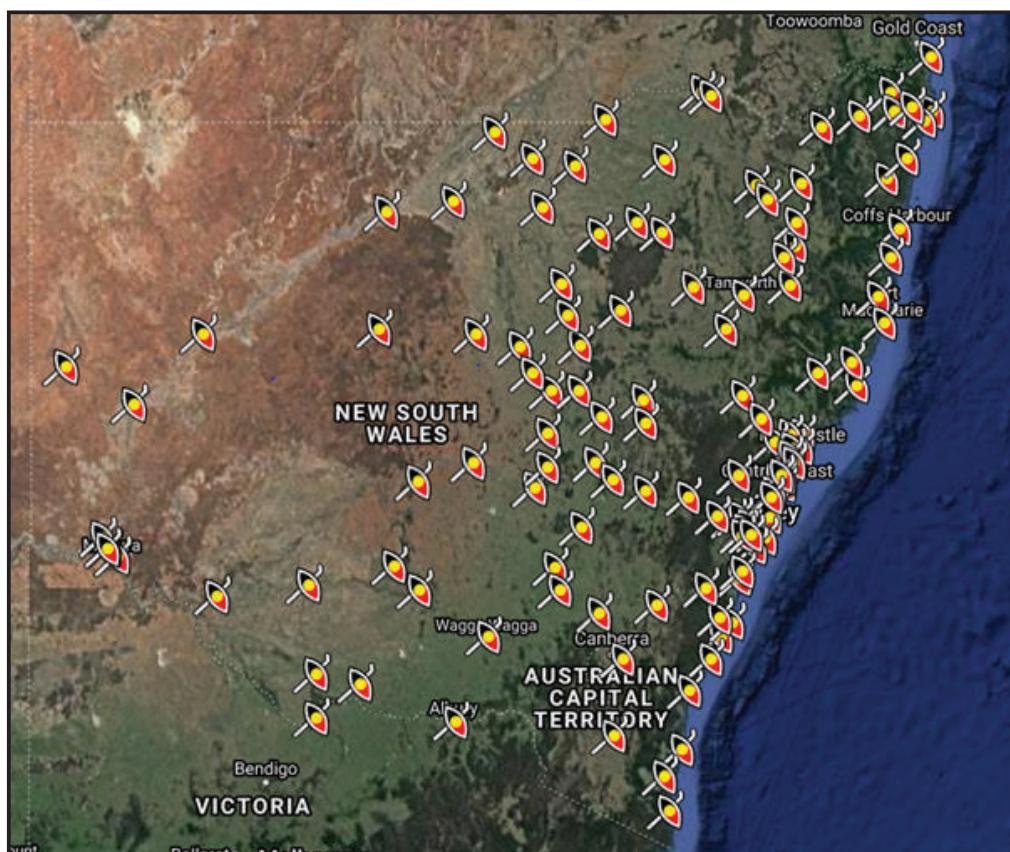
# Our Structure and Governance

### NSW AECG Organisational Structure



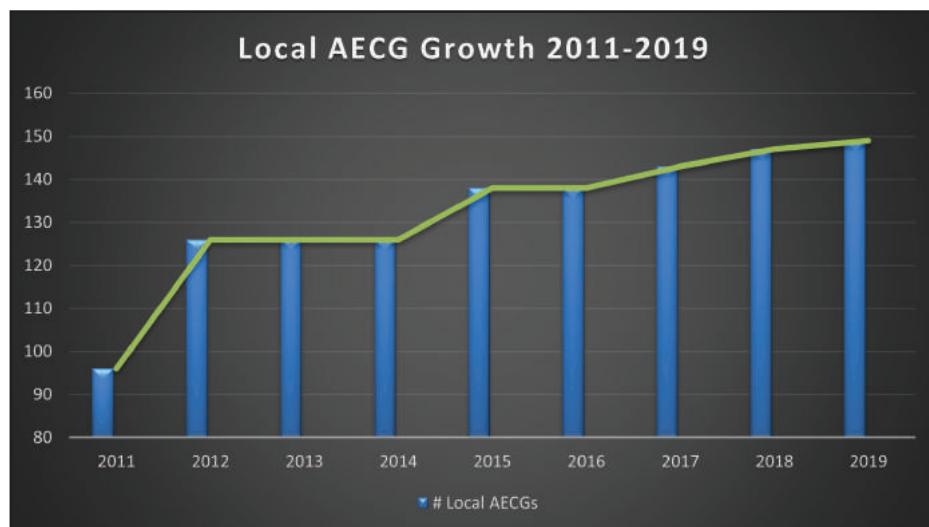
### Local AECGs

Local AECGs across NSW.



In 2019 two new Local AECGs were established, Wingacaribi Local AECG and the reestablishment of Hay Local AECG. On top of meeting regularly each term the NSW AECG's Local AECGs continued to provide essential grassroots advocacy along with local leadership and support for a wide range of Aboriginal Education initiatives across NSW during 2019. Local AECGs organised and held a range of activities and events throughout 2019. These included NAIDOC Events, Connecting to Country workshops, Award Ceremonies, taking part in local festivals to promote their Local AECGs and Aboriginal Education, and supporting STEM, SHOW and Language and Culture Camps.

The total number of Local AECG's has continued to grow over the past decade with the end of 2019 seeing 149 Local AECGS functioning across the state.



## Regional AECGs

Within each of the NSW AECG's 20 regions, a nominated number of elected members (2 to 4) of each local AECG form the Regional AECG. In 2019 Regional AECGs met once per school term to discuss regional Aboriginal education initiatives, matters of concern, advocacy needs etc.



# AECG State Committee

The NSW AECG State Committee includes 20 regional representatives and the NSW AECG President, Vice President, Secretary and Treasurer and five members of the Association Management Committee. The State Committee met twice in 2019. Further information on these meetings is provided in the next section of this report.

## Association Management Committee

The Association Management Committee (AMC) is the senior governance committee of the NSW AECG Inc., representing the Association at the State level. At each Annual General Meeting (AGM) the Vice President, Treasurer, Secretary and 5 members are elected by representatives from our Regional AECGs and Local AECGs. The President is elected at the AGM every three years. The AMC met 8 times during 2019.

### AMC Member Profiles

#### 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.

#### 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.

#### Patricia Daniels

##### Treasurer

Hi my name is Trish Daniel. I was born on the land of the Gadigal people at Crown Street Hospital in 1968. I come from a long line of proud, strong Aboriginal people. My Aboriginality stems from my mother's side. My mother's father (my Grandfather) was a proud Bidjigal man of the Eora Nation and my mother's mother (my Grandmother) was a proud Wandian woman of the Yuin Nation.

