

NASCA

ANNUAL REPORT 2014-2015



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 HAS WORKED IN 2014–2015.

Incorporation and Charitable Status

- Incorporated under the Corporations (Aboriginal and Torres Strait Islander) Act 2006. ICN 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 taxes)
- Registered to fundraise under legislation in NSW. Registration Number: 15744

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About this Annual Report

James Hoff, Leanne Townsend, Hannah Isaac and Celeste Carnegie have prepared content for this Report. The Report covers our activities and performance for the period 1 July 2014 to 31 December 2015.

Publication details

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Publication details

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

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WHO WE ARE

NASCA is a charitable not-for-profit organisation registered as an Aboriginal Corporation. We are 100% Aboriginal-governed and comply with the relevant Federal Government Acts of Australia. We have operated since 1995 and are based in Redfern, NSW.



**NATIONAL
ABORIGINAL**

EST  1995

NASCA
SPORTING CHANCE

ACADEMY

what we do

We work with male and female Aboriginal and Torres Strait Islander people from ages 5–24 and actively engage with their families and communities to ensure our work is sustainable.

Whilst we use sport to strengthen the objectives of our vision, the flow-on effects of our programs have a greater reach than just those of a purely sporting-focused body.

Our target areas are:

- Increasing school attendance and ultimately school performance,
- Ensuring completion of year 12 and retention in senior schooling years,
- Developing specific career pathways and work-ready skills,
- Strengthening cultural pride in its various forms and;
- Building life skills, personal development and long-term resilience.

In the calendar year of 2015, 1,200 young people benefitted from our targeted work in one or more of our programs.

These programs are multi-year which fosters community trust, sustained engagement and ongoing results.

We aim to expand our reach in response to community needs and demand; next year NASCA will commence working in the Greater Western Sydney region, Australia's largest Aboriginal community.



chairperson's report

I've been with NASCA over eighteen months and in that time, I've seen the organisation go from strength to strength. First, our financial position is secured with multi-year funding contracts, our programs have been significantly improved and as a result NASCA is in a position to grow. This is a significant achievement given the severity of the 2014 Federal Government Budget cuts and the problematic roll out of the Indigenous Advancement Strategy (IAS). The Senate Inquiry in to the IAS tendering process will bring much needed analysis and review of the handling of the roll out of the IAS and the impacts experienced by Aboriginal and Torres Strait Islander organisations. (Anticipated for release late November 2015).

Secondly, and more importantly this secure financial position gives confidence and security to the communities in which we work and allows us to continue our programs to the benefit of their kids.

Over the past year, the Board has focused on the development of the Strategic Plan 2015–2018. Building on our strong foundations, the Board has refined the vision and purpose for NASCA, setting the scene for our organisation to continue to grow and to service our young people. We maintain our key objectives to operate a sustainable, relevant and flexible organisation, responsive to the needs of our Aboriginal and Torres Strait Islander communities.

It is fitting the organisation will celebrate 21 years of operation in 2016; in a sense we have 'come of age'. Learning from our past, maintaining our community connections and relationships and working to secure a sustainable future.

I'd like to acknowledge and thank our partners, funders and donors whose support ensures NASCA is able to inspire and enable Aboriginal and Torres Strait Islander young people to realise their full potential.

I extend my gratitude to my fellow Directors, whose passion and commitment to our cause is inspiring with special acknowledgment to our Honorary Secretary, Phil Donnelly, whose guidance and support over many years has assisted NASCA immeasurably.

Finally, I must acknowledge our NASCA staff and volunteers, especially the leadership of our CEO, Ms Leanne Townsend, whose impressive and innovative work has contributed significantly to the financial security of NASCA I mention earlier.

The Directors, the CEO, staff and volunteers are together a great team who I have come to know as the NASCA family. After eighteen months at NASCA it is now a family to which I am proud to belong.

A handwritten signature in black ink that reads "Mick Gooda". The signature is written in a cursive, flowing style.

Mick Gooda
Chairperson



chief executive officer's report

OUR ORGANISATION CONTINUES TO THRIVE AND TO ADAPT TO THE CHANGING POLITICAL AND SOCIAL CONTEXT IN WHICH WE OPERATE. WHILST WE FACED FUNDING UNCERTAINTY THROUGHOUT 2014, WE HAVE MADE IT THROUGH THE OTHER SIDE A STRONGER MORE EFFICIENT AND EFFECTIVE ORGANISATION.

NASCA has secured multi-year funding contracts with the Federal Government and private funders enabling job security for our staff and consistent service delivery for our beneficiaries. We have made significant strides in our sustainability by increasing fundraising revenue and establishing a reserve fund. Internally, we have reformed our administrative structures enabling qualitative and quantitative evaluation frameworks to measure and understand our social impact; introduced performance based people management systems, aligned our social purpose and objectives with our delivery activities and deepened our community engagement.

As a result, NASCA this year expanded our reach to three new remote Aboriginal communities in the Northern Territory, adding Ali Curung, Laramba and Haasts Bluff to our existing communities of Papunya, Yuelamu and Ntaria. NASCA ceased work in Santa Teresa in April this year in response to the positive gains made by the community in school attendance achievement and the accessibility the community experiences with many other service providers, given its proximity to Alice Springs.

In partnership with the National Centre of Indigenous Excellence we have worked with close to 200 young people nationwide, extending our reach for the first time into Western Australia and Victoria. We expanded our work with 8-12yr olds in after school sports programs, deepening our partnerships with youth service providers in the Inner Sydney region and in-turn increasing our engagement with our local Aboriginal and Torres Strait Islander communities. Close to 100 students achieved a work ready qualification and we celebrated with our graduating Year 12 students, with all NASCA Academy students successfully completing school in 2015.

I had the privilege of working in Ali Curung in October this year alongside our dedicated staff and volunteers. I felt inspired by the kids, teachers and community members and conscious of the undeniable challenges ahead for all of us to sustain our work to realise the outcomes we wish to achieve. My resolve remains, as does my passion to lead NASCA to continue to be the small organisation with a big heart that does not give up.

Looking forward, in 2016 NASCA will partner with Lend Lease to expand into the Western Sydney region, whilst maintaining our service delivery for over 1,000 young people nationally. It is an exciting time for NASCA.

I'd like to thank my team, our Board, the many volunteers and particularly acknowledge our Aboriginal and Torres Strait Islander communities and our young people who guide and inspire our organisation.

Look out 2016, here we come!

