

NSW ABORIGINAL EDUCATION CONSULTATIVE GROUP INC.



ANNUAL REPORT



New South Wales
Aboriginal Education
Consultative Group Inc.

Disclaimer:

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

Graphic design by Wallula Munro

CONTENTS

5 President's Report

SECTION ONE

7 The Organisation

7 Vision and Aims

7 The Role and Structure of the Organisation

8 Association Management Committee

10 The Secretariat

10 AGM

11 State Meetings

11 Communication

12 NATSIEC

13 Regional Presidents Workshop

SECTION TWO

16 Activities

16 Professional learning

16 Language and Culture - Forum

17 Resources

17 Connecting to Country

18 Healthy Culture, Healthy Country

19 STEM Camp

SECTION THREE

21 Advocacy & Partnerships

21 MGoals and Aboriginal Studies Association

22 TAFE Western, Connected Communities and CSU Dubbo

23 RMS, BoSTES and IPROWD

SECTION FOUR

25 Financial Statements



PRESIDENT'S REPORT

PRESIDENT'S REPORT



2015 has been a challenging year for the NSW AECG. It has been the first year where our funding from the Commonwealth Government has seen a significant reduction. Contrary to the Commonwealth Government's view that we do not provide a service, we have continued to support and grow our network of local AECG's across the State who work tirelessly at the local level to support and participate in every facet of Aboriginal peoples' determination to a quality education.



This year has seen our service delivery extended to Professional learning for teachers and staff involved in delivering education. The NSW AECG is endorsed as a provider of Quality Teaching Council (QTC) Registered Professional Development which counts towards accreditation to be a registered teacher in NSW. We continue to support Connecting to Country facilitated by Local AECG's, deliver Healthy Culture Healthy Country and sessions on a number of syllabus related cross curricula perspectives.

To support the teaching of Aboriginal studies across the curriculum, the NSW AECG has started to develop resources with teaching and learning activities. In 2015, these resources included an Aboriginal Tools Resource Kit, Aboriginal Sites Kit and a Gomeri Numbers Count to ten Kit. More teaching and learning activities are planned.



The NSW AECG partnered with the Department of Education Connected Communities and the Aboriginal and Torres Strait Islander Mathematics Alliance to coordinate a Science, Technology, Engineering and Mathematics (STEM) Camp for Aboriginal students in regional and remote NSW. This camp was a huge success and fostered interest in the STEM subjects.

The NSW AECG network continue to play a critical role in supporting access and opportunities in education for Aboriginal people and their communities including holding those accountable who have the responsibility in ensuring those things happen. Our advocacy role is so important and has been instrumental in some of the achievements we have made to date.

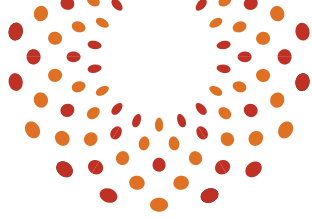
This Annual Report, as usual, provides a snapshot of the myriad of activities the NSW AECG is involved in that makes a difference to our communities every day.

Cindy Berwick
President,
NSW AECG Inc.



SECTION ONE

THE ORGANISATION



THE ORGANISATION

Vision Statement

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

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

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

Aims

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

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

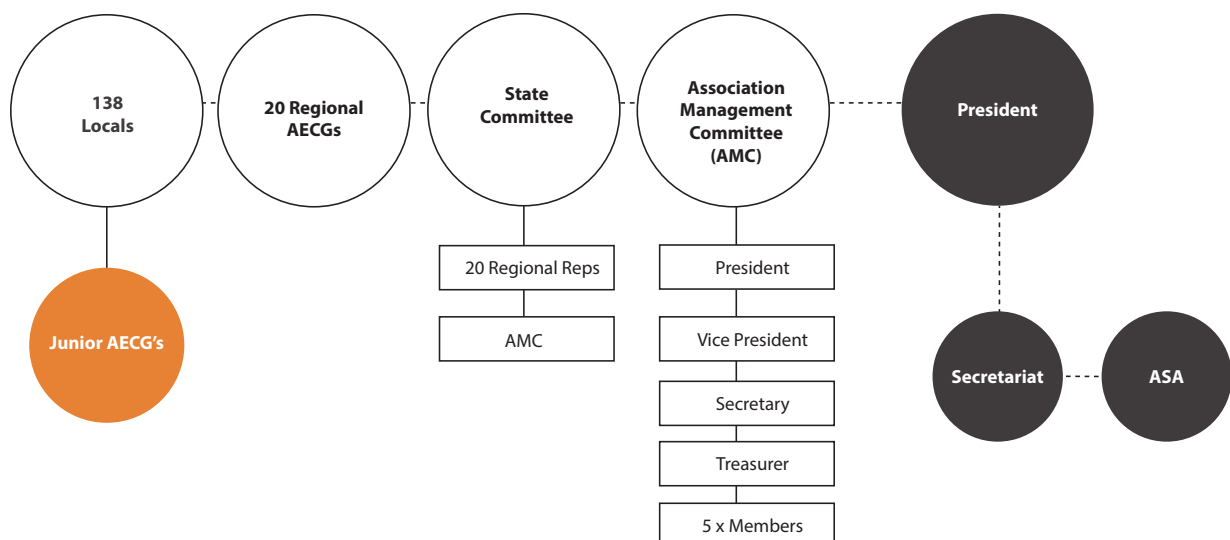
To empower members by providing appropriate and effective knowledge and skills to engage in the development of policies and programs that enhance the unique cultural identity of Aboriginal students and promote pride in Aboriginality.