On leaving high school I studied at Supreme Secretarial College and later TAFE. I've lived at Heckenberg on Darug Country for 39 years and have work in my local community as an



Aboriginal Education Officer for 12 years. I'm a positive role model for our students I believe education is power and I reinforce this message to our mob in my role as AEO.

I've been an active member of the Liverpool LAECG since its re-establishment over 10 years ago. As a member of the LLAECG and Mil-Pra Regional AECG I have held various Office Bearers positions. I'm currently the Vice President of LLAECG, Treasurer of Mil-Pra and Treasurer of NSW AECG. I was successfully elected from the floor at the 2018 NSW AECG AGM and have enjoyed the experience and thank you all for the opportunity to represent you. I always advocate for the betterment of Aboriginal students and communities and encourage my daughter do so too.

### **Melinda Brown**

#### *Member*

Melinda is an Aboriginal women from Wailwan and Worimi ancestry who grew up in Dharawal Country, Campbelltown. A proud mother and grandmother of 4 children and 4 grandchildren who now live on Awabakal Country Newcastle. Melinda has dedicated many years of her career in support of the next generation of proud Aboriginal Australians. She has worked at the forefront of support for young Aboriginal people for over 20 years. Melinda is passionate about helping students, teachers, parents, carers, schools and communities to engage and participate within Aboriginal culture. Her passion has seen her work as a Project Officer for the NSW Aboriginal Education Consultative Group, supporting Aboriginal communities and schools to engage around Aboriginal Education, Aboriginal cultural perspectives and in achieving improved student learning outcomes.

Melinda's previous experience includes working at many levels within the NSW Department of Education in a range of community engagement and student supporting roles and facilitating after school homework centres for students within her local area.

Melinda is Vice President of the Sugar Loaf Action Group that advocates on behalf of the community in West Wallsend NSW. The Sugar Loaf Action Group has been instrumental in the protection of sacred Aboriginal women's sites. In 2013, Melinda was awarded citizen of the year for Lake Macquarie in recognition of her work

supporting students within the local community. Melinda has also received recognition through her part time acting career, appearing on TV shows such as Black Comedy, Black force and the SBS Clever Man series.

Most importantly Melinda was instrumental in the delivery of the MGoals Initiative, the precursor to Storylines of which she is a Co-Founder. Working as a Project Officer of MGoals, Melinda worked extensively with Community and partners to inform and evolve the MGoals into what Storylines is today.

### **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 he 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*

I Troy Freeburn am 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 Liaison 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.

#### **Barbara Keeley**

*Member*

#### **Lesley Armstrong**

*Member*

Lesley is a 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.



## The Secretariat

The NSW AECG's Secretariat is located in Stanmore. In 2019 the Secretariat continued to provide professional service and support for all levels of the organisation. In 2019 the Secretariat also broadened in its scope for providing services and support to the organisation.

## NSW Regional Offices

In 2019 the NSW AECG maintained and established new regional offices to provide a range of specific service and support to regional and remote NSW locations. At the end of 2019 NSW AECG regional offices were established in Dubbo, Lismore, Nambucca and Lightning Ridge. NSW AECG's regional offices have supported the employment of Language and Culture Project Officers, Language Educators, Administrative and Senior Project Officers for all levels of the organisation. If possible, in 2020 the NSW AECG will establish more regional offices to further our scope in providing accessible professional service and support for Local AECGs and Aboriginal communities in NSW.



# SECTION 3

## 2019 Major Meetings

### AGM, General Meetings

The 2019 Annual General Meeting (AGM) followed by a General Meeting was held on Gadigal country in Sydney on Friday 8<sup>th</sup> and Saturday 9<sup>th</sup> March. The proceedings began with a Welcome to Country 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 AGM dinner was held at the Sofitel Darling Harbour Hotel. Awards presented during the dinner included: Top Aboriginal HSC student result for Aboriginal Studies 2018; Top non-Aboriginal HSC student result for Aboriginal Studies 2018; HSC Aboriginal Studies Teacher Recognition Award 2018; NSW AECG Life Member, Catherine Trindall and; NSW AECG Associate Life Member, Lynda Rummery.

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

Additional presentations during the AGM and General Meeting included: a presentation from TAFE representatives on Aboriginal Languages; a workshop on NSW AECG Inc. Strategic Plan and Partnership Agreement with the NSW Department of Education; an update on relevant NSW Department of Education work; National and Policy updates including the Referendum Council; and a Connected Communities presentation.



### State Committee Meetings

In 2019 NSW AECG Inc. State meetings were hosted by the Coffs Harbour Local AECG - held at the Pacific Bay Resort on Friday 19<sup>th</sup> and Saturday 20<sup>th</sup> July - and the second State meeting was hosted by the Inner City Local AECG - held at the NSW AECG Secretariat on Thursday 24<sup>th</sup> and Friday 25<sup>th</sup> October. Each meeting was formally opened with a Welcome to Country and the lighting of the Remembrance Candle.

Throughout both State Meetings Regional Representatives provided reports on achievements, key issues and activities within their region. Both State Meetings also included additional important agenda items which included reports on: recent Closing the Gap matters; the Premiers Priorities; the Role of the Children's Court and Indigenous List; updates on Aboriginal Education from the NSW Department of Education; the update of the NSW AECG – NSW DoE Partnership Agreement NSW AECG – NSW TAFE partnership workshop, and presentation on the Kinchela Boys Home Mobile Education Centre.

# Regional Presidents Workshop

On Friday and Saturday, February 15 and 16 the NSW AECG's Regional Presidents came together to network, share and support each other in a workshop held at the NSW AECG Secretariat in Stanmore. This was a great opportunity for the Regional Presidents to contribute to, discuss and clarify directions of the organisation. Topics discussed and workshopped included: Aboriginal Languages and the International Year of Indigenous Languages; the Resource Allocation Model, and the NSW AECG Strategic Plan.



## SECTION 4

### Major Projects and Services

The NSW AECG continued to deliver a wide range of major state wide projects and services across the state in 2019. To improve education through Aboriginal languages and culture the NSW AECG delivered on major initiatives in:

#### *Language and Culture*

The United Nations General Assembly declared 2019 as the International Year of Indigenous Languages and it was another big year for the NSW AECG in coordinating and supporting a wide range of locally driven and state wide language and culture education initiatives.



## Supporting Local Governance

After being contracted to manage the 5 Language and Culture Nests in July 2016, the NSW AECG has supported the establishment and functioning of Language and Culture Reference groups. Each Language and Culture Nest Reference Group provides for engagement of communities to identify their local successes, needs and barriers around progressing the teaching and learning of Language and Culture. During 2019 the Dunghutti Satellite Language and Culture Nest Reference Group was established. All Reference Groups along with NSW AECG's locally employed Language and Culture Project Officers and Language Educators have supported progressing language teaching and learning, resource development and professional development.