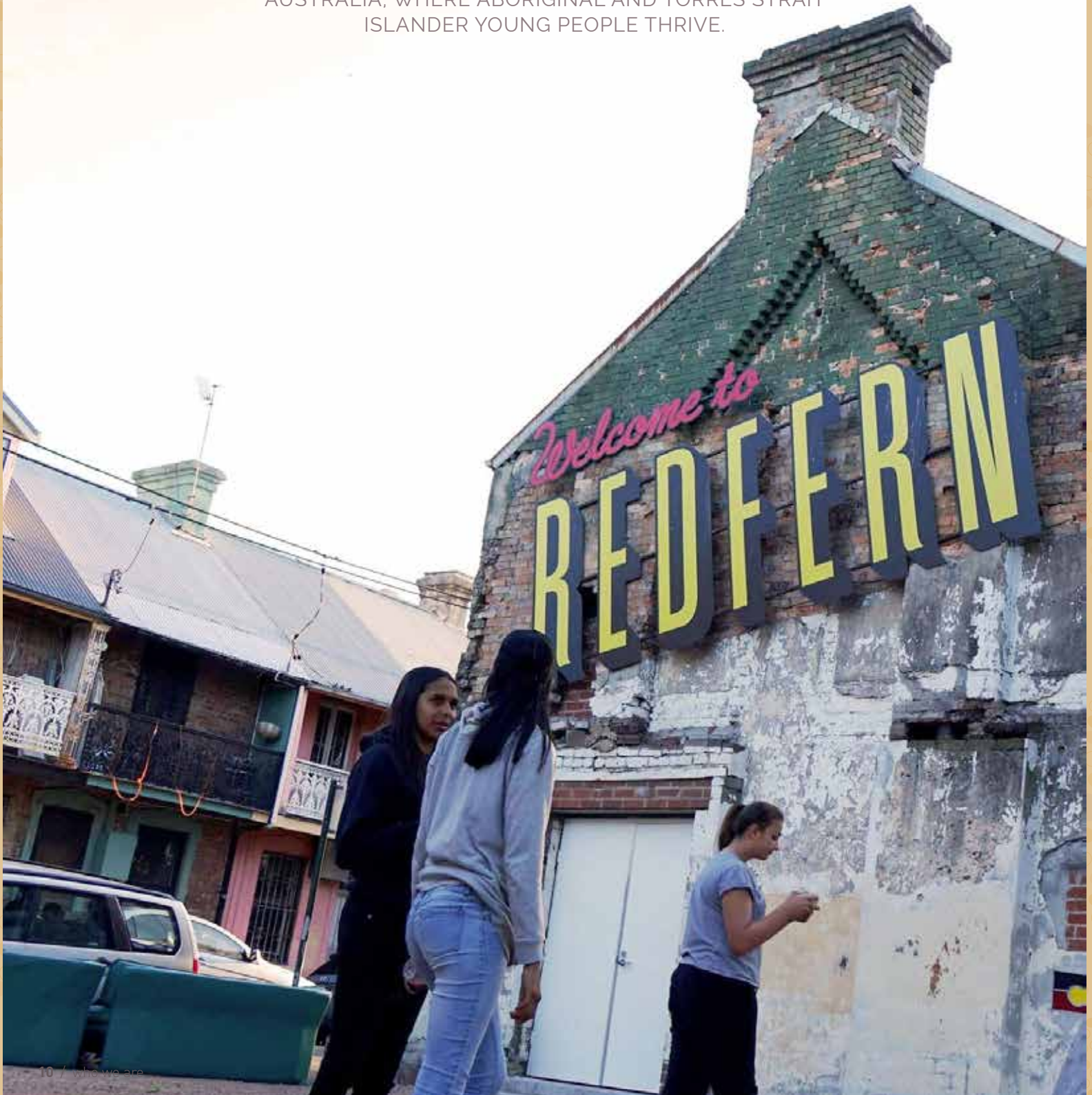
A handwritten signature in black ink, appearing to read 'Leanne Townsend'.

Leanne Townsend
CEO



our vision

OUR VISION IS FOR A PROUD, PROSPEROUS, HEALTHY AUSTRALIA; WHERE ABORIGINAL AND TORRES STRAIT ISLANDER YOUNG PEOPLE THRIVE.



our purpose

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



why we do what we do

Due to a number of factors Aboriginal and Torres Strait Islander Australians are more likely to live in low socio-economic areas, less likely to complete school and enter into employment and have high incarceration, morbidity and mortality rates. Another often unreported factor in these issues is that almost all Aboriginal people have also been found to 'experience racism often' which has flow-on effects to other outcomes in their lives.¹ These are facts that are impossible to ignore.

NASCA is part of a movement to create a more equitable playing field and enable the wider community to actively contribute to this happening.

We know it's achievable and we know what works.



¹ Creative Spirits. 2015. Racism in Aboriginal Australia. Accessed November 2015 from: <http://www.creativespirits.info/aboriginalculture/people/racism-in-aboriginal-australia#ixzz3rzmVKtcp>

our values and approach

In pursuing our purpose, NASCA has key values which run like a thread through all of the organisational strategies. Our five key values are: **Integrity, Excellence, Trust, Cultural Pride and Collaboration.**

Integrity

NASCA operates an ethical, legal, accountable, diligent and transparent organisation. We work with best practice principles and processes across all aspects of our administration and services to support a sustainable funding base. Good governance and leadership support NASCA, enabling our goals and purpose to be achieved.



Excellence

NASCA strives for the highest achievement in all aspects of our work, across our individual and community action. Throughout our programs we reinforce this value by giving recognition to young people achieving high standards, acknowledging individual improvement in the context of their role in the broader community and encouraging young people's awareness of broader life opportunities. Organisationally, this value is demonstrated because our staff and board members are passionate about fulfilling their roles, setting and meeting high professional standards and persisting through challenges in the pursuit of our purpose.

Trust

NASCA's value of trust is realised in our openness and honest approach, creating positive relationships with our young people, communities, partners and funders. This trust is galvanised by our commitment to long-term collaboration in the communities we work in and our dedication to staying the distance in these communities. Strong relationships allow us to accomplish much more than we would be able to otherwise. We act with honesty in our relationships, encompassing compassion, friendship, and loyalty.



Collaboration

Our work is informed and responsive to the needs of the communities in which we operate and without real collaboration with these communities our outcomes would not be achievable. We work to build meaningful, sustainable community relationships vital in the development, implementation and viability of our work.

NASCA values the contributions made by community organisations, individuals and professionals to realise positive outcomes for Aboriginal and Torres Strait Islander young people. We are committed to collaborating with key organisations, government bodies and businesses to extend our organisational reach. We value the input of these parties because they share our passion for cultural integrity and social justice.

Cultural Pride & Inclusion

Our culture permeates our work, informs our programs and activities and reinforces the strength cultural identity brings in the lives of our young people. We foster cultural safety in each facet of our work because we know community and individual-driven cultural pride is intrinsically linked to getting positive outcomes in Aboriginal communities.

NASCA recognises that Aboriginal and Torres Strait Islander people have spiritual, social and cultural connections with their traditional lands and waters and that we need to reinforce the importance of this connection to ensure the effectiveness of any activities we carry out with community.

We respect the diversity of Aboriginal and Torres Strait Islander peoples, including their different languages, cultures, histories and perspectives. We also understand the significance in recognising the diversity of individuals and groups within communities. Our work is done in accordance with the objectives of the United Nations Declaration on the Rights of Indigenous Peoples, including principles of Indigenous peoples' rights to self-determination and to full participation.

our values and approach

(continued)

NASCA's Approach to Fair Play

We continue to use sport as an engagement strategy to inspire Aboriginal youth, because we know the contribution of sport to Australian society has a great capacity to create parity.

Sport not only requires a healthy lifestyle in order to be successful but also reflects a number of universal values such as fair play, teamwork, cooperation and inclusion.

Through sport and other means, NASCA incorporates educational and cultural initiatives, personal development activities and community involvement programs to engage with young Aboriginal people.

Our success is embodied in the young Aboriginal Australians participating in our programs exhibiting a renewed sense of self-worth and increased confidence armed with a sporting chance in life.

The historical, social and political context within which we operate highlights the need for the work we do and is central to our purpose.

NASCA seeks to create culturally safe learning environments that encourage schools, partner organisations and communities to embrace social justice and human rights and to limit discrimination.



The Context in Which NASCA Operates

Many of the key challenges our young people experience are a consequence of historical and contemporary social injustices including;

- Racism and discrimination,
- Assimilation coupled with social exclusion,
- Dislocation from culture,
- Intergenerational trauma.

A large part of why we do our work is because we are aware that racism remains a significant issue for Aboriginal and Torres Strait Islander young people with impacts on their health and wellbeing.

Unsurprisingly this ultimately limits their opportunities to reach their full potential. Whilst we acknowledge that the eradication of racism extends beyond the reach of NASCA, we know that building on the self-worth and pride in one's Aboriginality can limit the effects of racism experienced by young people.

We acknowledge that racism goes well beyond name-calling, perpetuating stereotypes or race-driven violence. We know that it can permeate daily life through the exclusion of certain voices, paternalistic policies, denial of cultural rights and many other forms.

