

NASCA
NATIONAL ABORIGINAL
SPORTING CHANCE ACADEMY

2019

ANNUAL REPORT





ACKNOWLEDGEMENT OF COUNTRY

NASCA acknowledges and pays respect to the Traditional Owners and Custodians of country throughout Australia. We honour and respect the cultural heritage, customs and beliefs of all Aboriginal and Torres Strait Islander people.

We recognise that Aboriginal and Torres Strait Islander peoples have spiritual social and cultural connections with their traditional lands and waters. We would like to express our sincerest gratitude to the communities on whose land NASCA works.

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FROM THE CEO, LEANNE TOWNSEND



I've learned a lot in my six years leading NASCA. I've had the privilege of serving an all Aboriginal Board, who inspire me to lead in our way; with humility, grit and with humour. I enjoyed working alongside our Board in achieving a significant milestone this year in the creation of NASCA's ten-year Strategic Plan to guide our work in partnership with our communities. Our Directors recognised the importance of setting a longer-term vision with three core pillars; our Young People, Sustainability, and; Partnerships. With our young people at the heart of all that we do, the next ten years will see NASCA realised as a leader across Australia in changing the record in addressing social inequality experienced by young First Nations Australians.

In 2019, we began our journey in amplifying the voices and achievements of our young people by facilitating our first NAIDOC Youth Awards Ceremony and Conference in July. With around 80 young people we gathered, learned, yarned and acknowledged the achievements of our program participants. Holding ceremonies to gather, dance and celebrate our shared cultural identity is an important rite of passage for our teenagers and an opportunity to make new friends and connections.

NASCA'S STORY IS NOT SINGULAR. IT IS WOVEN TOGETHER WITH THE STORIES OF EACH OF OUR BENEFICIARIES, OUR TEAM, OUR VOLUNTEERS AND OUR SUPPORTERS. THIS HAS BEEN AN EXCITING YEAR WITH SEVERAL NEW PARTNERSHIPS THAT HAVE EXPANDED OUR OPPORTUNITIES.

Notably, our partnership with Childfund Australia to support 18 young people to go to Japan to be part of two programs associated with the Rugby World Cup in July and October. The second program saw

participants from Ntaria (Hermannsburg, a remote NT community) who travelled to Tokyo for a trip of a lifetime alongside representatives from eight other countries.

We signed up TAL and LUSH as new NASCA partners, adding them to the NASCA family – which supported our expansion into Western Australia. Early this year we started our partnership with communities in the Goldfield region of WA, with plans to respond to need in more WA communities in 2020. Our relationship continues to deepen with Viva Energy Australia and Lendlease. Our shared strategic objectives see people first in our partnerships. We are forging a future that recognises the commitment and responsibility required by the broader Australian community to understand past injustices and to build a fairer society where all Australians thrive. NASCA's strength-based community development approach sees a consciousness of the many areas we do well as a community and the cultural learnings gained by our supporters and funders; who become ambassadors for change.

I would like to give my heartfelt thanks and acknowledgment to my hard-working team. Working alongside you with our shared passion, dedication and always with a smile – even when times get tough is inspirational. Thank you.

Finally, I am pleased to present our Annual Report that showcases our social impact and highlights the achievements of our beneficiaries. I invite you to share in our 2019 successes and stories; I can't wait for 2020 and seeing where our young people inspire us to go in 2020!



WHAT WE'RE ALL ABOUT...

FOR OVER 20 YEARS, NASCA HAS HELPED FIRST NATIONS YOUNG PEOPLE TAKE THE FIRST STEPS TOWARDS THE FUTURES THEY DREAM OF.

By building engaged partnerships with schools and communities in urban, rural and remote areas of New South Wales and the Northern Territory, we improve school attendance and develop crucial life skills for thousands of Aboriginal young people every year using direct in-school support as well as sporting and cultural programs.

Pride in the strength and diversity of our shared Aboriginal culture and identity is at the heart of everything we do. We use a powerful combination of sport, art, music, poetry, storytelling and dance to strengthen our young people's connection to culture.


We design high-impact, culturally safe programs that respect the unique needs of individual communities. Our programs improve school attendance and ultimately school performance,

develop specific career pathways and work-ready skills, foster cultural pride and identity and increase resilience.

NASCA IS AND ALWAYS WILL BE, 100% ABORIGINAL GOVERNED.

WE ARE COMMITTED TO BUILDING A FUTURE FOR OUR YOUNG PEOPLE THAT IS FREE OF RACIAL INEQUALITY.

NASCA proudly advocates for Indigenous-led solutions and we apply our Aboriginal knowledge and expertise to ensure the next-generation stays strong in their culture and identity and are resilient in overcoming the systemic bias and racism we see in Australia today. We give First Nations young people a sporting chance to determine their own destiny.



"NASCA IS A REALLY FUN PROGRAM THAT ALLOWS ME TO BE AROUND MY MOB HAVE FUN WITH ALL MY FRIENDS. WE HAVE GOOD MENTORS HERE, WHO HAVE GONE DOWN THE RIGHT PATHWAY AND WHO ARE ROLE MODELS FOR US HELPING US TO CHANGE THE CYCLE"

AALIYAH, YEAR 10, ALEXANDRIA PARK HIGH SCHOOL

OUR VISION AND APPROACH

OUR VISION AND PURPOSE DRIVE ALL OF OUR ACTIVITIES.

NASCA AIMS TO CREATE AND SUSTAIN AN ORGANISATION IN WHICH, FOR THE BENEFIT OF BOTH INDIGENOUS AND NON-INDIGENOUS AUSTRALIA, FIRST NATIONS YOUNG PEOPLE CAN THRIVE AND REALISE THEIR FULL POTENTIAL.

OUR VISION

A proud, prosperous, healthy Australia; where Aboriginal and Torres Strait Islander young people thrive.

OUR PURPOSE

Building confidence of Aboriginal and Torres Strait Islander young people to take opportunities and fulfil their potential.

OUR FIVE VALUES INCLUDE;

INTEGRITY

EXCELLENCE

TRUST

COLLABORATION

CULTURAL PRIDE
AND INCLUSION

These values serve to guide our activities and programs.