The Role and Structure of the Organisation

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

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

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





ASSOCIATION MANAGEMENT COMMITTEE 2015

Cindy Berwick **President**

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

Anne Dennis **Vice President**

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

Life Membership within the organisation. Anne is also involved in other Aboriginal organisations which allows her to advocate on behalf of her people ensuring that the needs and aspirations of the community are heard.

Cassie Ryan **Secretary**

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

Jenny Ronning **Treasurer**

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

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

Lesley Armstrong **Member**

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



Jennie McKenny
Member

Hi my name is Jennie McKenny and I'm a proud Gamillaroi woman of Caroonna. I was born 11/3/66 at Crown Street Women's Hospital. I grew up in the Valley (Miller) attending Liverpool Public School and the Ashcroft High School. Eldest of 5, I'm 49yrs old, mother of two beautiful girls, grandma to two wonderful grandsons and wife to a supportive man of 33yrs. I live and work in the Lurnea community of 27yrs. I am permanently employed as the Aboriginal Education Officer at Lurnea Public School for the past 17yrs. As a member of the Liverpool local AECG/Milpra Regional AECG, I have held various Office Bearers positions. I will continue to strive and advocate for a quality education and empowerment of our children and community. Education is a powerful tool and I hope to instill this to our mob through my role as the AEO and an advocate for the NSW AECG.

Matthew Priestley
Member

I am Matthew Priestley. A proud Mehi Murri from Moree of the Terry hi hi clan within the Gomilaroi Nation. I was born 23/12/1973 within Eora Nation Sydney. I grew up on the Top camp Stanley village (Moree) I am a Father of two beautiful girls, a Murri man that's supportive of his wife of 26yrs. As well as a director of Desert Pea Media, an innovative multimedia company dedicated to archiving indigenous culture, and educating and supporting Aboriginal communities to evolve and sustain cultural protocol. I am employed as the senior leader at Moree East Public School with in Connected Communities strategy. As a member of the Moree local AECG North West 1 Regional AECG I am required by the old people to provide ongoing monitoring of the human rights situation of our Aboriginal people in our country. I view education as an important tool to improve our situation by pursuing economic, social and cultural development; it provides us with individual empowerment and self-determination. Education is also a means of

employment for all of us.

Tammy Baker
Member

Tammy Baker is President of the Narrabri Local AECG and is a member of the Association Management Committee.

Leigh Ridgeway
Member

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



THE SECRETARIAT

In 2015 the NSW AECG Secretariat continued in its endeavour to provide professional service and support for all levels of the organisation. The Secretariat has grown during the past few years and in 2015, the majority of staff were based at Stanmore whilst we had some temporary staff working at satellite locations across the state.

AGM AND GENERAL MEETINGS

The 2015 Annual General Meeting (AGM) followed by a General Meeting was held on Wiradjuri country in Dubbo on Friday 13 and Saturday 14 March. The proceedings began with a Welcome to Country in Wiradjuri language and the lighting of the Remembrance Candle. Formal Reports, Special Resolutions and Office Elections were reported on and conducted during the Friday morning session.

The evening dinner was held at the Savannah Function Centre within the confines of Taronga Western Plains Zoo. Awards presented during the dinner included: Top HSC Aboriginal Studies Result 2014; Top Aboriginal student in HSC Aboriginal Studies 2014; HSC Aboriginal Studies Teacher Recognition Award 2014; NSW AECG Life Member and; NSW AECG Associate Life Member.

During the meeting sessions on Saturday 14 March, 27 recommendations and actions from regional delegates were proposed, discussed and debated.

