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ANNUAL REPORT NSW AECG Inc.



New South Wales
Aboriginal Education
Consultative Group Inc.



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

Graphic design by Wallula Bethell

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PRESIDENT'S REPORT

2020 was a challenging year for everyone including the NSW AECG that saw a once in one hundred year pandemic halt many of our activities. Despite these challenges, the NSW AECG embraced technology to hold meetings and communicate throughout the organisation and ran zoom classes for students to keep them socially connected and connected to learning.

Planning was undertaken and much needed time was available to Secretariat staff to look at innovative ways to support young people gaining their education, particularly with the difficulties many families faced with home schooling.

Despite the pandemic, the organisation continued to grow and Local AECG's continued to support Aboriginal education locally and provide grassroots advocacy on behalf of Aboriginal communities and their families. We hope 2021 is a less challenging year for all!!

Cindy Berwick
President
NSW AECG Inc.



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 critically, the most 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.

COMMUNICATIONS

Due to Covid 19 the NSW AECG Inc. made several adjustments to communications during 2020. These are detailed in other sections of this report. The content below reports on the NSW AECG's ongoing regular communications.

One edition of the Pemulwuy Newsletter was published during the month of June in 2020.

Several updates were made to our website - www.aecg.nsw.edu.au – which continues to provide information on NSW AECG's services and advocacy work in support of Aboriginal Education.

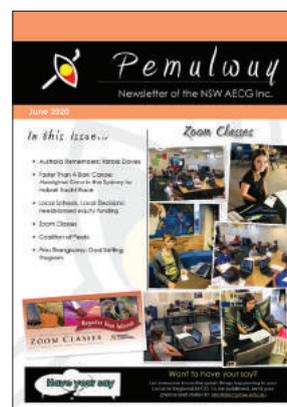
In 2020 the NSW AECG regularly communicated through our Twitter account @nswaecg. We now have 1190 followers on our Twitter account, up from 871 in 2019.

In 2020 the NSW AECG further established the Instagram account that was developed in late 2018. We now have 1003 followers, up from 394 in 2019.

The NSW AECG has continued to communicate through our Mobile Application (App). 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 2020 our App has been downloaded a total of 1355 times, up from 1034 times at the end of 2019.

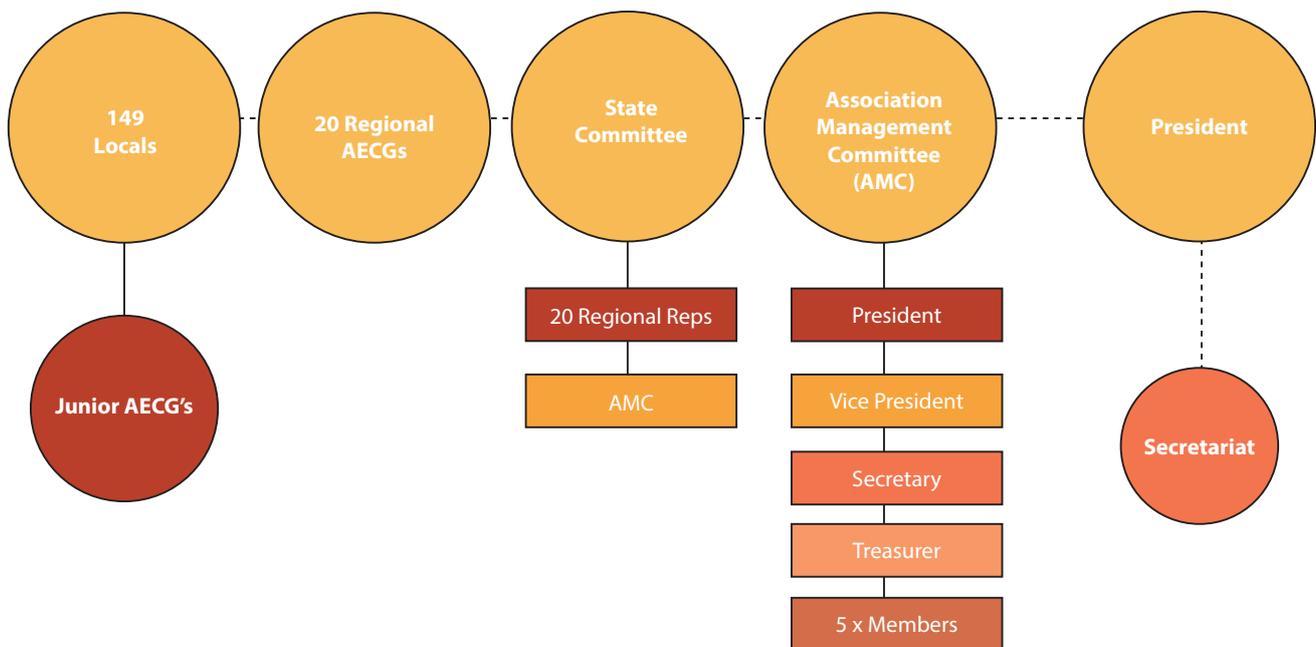
Additionally in 2020 the NSW AECG further expanded content within its Languages App. The NSW AECG Aboriginal Languages App is a great tool for learning the various Aboriginal languages of New South Wales. The App features dictionaries for the Bundjalung, Gumbaynggirr, Gamilaraay, Murrawarri, Paakantji and Wiradjuri languages with games to support the learning and revitalisation of these languages. During 2021 there are plans to further 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 2020 the NSW AECG Languages App had been downloaded another 3367 times up from 3271 times in 2019.

In 2020 the NSW AECG Facebook page increased its audience to 6370 likes (and 6942 followers) up from 4806 likes in 2019. 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/>.