OUR PROGRAMS

AT NASCA WE KNOW THERE IS SIGNIFICANT NEED EXPERIENCED BY ABORIGINAL AND TORRES STRAIT ISLANDER YOUNG PEOPLE, AND OUR PROGRAMS ARE DESIGNED TO RESPOND TO THIS UNMET NEED.

- Aboriginal and Torres Strait Islander young people experience a range of poor outcomes compared to the non-Indigenous population
- The poor outcomes persist across all social areas including education, health, family, justice and gender
- Young people in remote areas are more likely to experience significant social inequality, particularly relating to education

OUR CAPABILITIES

We know that education is a key factor to ensuring positive health and social outcomes for Indigenous young people. We are proud of our capabilities in program design, our inclusive student cohort and our Indigenous profile as what sets us apart from other organisations.

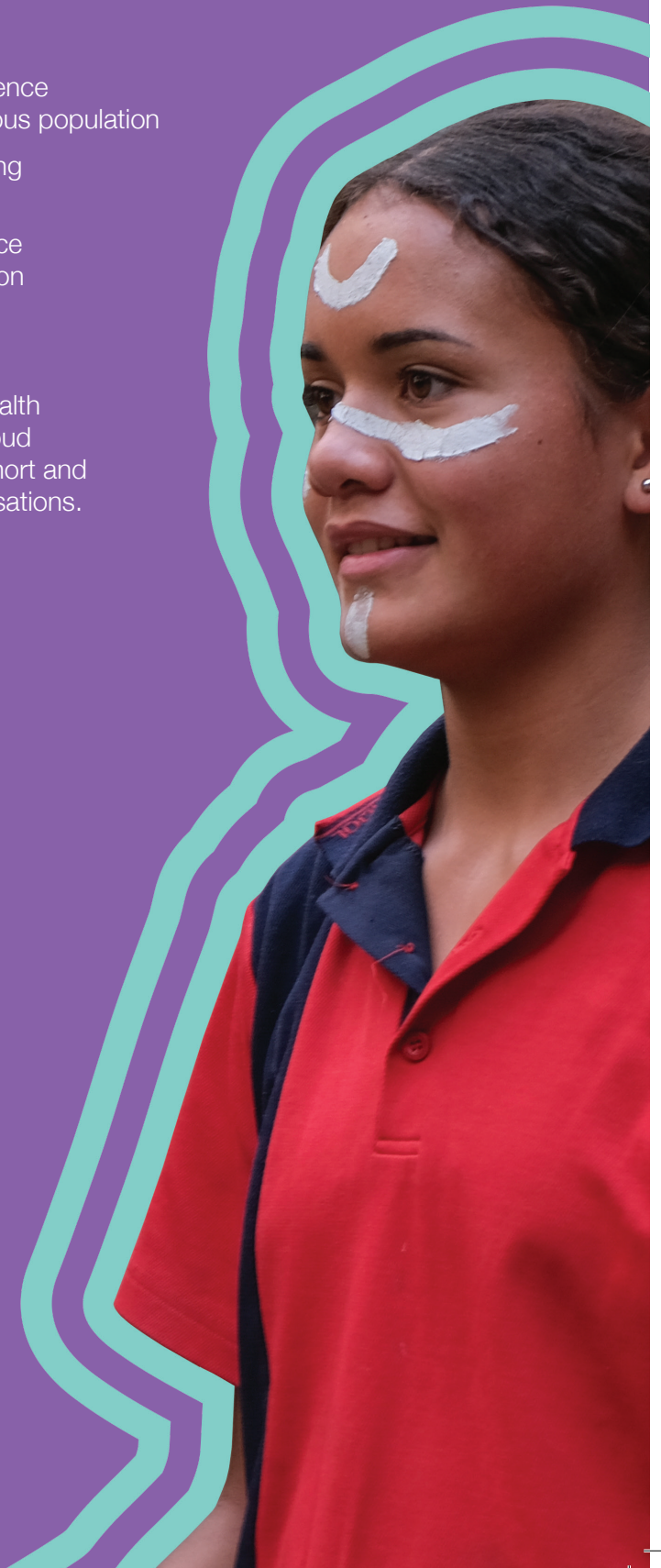
- Culturally-safe program design and delivery
- Strong Indigenous workforce
- Energetic and skilled staff and volunteers
- Long-term partnerships in communities and with partners
- Helping young people to build confidence
- Working with young people

PROGRAM OBJECTIVES:

- Increase school attendance and retention
- Improve students' attitudes towards school
- Promote positive learning experiences
- Strengthen Aboriginal Cultural pride and identity
- Improve student's life skills including teamwork, communication and leadership

"NASCA has helped me with a lot of things, especially with my anxiety, because I didn't want to be around people, and NASCA helped me to make friends and feel confident in teamwork activities. The mindfulness activities have really helped. NASCA is fun."