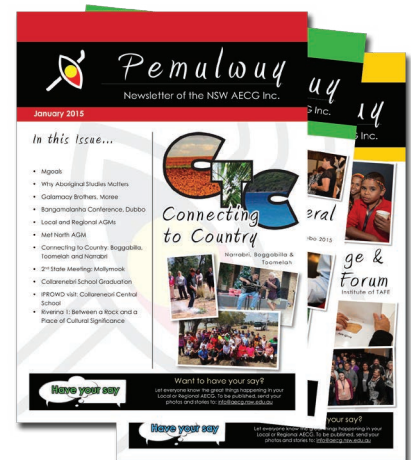


STATE MEETINGS

In 2015 NSW AECG Inc. State meetings were held on Worimi and Yuin Country. The First State meeting was hosted by the Forster Local AECG and held at Club Forster on Friday 19 and Saturday 20 June. The second State meeting was hosted by Gulaga Local AECG and Far South Coast Region and held at Bermagui Public School on Friday 18 and Saturday 19 September. Each meeting was formally opened with a Welcome to Country and the lighting of the Remembrance Candle. Throughout both State Meetings Regional Presidents provided reports on achievements, key issues and activities within their region. Both State Meetings also included additional important agenda items such as community engagement, professional development and cultural education programs.

COMMUNICATIONS

The NSW AECG Inc. has increased the breadth of its communications during 2015. We have upgraded the NSW AECG website to a more aesthetic and user friendly version www.aecg.nsw.edu.au. The new website incorporates additional things the AECG is undertaking such as Professional Learning. We also launched the NSW AECG 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.



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



NATSIEC

In November the NSW AECG and delegates from all over the state attended the 2015 National Aboriginal and Torres Strait Islander Education Conference held in Melbourne hosted by Victorian Aboriginal Education Association Inc. Over the three day conference the NSW AECG showcased programs the organisation is delivering through community and the education system in NSW. These programs were received exceptionally well and included MGOALS, Healthy Culture Healthy Country and the Junior AECG workshop.



REGIONAL PRESIDENTS WORKSHOP

On Friday, February 13 the NSW AECG's Regional Presidents came together to network, share and support each other in a workshop held at the Secretariat in Stanmore. This was a great opportunity for the Regional Presidents to contribute, discuss and clarify directions of the organisation as well as having input. Topics discussed included Budgets, Local Schools Local Decisions, Aboriginal Languages, Connecting to Country, Training and Development needs and regional business including the development of a regional handbook and membership.

TRAINING

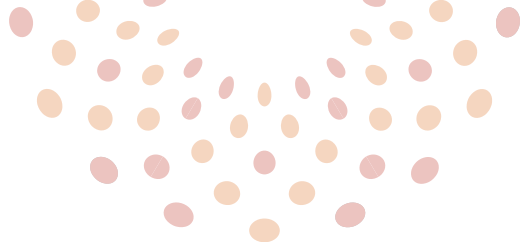
In 2015 the NSW AECG, in partnership with Sydney Institute of TAFE, continued to provide members with the opportunity to undertake accredited training by attending the following courses:

TAFE NSW Certificate III in Employment Education and Training for AECG members

- This course was run in Lismore in 2015 and aims to assist members work effectively in their role in the AECG, in schools and in their communities. It focuses on:
 - Knowledge of core documents, such as the AECG Association Rules and some DET policy and strategy documents
 - Communication skills including listening skills, assertiveness and managing conflict
 - Conducting and managing meetings
 - Public Speaking Skills
 - Critical thinking skills
 - Some writing skills
 - Cultural Awareness, and
 - Strategies to address racist behaviours

AECG Writes

- This is a short course over 4 days, usually held in two blocks of two days. Some of the writing skills and tasks include:
 - Sentence and paragraph writing
 - Document design
 - Choosing the right tone for your reader
 - Good word choices
 - Letter writing
 - Submission writing
 - Minutes and Agendas
 - Report Writing, and
 - Email Writing



Better Thinking

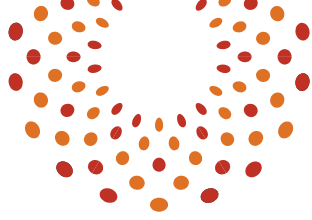
- It aims to challenge the way we think and help to understand the value of curiosity and questioning. There were lots of activities designed to stimulate the thought processes including:
 - The difference between critical and uncritical thinking
 - About blocks to critical thinking
 - A practical approach to how to think critically, and
 - Ways you can use critical thinking to solve problems.

This training has helped participants work effectively in their role in the NSW AECG, in schools and in their own communities. It has effectively increased Aboriginal community participation and engagement within schools through skill developments that have enabled them to be part of the decision making processes within schools, for example participating in merit selection panels. Community members who have attended the course have also increased their confidence in their skills to foster better relationships with schools. As a result many who have attended these courses have gone on to gain further employment. This in turn has also had the additional outcome of providing important role models in Aboriginal families and communities.