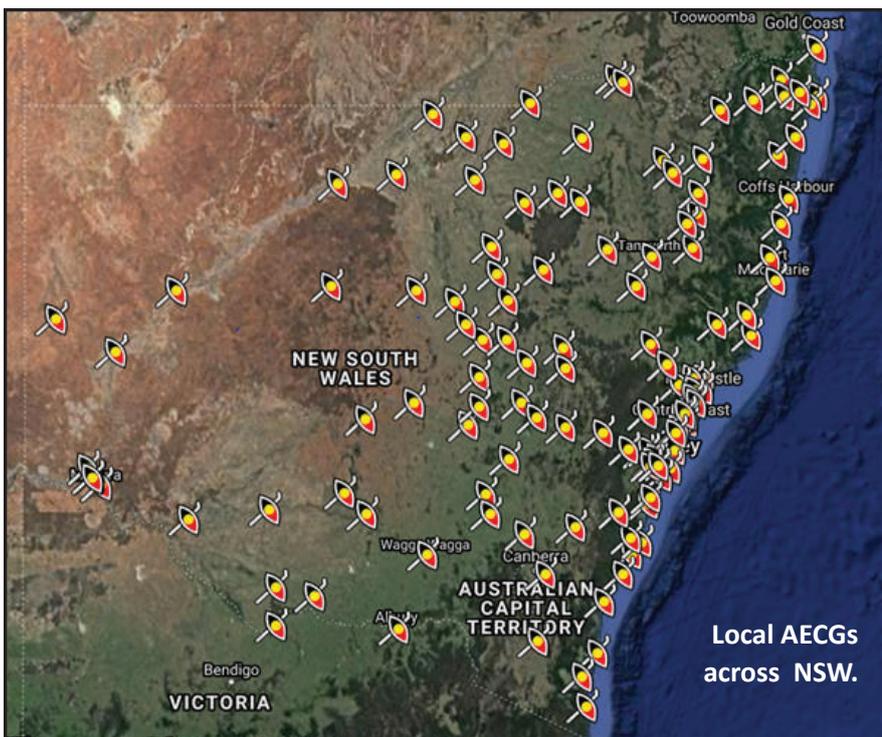


SECTION 2

Our Structure and Governance



The NSW AECG's structure and governance continued to function in 2020 as it has in the past, with some Covid-19 adaptations being made to formal meetings and events. More information on the organisation's governance can be found here - <https://www.aecg.nsw.edu.au/wp-content/uploads/2015/09/chart-about.png>

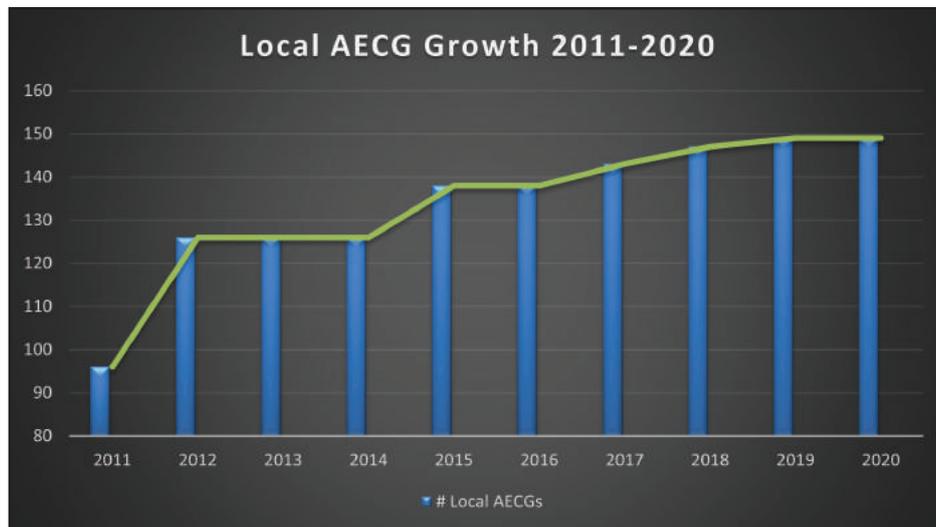


LOCAL AECGS

During 2020 NSW AECG's Local AECGs adapted to work and meet online through the NSW AECG's Zoom account and through other 'Covid friendly' means. Our 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 2020. Local AECGs organised and held a range of scaled back Covid friendly activities and events throughout 2020. These included NAIDOC Events, Award Ceremonies, taking part in local festivals to

promote their Local AECGs and Aboriginal Education.

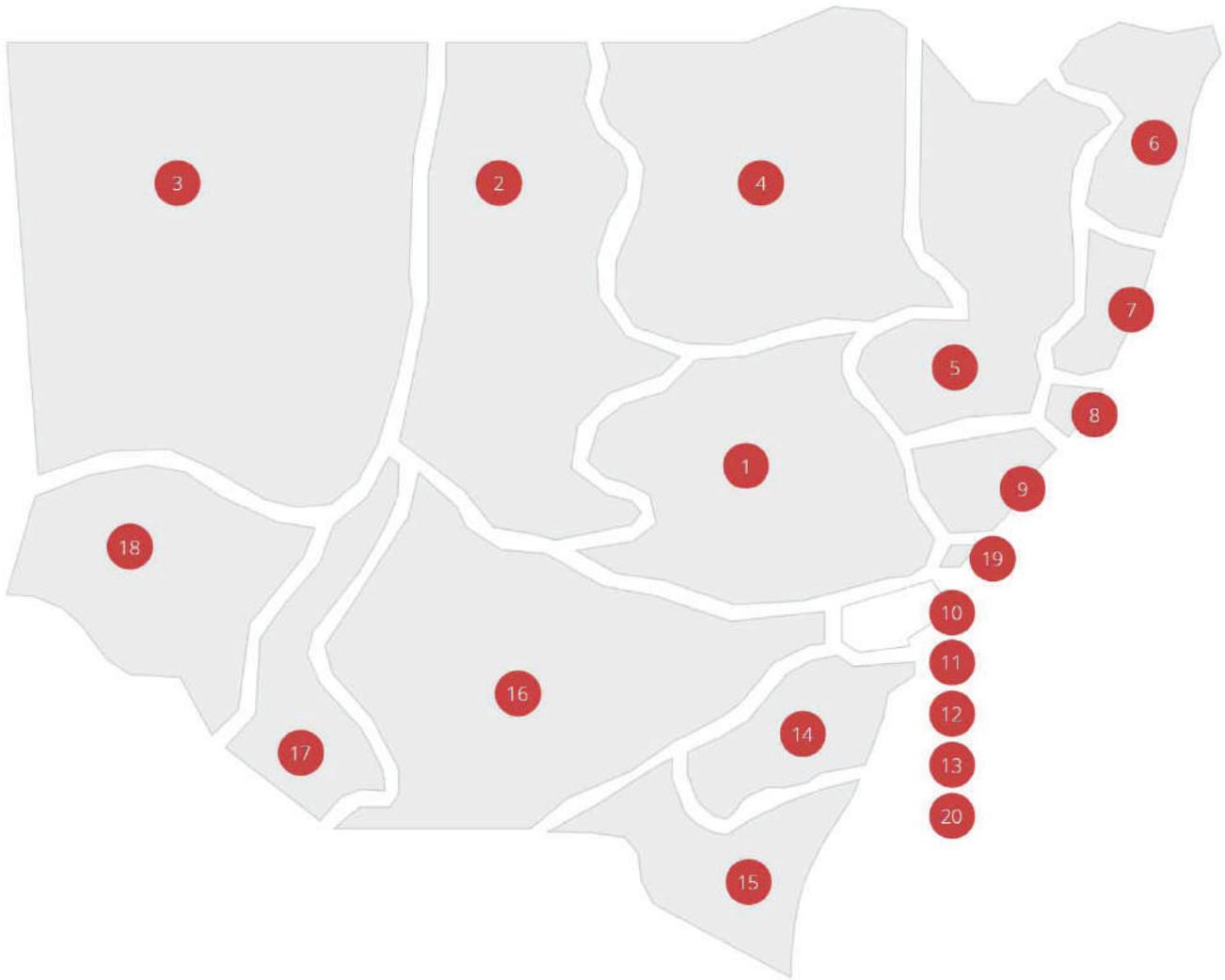
The total number of Local AECG's has grown significantly over the past decade. At the end of 2020 there were 149 Local AECGS across the state.