Reice, Year 8, Airds High School

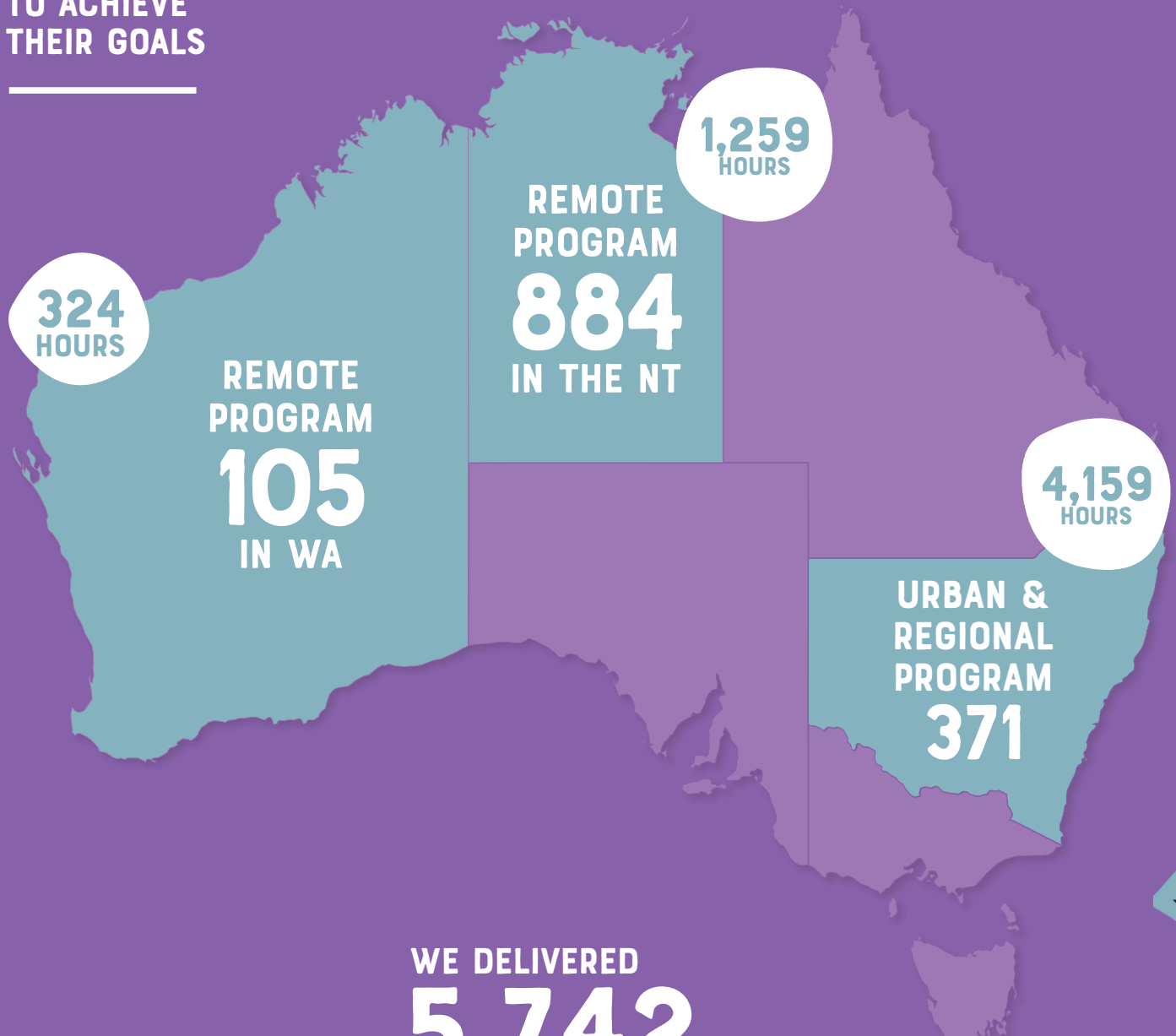


2019 PROGRAM SNAPSHOT

WE ENCOURAGED

1,360

YOUNG PEOPLE
TO ACHIEVE
THEIR GOALS



WE DELIVERED

5,742

HOURS OF NASCA PROGRAMS

76

NASCA STUDENTS FROM OUR URBAN SCHOOLS ATTENDED THE INAUGURAL DREAMFEST CAMP

16

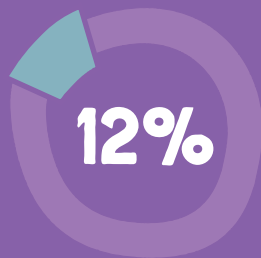
NASCA STUDENTS FLEW FROM THE NT TO SYDNEY FOR OUR 2019 CAMP

2

OF OUR URBAN NASCA STUDENTS WERE MADE SCHOOL CAPTAINS!

22

NASCA STUDENTS GRADUATED FROM YEAR 12



AV. INCREASE IN SCHOOL ATTENDANCE DURING OUR NT PROGRAMS



SUPERSTAR VOLUNTEERS HELPED US DELIVER OUR PROGRAMS THROUGHOUT 2019

WE PROVIDED

220 HOURS OF PHYSICAL EDUCATION

434 HOURS OF IN-CLASS ACADEMIC SUPPORT

301 HOURS OF NASCA WORKSHOPS

213 HOURS OF AFTER SCHOOL ENGAGEMENT

91 HOURS OF CULTURAL EXCHANGE

IN THE NT



URBAN AND REGIONAL PROGRAM

NASCA DELIVERED OVER **8,135** PROGRAM HOURS TO **371** STUDENTS IN THE GREATER SYDNEY AND CENTRAL WESTERN NSW AREAS. THESE AREAS INCLUDE;

● **CENTRAL WEST**
DUBBO

GREATER WESTERN SYDNEY
KINGSWOOD HIGH SCHOOL
GLENMORE HIGH SCHOOL
RICHMOND HIGH SCHOOL
WINDSOR HIGH SCHOOL

SOUTH SYDNEY
ALEXANDRIA PARK HIGH SCHOOL
TEMPE HIGH SCHOOL

AIRDS HIGH SCHOOL



PROGRAM HIGHLIGHTS

2019 saw a number of activities and new initiatives both inside and beyond the school gate across our schools. NASCA delivered over 40 weeks of in-class support and workshops for students from year 7-12 that supported life skills development and improvements in our beneficiaries education.

Activities outside the school grounds were increasingly popular and culminated each term with weekend excursions. These included connecting with the natural environment with bushwalking, beach visits, and sports activities.

2019 highlights for participants located in Urban and Regional schools included a number of combined activities that brought our young people together.

THIS INCLUDED;

JOINING 100 OTHER YOUNG PEOPLE AT THE FIRST NATIONS CUP AS PART OF A BROADER PARTNERSHIP TO CELEBRATE RECONCILIATION WEEK WITH AFL NSW, GWS GIANTS AND THE SYDNEY SWANS

THE INAUGURAL NASCA NAIDOC YOUTH CONFERENCE AND GALA AWARDS TO RECOGNISE OUR YOUNG PEOPLE'S ACHIEVEMENTS AND TO CELEBRATE THEIR SUCCESSES

19 STUDENTS FROM THE NT AND SYDNEY REPRESENTING NASCA **ON TWO INTERNATIONAL TRIPS** FOR THE CHILD FUND 'PASS IT BACK' PROGRAM **TO JAPAN**