## Resource Developments

The NSW AECG continued to support and develop a wide range of Language and Culture educational resources during 2019. Some of the resources developed by the NSW AECG during 2019 included:

**The NSW AECG Aboriginal Languages App** - In October of 2019 the NSW AECG formally launched its Aboriginal Languages App. The App features dictionaries for the Bundjalung, Gumbaynggirr, Gamilaraay, Murrawarri, Paakantji and Wiradjuri languages with games to support the learning and revitalisation of these language. During 2020 there are plans to expand the App to include more NSW Aboriginal languages and for NSW AECG's Language Educators and Project Officers to continue populating the App with additional words and phrases from each language. The NSW AECG Aboriginal Languages App is a great tool for learning the various Aboriginal languages of New South Wales.

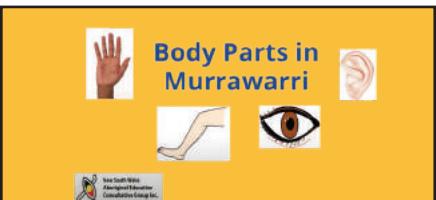
**Murrawarri body parts** – The NSW AECG began supporting the development of Murrawarri teaching and learning resources in 2019. One resource that has been developed is the Murrawarri body parts video available on the NSW AECG website at <https://aecgservices.com.au/languages/murawari/>

**Student and Teacher Workbooks** - Wiradjuri and Gamarraoi Workbooks were developed during 2019 to support language educators with their teaching in schools. There are plans to review and continue development and sharing of these resources across NSW.

Locally developed resources - In addition to the above NSW AECG project officers and Language Educators have developed and shared a wide Aboriginal language teaching and learning resources for school students and community members in their local language regions.

## Language Spectacular

To celebrate the International Year of the World's Indigenous languages the NSW AECG held a Language Spectacular for school students. In October about 300 students from across the Wiradjuri, Paakantji and Gamarraoi Nations showcased their languages through song, poems and monologues during two days of performances. The event brought great pride in Aboriginal language and culture. It also brought strong Aboriginal education outcomes through the use of Aboriginal methods of teaching and learning - through story, Country, song and performance in language. The Language Spectacular was well received and appreciated by all involved.





*“Tonight we heard our young people sing proudly in languages that our ancestors were forbidden to speak...experiences like the past few days, not only to perform, but to meet and be with one another , these experiences are how we honour the old ways and give us profound hope for the future.”*  
(Ros McGregor NSW AECG North West 1 Regional Rep)

*“It breaks the cycle of ‘shame’ with students”* (NSW AECG Senior Project Officer – David Towney).

*“It was a heartfelt and moving experience which I was very grateful to be a part of”*  
(Collarenibri Central School Principal).

*“It makes me feel happy, emotional and makes me want to cry because it’s from my own language and it’s really joyful”* (Paakantji student).

A short film on the Language Spectacular is available at [https://youtu.be/5\\_8AiEfjI5Q](https://youtu.be/5_8AiEfjI5Q)

Community Concert – After the Language Spectacular a Community Language Concert was organised by the Gamilaraay/Yuwaalaraay/Yuwaalayaay Language Nest for community members who couldn’t make the trip to Dubbo for the Language Spectacular. This event was held in the Lightning Ridge Bowling Club on December 13. More than 80 students performed a range of local stories songs monologues in language for approx. 200 community members on the day.

### **NSW AECG Aboriginal Language App launch**

Our Aboriginal Languages App was launched at the Museum of Contemporary Arts on October 22, 2019. It was a fantastic evening with performances from the Gamay Dancers followed by Rowena Public School, Weilmoringle Public School and some of NSW AECG’s language educators. The night also included presentations from NSW Secretary Education Mark Scott and NSW AECG’s President Cindy Berwick.

*“This app is for our community so that we can ensure survival of our languages as First Nation peoples”*  
*... “But we also want non-Aboriginal people to use the app to support an understanding of and respect for Aboriginal histories and cultures and the unique place Aboriginal people hold as the oldest living culture of humanity.”* Cindy Berwick.

### **Language and Culture Professional Development Opportunities**

During 2019 the NSW AECG supported community members and our Language Project Officers and Educators to undertake a range of professional development to further language teaching and learning in NSW. Professional learnings undertaken and completed included: Certificate IV in Training and Assessment; Certs I, II and III in local NSW Aboriginal Languages; and the Diploma of Indigenous Language Work.

### **Language and Culture Nest Project Officer and Language Educator Workshops**

In the International Year of Indigenous Languages (2019), the AECG Project Officers and Language Educators formally gathered together to meet for the first time in two conferences/workshops. The first at Destiny Motel, Nambucca Heads on 23-24<sup>th</sup> April. We also had a workshop at the Bangamalanha Centre in Dubbo on 16-17<sup>th</sup> July. Both were important occasions to bring together the knowledge, resources and sharing of ideas to further advance Indigenous language teaching in both the school system and community.



## Employment

At the end of 2019 the NSW AECG employed a total of 12 Language and culture Nest Project Officers working within regional NSW AECG offices across the state. Additionally in 2019 the NSW AECG was contracted by the NSW Department of Education to employ existing Department of Education Language Tutors to support better working conditions for community members working in schools teaching languages. At the end of 2019 the NSW AECG employed a total of 18 Language Educators (formerly known as Language Tutors). The NSW AECG's employment of Language Educators during 2019 was a highly significant shift towards appropriately valuing and recognising the importance of their work. It has meant that:

- there has been an increase in the numbers of language classes delivered in schools...
- language educators are now entitled to paid leave such as sick leave, holiday leave, ceremony leave etc.
- language educators are now recognised for their vital work in developing localised language teaching and learning resources through payment for their time spent developing these much needed resources
- language educators have access to Aboriginal community controlled offices outside of schools within NSW AECG's regional offices to collectively develop resources, plan teaching and learning activities, network with other Language Educators etc.

## Language and Culture Camps

In addition to NSW AECG's work for the Language and Culture Nests, the NSW AECG also coordinated nine Language and Culture Camps during 2019. These camps engaged totals of 673 students and 172 school staff in a range of Language and Culture educational workshops. 2019 Camps were held on Wiradjuri (X2), Paakantji, Gumbayngirr, Bundjalung, Dharawal (X2), and Gamilaroi (X2) Countries.

In 2020 the NSW AECG will continue to support locally prioritised Aboriginal Language teaching and learning initiatives across the state.