SECTION TWO

ACTIVITIES



ACTIVITIES

PROFESSIONAL LEARNING

In 2015 the NSW AECG conducted many Professional Development (PD) workshops for educators across the state. The PD workshops delivered in 2015 included: First Contact – Stage two history syllabus; Personalised Learning Plans for Aboriginal students; Living Things - An Aboriginal perspective for Stage 2 Science; and Water - Stage 4 Geography Syllabus. The workshops support teachers to include Aboriginal perspectives within their teaching. They are also Quality Teaching Council Registered courses, addressing the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW. In total 515 teachers participated in courses across NSW. Evaluations for all workshops were overwhelmingly positive with teachers consistently commenting on the professional and engaging delivery and the applicability and educational relevance of the workshop resources.

ADVANCING NSW ABORIGINAL LANGUAGES & CULTURE THROUGH EDUCATION FORUM

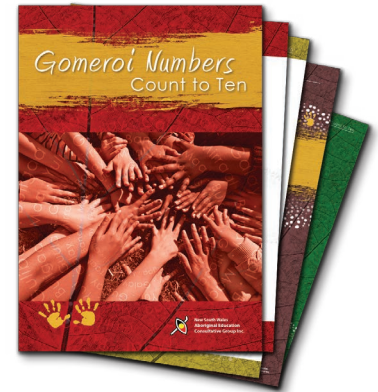
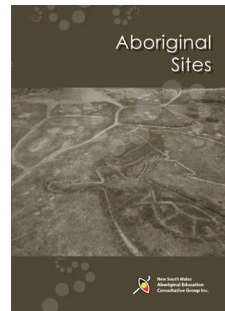
This forum was held at the Sydney Institute of TAFE Turner Hall on Friday August 13 and Saturday August 14, 2015. It started with a Welcome To Country followed by an opening address by the Aboriginal Affairs Minister Hon Lesley Williams. Dr Shayne Williams delivered the Keynote address. Over the next two days participants had the opportunity to attend a range of language and culture workshops which showcased the positive work being done in schools, TAFE and across Aboriginal communities. Workshops included presentations on language and culture at Moree East Public School program, an overview of the BoSTES Draft Languages Stage 6 Languages Endorsed Course, Language Acquisition and the MGoals program. The conference concluded with a series of Cultural experiences including a harbour cruise on the Tribal Warrior.





RESOURCES

The NSW AECG continued to develop and distribute a range of educational products in 2015. These products include an Aboriginal Tools resource kit, Gomeroi Numbers kit and an Aboriginal Sites kit. The kits include useful resources for teachers such as information and activity sheets, DVDs, booklets and teaching notes.



CONNECTING TO COUNTRY

In 2015 the Connecting to Country program became an increasingly established, sought after and sustainable professional learning program in NSW. The highly regarded three-day Connecting to Country experience for principals, teachers and school administrative staff was delivered through Local and Regional AECGs across NSW. Locations included Coonamble, Inner City, Hastings, Maitland, Nambucca, Ballina/Cabbage Tree Island, Tweed/ Wollumbin, Walgett and the Hunter. NSW AECG provided secretariat support for Connecting to Country programs when requested.

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 days 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 three day program supports participants' capacity to plan, develop and implement culturally inclusive programs, underpinned by productive pedagogy and practices, while increasing student expectations and performance in literacy, numeracy and general academic outcomes. The knowledge

the program delivers allows teachers to develop more culturally appropriate and reflective learning experience so that Aboriginal students are able to increase their engagement and participation in their education.

Reports have indicated increased local community-school partnerships and positive relationships through the local Aboriginal community delivery of the program/teaching of the teachers. 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.

It is estimated that in 2015 more than 300 school staff participated in Connecting to Country programs across the state. It is envisaged that the Connecting to Country program will continue to grow and be successfully delivered across NSW in 2016 by the Local AECGs and their Communities.

HEALTHY CULTURE HEALTHY COUNTRY

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

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

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

The course was piloted in 2015 in a moderated form within the school of teacher education at the Dubbo campus of Charles Sturt University. Approximately 16 university students, local community members and NSW AECG staff participated. In 2015 Healthy Country Healthy Culture courses were also delivered to groups of approximately 25 teachers, stage leaders and principals in Newcastle (Plattsburg PS) and Yarradamarra Centre at Dubbo TAFE. Healthy Culture Healthy Country courses have received very positive feedback from participants. For example, participants have promoted the course at relevant conferences recommending the course to all universities, while other participants have said that the course allowed them to begin realising the depth of connection to land Aboriginal people.