REGIONAL AECGS

Within each of the NSW AECG's 20 regions, a nominated number of elected members (3 or 4) of each local AECG form the Regional AECG. In 2020 Regional AECGs met at least once per school term to discuss regional Aboriginal education issues, initiatives, matters of concern, advocacy, needs and other matters. Due to the Covid 19 Pandemic Regional AECGs opted to meet via the NSW AECG's Zoom account. Unfortunately some regions were unable to meet due to the altered circumstances that come with the Pandemic and the age of their membership. However, representatives still remained active within their local communities.





More information on NSW AECG's regional committees can be found here <https://www.aecg.nsw.edu.au/aecg-regions/>

AECG STATE COMMITTEE

The NSW AECG State Committee includes 20 regional representatives and the NSW AECG President, Vice President, Secretary and Treasurer. The State Committee met twice in 2020 via the NSW AECG's Zoom account. 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 via the NSW AECG's Zoom account during 2020.

ASSOCIATION MANAGEMENT COMMITTEE 2020

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/Ngadjju 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 Wandj 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 NSWAECC. I was successfully elected from the floor at the 2018 NSWAECC 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 woman 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 Pouse 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 2020 the Secretariat continued to provide professional service and support for all levels of the organisation. In 2020 the Secretariat adapted to the Covid 19 Pandemic to, for example, support providing online services to our vast network and in the delivery of educational services for NSW schools and Aboriginal students.

NSW AECG REGIONAL OFFICES

In 2020 the NSW AECG maintained and established new regional offices to support advocacy and provide a range of specific services and support to regional and remote NSW locations. At the end of 2020 NSW AECG have regional offices staffed in Dubbo, Lismore, Nambucca, Lightning Ridge and Kempsey. NSW AECG's regional offices have supported community engagement and the Language and Culture Nests through providing space for community meetings, workshops and the Language and Culture Project Officers, Language Educators, and Administrative and Senior officers for the organisation.

If possible, in 2021 the NSW AECG will establish more regional offices to further our scope in providing accessible professional service and support for Local AECGs, schools and Aboriginal communities in NSW.

SECTION 3

2020 Major Meetings

AGM, GENERAL MEETING

The 2020 the NSW AECG Inc. Annual General Meeting (AGM) and General Meeting was cancelled due to the Covid 19 Pandemic based on advice from the NSW Department of Fair Trading. It was due to be held on Gadigal country in Sydney in March.

STATE COMMITTEE MEETINGS

In 2020, due to the Covid 19 Pandemic, the NSW AECG Inc. State meetings were held via the NSW AECG's Zoom account. The first State Meeting was held during 2 hour time slots over five days, from Monday 29th of June to Friday 3rd of July. The second State Meeting was held during two hour time slots over four days from Tuesday 20th October to Friday 23rd of October. The State Meetings covered a range of important agenda items including:

- Regional Presidents' reports on achievements, key issues and activities within their region
- The Connected Communities Strategy
- The NSW AECG – Department of Education Partnership Agreement
- The NSW Premiers Priorities for improving Aboriginal education
- Developing a Partnership Agreement with NSW TAFE

REGIONAL PRESIDENT'S WORKSHOP

On February 20-21 the NSW AECG's Regional Presidents attended their annual Workshop on Gadigal Country at the Ridges Hotel in Camperdown. The Workshop provides opportunity for Regional Presidents to network and formally discuss and clarify directions of the organisation. Major agenda items of the 2020 Regional President's Workshop included: Resource Allocation Model funding allocation; the NSW AECG – Department of Education Partnership Agreement; Aboriginal Languages; and the Coalition of Aboriginal Peak Organisations.



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 2020.

NSW AECG RECOVERING – REVOICING – REPRACTISING NSW ABORIGINAL LANGUAGES

In 2020 the NSW AECG continued working to support NSW Aboriginal communities to recover revoice and repractice their languages.

SUPPORTING LOCAL GOVERNANCE FOR LOCAL LANGUAGES

Through our contract with the NSW Department of Education 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 2020 the NSW AECG began work with the Gomerioi communities of Tamworth, Walhallow, Werris Creek and Quirindi to begin establishment of the Gomerioi Reference Group and Satellite Nest.