NASCA'S TRADITIONAL INDIGENOUS GAMES OLYMPICS HOSTED IN PENRITH, WITH VISITING NT STUDENTS ON THE NASCA CAMP

NASCA'S DREAMFEST BUSH CAMP HELD IN DECEMBER FOR OVER 70 STUDENTS FROM SYDNEY AND WELLINGTON



PROGRAM IMPACT: SCHOOL ATTENDANCE

LOCATION	NO. PARTICIPANTS	NASCA STUDENT SCHOOL ATTENDANCE	ALL INDIGENOUS STUDENT ATTENDANCE	VARIANCE%
AIRDS HIGH SCHOOL	80	69.83%	63.01%	+6.82%
SOUTH SYDNEY ALEXANDRIA PARK HIGH SCHOOL TEMPE HIGH SCHOOL	92	70.48%	61.6%	+8.88%
GREATER WESTERN SYDNEY GLENMORE PARK HIGH SCHOOL KINGSWOOD HIGH SCHOOL RICHMOND HIGH SCHOOL WINDSOR HIGH SCHOOL	125	83.8%	77.3%	+6.5%
WELLINGTON HIGH SCHOOL	74	84.4%	81.6%	+2.8%
TOTALS	371	77%	70%	+4%

PROGRAM INPUTS

LOCATION	AIRDS	SOUTH SYDNEY	GREATER WESTERN SYDNEY	WELLINGTON
PROGRAM DELIVERY HOURS	1,176	1,574	2,835	2,550
TOTAL HOURS	8,135			



"SINCE NASCA HAS COME TO MY SCHOOL IT'S OPENED MY EYES TO ABORIGINAL CULTURE. I'M MORE PASSIONATE ABOUT LEARNING ABOUT AND DOING MORE FOR MY CULTURE. I ALSO LIKE THE COOL PEOPLE! NASCA HAS HELPED ME STAY ON TRACK TO BECOME A LEADER AT MY SCHOOL. WITHOUT THEIR SUPPORT I DON'T THINK I WOULD BE WHERE I AM NOW."

REGAN, YEAR 10, AIRDS HIGH SCHOOL



REGAN, YEAR 10 AIRDS HIGH SCHOOL

Regan is in year 10 at Airds High School and is a proud Kamilaroi man. Regan has been a part of the NASCA community since we first commenced delivering our programs at Airds High School in June of 2018. He has shown continuous commitment toward NASCA, the Airds community and his Aboriginal culture. Regan's vivacious personality and his hard work, dedication and consistency is difficult not to notice, and subsequently he has been recognised as one of the schools emerging leaders.

"MY FAVOURITE MEMORY FROM NASCA WOULD PROBABLY BE MY INTERNSHIP... IT GAVE ME A DEEPER UNDERSTANDING OF NASCA AS A WHOLE - WE ONLY GET THE FUN SIDE OF IT, SINCE DOING MY INTERNSHIP I KNOW THE HARD WORK THEY PUT IN AND THE EFFORT TO MAKE OUR PROGRAMS FOR US."

In 2019, Regan received a leadership scholarship with Max Potential and was invited to represent NASCA and Airds High School in Japan as part of the ChildFund 'Pass it Back' Program. The

program presented an opportunity to travel to Japan for the Rugby World Cup and teach young people life skills through rugby.

Regan was also awarded the ABCN National Scholarship for 2020, and was invited to participate in WEX – a week long government based work experience program. He was also selected to participate in the ABC series 'What it's like to be me', to discuss his experience growing up Aboriginal in Australia.

Regan became the first NASCA student to undertake a school holiday internship with the team and spent a week with NASCA staff, learning about program design and development that occurs in school holidays, attended a holiday excursion, and finished the week off with an exceptional presentation which he delivered to VIVA employees about his experiences and impact of NASCA. Regan has aspirations to complete high school and work for NASCA or become a High School History Teacher.

IMPACT STORIES



VANESSA YEAR 10 GLENMORE PARK HIGH SCHOOL

"NASCA IS WHAT MAKES ME COME TO SCHOOL AND THAT'S THE SAME FOR OTHER KIDS...NASCA HAS HELPED ME BECOME MOTIVATED. THANK YOU FOR SUPPORTING ME".

Vanessa, in year 10 at Glenmore Park has been a regular to NASCA sessions since her time at the school. Vanessa is eager and enthusiastic and shows leadership skills and maturity above her years. During the NASCA sessions Vanessa ensures everyone is included and is part of the group going out of her way to encourage and reassure other students who find it difficult to feel valued or included, and check they are part of a group in team activities. Vanessa is driven to support the NASCA community within the school and even reaching out to other NASCA students in other schools to work on a podcast project which she developed herself.

Vanessa's commitment and drive is further evident in her undertaking a school holiday internship in

NASCA's office in January 2020. During her internship, Vanessa took the reigns of our social media channels producing fun and engaging content, including videos.