Research has shown the affects of different forms of racism can be manifested through:

- Ongoing feelings of sadness, anger, depression and being left out,
- Physical symptoms including headaches, increased heart rate, sweating, trembling and muscle tension,
- A potentially irrational fear of being verbally or physically attacked by people of other races in places of power,
- A reduced desire to go to school,
- Little or no trust in people apart from family.²

² F. Mansouri, L. Jenkins, L. Morgans & M. Taouk. 2009. *The Impact of Racism Upon the Health and Wellbeing of Young Australians*. (Melbourne: Foundation for Young Australians & Deakin University)

Effects of Cultural Dislocation, Social Exclusion and Intergenerational Trauma

Many Aboriginal and Torres Strait Islanders we work with experience the effects of intergenerational trauma stemming from discontinuation of culture resulting from dispossession. Intergenerational trauma, as a symptom of past mistreatment (even in a generation removed from one's own) is a phenomenon that has only recently been acknowledged as being a major issue among certain groups of socially marginalised people worldwide. Combined with the impacts of racism, key statistics across health, education and employment tell a concerning story, including;

- Young Aboriginal and Torres Strait Islander people are less likely to be attending secondary school than non-Indigenous people (61% compared to 81%)³,
- Less than half as many Aboriginal and Torres Strait Islander people reported Year 12 as being their highest year of school completed (25% to 52%)⁴ and;
- Aboriginal and Torres Strait Islander people aged 15-19 recorded the highest unemployment rate.

Further, symptoms of the above social issues for disengaged Aboriginal and Torres Strait Islander young people lead to risk factors which include:

- Witnessing or experiencing family violence,
- Having disjointed family relationships⁵,
- Alcohol and substance misuse,
- Poverty and sub-standard housing⁶,
- Poor mental and physical health,
- Contact with the criminal justice system and;
- Racism and discrimination.



NASCA's solution is to walk with young Aboriginal and Torres Strait Islanders and reinforce their cultural identity while they realise their ambitions as part of Australia's future.

This partnership involves breaking down barriers and facilitating opportunities for our young people to overcome the above challenges and symptoms of social injustices.

We address these challenges by:

- Strengthening the focus on the benefits of cultural pride and Aboriginal identity while;
- Supporting Aboriginal young people to develop essential life skills and to actively participate and to contribute positively to Australian society,
- Increasing school engagement and Year 12 completion to put Aboriginal students on an equal footing education-wise with the rest of Australia,
- Supporting young people who choose to engage with furthering their education and development after high school,
- Encouraging healthy life choices and;
- Providing mentoring and inspiration to young people so they may envision success in their own lives in the field/s they most identify with.

³ ABS. 2013. Census of Population and housing: Characteristics of Aboriginal and Torres Strait Islander Australians. 2011. ⁴ ABS. 2012. 2076.0. Census of Population and Housing: Characteristics of Aboriginal and Torres Strait Islander Australians, 2011. ⁵ Y. Paradies. 2006. *A Systematic Review of Empirical Research on Self-reported Racism and Health*. International Journal of Epidemiology, 35(4) pp. 888-901. [CasuaMenzies School of Health Research & Oxford University Press]. ⁶ Y. Paradies, R. Harris & I. Anderson. 2008. *The Impact of Racism on Indigenous Health in Australia and Aotearoa: Towards a Research Agenda*, Discussion Paper Series No.4. [Darwin: Cooperative Research Centre for Aboriginal Health]

NASCA'S YEAR IN REVIEW 2015

188 PARTICIPANTS
AGED 13-18YRS

93% OF PARTICIPANTS SAID CAREERFIT ENCOURAGED THEM TO **STAY AT SCHOOL AND TO COMPLETE YEAR 12**

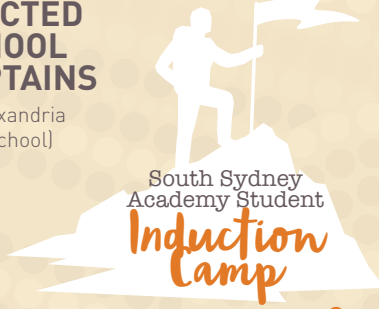
132 RECEIVED A **WORK READY QUALIFICATION**

70% OF PARTICIPANTS WERE **YOUNG WOMEN**

STUDENTS CAME FROM NSW, NT, VIC, QLD AND WA

2 NASCA STUDENTS ELECTED SCHOOL CAPTAINS

(Tempe & Alexandria Park High School)



South Sydney Academy Student

Induction Camp



CareerFit Program **No.1**

- All girls program
- Bourke



CareerFit Program **No.2&3**

Delivered with students from VIC & QLD

01
JAN

02
FEB

03
MAR

04
APR

05
MAY

06
JUN

Academies

900+ HOURS OF **1 ON 1** SUPPORT

207 STUDENTS AGED 12-18YRS

84% SCHOOL ATTENDANCE
v NSW AVERAGE 79%

100% NASCA STUDENTS COMPLETED YEAR 12

NT



ARMtour Program:

800+ PARTICIPANTS IN 7 REMOTE NT COMMUNITIES AGED 5-18YRS

25% INCREASES IN SCHOOL ATTENDANCE DURING ARMtour IN SOME COMMUNITIES

48 VOLUNTEERS ASSISTED TO DELIVER OVER 750HRS OF SPORTING AND EDUCATIONAL ACTIVITIES



ARMtour is delivered in 3 new NT communities:

LARAMBA
ALI CURUNG
HAASTS BLUFF

2.5 IAS CONTRACT signed
YRS OVER \$2.1M IN FUNDING SECURED

\$12k

RAISED AT NASCA FUNDRAISING TRIVIA EVENT

After School Program

60 HRS SPORT AND MENTORING DELIVERED TO OVER 50 STUDENTS AGED 8-12YRS

10 ABORIGINAL MENTORS (AGED 17-25YRS) GAINED QUALIFICATIONS

6 COMMUNITY PARTNERSHIPS

25 YRS PARTNERSHIP AGREEMENT signed off WITH LEND LEASE

CareerFit Program **No.4**

delivered for students from Inner Sydney

NASCA commences afterschool program in Inner Sydney



WA CareerFit Program **No.6** Delivered with students from Perth



Stories Through Voice Exhibition, Dubbo



CareerFit Program **No.7&8**

Delivered for students from WA (Kimberly region) & NT (Central Desert region)