In 2016 the Healthy Culture Healthy Country course will continue to be increasingly delivered for NSW Public Schools, Independent and Catholic Schools as well as NSW Department of Education curriculum directorate consultants and administrative staff.





STEM CAMP

The Science Technology Engineering and Mathematics (STEM) Youth Development Camp is a joint initiative between the Connected Communities initiative, the NSW AECG and the newly-formed Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA). The inaugural STEM camp was held in Dubbo during late October, 2015 with the NSW AECG acting as a driving force in organising the logistics of the highly successful event.

The three day camp brought together approximately 130 students from Boggabilla, Bourke, Collarenebri, Coonamble, Inverell, Moree, Narromine, Taree, Toronto, Walgett and Wilcannia. The students who came to the camp had lots of fun, had the chance to meet inspiring role models and were involved in many engaging, meaningful and enjoyable learning experiences over the three day event. The highly positive feedback which illustrated how the camp had influenced their perspective on education and future careers in the STEM fields.

“Coming on camp has made me really want to see if I could go to University because there's a lot of Aboriginal people here that have gone really far even from a bad background and its made me think maybe I could go do that too and go to uni and do what I want” (Student on STEM camp)

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

“Through hands on activities, engaging with industry and meeting and mixing with role models we want to inspire these students and give them the confidence to seek a STEM future.” (Michelle Hall - Connected Communities Executive Director)

“We believe in giving kids every opportunity and our commitment is to advocate for and foster better educational outcomes and life opportunities for Aboriginal students. Supporting students to participate in workshops like this, which is based around a culturally inclusive framework, gives them a strong sense of identity while engaging in the broader curriculum areas.” (Cindy Berwick – NSW AECG President)

“The camp also compliments the AECG's vision to develop leadership skills and the newly-formed ATSIMA can act as a 'change agent' by encouraging students to believe they can be successful mathematicians.”

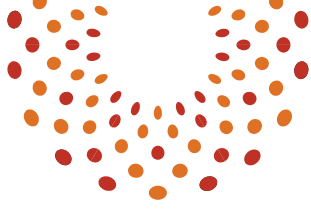
The fact that four STEM camps are in the planning for 2016 is also indicative of the success of the 2015 STEM camp.





SECTION THREE

ADVOCACY & PARTNERSHIPS



ADVOCACY & PARTNERSHIPS

MGOALS

The online program has increased by over 200% growth with the support of the NSW AECG, there was an increase of 33 more community and school sites engaging with the online tool to help support Aboriginal Students in 2015.



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

ABORIGINAL STUDIES ASSOCIATION

During 2015, the NSW AECG Inc. continued its partnership with the Aboriginal Studies Association as well as providing administrative support.



The Aboriginal Studies Association (ASA) attempts to:

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

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

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

TAFE WESTERN

TAFE Western has continued to involve the NSW Aboriginal Education Consultative Group Inc. in a respectful and genuine partnership that has enabled Aboriginal people to have their voice heard and the opportunity to ensure a culturally safe and supportive environment for those undertaking vocational education and training.



CONNECTED COMMUNITIES

The Connected Communities Strategy launched in 2012 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 takes on a much broader “community hub” model and this approach is used a focal point for improved staff and student outcomes. The community hub model allows for a holistic approach in the increased effectiveness in delivery of services supporting children and young people in a lifelong learning approach to sustainable employment.

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

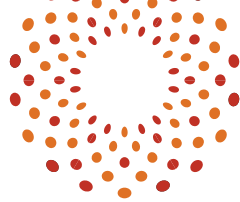
The involvement of the Local AECG as chair of each established school reference group has, in some sites, provided a challenging approach in providing direction and community advice together with the school leadership. Both Local and Regional AECG's work in building the capacity of the community will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

CHARLES STURT UNIVERSITY, DUBBO

The NSW AECG was able to have a partnership with Charles Sturt University in delivering Healthy Culture Healthy Country to teacher education students at the Dubbo Campus in conjunction with the Local AECG at Dubbo.



New teachers were able to engage with the Local Aboriginal Community and were given a look into the Cultural curriculum that Dr. Shayne Williams has developed.



RMS

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



BOSTES

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



The NSW AECG Inc participation on BoSTES is of paramount importance, it ensures that curriculum meets the needs of Aboriginal students and promotes awareness and understanding of Aboriginal Australia by all students. The NSW AECG Inc continues its representation on BoSTES and provides advice on all relevant matters pertaining to inclusive curriculum and the implementation of Aboriginal perspectives in syllabuses, curriculum and teaching.