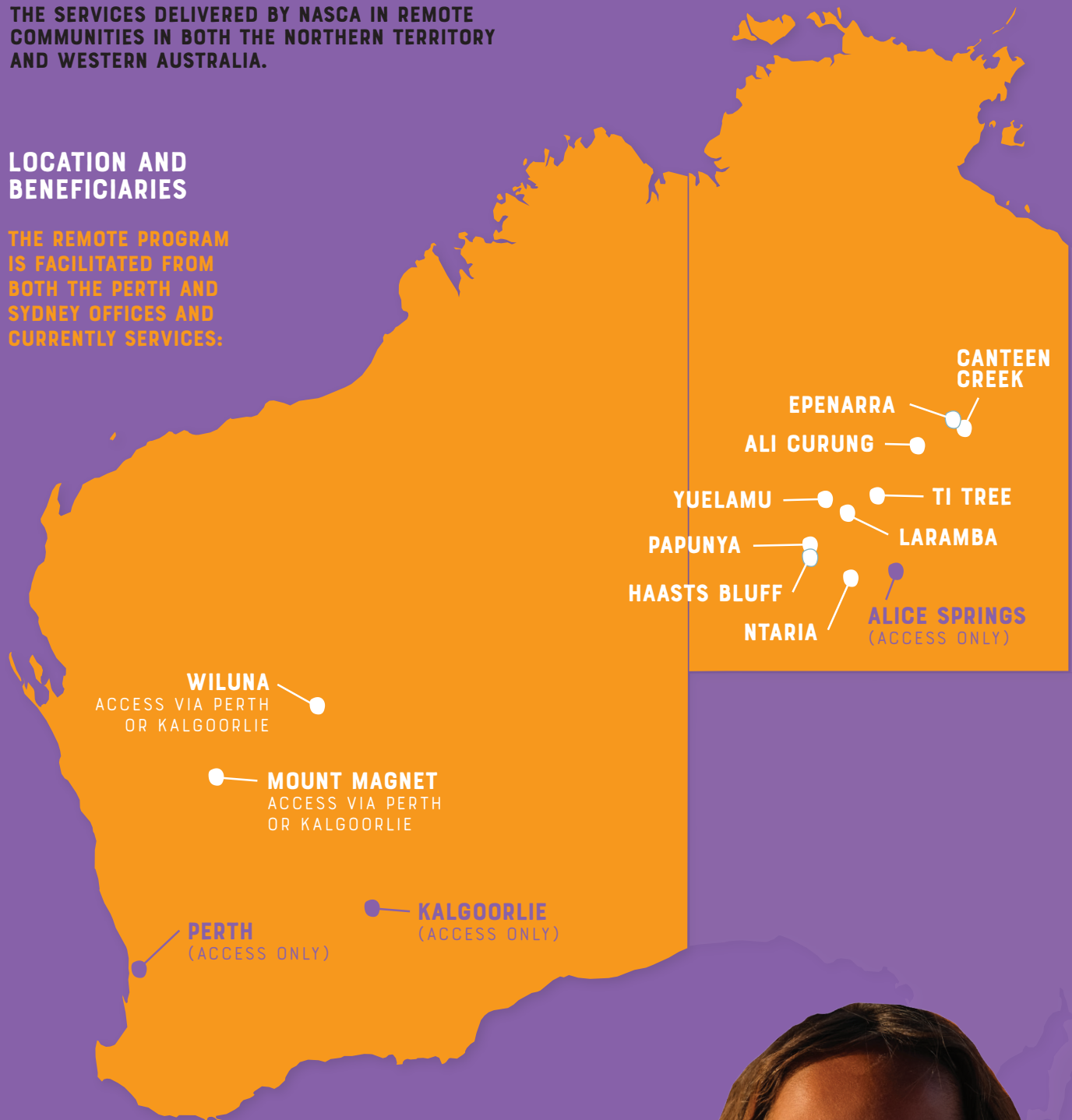
"The idea is to have a platform where Aboriginal youth can have a voice, that isn't being manipulated and changed for a particular agenda. Aboriginal people in the media don't get much control over what stigmas and topics are being attached to our community. As young people, we are often left out of the important conversations that are being played out. My generation of future leaders are hungry for change, and it's time our voices are heard."

REMOTE PROGRAM

NASCA'S REMOTE PROGRAM ENCOMPASSES THE SERVICES DELIVERED BY NASCA IN REMOTE COMMUNITIES IN BOTH THE NORTHERN TERRITORY AND WESTERN AUSTRALIA.

LOCATION AND BENEFICIARIES

THE REMOTE PROGRAM IS FACILITATED FROM BOTH THE PERTH AND SYDNEY OFFICES AND CURRENTLY SERVICES:



REMOTE TIMELINE



THROUGH THE REMOTE PROGRAM, NASCA:

DELIVERS WEEK LONG COMMUNITY-BASED PROGRAMS TO REMOTE COMMUNITIES WITH AN OVERARCHING STRATEGY AND FRAMEWORK ACROSS THE NT AND WA

SUPPORTS AND ENGAGES OVER 950 STUDENTS AND UTILIZES OVER 50 VOLUNTEERS ANNUALLY

WORKS WITH NINE PARTNER COMMUNITIES IN THE NT AND TWO PARTNER COMMUNITIES IN WA

NASCA DELIVERED 33 REMOTE PROGRAMS DELIVERY WEEKS IN 2019 (12 DELIVERY WEEKS X 11 COMMUNITIES)

VISITS EACH PARTNER COMMUNITY THREE TIMES PER YEAR

IN 2019, 989 STUDENTS WERE ENROLLED IN THE PROGRAM, RANGING FROM 5-18 YEAR OLDS

NASCA DELIVERED 1 WEEK RESIDENTIAL CAMP IN REDFERN, SYDNEY FOR 16 NT STUDENTS

TOTAL REMOTE PROGRAM OUTPUTS 2019

OUTPUT	NT 2019 HOURS	WA 2019 HOURS	TOTAL 2019
NASCA WORKSHOPS	301	66	367
PHYSICAL ED ACTIVITIES	220	34	254
ACADEMIC SUPPORT	434	152	586
AFTER SCHOOL ENGAGEMENT	213	43	256
CULTURAL EXCHANGE	91	29	120
TOTALS	1259	324	1583

In 2019, we delivered 1,583 hours of educational and health programs to 989 students, with a key focus on helping develop their confidence and self-awareness, as well as growing their leadership and communication skills.

The overarching theme of NASCA's Remote Program is My World. My World encompasses an array of learning objectives designed to stimulate students learning and development within their own communities.

Each week-long visit has a sub-theme within the My World framework. All sub-themes for the NASCA remote delivery involve interactive models of learning and engagement that are culturally appropriate and align with the school curriculum, ultimately leading to an increased level of school engagement.

THE 2019 MODULES WERE:



MY REACTIONS

ACTIVITIES FOCUSED ON DEVELOPING STUDENT'S UNDERSTANDING OF DECISION MAKING AND CONSEQUENCES THROUGH EXPLORING THE RELATIONSHIP BETWEEN ACTIONS AND REACTIONS



MY HEART

ACTIVITIES FOCUSED ON DEVELOPING STUDENT'S HEALTH AND WELLBEING, THROUGH FOCUSING ON NUTRITION, HEALTHY HABITS AND OTHER HEALTH RELATED EXERCISES



MY FUTURE

ACTIVITIES FOCUSED ON GOAL SETTING, ASPIRATIONAL THINKING AND FUTURE PLANNING TO ASSIST STUDENTS TO REACH THEIR POTENTIAL

The Remote Program leverages the power of mentoring and role modelling for social change. We utilised more than 50 volunteers from a range of social and professional backgrounds including teachers, athletes, social workers and journalists, to support our remote students in 2019.