More information on Nest and Satellite Nest footprints and governance can be found here – https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/aec/media/documents/Aboriginal_Language_and_Culture_Nest_Guidelines_-_December_2019.pdf

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.

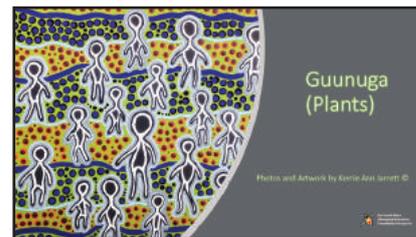
LANGUAGE RESOURCE DEVELOPMENTS

The NSW AECG continued to support and develop a wide range of Language and Culture educational resources during 2020. Some of the new and existing resources developed and enhanced by the NSW AECG during 2020 are:

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 NSW AECG Language and Culture Project Officers and educators added more words and phrases to the App in their respective languages.

Language Readers - 3 Wiradjuri readers including a big book (oversized story book) were finalised and approx. 500 copies were printed in 2020. Plans are in place to distribute to schools for purchase in 2021.

Gumbaynggirr plants – a Gumbaynggirr plants book was developed in 2020 and will go to print and distribution in 2021.



Student and Teacher Workbooks – Additional Wiradjuri and Gamilaraay Yuwaalaraay Yuwaalayaay Workbooks were developed during term 1 and 4 of 2020 to support language educators with their teaching in schools. There are plans to review and continue development and sharing of these resources across NSW in 2021.

Gamilaraay/Yuwaalaraay/Yuwaalayaay (GYG) 3d jigsaw puzzles – A series of 3d jigsaw puzzles were developed by the GYG Nest in 2020.

Locally developed resources - In addition to the above all 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 WORKSHOPS AND EVENTS

The NSW AECG, through its State Secretariat, Local AECGs and Local Language Project Officers and Educators, has coordinated events and workshops to support Language teaching and learning during 2020. Some of these include:

Community workshops and classes

Due to Covid 19 it was necessary to postpone our support for community members to come together to learn languages through face to face community led and delivered language programs. Community language workshops.

Language and Culture Professional Development Opportunities

The Covid 19 Pandemic has had a significant effect on our delivery of Professional Learning for our Language and Culture Project Officers, Educators and the broader community. However through our partnership with the Department of Education our Project Officers and Language Educators were able to be given Professional Learning from the Language teachers in several of the Nests during 2020.

Employment

At the end of 2020 the NSW AECG employed a total of 9 Language and culture Nest Project Officers working within regional NSW AECG offices across the state. In 2020 the NSW AECG continued in its formal employment of Language Educators. At the end of 2020 the NSW AECG employed a total of 32 Language Educators (formerly known as Language Tutors).

Language and Culture Camps

In 2020 the NSW AECG had planned continue to support On Country Aboriginal language and culture camps for school students across the state however the planned camps needed to be cancelled due to the Covid-19 pandemic. A variation has been drafted to extend the term of the funding agreement for these Camps until 30 June 2021, to enable the NSW AECG Inc. to deliver camps originally planned for 2020 in 2021.

PROFESSIONAL DEVELOPMENT

During 2020 the NSW AECG, like all organisations, was significantly impacted by the Covid 19 Pandemic. Our professional development programs are primarily delivered face to face which was not an option during heightened risk periods that came with the pandemic. We did however manage to adapt several of our programs to be delivered online for the benefit of education in NSW.

Always Was Always Will Be

The 2020 NAIDOC theme echoes the important call for Land Rights, and also evokes decades of communities striving for civil rights, human rights and self-determination. Our *Always Was Always Will Be* workshop unpacks the national and global calls for change, recognising cultural knowledge for all as essential to a shared future. In 2020 it was necessary to offer our *Always Was, Always Will Be* workshops through an online platform. 40 participants from schools across NSW participated. We are planning to continue offering the *Always Was Always Will Be* workshop in 2021 with the hope that face to face options will be possible.



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.



Unfortunately in 2020 the highly regarded *Connecting to Country* experience was unable to be delivered to locations across the state as planned due to the Covid 19 Pandemic. However three *Connecting to Countries* were undertaken in early 2020. There are plans to begin delivering *Connecting to Country* more extensively again in 2021.

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 2020 the HCHC program was planned to be delivered across NSW to large numbers of 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 however due to the Covid 19 Pandemic this was unfortunately not possible.

In 2021 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 2019 the NSW AECG worked with the NSW Family and Community Services (FACS) to deliver EWAC workshops for FACS workers across NSW. Unfortunately in 2020 due to the Covid 19 Pandemic we were unable to deliver EWAC to the thousands of FACS workers as planned.



In 2021 we plan to continue to deliver EWAC to a potential total of approx. 8,500 FACS workers across NSW.

Captain Cook - View from the Shore

During late 2019 we developed and piloted a workshop *Captain Cook View From The Shore* which highlights the many Indigenous perspectives of Cook's voyage. 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 were developed to accompany the PD program however we were unable to deliver the program face to face due to the Covid 19 Pandemic. We provided an online alternative which was offered to NSW Schools and the NSW Department of Education staff. In total 72 staff members from NSW schools and from the Aboriginal Outcomes and Partnerships and Schools directorate participated.



We are planning to continue offering the *Captain Cook View From The Shore* workshop in 2021 with the hope that face to face options will be possible.

RESOURCES

The NSW AECG further expanded its resources during 2020 by developing additional teaching and learning activities designed to support NSW teachers' implementation of Aboriginal perspectives across Key Learning Areas and stages of development. We also adapted quickly to the threat of the Covid 19 Pandemic by producing a suite of resources designed specifically for providing appropriate health education for protecting NSW Aboriginal communities. Some of the resources that have been developed during 2020, in addition to our Professional Learning and Language and Culture resources, include:

- Covid 19 resources: several music videos/songs as well as a suite of Covid Health Education info kits were developed and distributed during 2020
- An education kit on William Ferguson and Aboriginal activism has been developed with plans to incorporate as part of our Professional Learning program in 2021.
- Aboriginal perspectives on Captain Cook and the 250 year anniversary resources.
- More information on our broad range of resources can be found here: <https://aecgservices.com.au/product-category/aecg-store/resources/> and here: <https://aecgservices.kinsta.cloud/product-category/teaching-learning-activities/>



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). Unfortunately due to the impacts of Covid-19, it was necessary for a variation to be drafted to extend the term of the funding agreement until 30 June 2021, to enable the NSW AECG Inc. to deliver camps originally planned for 2020 in 2021.