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

IPROWD

Since the IPROWD program's inception, TAFE Western has involved the NSW Aboriginal Education Consultative Group Inc. in a respectful and genuine partnership that has enabled Aboriginal people to have their voice heard and the opportunity to ensure a culturally safe and supportive environment for those who wish to enter the NSW Police as a career.



The NSW AECG, as a member of the State IPROWD Steering committee, continued its association and support of the program during 2015. The NSW AECG is keen to ensure the strong partnerships and working relationships with Department of Prime Minister and Cabinet, Charles Stuart University, TAFE NSW and NSW Police continue to provide an increasingly recognised and successful pathway for Aboriginal people into the NSW Police.





SECTION FOUR

FINANCIAL STATEMENTS



FINANCIAL STATEMENTS

COMMITTEES REPORT

Your committee members submit the financial report of NSW Aboriginal Education Consultative Group Incorporated for the financial year ended 31 December 2015.

COMMITTEE MEMBERS

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

Current Members

President – Cindy Berwick (app 13/3/15)
Vice President – Anne Dennis (app 13/3/15)
Secretary – Cassie Ryan (app 13/3/15)
Treasurer – Kasey Hilderson (app 13/3/15 – 26/5/15)
Treasurer – Jenny Ronning (app 27/5/15)
Member – Leslie Armstrong (app 13/3/15)
Member – Matthew Priestley (app 13/3/15)
Member – Tammy Baker (app 13/3/15)
Member – Jenny Ronning (app 13/3/15 – 26/5/15)
Member – Jennie McKenny (app 13/3/15)
Member – Leigh Ridgeway (app 27/5/15)

Ceased Members

Leigh Ridgeway (Vice President ceased 13/3/15)
Tom Flanders (ceased 13/3/15)
Kasey Hilderson (Treasurer ceased 27/5/15)

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.

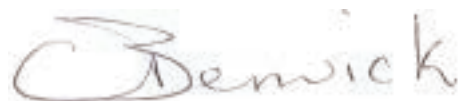
OPERATING RESULT

The surplus from ordinary activities amounted to \$11,838 (2014 surplus: \$144,624).

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: 1st day of March 2016

INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2015

	Note	2015 \$	2014 \$
INCOME			
Government grants		1,551,816	2,068,244
Interest received		21,395	42,174
Other revenue		574,505	425,621
		2,147,716	2,536,039
EXPENDITURE			
Accounting		50,300	51,300
Advertising		1,727	2,585
Auditor fees	2	10,000	11,500
Bank fees		1,244	1,592
Cabcharge / taxi		16,980	18,599
Catering expenses		29,521	44,855
Cleaning		10,786	11,695
Consultancy		117,755	113,581
Conference/meeting costs		221,924	266,154
Computer expenses		45,985	21,717
Courier costs		146	378
Depreciation		37,025	42,939
Electricity		5,282	4,875
Floral tributes, gifts and donations		3,101	8,292
Fringe Benefits Tax		480	538
Function expenses		12,242	6,579
Gas		1,202	826
General expenses		3,859	8,332
Grants		-	408,195
Insurance		6,483	7,844
Legal costs		4,050	64,132
Magazines, journals and subscriptions		1,731	1,538
Motor vehicle costs		67,153	81,164
Postage		255	540
Expenditure to be carried forward to next page		649,231	1,179,750

The accompanying notes form part of this financial report.

INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2015

	2015 \$	2014 \$
Expenditure brought forward from prior page	649,231	1,179,750
Printing and stationary	56,089	40,015
Promotional expenses	73,795	79,425
Regional representative operational expenses	29,593	44,397
Rent	40,882	43,090
Repairs and maintenance	2,299	514
Salaries and wages	972,781	694,689
Security costs	471	416
Training and development	70,925	17,585
Superannuation	89,515	64,360
Sustenance	13,712	16,140
Telephone	29,882	31,900
Travelling	106,703	179,134
	<u>2,135,878</u>	<u>2,391,415</u>
Surplus / (Deficit) from ordinary activities	<u>11,838</u>	<u>144,624</u>
Retained Surplus at the beginning of the year	<u>794,763</u>	<u>650,139</u>
Retained Surplus at the end of the year	<u>806,601</u>	<u>794,763</u>

The accompanying notes form part of this financial report.