WITH SUPPORT FROM OUR VOLUNTEERS, OUR TEAMS DELIVERED:

367

OF NASCA WORKSHOPS

254

HOURS OF PHYSICAL EDUCATION ACTIVITIES

376

HOURS OF AFTER SCHOOL ENGAGEMENT AND CULTURAL EXCHANGE

586

HOURS OF ACADEMIC SUPPORT (ONE-TO-ONE CLASSROOM ASSISTANCE)

SOCIAL IMPACT DATA NT

SCHOOL ATTENDANCE IMPROVEMENT% INCREASED THROUGH NASCA PROGRAM	2016	2017	2018	2019
NORTHERN TERRITORY SCHOOLS	+2.2%	+7.3%	+8%	+12%

ATTENDANCE IMPACT PER COMMUNITY

COMMUNITY	AVERAGE NASCA STUDENT ATTENDANCE DURING PROGRAM WEEK	NATIONAL REMOTE SCHOOL STUDENT ATTENDANCE AVERAGE	PROGRAM IMPACT (+ OR -)
HAASTS BLUFF	80.40%	64.6%	15.80%
LARAMBA	77.90%	64.6%	13.30%
YUELAMU	71.47%	64.6%	6.87%
CANTEEN CREEK	92.20%	64.6%	27.60%
NTARIA	72.30%	64.6%	7.70%
TI TREE	70.95%	64.6%	6.35%
EPENARRA	91.11%	64.6%	26.51%
ALI CURUNG	70.99%	64.6%	6.39%
PAPUNYA	62.04%	64.6%	-2.56%
WILUNA	58.78%	64.6%	-5.82%
MT MAGNET	63.62%	64.6%	0.98%
TOTAL AVERAGE	73.80%	64.6%	9.20%

WA OFFICE LAUNCH

NASCA has been operating the Remote Program since 1997. However, in late 2018 we expanded to Western Australia for the first time in our history. This expansion saw the launch of a Perth office and the extension of work in two remote WA communities. NASCA currently has two staff based in the Perth office, with plans to expand the team in coming years.

NASCA has focused its work in the first 12 months in Western Australia in the Midwest and Goldfields region of WA due to the lack of service provision in

these regions. The communities of Wiluna and Mt Magnet were selected as our first partner communities in WA after extensive community consultation.

Through the delivery of six programs in 2019, NASCA has supported over 100 young people throughout central WA. Based on the success of program delivery in these communities in 2019, NASCA is planning to expand to a third WA community in 2020.



NASCA TAKES ON THE RUGBY WORLD CUP WITH CHILDFUND AUSTRALIA

During 2019, nineteen First Nations students from both our urban and remote programs were selected to participate in this year's Pass It Back Program by Childfund, in partnership with World Rugby and Asia Rugby Japan.

"IT WAS INTERESTING HOW WE INTERACTED WITH THE KIDS FROM JAPAN AND LAOS. WE ALL SPOKE DIFFERENT LANGUAGES BUT WE ALL HAD FUN TOGETHER."

SHYLA MILLER-MUNDINE

Much like NASCA, the Pass It Back program harnesses the power of sport for development. The program uses rugby to build leadership and life skills of young people, enabling them to overcome challenges in their lives and 'pass it back' to others in their communities.

Our students took part in the program with young people from countries around the world; Laos, Japan, Cambodia, Mauritius.

They were granted the opportunity to learn from a set of structured personal development and leadership curricula. The program provided knowledge, skills and

attitudes to keep young people safe and healthy in a changing world.

For many of our students, it was their first time travelling on a plane and first time overseas. Alongside the learnings from the Pass It Back program, the students had the opportunity to be immersed in Japanese culture, share Aboriginal culture with young people from all over the world, make new friends and create lifelong memories.

"I LEARNT ABOUT DISCIPLINE AND LEADERSHIP SKILLS. I REALLY LIKED THE 5 VALUES OF RUGBY (INTEGRITY, RESPECT, SOLIDARITY, PASSION AND DISCIPLINE) AND I USE THOSE TO HELP WITH MY SOCCER."

JERMAL IBRAHIM-HAAS



**"I'M PROUD TO BE A YOUNG
INDIGENOUS STUDENT AND TO BE
DOING NASCA WHICH HAS TAUGHT
ME, TO BE PROUD OF MY CULTURE".**

TABEAL, YEAR 10, WINDSOR HIGH SCHOOL

CELEBRATING YOUTH ACHIEVEMENT FOR NAIDOC WEEK

This year saw the launch of NASCA's first ever NAIDOC Youth Conference and Gala Awards. Selected students from our seven Sydney schools came together for a full day of celebration of Indigenous culture and the achievements of our young people in the lead up to NAIDOC week.

Beginning at the NSW Teachers Federation in Surry Hills, the students began cultural celebrations by taking part in various wood burning, weaving and painting workshops. NASCA Director, Lachlan McDaniel, took the opportunity to get involved facilitating the wood burning and weaving workshops and the art sessions were led by Internationally acclaimed Aboriginal artist, Danielle Mate Sullivan.

Board director, Barbie-Lee Kirby inspired the students with her welcome speech about overcoming barriers as an Aboriginal person and succeeding.

Following the youth conference, the students dressed up for the Gala Awards held at the prestigious Doltone House Darling Island Wharf venue. The night was an opportunity to bring together our community of corporate supporters, teachers, parents and students to celebrate the outstanding achievements of our NASCA young people. On arrival guests were welcomed by traditional dancers and a smoking ceremony. SBS and NITV presenter Natalie Ahmat MC'd the night and presented the students with the peer-nominated awards in Sport, Creative Arts, Community Service, Academic Scholarship, Cultural

Pride and Identity and a male and female Youth of the Year Award.

The night was a huge success and many students reported it to be their favourite night of the NASCA year!

Winners Of Our Youth Awards:

Cultural Pride and Identity: Lara Brown, Kingswood High School

Academic: Nathan Ellis, Kingswood High School

Sport: Kalinya Fernando, Tempe High School

Creative Arts: Ava Monck, Kingswood High School

Youth of the Year Award: Taela Douglas, Tempe High School & Jack Trezise, Kingswood High School

NASCA acknowledges and thanks our partners for their continued support:

TAL

DLA Piper

Viva Energy Australia

Lendlease

Pricewaterhousecoopers

Doltone House

National Indigenous Australians Agency



DREAMFEST END OF YEAR CAMP

2019 was the year of our very first Dreamfest camp, where over 70 students from all of our NSW schools came together for a weekend in the bush.

The three days at Windeyer Scout Camp in Galston consisted of camping, cultural activities, canoeing, artwork and yarning circles.