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 plan to deliver more STEM and STEAM Camps again in 2021.

SHOW CAMPS

Our SHOW Camps are run in partnership with the NSW Department of Education's, Aboriginal Education Outcomes and Partnerships directorate. 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.

Unfortunately due to the impacts of Covid-19, it was necessary for a variation to be drafted to extend the term of the funding agreement until 30 June 2021, to enable the NSW AECG Inc. to deliver camps originally planned for 2020 in 2021.

Our SHOW camps were a success in 2019 and the planning to deliver more in 2021 has begun. Updated information for these camps can be found at <https://aecgservices.com.au/programs/show-camps/>

PIRRU THANGKURAY (DREAM STRONG) – CULTURAL ENGAGEMENT AND GOAL SETTING PROGRAM



Pirru Thangkurray
Dream Strong

To support the NSW Government's Premier Priorities for increasing the numbers of Aboriginal students completing their HSC whilst maintaining their cultural identity the NSW AECG developed and began implementing the Pirru Thangkurray program in 2020. Pirru Thangkurray is a cultural engagement and goal setting program for students in years 8-12. It is individualised to meet the needs and ambitions of each student. It covers:

- Goal Setting
- Personal Goals

- Academic Goals
- Family
- Culture
- Identity and Belonging

In 2020 NSW AECG began delivering Pirru Thangkuray in;

- Walgett & Collarenebri
- Dubbo; Narromine, Peak Hill, Delroy,
- South Coast; Narooma & Batemans Bay
- Central Coast; Berkley Vale, The Entrance, Tumbi Umbi Campuses & Gorokan HS
- Mount Druitt; Bidwell, Dunheved, Mount Druitt & Senior Campuses
- Casino & Kyogle

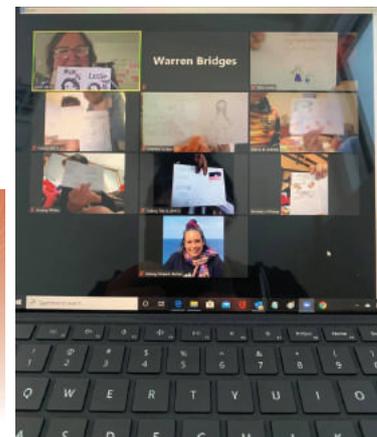
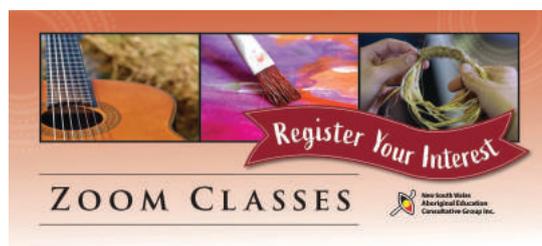
Approximately 300 students have been engaged in the program during 2020. Schools, including additional Connected Communities schools, are increasingly expressing interest in the program so we expect student numbers to increase during 2021.

More information on the Pirru Thangkuray program can be found here: <https://aecgservices.com.au/programs/pirru-thangkuray/>



ZOOM CLASSES

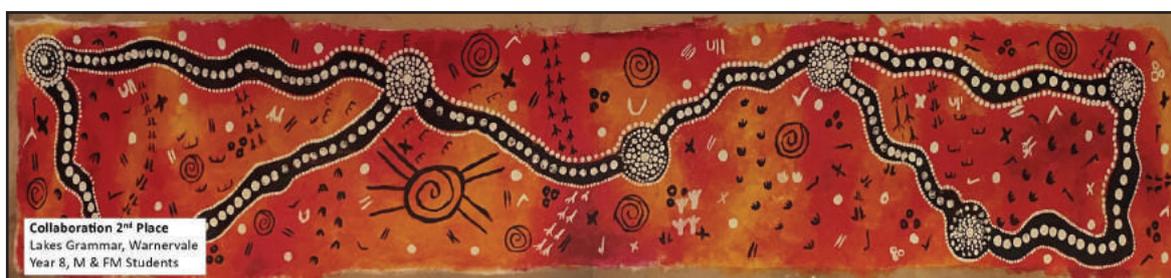
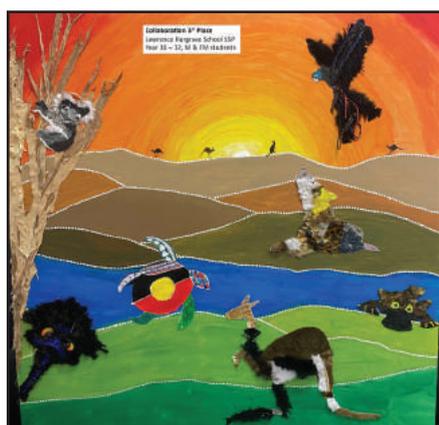
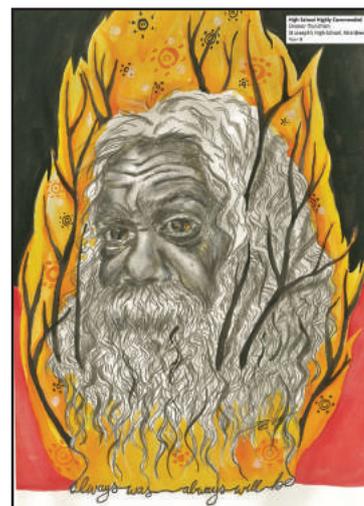
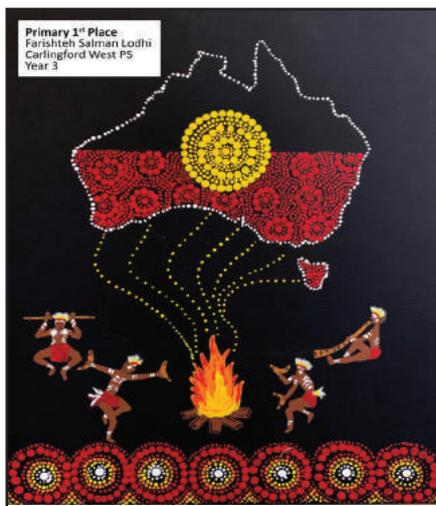
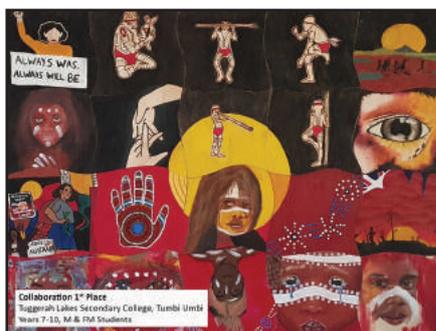
To further support families, schools and education in NSW during the Covid 19 Pandemic, the NSW AECG Inc, in partnership with Connected Communities, offered learning opportunities via Zoom classes to keep students engaged in learning, and socially connected during Covid-19 restrictions. Classes offered included Music, Beauty Therapy, Art and Weaving. Each class ran for up to an hour and a half and any required materials were posted directly to students.