07 JUL

08 AUG

09 SEP

10 OCT

11 NOV

12 DEC

CareerFit Program **No.5**

Delivered with students from Dubbo and Gilgandra



2 NASCA TEAMS FROM WESTERN NSW COMPETE IN STATE KOORI NETBALL CARNIVAL IN NEWCASTLE



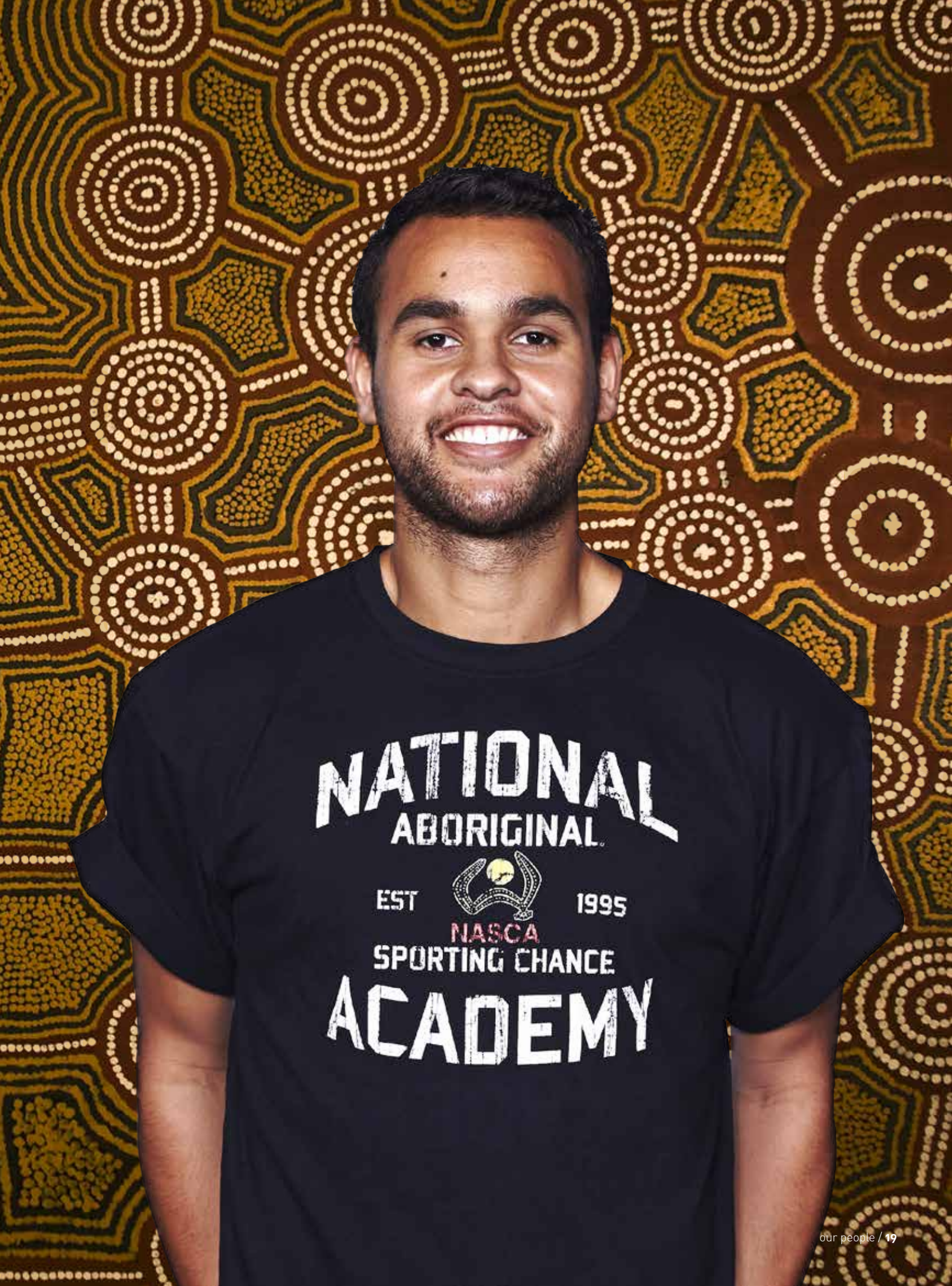
STRATEGIC PLAN 2015-2018 LAUNCHED





OUR PEOPLE

NASCA's team of staff, Board members and volunteers are passionate and informed individuals who work hard to achieve our organisational goals.



**NATIONAL
ABORIGINAL**

EST  1995

NASCA
SPORTING CHANCE

ACADEMY

NASCA team members

AT THE AGE OF 22, **CHLOE WIGHTON** IS NASCA'S YOUNGEST BOARD MEMBER. HER UNIQUE INSIGHT INTO WHY AND HOW NASCA WORKS EFFECTIVELY FOR ABORIGINAL PEOPLE COMES IN PART THROUGH HER PERSONAL EXPERIENCES AS A NASCA GRADUATE. HER STORY IS AN INSPIRATION TO MANY FROM HER HOMETOWN OF GILGANDRA IN CENTRAL WEST NEW SOUTH WALES.

Chloe's introduction to NASCA was through school in 2007 as a shy 14 year old. She reflects that NASCA provided a motivation to go to school—"We needed 85% school attendance per term to be able to participate in NASCA programs and activities."

One of the many engagement activities included learning about Traditional Indigenous Games (TIGs) that introduced a new generation of Aboriginal young people to the diversity of Australia's Indigenous cultures and introduced leadership skills from a cultural standpoint. This instilled lasting cultural and personal pride as well as practical facilitation skills.

"We became qualified to deliver Traditional Indigenous Games around town to other Koori Kids. It taught us about other Aboriginal cultures and history and even shy kids had to get in front of people to talk about the games and demonstrate to the younger ones.


"This taught us leadership. It also taught us that how you were at school wasn't how you had to stay. Kids had to come out of their comfort-zones". She adds that—"Depending on the high school you end up in, you may have different expectations of yourself as a student. Being challenged to do things through NASCA definitely changed that".

Whilst NASCA provided motivation for Chloe and her classmates to have higher standards for themselves in the school setting in Dubbo, it wasn't until they went on longer excursions out of town as a reward for their hard work that other avenues opened up. These excursions have developed into CareerFit (pages 28-29).

"When we went away with NASCA, it wasn't just an excursion, it was a celebration of your achievements for the year...and it had a lasting impact". Chloe remembers her experience of attending a special Indigenous Awards event at the Sydney Opera House, 'The Deadlys'—she says this one night alone opened the students' eyes to the great things that could be achieved by seeing successful people who came from similar backgrounds.

Chloe also credits her experiences with NASCA as providing her with the inspiration and confidence to study at university, **"We also saw a different side of university. Before this [NASCA excursion to Sydney], going to university wasn't even on the radar for me"**.

Upon her completion of year 12 Chloe took the ambitious step of wanting to study law at Sydney University despite her ATAR score not being as high as it needed to be. "It was difficult at first, there were many things I



"I always wanted to give back to NASCA, the organisation that gave me constant support and encouragement and now in many ways I feel like I can."

just didn't know about that other students did. I failed my first semester and I was going to pull out—but NASCA people always supported me, even though that wasn't their job [at that point] and they continued to check up on me. Indigenous Programs [within the University] helped too and NASCA staff encouraged me to ask for help when I needed it".

Chloe credits NASCA as well as other bodies that support Indigenous education as being critical in her getting through tough times; "Being homesick and having that continued support from someone who encouraged me throughout my schooling was really important. At times family and friends encouraged me to come home for a break or have a year off university and not stay in Sydney. I said to myself 'I've got to at least get through my first year'. I was really stubborn". She adds "The Women's College where I lived during my undergraduate degree was also a really supportive environment, because I was with other homesick students going through similar issues. I am extremely grateful that I had the opportunity to be a part of the Women's College too.

"Through campus staff I also got the confidence to really study what I wanted

to which was archaeology. Getting the confidence to ask for help was really important—before that everything was just too hard".

Chloe explains that as time went on, more doors opened "In my second semester I worked for the Recognise Campaign as an Administration Assistant. After a while I got encouraged to try out other areas including public speaking, which wasn't a strength of mine but because I'd been given the opportunity, I gave it a go, and I've improved".


Chloe continues to study at university as well as be a parent to her son George who was born in March 2015. Chloe has not only seen, but also lived the experience of struggling with formal education and requiring assistance from others and now has more confidence in navigating a system that continues to leave so many people behind. The NASCA Board genuinely appreciates Chloe's insight and her involvement represents another of her ambitions that she has fulfilled; "I always wanted to give back to NASCA, the organisation that gave me constant support and encouragement and now in many ways I feel like I can."

NASCA team members

MONIQUE MCKEAN IS A 21 YEAR-OLD WIRADJURI WOMAN WHO HAS BEEN WORKING FOR NASCA SINCE MAY 2015, HOWEVER SHE HAS BEEN INVOLVED WITH NASCA FOR MUCH LONGER SINCE HER SCHOOL DAYS. SHE HAILS FROM NARROMINE, 38 KILOMETRES FROM DUBBO IN FAR-WESTERN NEW SOUTH WALES. THIS IS A REGION THAT HAS NUMEROUS STRONG AND ESTABLISHED ABORIGINAL COMMUNITIES.