# Professional Development

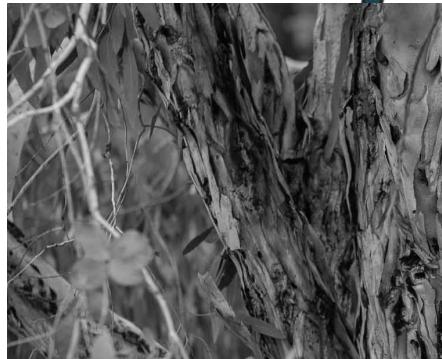
## Connecting to Country

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.

In 2019 the highly regarded Connecting to Country experience was delivered through Local and Regional AECGs in Newcastle, Maitland, Port Stephens, Wollongong, Walgett, Wee Waa, Central Coast and various other places around NSW. Approximately 1000 principals, teachers and school administrative staff participated in our Connecting to Country programs during 2019.

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's 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

Building on from the Connecting to Country program the Healthy Culture Healthy Country program has provided schools and communities further opportunity to work closely in structuring and delivering a cultural education program built on Cultural Knowledge from the Local Aboriginal Community. The HCHC programme brings participants' attention to the synthesis between the health of culture, the health of Country, and the health and wellbeing of Aboriginal Australians.

The Healthy Culture Healthy Country program 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.

During 2019 the HCHC program was delivered across NSW to approximately 500 participants including pre-service teachers, NSW DoE school staff, NSW DoE Principals Networks staff, School Executive staff, NSW DoE High Performance staff and NSW DoE Aboriginal Education and Communities Engagement staff.

In 2020 the NSW AECG will continue to deliver the program to NSW Department of Education staff and other providers as needed.



## Engaging With Aboriginal Communities

Engaging With Aboriginal Communities (EWAC) 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 2018 the program was delivered across the Sydney metro, Central Coast and Far West regions of NSW to approx. 220 school teachers.

In 2019 the NSW AECG also continued in its work with the NSW Family and Community Services (FACS) to deliver EWAC workshops for FACS workers across NSW.

In 2020 and 2021 we will continue to deliver EWAC to a total of approx. 8,500 FACS workers across NSW.

## NAIDOC Workshop - Voice Treaty Truth

In 2019 the NSW AECG delivered a *Voice Treaty Truth* Professional Learning programme for school staff to build insight into the NAIDOC theme. Participants in the workshops received six hours accreditation for the day. Approximately 15 workshops were held across urban regional and remote NSW locations. A total of approximately 300 teachers attended the workshops in 2019. In 2020 workshops on the NAIDOC theme Always Was Always Will Be will again be delivered to teachers across rural remote and urban NSW.



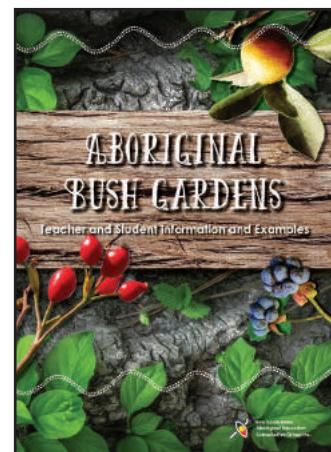
## Captain Cook -View from the Shore Workshop

During late 2019 a Professional Development workshop highlighting the many Indigenous perspectives of Cook's voyage was developed and piloted by the NSW AECG. The Workshop is designed for school staff and was first delivered to approximately 30 school principals and Department of Education Executives at Kurnell on December 18, 2019. In 2020 teaching resource booklets will be developed to accompany the PD program, which will be delivered across urban rural and remote locations.

## Resources

The NSW AECG continued developing and distributing a wide range of Aboriginal educational products in 2019. These products have been primarily developed to support schools to incorporate Aboriginal cultures and perspectives in their curriculums and include: an Aboriginal Tools resource kit, Gomeroi Numbers kit, Aboriginal Sites kit, the Lenny and Leena big book series and a Bush tucker Garden Kit. The kits provide useful resources for teachers such as information and activity sheets, DVDs, booklets and teaching notes.

The NSW AECG further expanded its resources during 2019 by developing additional 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 at: <https://aecgservices.kinsta.cloud/product-category/teaching-learning-activities/> . We also have a range of merchandise for sale on our website at --- <https://www.aecg.nsw.edu.au/product-category/aecg-store/>

## STEM and STEAM Camps

The Science Technology Engineering and Mathematics (STEM) and Science Technology Engineering Arts and Mathematics (STEAM) Youth Development Camps are collaborative education programs that have been established through the Connected Communities initiative, the NSW AECG and the Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA). In 2019 we delivered 7 STEM Camps (with funding support from NSW DoE) across the state, along with 1 STEAM Camp (with funding support from the Sydney Motorway Corporation) that was based in Sydney.

In total the STEM and STEAM camps brought together close to 800 Aboriginal students from across NSW. The students who attended the camp were entertained and educated through hands on interactive learning experiences. They also got to meet and interact with inspiring Aboriginal role models in the STEM/STEAM career fields. The workshops integrate Aboriginal knowledge, culture, STEM and STEAM. These workshops covered topics such as: Indigenous plant use; Fibres; Corroboree Equations; Indigenous Entrepreneurship; Kinship Systems; Crime Scene Investigation; Kinship Maths; Boomerangles and Drones, Fractals, and Fire by Friction. Students who participated in the Camps were also engaged in meaningful on Country learning excursions at places like: the CSIRO Parkes Observatory; Environmental Education Centres; and Science Space Wollongong.

Further information about the STEM and STEAM Camps along with recorded examples of participant feedback on the Camps can be found at <https://aecgservices.com.au/programs/stem-camps/>

NSW AECG will deliver more STEM and STEAM Camps again in 2020.



## SHOW Camps

In 2019 we delivered 4 Sports Health Opportunity and Wellbeing (SHOW) Camps for more than 250 Aboriginal students. SHOW Camp programs were developed during 2018 and 2019 was our first full year of delivering SHOW Camps, which come with funding support from the NSW Department of Education. Our SHOW Camps are run in partnership with the Department of Education's, Aboriginal Education and Communities. They encourage students to lead healthier and active lifestyles, develop leadership qualities and also prompt explorations and considerations for a range of careers in sport outside of simply participation.