NAIDOC AND CULTURAL EVENTS

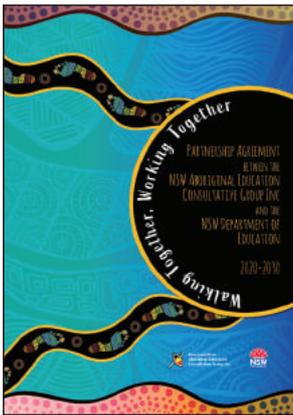
The NSW AECG's Secretariat staff and Language and Culture Nest Project Officers and Educators were involved in many different NAIDOC and cultural events throughout 2020. Activities included: performing smoking ceremonies and Welcome dances and delivering workshops on Aboriginal languages, artefacts, storytelling, performance, weaving, didge and dance. 'Covid friendly' performances were also organised for several schools and childcare centres across the Sydney region.

The NSW AECG also coordinated a NAIDOC Art Competition which drew more than 1500 entries from Primary and High School students from across NSW. Art competition winners and their deadly artworks can be found here: <https://www.aecg.nsw.edu.au/2020/11/18/naidoc-art-competition-winners/>



SECTION 5

Advocacy and Partnerships



NSW AECG – NSW DEPARTMENT OF EDUCATION PARTNERSHIP AGREEMENT

In 2020, after the extensive consultation process in 2019, the NSW AECG – NSW Department of Education Partnership Agreement was finalised and launched in 2020.

Detailed information on the Partnership Agreement can be found on our website at: <https://www.aecg.nsw.edu.au/about/partnership-agreement/>

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 2020 the NSW AECG along with the other IECBs met twice with representatives from the Federal Department of Education and the National Indigenous Australians Agency to discuss and advocate for improved initiatives in Aboriginal and Torres Strait Islander education across Australia.

In addition to advocating across a range of education issues the IECBs were successful in applying for seed funding to establish and incorporate a National Aboriginal and Torres Strait Islander Education Council (NATSIEC). The NSW AECG, along with the South Australian Aboriginal Education and Training Consultative Council (SAETCC) and the Victorian Aboriginal Education Association Inc (VAEAI) have been leading the process to incorporate NATSIEC and begin work on the 2021 Work Plan. It is envisaged that NATSIEC will be incorporated during the first half of 2021 and will continue building on the work of the IECBs in the future.

In 2021 the NSW AECG will continue to meet and make contributions at the national level to improve education in Australia.

STORYLINES PLATFORM AND GOAL HUB

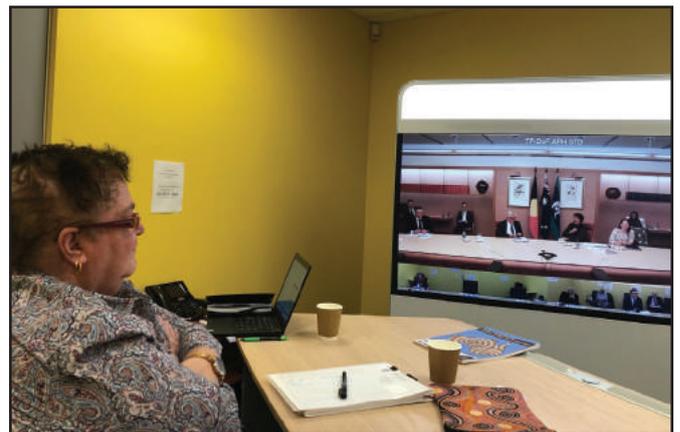


During 2020 the NSW AECG continued its partnership with the Burruga Foundation and its Storyline platform (formerly MGoals). Local AECGs continued to work with the Burruga foundation providing for culturally safe online environments to share and celebrate Aboriginal, non-secret, non-sacred stories of history, culture and achievement. The NSW AECG President also sits on the Board of the Burruga Foundation. Though 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.



THE COALITION OF ABORIGINAL AND TORRES STRAIT ISLANDER PEAK BODIES - CLOSING THE GAP REFRESH

An historic Partnership Agreement on Closing the Gap was formed between the Commonwealth Government, State and Territory Governments and a Coalition of Aboriginal and Torres Strait Islander Peak Bodies in 2019. 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 continued to provide representation on the Coalition of Aboriginal and Torres Strait Islander Peak Bodies during 2020.



NSW AECG will continue to represent NSW CAPO on the National Coalition during 2021.

DUBBO NAPLAN PROJECT

The Dubbo NAPLAN project focuses specifically on education and the way that Euro/metro centric language used in standardised tests like NAPLAN potentially disadvantages Aboriginal and rural students.

In 2020 the NSW AECG supported a University of NSW Economics of Education Knowledge Hub's Randomized Control Trial (RCT) by rewriting two 2019 NAPLAN tests for years 5 and 7 (numeracy and reading). The rewritten tests retain the original question content but replace generic language in the original test items with community specific language.