THESE COMMUNITIES HAVE MANY STRENGTHS AND ARE COLLECTIVELY RE-ESTABLISHING ASPECTS OF ABORIGINAL CULTURE THAT MAY HAVE BEEN LOST IN THE COLONISATION PROCESS. IN THE 21ST CENTURY A RECONNECTION WITH ABORIGINAL IDENTITY AND A CELEBRATION OF CULTURAL PRIDE IS SEEN BY MANY AS BEING A CATALYST FOR CHANGE IN THESE COMMUNITIES.

MONIQUE REPRESENTS THE FACE OF A YOUNGER GENERATION OF ABORIGINAL PEOPLE WHO ARE INTEGRAL TO THE FUTURE OF THE REGION. SHE SEES MENTAL HEALTH AS BEING AN UNDER-RESOURCED AREA FOR INDIGENOUS PEOPLE OF ALL AGES AND ACKNOWLEDGES THE DIFFERENCES IN ABORIGINAL NOTIONS OF MENTAL UN-WELLNESS AND HOW THIS OFTEN DOESN'T FIT INTO THE MAINSTREAM SYSTEM. DRUG USE, AND IN PARTICULAR THE USE OF 'ICE' (METHAMPHETAMINE) IN SOME REGIONAL CENTRES HAS BEEN REPORTED AS HAVING A DEVASTATING EFFECT ON COMMUNITY WELLBEING. MONIQUE CAN SEE HER EXPERIENCES PAIRED WITH COMMUNITY KNOWLEDGE AS HAVING POTENTIAL TO ADDRESS THESE ISSUES.

A portrait of Monique McKean, a young woman with brown hair tied back, smiling warmly. She is wearing a dark blue t-shirt. The background is a lush green garden with various plants and foliage.

I feel really privileged that I was able to do a lot of things through NASCA and give the next generation the same opportunities that I got through NASCA.

“My name is Monique and I’ve been employed as a Program Assistant at NASCA’s Dubbo base since May. I first came into contact with NASCA when they assisted me when I was struggling through school.

I learnt about my Aboriginal identity through my Nan, my Aunt and NASCA.

At school the only things we got taught about Indigenous Australia was the Stolen Generations. It was obviously very negative and it was only talked about very briefly.

Through NASCA I’ve now got the pride to say ‘Yes I’m a Wiradjuri Woman’. Because of my newfound confidence, I’ve had Elders personally ask me to speak publicly at different organisations and community events.

I was alright at school up until about year 9. Still, I didn’t feel I belonged at school and was really quiet. NASCA taught me how to lead. One simple program made a big difference, it was the Traditional Indigenous Games (TIG) program.

Traditional Indigenous Games (TIG) gave me a responsibility. It worked with Indigenous school kids from years 2-10. It was beneficial from learning about why these games were played and which Indigenous groups played them. Learning about the origins of different games and the diversity of Aboriginal Australia was very empowering.

Particularly in year 9 I was in a bad frame of mind at school and was definitely about to drop out. This was mainly due to dealing with two family suicides less than a year apart. I was also at risk of dropping out in year 10 and again in year 11. If it weren’t for NASCA who knew how to support me through this—I’d have dropped out for sure. I don’t know where I’d be if I’d dropped out of school in year 9, 10, or 11. I finished year 12 which I’m really proud of because of what I went through.

Some kids say; “Kevin Rudd said sorry, why do you still get special treatment?” This is frustrating but NASCA also helps the non-Indigenous kids to appreciate Aboriginal Australia with some of the events they help to put on.

NASCA drove NAIDOC days, which was a great way of promoting Aboriginality in a positive light to the wider community. NAIDOC Week gives the wider community an opportunity to learn about Aboriginal history.

We also did our Bronze Medallion, life saving, strapping and First Aid—these taught us more than just what was on the certificates. We also had to apply ourselves, and work through challenging situations as a team.

Learning First Aid was really helpful. We learnt about not only how to save someone’s life but also saw the career opportunities that could come from it such as nursing or palliative care.

Through NASCA school excursions we were able to go to different universities and think about what options there are after school. We saw how they are different from schools. It opened our eyes to the opportunities out there. We did Aboriginal tours in Sydney, including the Botanical Gardens. It opened up so much knowledge about our cultures. Through learning about Aboriginal culture at the Botanical Gardens, I got to see the connection of everything and its purpose.

I feel really privileged that I was able to do a lot of things through NASCA and [as an employee] give the next generation the same opportunities that I got through NASCA.

One day I’d like to work in mental health as I feel like I could better tell when someone was having a problem and know how to intervene. Social work is another option; prevention is my biggest thing.

People from broken homes don’t deal with just drugs and alcohol and domestic violence but also multi-generational trauma. Some of this is directly from Stolen Generations, some isn’t. My Mum and Nan weren’t taken so they were lucky.

I’ve spoken to people 60 years old who have just recently come to terms with the effect of being stolen and dealing with the issues from that. So that means that for 55 years of people’s lives many people haven’t been able to confront the personal issues as a result of being stolen.

Some kids start out not knowing or not caring what they’ll do when they finish school, now many of them know what they are going to do and achieve.

I realised I have my own way of doing things, and that’s OK. Through NASCA I have a whole new view of life and the importance of being passionate about what you do.”

NASCA team members

AMY SARANDOPOULOS JOINED NASCA AFTER INITIALLY WORKING AS A VOLUNTEER FOR THE ORGANISATION IN A REMOTE COMMUNITY ON ARMtour. IN TOTAL, TO DATE, SHE HAS PARTICIPATED ON FIVE ARMtours (AS TEAM LEADER ON FOUR) AND LEADS KEY PROJECTS AND ACTIVITIES FOR NASCA, INCLUDING THE EXPANSION IN 2015 OF OPERATING AFTER SCHOOL PROGRAMS FOR AGES 8-12YRS IN INNER SYDNEY. AMY IS FIERCELY PASSIONATE ABOUT SPORT AND HOW IT CONTRIBUTES TO SOCIAL JUSTICE AND POSITIVE SOCIAL CHANGE.

Her values mirror those of NASCA's when she says, **"The skills you need to be successful in sport are invaluable and relate directly to success in life; cooperation, teamwork, discipline, achieving goals, leadership and good communication."**

Amy is a talented soccer player and athlete; through her talent and hard work she won a scholarship to study in Wyoming in the USA. This also gave her an opportunity to learn more about something she is extremely passionate about; the positive impact of sporting programs in Indigenous communities around the world.

Amy had gained awareness of the Australian context through her university studies at Sydney University by way of enrolling in numerous subjects through the on campus Indigenous Unit—The Koori Centre; "Once you learn about Australian history, you can't help but feel you need to do something about it." she says. Of her North American experience she adds; "I learnt about colonisation and dispossession in regards to Native Americans as well as the power of sport to achieve positive change within communities". She notes that much of what mainstream society may deem to be barriers to Indigenous achievement,