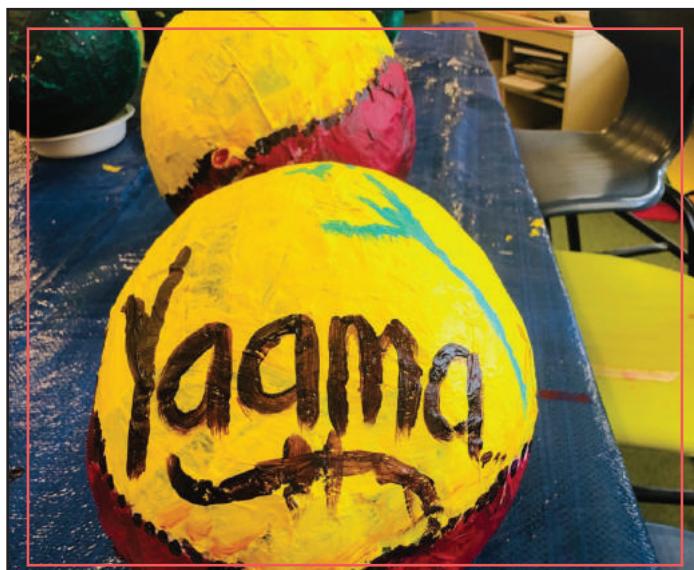
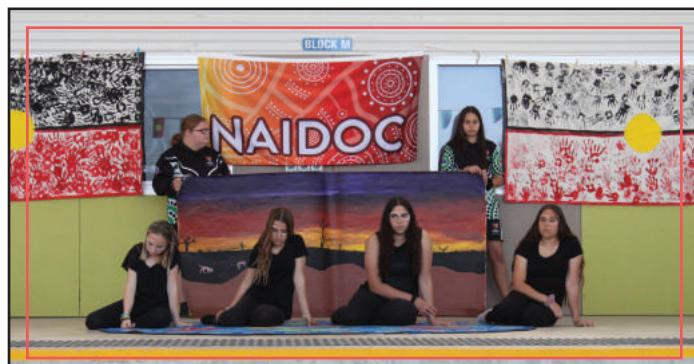
To support delivery of 2019 SHOW Camps the NSW AECG engaged and partnered with professional sporting organisations such as the Lloyd McDermott Foundation, Sydney Thunder Cricket BBL team and Sydney Sixers Cricket BBL team.

We believe our SHOW camps have been a success in 2019 and the planning to deliver more in 2020 has begun. Updated information for these camps can be found at <https://aecgservices.com.au/programs/show-camps/>



## NAIDOC and Cultural Events

The NSW AECG's Secretariat staff based in Stanmore were also involved in many different NAIDOC and cultural events throughout the year such as: delivering language, artefact, storytelling, weaving, didge and dance workshops and performances for more than 20 schools and childcare centres across the Sydney region. We also supported NAIDOC celebrations and held stalls at the Aboriginal Studies Association's conference, the Environmental Education Conference, Yabun and the Geography Teachers Conference. Our staff also delivered an Aboriginal STEM for the Emmanuel School in Randwick and a Literacy Day for Broadmeadow Public School.



# SECTION 5

---

## Advocacy and Partnerships

### *NSW Premiers Priority*

The NSW AECG is one of the community controlled organisations that make up the NSW Coalition of Peak Organisations (NSW CAPO). In 2019 the NSW AECG worked closely with the Department of Premier and Cabinet Premiers Implementation Unit to help ensure better understandings of Aboriginal Communities so the Premier's Priorities for NSW Aboriginal students can be met.

### *National Indigenous Education Consultative Bodies*

Across Australia, the National Indigenous Education Consultative Bodies (IECBs) are the collective of peak community advocacy and advisory bodies for Aboriginal and Torres Strait Islander education within their jurisdictions. In 2019 the NSW AECG along with the other IECBs met in Canberra during June and December.

On 22<sup>nd</sup> July IECBs met for a half day meeting to discuss IECB future strategy and current research projects. During the afternoon of July 22 the IECBs met with the Indigenous Education Consultative Meeting (IECM) committee Chaired by the Commonwealth Department of Education Secretary, Dr Michele Bruniges. Agenda items discussed included: The National Indigenous Australian Agency; Closing the Gap Refresh; Early Learning and Childcare; and School to work transitions.

On 3<sup>rd</sup> December IECBs met with the Indigenous Education Consultative Meeting (IECM) committee Chaired by the Commonwealth Department of Education Secretary, Dr Michele Bruniges. Agenda items discussed included: The National Indigenous Australian Agency; Pathways and Transitions Australian Department of Education priorities; Future Collaborative Work; and Research Projects conducted by the NSW AECG for the National Aboriginal and Torres Strait Islander Education Council.

During 2019 IECBs also undertook two national research projects with funding support from the Australian Government Department of Education. The research projects focussed on policy, conditions for success and barriers experienced by Aboriginal Education Workers and Indigenous Language Educators. The NSW AECG took the lead and conducted the projects on behalf of the IECBs. The Projects were completed in November and are available on request to the NSW AECG Secretariat.

In 2020 the NSW AECG will continue to meet and make contributions at the national level with the IECBs.

## Storylines Platform and Goal Hub

During 2019 the NSW AECG continued its partnership with the Burraga Foundation and its Storyline platform (formerly MGoals). Local AECGs continued to work with the Burraga foundation providing for culturally safe online environments to share and celebrate Aboriginal, non-secret, non-sacred stories of history, culture and achievement. The NSW AECG President also sits on the Board of the Burraga Foundation.