Upon arrival we had the privilege of being greeted and welcomed by Guringai Elder and Traditional Owner Uncle Laurie Bimson. Uncle Laurie Bimson Welcomed us onto his country with a Smoking Ceremony and a heartfelt Welcome to Country, he also shared some of his life experiences and the importance of culture. Uncle Laurie followed this by boomerang throwing which was a highlight for many of the students. Following a healthy dinner, the students were put into groups with their team leaders to compete against one another in minute-to-win-it challenges for an icebreaker to kick off camp.

The weekend was spent in teams participating in canoeing, cultural art workshops, competing in tough

mudder challenges and plenty of time swimming in the creek. Another highlight was a special Australian Indigenous Astronomy session facilitated by Karlie Noon, a Gamilaraay woman from Tamworth. Karlie had students join a yarning circle discussion where she shared her background knowledge on astronomy. The yarning circle was open to students to share their NASCA journeys and personal stories.

We were fortunate to have NASCA board member, Lachlan McDaniel, who belongs to the Kilari Clan of the Wiradjuri Nation, all of our NASCA Sydney team, and volunteers from our corporate partner Viva Energy Australia also joined us for the camp.

Dreamfest was a fantastic event for students to workshop their leadership and problem-solving skills, strengthen their identity through connecting to country and a unique opportunity to form friendships between schools.

Many students said it was their favourite event of the year, where they would take away life-long memories.

RED CENTRE TO THE CITY

Sixteen students from remote NT communities joined us for our annual Sydney camp for a week in November.

The week was centred around the theme of 'new experiences', as, for many of the students it was their first time on a plane, a train, at the beach or in a city bigger than Alice Springs!

The students, chosen by school leaders based on good behaviour and high levels of attendance, were from Ntaria, Laramba and Yuelamu.

Auntie Donna Ingram kicked off the week by welcoming the students to Sydney with a walking tour of Redfern. Next up, the students started their jam-packed week with a Poetry in First Language class, an art workshop and a cultural walking tour at the Royal Botanic Gardens. To follow, the students even got the once in a lifetime opportunity to do the Sydney Harbour Bridge Climb! Many fears of heights were conquered.

To add to the new experiences, on the second day students went to Maroubra beach to learn to surf. This was a particularly special day as it was the first time some of these students had been to a beach – let alone surfed – and their courage through their trepidations and eagerness to take on new opportunities in completely uncharted territory was inspiring! As challenges were turned into triumphant feats, the day definitely became one of the highlights.

Throughout the week students also got their complete footy fix, from a tour of the Sydney Cricket Ground and a Q&A with Sydney Swans players James Bell and Isaac Heeney, to a footy clinic and BBQ dinner with the AFLW Giants players. Students were able to show off their skills, and ask questions to some of their sporting role models. For the budding professional footballers, this was the highlight of their week!

The students also took a day trip to Taronga Zoo, which included a Cammeraigal Connections workshop, and saw all the animals, big and small, from around the world – including the amazing Bird Show!

To end the week, we held our inaugural Traditional Indigenous Games Olympics, which was an opportunity for our remote students to come together with students from our urban programs and bond through sport. The whole day was a great success, full of games, laughter, skill, and was a true reflection of how the whole week had been – a unity of people from different places, trying new things, understanding each other, and enjoying their time together.



MAROUBRA BEACH

OUR BOARD



MARK HEISS, CHAIRPERSON

Mark is a proud Wiradjuri man from, born and raised on Gadigal land in Sydney. Mark volunteered for NASCA over many years prior to taking on his NASCA Directorship. Mark holds a Bachelor of Education (Human Movement) and a Masters Degree (Educational Leadership). Having spent 15 years working in schools as a teacher and school leader, he is passionate about physical education, integrating Indigenous studies into the school day and creating quality professional learning for teachers. He was the first Aboriginal person to be named team captain for the University of Sydney at the Australian University Games.



CHLOE WIGHTON, DIRECTOR

Chloe is a Wiradjuri – Galari woman from Gilgandra, New South Wales. She has a strong commitment to the preservation of Wiradjuri culture, in particular the preservation of language. She is passionate about supporting Aboriginal and Torres Strait Islander parents within the higher education system. Her experience extends to working within the campaign for constitutional recognition of Aboriginal and Torres Strait Islander Australians. Chloe holds a Senior Project Officer role at The University of Sydney, within the Office of the Deputy Vice-Chancellor, Indigenous Strategy and Services.

Chloe graduated with a Bachelor of Arts majoring in Archaeology in 2015.

Graduated from Master of Museum and Heritage Studies in 2019.

She is proudly a former participant and Graduate of NASCA's Academy Program in the Dubbo Region.

She has been recognised for her strong advocacy in the community with a nomination for Young Australian of the Year in 2014 and recipient of the 2015 University of Sydney's Alumni Award for the Sister Alison Bush Medal.



LACHLAN MCDANIEL

Lachlan McDaniel belongs to the Kilari Clan of the Wiradjuri Nation. His experience ranges across academic research, assisting organisations to improve their engagement with Aboriginal and Torres Strait Islander people and political campaigning. He completed a Bachelor of Arts/Laws at Macquarie University. Pursuing his passion for empowering Indigenous people through self-determination, Lachlan also studied Canadian First Nations history and law at the University of Calgary. Lachlan further developed his passion regarding Indigenous Self-Determination by completing a Continuing Education Certificate in Indigenous Governance at the University of Arizona. He is currently undertaking his Ph.D. at the University of Technology Sydney, where he is researching Wiradjuri cultural revitalisation.



BARBIE-LEE KIRBY

Barbie-Lee Kirby is a Ngemba/Wailwan, Baakindji and Yuwaalaraay woman from Brewarrina, NSW. She is a strong ambassador for education and successful Indigenous women in business. She has a Bachelor of Business with majors in Accounting and Law and after completing the Finance Graduate Program, is now Manager Corporate Governance at Qantas Airways.

Barbie-Lee was a NASCA participant whilst playing representative netball where she was selected into the NSW emerging athletes program.

She was the first woman to be awarded CareerTrackers student of the year in 2016 and was co-founder and president of the first UTS Indigenous club which creates an Indigenous presence on the UTS campus and an awareness and celebration of Indigenous culture.