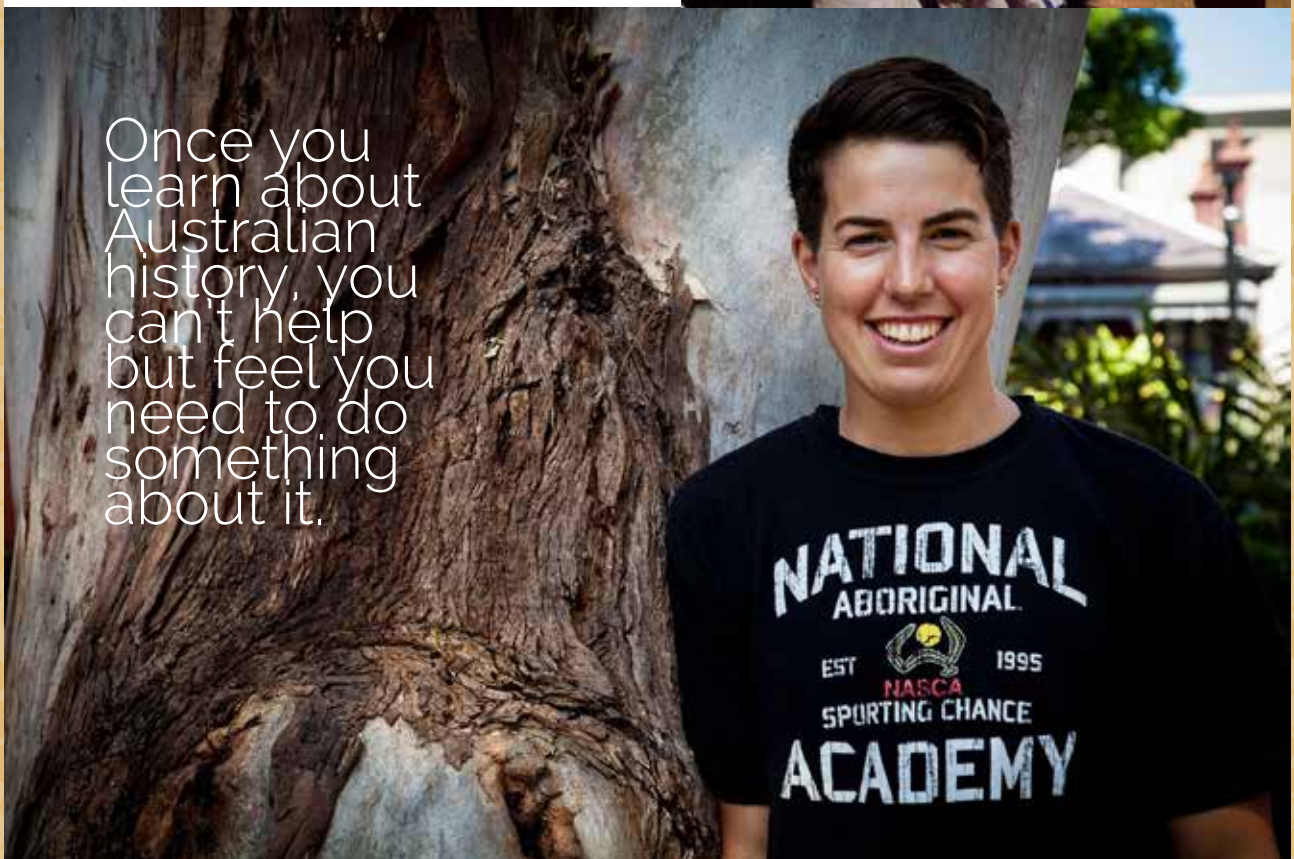
such as cultural obligations and strong family-ties, were actually strengths that could be harnessed to acknowledge what Indigenous prosperity looks like.

Amy felt that seeing commonalities around these issues in her home country galvanised her aspirations for when she came home to work and she was further inspired by people such as young Kokoberra woman Tania Major who advocates nationally for Aboriginal young people and community-driven solutions. "When people asked me what I wanted to do after graduating I would say 'I want to work with young people, using sport as a tool to foster skills that relate to work and educational opportunities'".

"NASCA represents the perfect avenue for combining a community's strengths with the positive effect of sport".



Once you learn about Australian history, you can't help but feel you need to do something about it.



NASCA deepens Inner Sydney Connections in 2015



OUR AFTER SCHOOL PROGRAM IS OUR NEWEST, OPERATING IN THE STRONG URBAN COMMUNITIES OF REDFERN AND GLEBE. NASCA OPERATED THE PROGRAM WITH THE SUPPORT OF NSW STATE GOVERNMENT FUNDING AND IN PARTNERSHIP WITH THE NATIONAL CENTRE OF INDIGENOUS EXCELLENCE (NCIE) AND CENTIPEDE AFTER SCHOOL PROGRAM. THE UNIQUE PROGRAM OFFERED OLDER PARTICIPANTS (AGED 16-25) TRAINING ACCREDITATIONS WHILE SIMULTANEOUSLY ENGAGING WITH YOUNGER PARTICIPANTS (AGED 8-12) WHO ORDINARILY WOULD BE IN AFTER-SCHOOL CARE OR POTENTIALLY UNSUPERVISED AND AT-RISK.

AFTER A MINIMUM OF THREE WEEKS THE NASCA MENTORS GAIN A FORMAL ACCREDITATION IN THEIR CHOSEN FIELD, WHICH COVERS ONE OF FIVE SPORTS.

As Amy Sarandopoulos, NASCA Program Coordinator states "We know from our experience and research that becoming a teenager can be very challenging for some Aboriginal young people, it is a critical time in terms of the path they may find themselves on, good or bad." With this in mind, NASCA designed engagement activities for younger students and linked them to positive mentors, not too much older and familiar with the backgrounds and changes Aboriginal kids experience in moving through this stage of life.

With a focus on teamwork, active lifestyles and opening new doors, students are engaged in new sports with support from NASCA staff and the mentors. **"It's a positive loop between the young student and the mentor, each gaining mutual benefit in building confidence and life skills appropriate to their stage of life"** Amy said. NASCA also supports the

mentors by providing work experience and formal accreditations in coaching. In our experience working in these urban communities we see that many young people have ambitions to work in the community sector or as youth workers and this program opens those doors too. Combined with formal qualifications and on the job training, mentors develop new skills to assist them in job-hunting whilst undertaking tertiary studies at TAFE or university. Amy says **"It's inspiring to work alongside Aboriginal mentors, their passion and enthusiasm for youth work is evident in their motivation to 'give back' to the community."** Amy says the dedication of 19 year old Mura Phillips, in particular was inspiring; "Mura heard about our opportunity on Facebook, and came all the way from Queensland to Sydney. He stayed with family whilst



volunteering with us, then went home with a coaching qualification that he is putting into action.”

“This is just the start—I’ll continue looking for work and other volunteering opportunities” Mura said, “It’s been fun working with the kids, they were shy at first, but they got

into it...some kids really liked me, they felt comfortable—like they could fit in.” Since returning to Queensland we are pleased to hear Mura has been appointed as a coach of a local Under-16s Division One soccer team, Caboolture FC.

Throughout the program, NASCA delivered over 80 hours of structured sports activities; achieved through the development of strong community partnerships in Redfern and Glebe.

Central to the project is the engagement with the community through local events. Amy says “It’s been exciting to be part of community gatherings such as the Redfern NAIDOC Week celebrations and Family and Culture Days. It’s a great way to continue to support the kids we work with by getting to know their families and contributing to the success of local initiatives by running sporting activities and games.”

60 hours of after school sport and mentoring delivered to over 50 students.

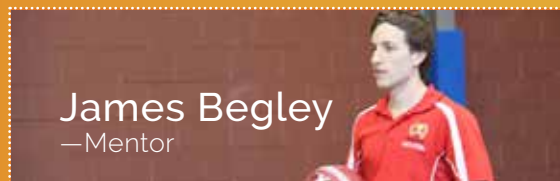
60 hours of hands on coaching experience for Indigenous young people.

10 Indigenous young people gained coaching, sporting accreditation/qualifications

6 different activities were coordinated by the mentors/volunteers to the school aged kids including Rugby League, Dance, Cricket and Soccer.

6 community partnerships with the National Centre of Indigenous Excellence, Totem Skate School, Redfern All Blacks, City of Sydney, Centipede after school program and Glebe Youth Service.

& employment opportunities for young Aboriginal people under 25yrs who also gain experience as youth workers.