The intended outcome of the project is to determine whether Aboriginal and rural students are more engaged in assessment tasks if those tasks are locally contextualised and whether students perform better on standardised assessments if these are made relevant to their own backgrounds and cultural competencies.

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 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 2020 the NSW AECG also supported the Connected Communities strategy in a wide variety of ways and specifically through sitting on interview panels for senior leaders positions that sit within the Connected Communities locations across the state, through our delivery of Language and Culture Nest initiatives and through our Pirru Thangkuray program among other things.

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 2020, providing advice on all relevant matters pertaining to inclusive curriculum and the implementation of Aboriginal perspectives in syllabuses, curriculum and teaching.

During 2020 the NSW AECG continued working with NESA on the NESA Commissioning Program to support the delivery of Connecting to Country, Healthy Culture Healthy Country and Engaging with Aboriginal Communities professional development programs across regional and urban NSW. However due to Covid 19 our work in this has needed to be postponed until 2021.

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.

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 2020

Contents

Committee's Report

Statement of Profit or Loss and Other Comprehensive Income

Statement of Financial Position

Statement of Changes in Equity

Statement of Cash Flows

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 2020.

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
Secretary – Julie Street Smith
Treasurer – Patricia Daniel
Member – Melinda Brown
Member – Lesley Armstrong
Member – Troy Freeburn
Member – Merv Donovan
Member – Barbara Keeley

Ceased Members

nil

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.

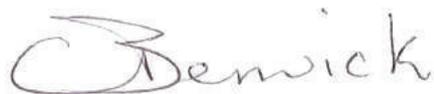
OPERATING RESULT

The surplus from ordinary activities amounted to \$16,814 (2019 surplus: \$184,044).

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: 3rd March 2021

NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2020

	2020 \$	2019 \$
INCOME		
Government grants	5,076,034	5,515,957
Interest received	1,777	4,370
Other revenue	873,083	968,972
	<u>5,950,894</u>	<u>6,489,299</u>
EXPENDITURE		
Administration	154,969	170,636
Community support	99,596	59,091
Conference/meeting costs	287,310	1,839,289
Consultancy	5,100	39,347
Depreciation & amortisation	213,660	154,222
Interest expense	9,091	9,426
Information technology & communication	175,400	54,400
Motor vehicle costs	102,349	122,936
Employee benefits expense	4,519,932	3,165,552
Property & maintenance	128,728	193,187
Regional expenses	35,344	46,595
Resources	122,717	169,102
Travel costs	79,884	281,472
	<u>5,934,080</u>	<u>6,305,255</u>
Surplus for the year	<u>16,814</u>	<u>184,044</u>
Other comprehensive income	<u>-</u>	<u>-</u>
Total comprehensive income for the year	<u>16,814</u>	<u>184,044</u>

The accompanying notes form part of this financial report.

NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

STATEMENT OF FINANCIAL POSITION AT 31 DECEMBER 2020

	Note	2020 \$	2019 \$
CURRENT ASSETS			
Cash and cash equivalents	3	1,558,432	3,320,356
Trade and other receivables	4	222,224	9,044
Other assets	5	65,123	6,600
TOTAL CURRENT ASSETS		<u>1,845,779</u>	<u>3,336,000</u>
NON-CURRENT ASSETS			
Investments	6	488,518	488,278
Plant and equipment	7	409,017	336,416
Right of use property	8	201,793	201,694
Intangibles	9	6,472	9,708
TOTAL NON-CURRENT ASSETS		<u>1,105,800</u>	<u>1,036,096</u>
TOTAL ASSETS		<u>2,951,579</u>	<u>4,372,096</u>
CURRENT LIABILITIES			
Trade and other payables	10	273,091	419,385
Other liabilities	11	827,824	2,221,876
Lease liability	12	95,804	68,328
Employee Entitlements	13	205,768	142,491
TOTAL CURRENT LIABILITIES		<u>1,402,487</u>	<u>2,852,080</u>
NON-CURRENT LIABILITIES			
Lease liability	12	112,673	137,531
Employee Entitlements	13	100,278	63,158
TOTAL NON-CURRENT LIABILITIES		<u>212,951</u>	<u>200,689</u>
TOTAL LIABILITIES		<u>1,615,438</u>	<u>3,052,769</u>
NET ASSETS		<u>1,336,141</u>	<u>1,319,327</u>
MEMBERS' FUNDS			
Retained surplus		1,336,141	1,319,327
TOTAL MEMBERS' FUNDS		<u>1,336,141</u>	<u>1,319,327</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 2020

	Retained Surplus \$	Total \$
Opening Balance at 1 January 2019	1,135,283	1,135,283
Surplus for the year	184,044	184,044
Closing Balance at 31 December 2019	<u>1,319,327</u>	<u>1,319,327</u>
Opening Balance at 1 January 2020	1,319,327	1,319,327
Surplus for the year	16,814	16,814
Closing Balance at 31 December 2020	<u>1,336,141</u>	<u>1,336,141</u>

The accompanying notes form part of this financial report.

NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2020

	Note	2020 \$	2019 \$
CASHFLOW FROM OPERATING ACTIVITIES			
Grants income received		3,818,300	6,866,262
Other income received		921,201	1,277,151
Interest income received		1,777	4,370
Interest paid		(9,091)	(9,426)
Payments to suppliers and employees		(6,246,613)	(6,471,431)
Net cash provided by / (used in) operating activities	16(b)	<u>(1,514,426)</u>	<u>1,666,926</u>
CASHFLOW FROM INVESTING ACTIVITIES			
Receipt from investments		28,746	30,631
Acquisition of other assets		(218,032)	(155,591)
Receipt from sale of other assets		13,000	-
Net cash (used in) investing activities		<u>(176,286)</u>	<u>(124,960)</u>
CASHFLOW FROM FINANCING ACTIVITIES			
Lease principal paid		(71,212)	(43,639)
Net cash (used in) financing activities		<u>(71,212)</u>	<u>(43,639)</u>
Net increase / (decrease) in cash and cash equivalents		(1,761,924)	1,498,597
Cash and cash equivalents at beginning of year		3,320,356	1,821,759
Cash and cash equivalents at end of year	16 (a)	<u>1,558,432</u>	<u>3,320,356</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 2020

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 101	Presentation of Financial Statements
AASB 107	Statement of Cash Flows
AASB 108	Accounting Policies, Changes in Accounting Estimates and Errors
AASB 1048	Interpretation of Standards
AASB 1054	Australian Additional Disclosures

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.

NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

d. **Going concern (continued)**

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.

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 2020

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

m. **Leased Assets**

Leases in terms of which the Association assumes substantially all the risks and rewards of ownership are classified as finance leases. Upon initial recognition the leased asset is measured at an amount equal to the lower of its fair value and the present value of the minimum lease payments. Subsequent to initial recognition the asset is accounted for in accordance with the accounting policy applicable to that asset.

Leased assets are depreciated on a straight-line basis over their estimated useful lives where it is likely that the Association will obtain ownership of the asset. Lease payments are allocated between the reduction of the lease liability and the lease interest expense for the period.

Lease payments and incentives for operating leases, are now either treated similar to finance leases and are recorded in accordance with AASB 16 Leases, or where substantially all the risks and benefits remain with the lessor, are charged as expenses on a straight-line basis over the lease term where AASB 16 Leases practical expedients have been applied.

NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

	2020 \$	2019 \$
NOTE 2: AUDITORS' REMUNERATION		
Auditing or reviewing the financial report	12,000	12,000
Other services	-	-
	<u>12,000</u>	<u>12,000</u>
NOTE 3: CASH AND CASH EQUIVALENTS		
General Bank Account	120,369	434,629
General Investment Account	53,165	53,135
Corporate Investment Account	1,305,176	2,753,581
Security Deposit Account	10,200	10,200
Local AECG Accounts – Held in Trust	64,583	64,494
Credit Card	4,639	4,017
Cash on hand	300	300
	<u>1,558,432</u>	<u>3,320,356</u>
NOTE 4: TRADE AND OTHER RECEIVABLES		
Grants Receivable	210,800	-
Other Receivables	11,424	9,044
	<u>222,224</u>	<u>9,044</u>
NOTE 5: OTHER ASSETS		
Prepayments	65,123	6,600
	<u>65,123</u>	<u>6,600</u>
NOTE 6: INVESTMENTS		
Indigenous Real Estate Investment Trust	488,518	488,278
	<u>488,518</u>	<u>488,278</u>
NOTE 7: PLANT & EQUIPMENT		
Office Furniture and Equipment	534,901	460,213
Motor Vehicles	321,034	218,071
Less accumulated depreciation	(446,918)	(341,868)
	<u>409,017</u>	<u>336,416</u>

NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

	2020	2019
	\$	\$
NOTE 8: RIGHT OF USE ASSETS		
Property leases	323,058	249,228
Less accumulated amortisation	(121,265)	(47,534)
	<u>201,793</u>	<u>201,694</u>
NOTE 9: INTANGIBLES		
Website Development	46,857	46,857
Less accumulated amortisation	(40,385)	(37,149)
	<u>6,472</u>	<u>9,708</u>
NOTE 10: TRADE AND OTHER PAYABLES		
Trade and Sundry Creditors	71,773	73,325
Local AECG Accounts – Held in Trust	63,947	64,494
Superannuation Accrual	41,133	31,320
Goods and Services Tax - net	6,051	174,490
PAYG Withholding Accrual	90,187	75,756
	<u>273,091</u>	<u>419,385</u>
NOTE 11: OTHER LIABILITIES		
NSW Gov – Professional Development	133,000	387,744
NSW Gov – Camps & Workshops	544,000	1,411,289
NSW Gov – Language Nests	-	56,203
NSW Gov – Educational Support Grant	50,824	49,584
Commonwealth Gov - NATSIEC	40,000	-
Other Grants	60,000	317,056
	<u>827,824</u>	<u>2,221,876</u>
NOTE 12: LEASE LIABILITY		
CURRENT		
Right of use – Property leases	95,804	68,328
	<u>95,804</u>	<u>68,328</u>
NON-CURRENT		
Right of use - Property leases	112,673	137,531
	<u>112,673</u>	<u>137,531</u>

NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

	2020 \$	2019 \$
NOTE 13: EMPLOYEE ENTITLEMENTS		
CURRENT		
Provision for Annual Leave	205,768	142,491
	<u>205,768</u>	<u>142,491</u>
NON-CURRENT		
Provision for Long Service Leave	100,278	63,158
	<u>100,278</u>	<u>63,158</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	32,205	16,847
— later than 1 year but not later than 5 years	10,800	15,600
— later than 5 years	-	-
	<u>43,005</u>	<u>32,447</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 2020

	2020	2019
	\$	\$

NOTE 16: CASH FLOW INFORMATION

(a) Reconciliation of cash

Cash on hand	300	300
Cash at bank	1,558,132	3,320,056
	<u>1,558,432</u>	<u>3,320,356</u>

(b) Reconciliation of cash flow from operating activities

Surplus for the year	16,814	184,044
Adjustments for:		
Depreciation and amortisation	213,660	154,222
Investments	(28,986)	(28,215)
Loss (profit) on disposal of assets	(4,262)	-
Changes in assets and liabilities:		
Changes in trade and other receivables	(213,180)	211,697
Changes in other assets	(58,523)	72,357
Changes in trade and other payables	(146,294)	245,344
Changes in employee benefits	100,397	92,786
Changes in other liabilities	(1,394,052)	734,691
Net cash provided by / (used in) operating activities	<u>(1,514,426)</u>	<u>1,666,926</u>

NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.

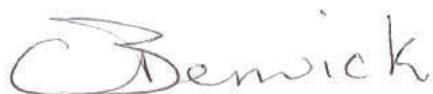
STATEMENT BY MEMBERS OF THE COMMITTEE

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 Statement of Profit or Loss and Other Comprehensive Income, Statement of Financial Position, Statement of Cash Flows 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 2020 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: 3rd March 2021