KRISTAL KINSELA-CHRISTIE

Kristal is a proud Aboriginal woman, a descendant of both the Jawoyn and Wiradjuri nations and is currently Director of Indigenous Professional Services. She is passionate about creating lasting pathways and growing the capabilities of Indigenous businesses and individuals.

In 2017, Kristal was awarded NSW Aboriginal Woman of the Year and Supplier Diversity Advocate of the Year, recognised for her outstanding contribution in working with Indigenous communities, Indigenous businesses, leaders and women across Australia.

2019 AFR 100 Women of Influence

2019 Indigenous Defence Leader of the Year

Her business, Indigenous Professional Services, was awarded the coveted 2018 Supply Nation Certified Supplier of the Year, recognised as a business leader for its exceptional growth as a business and advocacy of the Indigenous business sector.

Kristal also volunteers her time as an Inspiring Rare Birds Mentor and the Sydney Ambassador for Indigenous Women in Business network.

FINANCIALS

The following report is an excerpt from NASCA's general purpose report for the financial year 30 June 2019.

DIRECTORS DECLARATION

The directors have determined that NASCA is not a reporting entity and that this general purpose financial report should be prepared in accordance with the accounting policies outline in Note 1 to the financial statements.

In the opinion of the Board of Directors:

there is reasonable ground to believe that NASCA will be able to pay its debts when they become due and payable.

the financial statements and notes are in accordance with the Corporations (Aboriginal and Torres Strait Islander) ACT 2006, including:

- compliance with Australian Accounting Standard;
- providing a true and fair view of the financial position of NASCA as at 30 June 2019 and its performance for the year ended that date.

Signed in accordance with a resolution of the Board of Directors



Mark Heiss, Director

1st November 2019

Date

REPORT ON THE AUDIT OF THE FINANCIAL REPORT

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS,
NATIONAL ABORIGINAL SPORTING CHANCE ACADEMY,
ABN 66 442 263 291

Opinion

I have audited the accompanying financial report, being a general purpose financial report, of National Aboriginal Sporting Chance Academy (the Academy) which comprises the statement of financial position, the statement of profit and loss, statement of changes in equity and statement of cash flow for the year ended 30 June 2019, notes comprising a summary of significant accounting policies and other explanatory information and the directors' declaration.

In my opinion, the accompanying financial report presents fairly, in all material aspects, the financial position of the Academy as at 30 June 2019 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements and the requirements of the Corporations (Aboriginal and Torres Strait Islander) Act 2006.

Basis of the Opinion

I conducted the audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the Auditors Responsibilities for the Audit of the Financial Report section of my report. I am independent of the Academy in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110: Code of Ethics for Professional Accountants (The Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities with the code.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of Matter – Basis of Accounting

I draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Academy to meet the requirements of the Corporations (Aboriginal and Torres Strait Islander) Act 2006. As a result, the financial report may not be suitable for another purpose. My opinion is not modified in respect of this matter.

Responsibilities of the Committee for the Financial Report

The committee is responsible for the preparation and fair presentation of the financial report in accordance with the financial reporting requirements of the Corporations (Aboriginal and Torres Strait Islander) Act 2006 and for such internal control as the committee determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

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

Auditor's Responsibilities for the Audit of the Financial Report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they should reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion of the effectiveness of the Academy's internal control.
- Evaluate the appropriateness of accounting policies use and the reasonableness of

accounting estimates and relate disclosures made by the committee.

- Conclude on the appropriateness of the committee's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists relate to events or conditions that may cause significant doubt on the association's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Academy to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the committee regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

Auditor's Name: Graeme Kay CA
Registered Company Auditor

Address: 77/192 Vimiera Road
Marsfield NSW 2122

Dated this 4th November **day of** 2019

**STATEMENT OF PROFIT OR LOSS
FOR THE YEAR ENDED 30 JUNE 2019**

	2019 \$	2018 \$
REVENUE	1,830,641	1,348,243
LESS: DIRECT PROGRAM EXPENSES	(271,495)	(267,139)
LESS: STAFFING EXPENSES	(1,207,803)	(949,678)
LESS: OTHER EXPENSES FROM ORDINARY OPERATIONS	(168,477)	(155,383)
PROFIT/(LOSS) BEFORE INCOME TAX	182,866	(23,957)
INCOME TAX EXPENSE	-	-
PROFIT/(LOSS) FOR THE PERIOD	182,866	(23,957)

OUR ACKNOWLEDGMENT AND THANKS

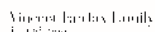
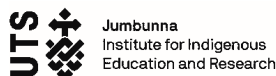
NASCA WORKS WITH MANY PARTNERS TO CREATE IMPACT AND WE KNOW THAT IT'S ONLY BY ACTING TOGETHER THAT WE CAN ACHIEVE OUR VISION OF A PROUD, PROSPEROUS, HEALTHY AUSTRALIA - ONE WHERE FIRST NATIONS YOUNG PEOPLE THRIVE.

We would like to extend our warmest thanks to the communities we work with across New South Wales, Western Australia and the Northern Territory. We've seen first-hand that together, we can support our young people to achieve great things.

We would also like to acknowledge the broad range of partner organisations we work with to enhance our educational and sporting programs including the National Indigenous Australians Agency (NIAA) for its ongoing support.

Alongside our staff and volunteers, with whom we would not be able to provide the level of support for our young people as we do, we also work with a wide range of corporate partners to achieve positive outcomes for First Nations young people.

WITH SPECIAL THANKS TO OUR 2019 SUPPORTERS:





Incorporation and Charitable Status

- Incorporated under the Corporations (Aboriginal and Torres Strait Islander) Act 2006, INC 2546
- Registered Charity with the Australian Charities and Not-for-Profit Commission from 31 December 2012.

Tax Concessions and Fundraising

Public Benevolent Institution (PBI) and endorsed by the Australian Taxation Office as:

- A Deductible Gift Recipient (DGR)
- An income Tax Exempt Charity (holding tax concessions and exemptions relating to income, goods and services and fringe benefits tax).
- Registered to fundraise under legislation in New South Wales.
- Registration number: 15744

Publication Details

Effort has been made to ensure that all information in this annual report is correct. NASCA regrets any offence that errors or omissions may cause. Throughout this publication the terms Aboriginal and Torres Strait Islander are used wherever possible. In the interest of readability, we use the term 'Indigenous'. No disrespect is intended by the authors.

Contact Us

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