James Begley
—Mentor

“I heard about this NASCA program through a friend who had worked with NASCA before as part of their ARMtour program. It sounded like a great opportunity. I have been interested in basketball ever since I can remember. In 2003 I played my first game and loved it. I have been playing ever since. I have loved being a 'coach' with NASCA. I always enjoy passing on my knowledge and understanding of the game to others. The young kids in the after school program are great; I've had such an enjoyable time with all of them. Every week they are full of energy and positive, which is great to see.”

ARMtour

FOUR TIMES ANNUALLY, STAFF AND TRAINED VOLUNTEERS WORK IN REMOTE COMMUNITIES IN CENTRAL AUSTRALIA TO ENRICH THE EDUCATIONAL EXPERIENCE OF YOUNG PEOPLE. WE HAVE DONE THIS SINCE 1997 AND HAVE ASSISTED IN SIGNIFICANTLY IMPROVED ATTENDANCE, RETENTION AND ACADEMIC RESULTS IN THIS TIME. THE STUDENTS, TEACHERS AND COMMUNITY MEMBERS WE WORK WITH BELIEVE NASCA SIGNIFICANTLY ENHANCES THE SCHOOL LEARNING EXPERIENCE AND HAVE SEEN THE PERFORMANCE AND ATTENDANCE OF THE STUDENTS GROW WITH EACH PROGRAM.

NASCA's orange shirts have almost become part of the landscape in many Central Australian communities with over ten years of sustained program delivery in Ntaria, Papunya and Yuelamu. This year heralded the expansion of NASCA's work in three new communities; Laramba, Haasts Bluff (Ikuntji) and Ali Curung.

ARMtour Team Leader Alex Kilpatrick has seen the value of return visits to communities having delivered five ARMtours, he says; **"A lot of programs come and go from remote communities, make promises and never return. NASCA is synonymous with making a commitment and fulfilling that commitment"**.

NASCA engages volunteers of all skill-backgrounds to join experienced staff as 'Role Models' to inspire, motivate and engage remote community kids in learning activities, to attend school and develop healthy lifestyles. In the past year some of the varied engagement strategies and activities included nutrition, professional photography and microbiology—all new skills "Yes, new games and skills in the games. They get encouragement to come to school. It shows because this week was the biggest attendance I have seen so far" remarked a well established Indigenous Education Officer from Laramba.

The diversity of activities during ARMtour captivates the young people's different interests and ensures no one is left behind. A Yuelemu community member told us "NASCA is encouraging kids to come

because they will be doing different activities that week and learning new things that they don't already know."

We aim to strengthen Aboriginal wellbeing through sport and cultural exchanges, through local knowledge, language, Aboriginal art and bush food. **We encourage cultural expression throughout all of our programs and importantly this gives the young people and the community a sense of ownership over what happens.**

Given the geographical isolation of the communities these engagement activities—as part of the school day—leave a lasting impression on the students that many urban kids may take for granted. Despite this many of these communities have witnessed numerous 'fly-in, fly-out' organisations over the years that may have lacked NASCA's structure and this is regularly relayed to our staff.

An Ali Curung community member recently remarked that "ARMtour is a positive part of the community and we like having the program here, we always look forward to next time they come."

NASCA ensures our program is delivered in partnership with community schools with no disruption to the school day; indeed our team enhance and support many of the schools that due to number of factors may have fewer resources than rural or urban schools.

Historically the young people we work with live in communities that have endured



generations of dispossession through top-down, paternalism and policies that failed to consult community adequately. Their esteem, identity and community roles may be blurred or diminished. Despite this, NASCA recognises the resilience of the communities in which we operate our programs, sharing the objective to support young people to realise the futures they determine for themselves.

We know that attending school regularly has a direct effect on the young people predetermining their own future, something many other kids simply take for granted.

The personal development that happens on ARMtour extends to our volunteers. The beauty, depth and diversity of Aboriginal culture and communities can be overwhelming for some volunteers, such as 29 year-old Elizabeth, who grew up in Brisbane. She cited the experience as “life-changing” as she experienced a new level of Aboriginal cultural awareness that as a non-Indigenous Australian was unfortunately not exposed to up until ARMtour. Elizabeth found the training she undertook with NASCA essential in giving her the ability to work effectively in the community of Yuelamu;

“We learnt about the kinship system and skin names, cultural practices and had an overview of the differences between western and Indigenous cultures. I found the difference in each culture’s concept of time and history to be very enlightening. We were taught about ways of understanding and respecting the unfamiliar culture and communities that we were about to immerse ourselves in for a week”.

Elizabeth expressed how she felt she needed to uphold NASCA’s name upon arrival “In Yuelamu the reputation of our bright orange shirts preceded us, and we were made to feel immediately welcome”. She went on to say; “During my short visit I witnessed the true sense of the word ‘community’: no gender or age discrimination, the 16 year

old fellas playing with the six year old girls, everybody looking out for each other and including one another”.

The impact of Elizabeth’s experience was evident to her friends when she returned home; **“The day I returned to Brisbane some friends commented on a “glow” about me, another teased me about being in love, and in fact she was right. I did fall in love: with the beautiful people, the place and the culture”.**

Marjorie Linares who hails from Venezuela has volunteered on two ARMtours, in Papunya and Ali Curung. She explains: “On the first day we did a bit of AFL during which it was painfully clear I had no idea what I was doing. Two kids, Alonso and Kayshowna, took the time to teach me the correct technique on how to kick the ball after seeing my very high but aimless kicks on goal. They corrected my hand position on the ball, they tweaked the height of the ball from my foot, and were absolute natural coaches. I took a deep breath and went for it. My kick was so amazing I think I could go pro. Even more rewarding, however, was how proud Alonso and Kayshowna were that they had taught me how to kick properly. They high fived and congratulated each other on having helped me through this”.

In the past year we have received dozens of personal accounts from our volunteers and have maintained a professional means of regularly addressing community for feedback as well. We feel confident given our track record and reputation that ARMtour is a highly necessary part of the holistic educational experience for young Aboriginal people in remote Australia and we are so fortunate to be able to be welcomed with open arms in the communities we are associated with. Our ultimate goal is to strengthen these partnerships even further, provide the ARMtour opportunities to more volunteers and students and continue a lasting, positive impact in remote Aboriginal communities.

CareerFit

EIGHT TIMES A YEAR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS IN GRADES 9-12 FROM ALL OVER AUSTRALIA TRAVEL TO SYDNEY FOR A WEEK TO BROADEN THEIR HORIZONS AND OPEN DOORS TO CAREER PATHWAYS. MANY SCHOOLS USE THIS EXCURSION AS A REWARD FOR GOOD ATTENDANCE OR PERFORMANCE. THE STUDENTS LEARN TO COME OUT OF THEIR COMFORT ZONES, GAIN ESSENTIAL WORK-SKILLS AND APPLY THEIR STRENGTHS TOWARDS BUILDING A MEANINGFUL CAREER. OUR STAFF BUILD SPORT-THEMED ACTIVITIES INTO THE WEEK, BUT WE ALSO INCORPORATE OTHER SKILLS THAT COVER A RANGE OF DIFFERENT CAREER OR STUDY OPTIONS. STUDENTS FINISH THE WEEK WITH A GREATER UNDERSTANDING OF THE OPPORTUNITIES THAT AWAIT THEM WHEN THEY COMPLETE SCHOOL EITHER IN THEIR HOME COMMUNITIES OR FURTHER AFIELD.

The Sydney-based CareerFit program has broadened the sense of opportunity and harnessed the potential of young people who will be the working adults, university students and community leaders in a few short years. We work alongside multiple partners to create learning environments that simultaneously foster a continuation of Indigenous cultural connection. This is essential going forward for the young individuals and the communities they ultimately participate in as adults. From January to November 2015 we delivered eight CareerFit programs to 188 Aboriginal and Torres Strait Islander young people from across the nation.