BALANCE SHEET AS AT 31 DECEMBER 2015

	Note	2015 \$	2014 \$
CURRENT ASSETS			
Cash and cash equivalents	3	1,119,878	1,739,650
Trade and other receivables	4	74,845	183,495
Inventory	5	-	3,999
Other assets	6	5,701	4,184
TOTAL CURRENT ASSETS		<u>1,200,424</u>	<u>1,931,328</u>
NON-CURRENT ASSETS			
Plant and equipment	7	165,204	144,920
Intangibles	8	31,857	-
TOTAL NON-CURRENT ASSETS		<u>197,061</u>	<u>144,920</u>
TOTAL ASSETS		<u>1,397,485</u>	<u>2,076,248</u>
CURRENT LIABILITIES			
Trade and other payables	9	192,412	338,327
Grants in advance	10	334,545	889,583
Employee Entitlements	11	54,005	48,349
TOTAL CURRENT LIABILITIES		<u>580,962</u>	<u>1,276,259</u>
NON-CURRENT LIABILITIES			
Employee Entitlements	11	9,922	5,226
TOTAL NON-CURRENT LIABILITIES		<u>9,922</u>	<u>5,226</u>
TOTAL LIABILITIES		<u>590,884</u>	<u>1,281,485</u>
NET ASSETS		<u>806,601</u>	<u>794,763</u>
MEMBERS' FUNDS			
Retained surplus		806,601	794,763
TOTAL MEMBERS' FUNDS		<u>806,601</u>	<u>794,763</u>

The accompanying notes form part of this financial report.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

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

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

AASB 1031 Materiality

AASB 110 Events after the Reporting Period

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

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

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

a. **Income Tax**

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

b. **Plant and Equipment**

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

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

c. **Employee Entitlements**

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

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

d. **Going Concern**

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

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





NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

e. **Subsequent Events**

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

f. **Government Grants**

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

g. **Cash and Cash Equivalents**

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

h. **Impairment of Assets**

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

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

i. **Comparative Figures**

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

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

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

k. **Superannuation**

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

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

Operational expense invoices of the Association were submitted to the Office of the Board of Studies during the year for direct payment to suppliers. This practice was consistently applied in prior years.

The NSW Office on the Board of Studies provide an allocation of \$643,600 to the association for personnel and operational expenses. During the year, the association directly received \$254,646 as expense reimbursement, with the balance provided directly for mainly personnel and information technology services.

m. **Inventory**

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



NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015



	2015 \$	2014 \$
NOTE 2: AUDITORS' REMUNERATION		
Auditing or reviewing the financial report	10,000	11,500
Other services	-	-
	<u>10,000</u>	<u>11,500</u>

NOTE 3: CASH AND CASH EQUIVALENTS

General Bank Account	17,482	110,994
General Investment Account	51,954	51,111
Corporate Investment Account	977,743	1,504,559
Security Deposit Account	10,230	10,243
Met East Regional Account – Held in Trust	62,013	61,006
Credit Card	(44)	1,237
Cash on hand	500	500
	<u>1,119,878</u>	<u>1,739,650</u>

NOTE 4: TRADE AND OTHER RECEIVABLES

Grants Receivable	45,000	182,398
Other Receivables	29,845	1,097
	<u>74,845</u>	<u>183,495</u>

NOTE 5: INVENTORY

Stock on hand - at cost	-	3,999
	<u>-</u>	<u>3,999</u>

NOTE 6: OTHER ASSETS

Prepayments	5,701	4,184
	<u>5,701</u>	<u>4,184</u>

NOTE 7: PLANT & EQUIPMENT

Office Furniture and Equipment	241,279	223,748
Motor Vehicles	103,012	88,598
Less accumulated depreciation	(179,087)	(167,426)
	<u>165,204</u>	<u>144,920</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

	2015 \$	2014 \$
NOTE 8: INTANGIBLES		
Website Development	31,857	-
Less accumulated amortisation	-	-
	<u>31,857</u>	<u>-</u>

NOTE 9: TRADE AND OTHER PAYABLES

Trade and Sundry Creditors	35,890	42,633
Met East Regional Account – Held in Trust	62,013	61,006
ASA Account – Held in Trust	14,413	20,592
Sydney Uni Project - Held in Trust	7,235	-
NIEP	-	138,600
Dubbo PACE – Held in Trust	3,000	47,669
Superannuation Accrual	11,339	20,985
Goods and Services Tax - net	29,841	(10,631)
PAYG Withholding Accrual	28,681	17,473
	<u>192,412</u>	<u>338,327</u>

NOTE 10: GRANTS IN ADVANCE

Aboriginal Languages – Dept. of Human Services	-	151,334
Parenting Workshops – PM&C	-	150,647
Cultural Immersion – NSW Dept. Education & Training	-	435,973
Scholarships – NSW Roads & Traffic Authority	5,000	21,075
Languages Schools – Dept. of Human Services	-	9,396
Language Resources – Dept. Human Services	-	61,814
Professional Learning – NSW Dept. Education & Training	318,182	-
Policy Officer – Dept. Education & Communities	-	45,000
CTC Research – NSW Dept. Education & Training	11,363	14,344
	<u>334,545</u>	<u>889,583</u>