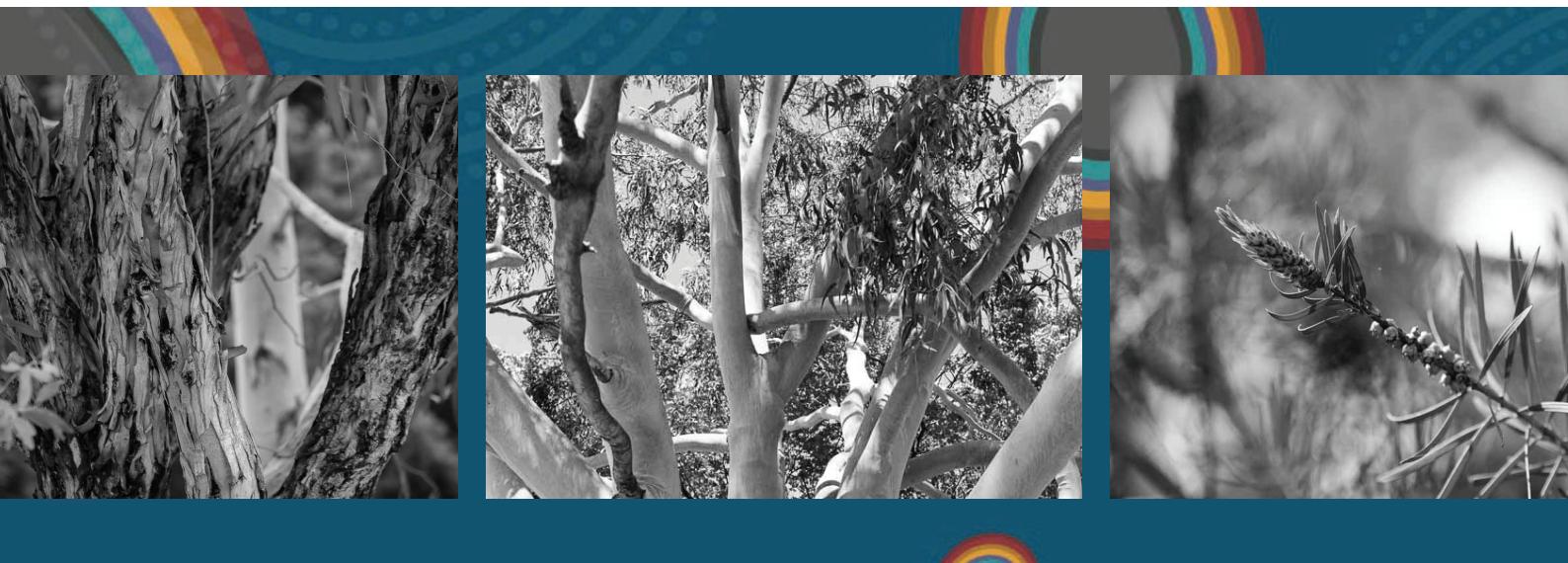


Through the partnership between Storylines and the NSW AECG, more than 100 communities have now established local Storylines website, sharing 1000's of amazing stories of success in and around Aboriginal education.

## NSW AECG – NSW Department of Education Partnership Agreement

During the second half of 2019 the NSW AECG along with the NSW Department of Education led consultations across the state to inform the 2020-2030 NSW AECG – NSW Department of Education Partnership Agreement. Consultations were held in the following locations and NSW AECG Inc. regions: Hunter, 9/8/19; Central Coast, 23/8/19; North West 1, 19/8/19 & 20/9/19; North West 2, 6/9/19; Met North, 12/9/19 & 25/9/19; Upper South Coast, 17/9/19; Upper North Coast, 27/9/19; Parramatta, 14/10/19; Riverina 1, 18/10/19; Western 1, 21/10/19; Met East, 22/10/19; Western 2, 4/11/19.

The Partnership Agreement will be finalised and publicised in 2020.



# The Coalition of Aboriginal and Torres Strait Islander Peak Bodies - Closing the Gap refresh

An historic Partnership Agreement on Closing the Gap has been agreed between the Commonwealth Government, State and Territory Governments and a Coalition of Aboriginal and Torres Strait Islander Peak Bodies. The Partnership Agreement means that for the first time Aboriginal and Torres Strait Islander people, through their peak body representatives, will share decision making with governments on Closing the Gap. As a Member of the NSW Coalition of Peak Organisations (CAPO) the NSW AECG provided representation on the Coalition of Aboriginal and Torres Strait Islander Peak Bodies during 2019.



NSW CAPO supported consultations across NSW on the national Closing the Gap refresh agenda. More than 500 community members attended these meetings, providing input to the Closing the Gap Refresh.

NSW AECG will continue to represent NSW CAPO on the National Coalition during 2020 and sits at the Joint Council of Close the Gap representing NSW and ensuring educational input.

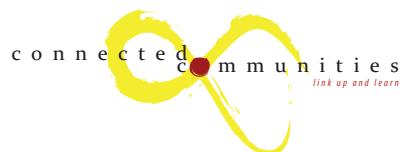
## University of Western Sydney

During 2019 the NSW AECG continued to work in partnership with Western Sydney University and St Andrews Public School to tailor and deliver the Healthy Culture Healthy Country program to approx. 50 3<sup>rd</sup> year education students and their practical teaching mentors at Kangaroo Valley and Nowra.



## 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 to increase 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.

In 2019 the NSW AECG also supported the Connected Communities strategy through sitting on interview panels for senior leaders positions that sit within the Connected Communities locations across the state.

## NESA

The NSW Education Standards Authority (NESA) Authority endeavours to ensure that the NSW AECG is represented on all of its committees. This representation means that Aboriginal advice informs decision-making and that Aboriginal perspectives are included in syllabus documents.

The NSW AECG's participation on NESA is of paramount importance, it helps to improve curriculums so that the needs of Aboriginal students can be considered and met. It also helps promote awareness and understanding of Aboriginal Australia by all students. The NSW AECG continued representing on NESA committees in 2019, providing advice on all relevant matters pertaining to inclusive curriculum and the implementation of Aboriginal perspectives in syllabuses, curriculum and teaching.

During 2019 the NSW AECG worked with NESA on the NESA Commissioning Program to support the delivery of three Connecting to Country, four Healthy Culture Healthy Country and four Engaging with Aboriginal Communities professional development programs across regional and urban NSW. Under the NESA Commissioning Program more than 300 teachers, principals and executive Department of Education staff were subsidised to participate in these three professional development programs.

After providing a submission to NESA's NSW Curriculum Review during late 2018 the NSW AECG continued to consult with NESA on further drafts of the review during 2019.

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

## ATSIMA

The Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA) is a 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 2019 the NSW AECG worked with ATSIMA to deliver STEM Camps in NSW.



# **SECTION 6**

---

## **Financial Statements**

**NSW ABORIGINAL EDUCATION  
CONSULTATIVE GROUP INCORPORATED  
A.B.N. 29 271 072 930**

### **FINANCIAL REPORT**

**For the year ended 31 December 2019**

### **Contents**

- Committee's Report
- Income and Expenditure Statement
- Balance Sheet
- Statement of Changes in Equity
- Cash Flow Statement
- Notes to the Financial Statements
- Statement by Members of the Committee
- Independent Audit Report

# **NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.**

## **COMMITTEE'S REPORT**

Your committee members submit the financial report of NSW Aboriginal Education Consultative Group Incorporated for the financial year ended 31 December 2019.

### **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 8/3/18)  
Secretary – Julie Street Smith (re-app 8/3/18)  
Treasurer – Patricia Daniel (re-app 8/3/18)  
Member – Melinda Brown (app 8/3/18)  
Member – Lesley Armstrong (app 8/3/18)  
Member – Troy Freeburn (re-app 8/3/18)  
Member – Merv Donovan (re-app 8/3/18)  
Member – Barbara Keeley (app 8/3/18)

#### **Ceased Members**

Matthew Priestley (ceased 8/3/18)  
Robert Salt (ceased 8/3/18)  
Tom Flanders (ceased 8/3/18)

### **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.

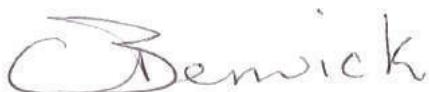
### **OPERATING RESULT**

The surplus from ordinary activities amounted to \$184,044 (2018 surplus: \$43,118).