NOTE 11: EMPLOYEE ENTITLEMENTS

CURRENT

Provision for Annual Leave	54,005	48,349
	<u>54,005</u>	<u>48,349</u>

NON CURRENT

Provision for Long Service Leave	9,922	5,226
	<u>9,922</u>	<u>5,226</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

	2015	2014
	\$	\$

NOTE 12: LEASING COMMITMENTS

a. Operating Lease Commitments

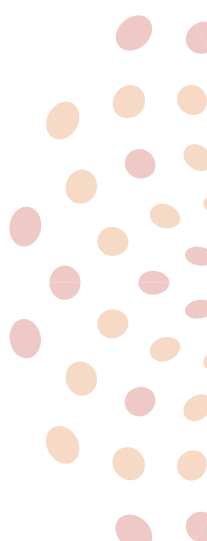
Non-cancellable operating leases contracted for but not capitalised in the financial statements

Payable:

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

NOTE 13: CONTINGENT LIABILITIES

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



STATEMENT BY MEMBERS OF THE COMMITTEE

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

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

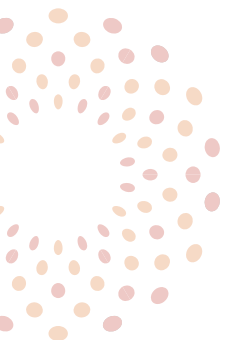
1. Presents a true and fair view of the financial position of NSW Aboriginal Education Consultative Group Incorporated as at 31 December 2015 and its performance for the year ended on that date; and.
2. At the date of this statement, there are reasonable grounds to believe that NSW Aboriginal Education 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:

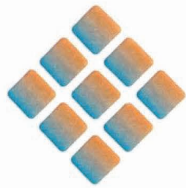


Cindy Berwick
President

Dated: 1st day of March 2016



INDEPENDENT AUDIT REPORT



**mosaic audit
+ consulting**

Vanessa Patricio
Principal
Level 26
44 Market Street
Sydney NSW 2000

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




I declare that, to the best of my knowledge and belief, during the year ended 31 December 2015 there has 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

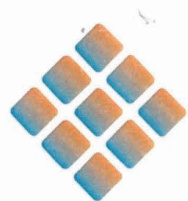
Dated this 1st day of March 2016
Sydney, NSW

 (02) 9089 8640
 (02) 9089 8989
 vanessa@mosaicac.com.au

Liability limited by a scheme approved under Professional Standards Legislation


CHARTERED ACCOUNTANTS
AUSTRALIA • NEW ZEALAND

INDEPENDENT AUDIT REPORT



**mosaic audit
+ consulting**

Vanessa Patricio
Principal
Level 26
44 Market Street
Sydney NSW 2000

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

Report on the Financial Report

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 2015 and the Detailed Income Statement for the year then ended, Notes to the Financial Statements comprising a summary of significant accounting policies and other explanatory notes and Statement by Members of the Committee.

Committee's Responsibility for the Financial Report




The Committee of the NSW Aboriginal Education Consultative Group Incorporated are responsible for the preparation of the financial report, and have determined that the accounting policies described in Note 1 to the financial statements, which form part of the financial report, is appropriate to meet the financial reporting requirements of the *Associations Incorporation Act 2009* and *Associations Incorporation Regulation 2010* and is appropriate to meet the needs of the members. The Committees' responsibility also includes such internal control as the Committee determines is necessary to enable the preparation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We have conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Associations preparation of the financial report that gives a true and fair view, 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Committee, as well as evaluating the overall presentation of the financial report.

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

 (02) 9089 8640
 (02) 9089 8989
 vanessa@mosaicac.com.au



Liability limited by a scheme approved under Professional Standards Legislation

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

Auditor's Opinion

In our opinion, the financial report presents fairly, in all material respects, the financial position of NSW Aboriginal Education Consultative Group Incorporated as of 31 December 2015 and its financial performance for the year then ended in accordance with accounting policies described in Note 1 to the financial report and the financial reporting requirements of the *Associations Incorporation Act 2009* and *Associations Incorporation Regulation 2010*.

Basis of Accounting and Restriction on Distribution

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

Mosaic Audit & Consulting



Vanessa Patricio

Principal

Registered Company Auditor # 333315

Dated this 1st day of March 2016

Sydney, NSW

NSW AECG Secretariat

37 Cavendish Street,
Stanmore NSW 2048

Phone: (02) 9550 5666

Fax: (02) 9550 3361

Web: www.aecg.nsw.edu.au

Email: info@aecg.nsw.edu.au



New South Wales
Aboriginal Education
Consultative Group Inc.