### **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: 6<sup>th</sup> March 2020

# NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

## INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2019

	2019 \$	2018 \$
<b>INCOME</b>		
Government grants	5,515,957	2,970,777
Interest received	4,370	8,183
Other revenue	968,972	694,447
	<hr/>	<hr/>
	6,489,299	3,673,407
<b>EXPENDITURE</b>		
Administration	170,636	194,318
Community support	59,091	30,040
Conference/meeting costs	1,839,289	775,050
Consultancy	39,347	334,925
Depreciation & amortisation	154,222	63,818
Interest expense	9,426	-
Information technology & communication	54,400	161,144
Motor vehicle costs	122,936	85,038
Employee benefits expense	3,165,552	1,352,865
Property & maintenance	193,187	102,759
Regional expenses	46,595	39,490
Resources	169,102	213,531
Travel costs	281,472	277,311
	<hr/>	<hr/>
<b>Surplus / (Deficit) from ordinary activities</b>	<b>184,044</b>	<b>43,118</b>
<b>Retained Surplus at the beginning of the year</b>	<b>1,135,283</b>	<b>1,092,165</b>
<b>Retained Surplus at the end of the year</b>	<b>1,319,327</b>	<b>1,135,283</b>

# NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

## BALANCE SHEET AS AT 31 DECEMBER 2019

	Note	2019 \$	2018 \$
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	3	3,320,356	1,821,759
Trade and other receivables	4	9,044	220,741
Other assets	5	6,600	78,957
<b>TOTAL CURRENT ASSETS</b>		<u>3,336,000</u>	<u>2,121,457</u>
<b>NON-CURRENT ASSETS</b>			
Investments	6	488,278	490,694
Plant and equipment	7	336,416	282,659
Right of use property	8	201,694	179,860
Intangibles	9	9,708	14,562
<b>TOTAL NON-CURRENT ASSETS</b>		<u>1,036,096</u>	<u>967,775</u>
<b>TOTAL ASSETS</b>		<u>4,372,096</u>	<u>3,089,232</u>
<b>CURRENT LIABILITIES</b>			
Trade and other payables	10	419,385	174,041
Grants in advance	11	2,221,876	1,487,185
Lease liability	12	68,328	32,461
Employee Entitlements	13	142,491	72,963
<b>TOTAL CURRENT LIABILITIES</b>		<u>2,852,080</u>	<u>1,766,650</u>
<b>NON-CURRENT LIABILITIES</b>			
Lease liability	12	137,531	147,399
Employee Entitlements	13	63,158	39,900
<b>TOTAL NON-CURRENT LIABILITIES</b>		<u>200,689</u>	<u>187,299</u>
<b>TOTAL LIABILITIES</b>		<u>3,052,769</u>	<u>1,953,949</u>
<b>NET ASSETS</b>		<u>1,319,327</u>	<u>1,135,283</u>
<b>MEMBERS' FUNDS</b>			
Retained surplus		<u>1,319,327</u>	<u>1,135,283</u>
<b>TOTAL MEMBERS' FUNDS</b>		<u>1,319,327</u>	<u>1,135,283</u>

The accompanying notes form part of this financial report.

# **NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.**

## **STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2019**

	Retained Surplus \$	Total \$
Opening Balance at 1 January 2018	1,092,165	1,092,165
Surplus for the year	43,118	43,118
<b>Closing Balance at 31 December 2018</b>	<b>1,135,283</b>	<b>1,135,283</b>
Opening Balance at 1 January 2019	1,135,283	1,135,283
Surplus for the year	184,044	184,044
<b>Closing Balance at 31 December 2019</b>	<b>1,319,327</b>	<b>1,319,327</b>

The accompanying notes form part of this financial report.

**NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.**  
**CASH FLOW STATEMENT**  
**FOR THE YEAR ENDED 31 DECEMBER 2019**

	<b>Note</b>	<b>2019</b> \$	<b>2018</b> \$
<b>CASHFLOW FROM OPERATING ACTIVITIES</b>			
Grants income received		6,866,262	3,386,603
Other income received		1,277,151	755,569
Interest income received		4,370	8,183
Interest paid		(9,426)	-
Payments to suppliers and employees		(6,471,431)	(3,951,701)
	16(b)	<u>1,666,926</u>	<u>198,654</u>
<b>CASHFLOW FROM INVESTING ACTIVITIES</b>			
Acquisition of investments		-	-
Receipt from investments		30,631	29,398
Acquisition of other assets		(155,591)	(138,208)
Receipt from sale of other assets		-	13,000
		<u>(124,960)</u>	<u>(95,810)</u>
<b>CASHFLOW FROM FINANCING ACTIVITIES</b>			
Lease principal paid		(43,369)	-
		<u>(43,369)</u>	<u>-</u>
Net increase (decrease) in cash		1,498,597	102,844
Opening cash at beginning of year		1,821,759	1,718,915
	16 (a)	<u>3,320,356</u>	<u>1,821,759</u>

The accompanying notes form part of this financial report.

# **NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.**

## **NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019**

### **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.

# **NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.**

## **NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019**

### **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 “Grants In Advance” 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. NSW Education Standards Authority**

Operational expense invoices of the Association were submitted to NSW Education Standards Authority (NESA) during the year for direct payment to suppliers. This practice was consistently applied in prior years.

NESA provides an allocation of \$643,600 to the association for personnel and operational expenses.

# **NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.**

## **NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019**

### **NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES**

#### **Changes in Significant Accounting Policies**

The association has initially applied AASB 16 Leases from 1 January 2019.

The association has applied AASB 16 using the full retrospective approach. Accordingly, the comparative information presented for 2018 is restated.

The association does not have any finance leases. Previously all operating leases were treated as operating leases under AASB 17 Leases, whereby the payments were recognised in the income and expenditure statements at the time of payment.

#### **On transition to the new AASB 16**

- lease liabilities were measured at the present value of the remaining lease payment, discounted at the association's incremental borrowing rate as at 1 January 2019.
- right of use assets were measured at an amount equal to the lease liability.

#### **Subsequent to transition to the new AASB 16**

- right-of-use assets are amortised on a straight-line basis over the term of the lease;
- lease payments are allocated between the reduction of the lease liability and lease interest expense for the period.

The association has tested its right-of-use assets for impairment and has concluded that there is no indication of impairment.

The association has applied a number of practical expedients when applying AASB 16 to leases previously classified as operating leases under AASB 17. In particular:

- did not recognise right-of-use assets and liabilities for leases for which the lease term ends within 12 months of the date of initial application;
- did not recognise right-of-use assets and liabilities for leases of low value assets (eg IT equipment); and
- used hindsight when determining the lease term.

# NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

	2019 \$	2018 \$
<b>NOTE 2: AUDITORS' REMUNERATION</b>		
Auditing or reviewing the financial report	12,000	10,000
Other services	-	-
	<u>12,000</u>	<u>10,000</u>
<b>NOTE 3: CASH AND CASH EQUIVALENTS</b>		
General Bank Account	434,629	87,169
General Investment Account	53,135	53,006
Corporate Investment Account	2,753,581	1,609,671
Security Deposit Account	10,200	10,226
Local AECG Accounts – Held in Trust	64,494	60,849
Credit Card	4,017	-
Cash on hand	300	838
	<u>3,320,356</u>	<u>1,821,759</u>
<b>NOTE 4: TRADE AND OTHER RECEIVABLES</b>		
Grants Receivable	-	217,121
Other Receivables	<u>9,044</u>	<u>3,620</u>
	<u>9,044</u>	<u>220,741</u>
<b>NOTE 5: OTHER ASSETS</b>		
Prepayments	<u>6,600</u>	<u>78,957</u>
	<u>6,600</u>	<u>78,957</u>
<b>NOTE 6: INVESTMENTS</b>		
Indigenous Real Estate Investment Trust	<u>488,278</u>	<u>490,694</u>
	<u>488,278</u>	<u>490,694</u>
<b>NOTE 7: PLANT &amp; EQUIPMENT</b>		
Office Furniture and Equipment	460,213	397,731
Motor Vehicles	218,071	124,962
Less accumulated depreciation	(341,868)	(240,034)
	<u>336,416</u>	<u>282,659</u>

# NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

	2019 \$	2018 \$
<b>NOTE 8: RIGHT OF USE ASSETS</b>		
Property leases	249,228	179,860
Less accumulated amortisation	<u>(47,534)</u>	-
	<u>201,694</u>	<u>179,860</u>
<b>NOTE 9: INTANGIBLES</b>		
Website Development	46,857	46,857
Less accumulated amortisation	<u>(37,149)</u>	<u>(32,295)</u>
	<u>9,708</u>	<u>14,562</u>
<b>NOTE 10: TRADE AND OTHER PAYABLES</b>		
Trade and Sundry Creditors	73,325	73,410
Local AECG Accounts – Held in Trust	64,494	60,849
Superannuation Accrual	31,320	10,539
Goods and Services Tax - net	174,490	6,420
PAYG Withholding Accrual	75,756	22,823
	<u>419,385</u>	<u>174,041</u>
<b>NOTE 11: GRANTS IN ADVANCE</b>		
Healthy Culture Healthy Country	387,744	197,046
Language & Culture Nests	56,203	948,560
STEM	393,928	-
Walgett Community	125,038	-
RMS Scholarships	10,200	-
Hunter Expressway	181,818	181,818
SHOW & On Country Language Camps	1,017,361	113,636
Educational Support Grant	49,584	46,125
	<u>2,221,876</u>	<u>1,487,185</u>
<b>NOTE 12: LEASE LIABILITY</b>		
CURRENT		
Right of use – Property leases	<u>68,328</u>	<u>32,461</u>
	<u>68,328</u>	<u>32,461</u>
NON-CURRENT		
Right of use - Property leases	<u>137,531</u>	<u>147,399</u>
	<u>137,531</u>	<u>147,399</u>

# NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

	2019 \$	2018 \$
<b>NOTE 13: EMPLOYEE ENTITLEMENTS</b>		
CURRENT		
Provision for Annual Leave	142,491	72,963
	<u>142,491</u>	<u>72,963</u>
NON-CURRENT		
Provision for Long Service Leave	63,158	39,900
	<u>63,158</u>	<u>39,900</u>

## NOTE 14: 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	16,847	25,377
— later than 1 year but not later than 5 years	15,600	-
— later than 5 years	-	-
	<u>32,447</u>	<u>25,377</u>

The association has elected not to recognise a lease liability for short-term (leases with a term of 12 months or less) or for leases of low value assets. Payments made under such leases are expensed on a straight-line basis.

## NOTE 15: 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.

**NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.**  
**NOTES TO THE FINANCIAL STATEMENTS FOR THE**  
**YEAR ENDED 31 DECEMBER 2019**

	2019 \$	2018 \$
<b>NOTE 16: CASH FLOW INFORMATION</b>		
<b>(a) Reconciliation of cash</b>		
Cash on hand	300	838
Cash at bank	3,320,056	1,820,921
	<u>3,320,356</u>	<u>1,821,759</u>
<b>(b) Reconciliation of cash flow from operating activities</b>		
Surplus for the year	184,044	43,118
Adjustments for:		
Depreciation and amortisation	154,222	63,818
Investments	(28,215)	(41,893)
Loss (profit) on disposal of assets	-	(2,058)
Changes in assets and liabilities:		
Changes in trade and other receivables	211,697	139,966
Changes in prepayments	72,357	(48,516)
Changes in trade and other payables	245,344	8,229
Changes in employee benefits	92,786	31,617
Changes in grant income in advance	734,691	4,373
	<u>1,666,926</u>	<u>198,654</u>

# **NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.**

## **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 and Expenditure Statement, Balance Sheet, Cash Flow Statement and Notes to the Financial Statements:

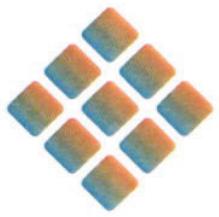
1. Presents a true and fair view of the financial position of NSW Aboriginal Education Consultative Group Incorporated as at 31 December 2019 and its performance for the year ended on that date; and.
2. At the date of this statement, there are reasonable grounds to believe that NSW Aboriginal Education 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: 6<sup>th</sup> March 2020



## 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 2019, 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.

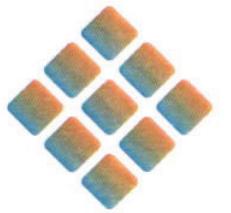
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### 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 2019 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 2019, 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

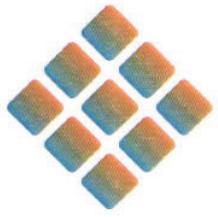
The members of the committee of the Association are responsible for the preparation of the financial report in accordance with the Associations Incorporation Act 2009 and Associations Incorporation Regulation 2016, and for such internal control as the members of the committee determines is necessary 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:

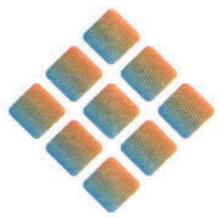
- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a 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 6<sup>th</sup> day of March 2020  
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 2019, 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 6<sup>th</sup> day of March 2020  
Sydney, NSW