Victoria-based Lillian sent us a letter soon after she returned from one of our programs, she wrote "Like some of the other participants on CareerFit, I was entering the final weeks of year 12 and was left twiddling my thumbs in confusion, with no motivation for the upcoming weeks. Most of us were unaware of what our post-school options were. I was unsure of my future, nor had I any idea of how to access university scholarships or support available to us. But NASCA changed that for me. The program gave me direction and hope".

In 2015 participants travelled from communities as diverse as Broome, Dubbo and Papunya to the city of Sydney. They were exposed to various career opportunities that provide an insight into different industries such as hospitality, construction, emergency services and community development as well as many others. Students that may be inclined to study further after high school are also catered for with various visits to universities and other educational institutions.

We found the young people quickly become aware of the broad range of careers available as well as the culturally appropriate assistance that exists to compliment studying in many of these institutions. These activities are combined with fun exercises that encourage respectful engagement between the participants and we expand their learning to include Sydney's Aboriginal history in the context of Australia's broader Indigenous identity.

Tinesha and many of her friends travelled all the way from Southern WA and wrote during a creative writing course of the experience; "I have a dream that seems unreal and impossible and I feel I have to have a career that is ordinary and a career that everyone expects me to have but I'm not a

boring, ordinary person. I like to be different and I want my career to be different.”

Throughout the program participants are also supported through an educational experience that provides them with a certified qualification that is recognised nationally (and this may vary from one program to the next). NASCA also facilitates presentations from corporate organisations that have a history of successfully recruiting and retaining Indigenous staff.

In addition the young people may meet a number of Aboriginal and Torres Strait Islander employees who work with these organisations and are in the process of turning their employment into a career.

Meeting and being inspired by people from similar backgrounds who may have overcome significant barriers to get to their current situation is a large part of why CareerFit differs from other pre-employment programs and also why this program has created a renewed hope for so many.

Outcomes have included:

- Showcasing genuine pathways to meaningful employment,
- Building self-esteem and confidence by seeing how others from similar backgrounds have achieved their goals,
- Highlighting diverse opportunities across different fields and the possibility of having multiple careers,
- Gaining real workplace skills through hands-on, practical, team-building activities,
- Accessing organisations and individuals that embody Indigenous achievement and cultural identity.

Serika from Alexandria Park Community School took part in CareerFit this year while also being a member of our NASCA Academy, she told us “Out of this whole experience, I have been given the confidence to follow my dream and never underestimate myself.”



8 CareerFit programs delivered to 188 Aboriginal and Torres Strait Islander young people in 2015.

93% of CareerFit graduates said the program encouraged them to complete year 12.

96% of students said CareerFit “taught me about career opportunities and how to achieve them”

132 graduates gained a work ready qualification in hospitality or First Aid.



NASCA Academies

WE WORK ACROSS EIGHT SCHOOLS, PROVIDING SUPPORT FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS INSIDE AND OUTSIDE THE SCHOOL GATE. OUR WORK SUPPORTS YOUNG PEOPLE, MALE AND FEMALE, THROUGHOUT HIGH SCHOOL FROM YEAR 7 TO 12.

"The only reason I go to school is because of NASCA. I wouldn't go to another school, because NASCA doesn't work there."

Michael (South Sydney Academy Student).

NASCA's Academy Program works with over 200 students across seven schools in South Sydney and Central NSW to build academic achievement, career ambition, resilience and cultural pride. Our Walan Baramal Academy is based in three schools in South Sydney, while our Gambirrang Academy works with students in five Central New South Wales High Schools.

During school hours, our experienced Program Officers are in each school one day per week, providing one-on-one tutoring, in class support and activities across work-readiness training, health and wellbeing, sport, resilience, teamwork and more. NASCA Program Officers also play an essential role as positive Role Models who also support and mentor our young people through other issues.

Makayla is one such student who completed her Higher School Certificate at Tempe High School, Sydney this year. She has been involved with NASCA for almost all of her high school years and cites her greatest achievement as "firstly, completing year 10, and secondly completing year 12." Makayla

says initially "I was hanging around the wrong people, but things changed as I got older, NASCA had a lot to do with that, with encouraging me to finish school. Now I want to go to university." We are also proud to say that 100% of South Sydney Academy students completed year 12 in 2015.

Overall six NASCA Academy schools sent students on NASCA CareerFit camps also, as a reward for attendance and overall achievement. Using staff that the students have already built a rapport with to guide them through making decisions on the next phase of their lives has had an extremely positive impact for the young people and ensured better outcomes than perhaps outsourced or mainstream career excursions would have. The performance leading to reward philosophy has been a cornerstone of NASCA Academies since day one. Dubbo Academy participant Liam acknowledges positive interactions as being a point of difference when NASCA programs are on; "NASCA is really good fun. Everybody gets along, nobody puts each other down and everybody comes together."

The Academy students' Aboriginality is a key factor in the rolling out of activities ensuring their identity is reinforced in a positive way and that the students have a great passion for what they learn because it has an Aboriginal theme whenever possible. This is something many of the kids' parents and older family members almost certainly didn't get exposed to in

their schooling years and we hope these opportunities for Aboriginal and Torres Strait Islander kids can one day be a permanent fixture in all Australian schools. A key example of combining practical life skills with Aboriginality is the **Koori Kids [Yandharra] Cookbook (see page 32)**.

This year many of our senior South Sydney students have also attended the Sydney University Summer School Program, while our Central NSW students have visited CSU Bathurst, University of Newcastle, and TAFE 'Taster Days'.

Redfern Community member Nadeena Dixon said "I would like to say thanks for all the Deadly support you have given to my daughters and the Koori students at Tempe High School through the NASCA programs. The NASCA programs are really important to the Aboriginal community and my twins have said to me they would not have gotten through High School as young Koori Women without the NASCA program being available every week."

Across our Academy Program our core objectives are to support our students to build resilience, cultural pride, and the tools they need to achieve success, however they define it. "I have been doing NASCA for about four or five years. It's good because

I love meeting new people and learning about different Aboriginal cultures" says Kiarra who comes from the Dubbo Academy. Jasmine, also from Dubbo said "During my time at NASCA I have become a better listener and learn better in class."

Rodney is another student who is 14 years old in year 8 at Alexandria Park High School whose school engagement has progressed greatly over the past calendar year. **In term one Rodney had an attendance rate of only 55% but with increased support and mentoring from NASCA his attendance rate has risen to 93% by term three.** His teachers have reported improved literacy and increased respect to teachers and other students.

He told us "School work was too hard before. I couldn't really understand it and wasn't really interested" and adds "I didn't always enjoy school but NASCA kept me coming. NASCA does sport and helps me in class as well". He says, "I wouldn't enjoy school so much if you weren't here."

We are also proud to say that, Monique a staff member in Dubbo and Chloe, a Board member came through our NASCA Academies (see pages 18-21). We can confidently say that many more young people are destined to follow their successful paths.



ACADEMY PROGRAM:

207 Students

Over **900** hours of 1-on-1 support

5 dedicated Program Officers

100% year 12 completion

2 School Captains (Marrickville and Alexandria Park High)

85% School retention from Year 10, 11 and 12

84% attendance compared to the NSW state average attendance for Indigenous Students of 79%.⁷

⁷ Department of Education NSW, 2014. Aboriginal Students in NSW Public Schools Annual Report. Accessed November 2015 from: <http://www.dec.nsw.gov.au/about-us/plans-reports-and-statistics/aboriginal-students>

Koori Kids [Yandharra]

FOLLOWING ON FROM THE SUCCESS OF OUR KOORI KIDS KITCHEN TALES COOKBOOK, DEVELOPED WITH SOUTH SYDNEY ACADEMY STUDENTS IN 2013, NASCA'S CENTRAL NSW ACADEMY STUDENTS DEVELOPED THE KOORI KIDS YANDHARRA COOKBOOK IN NOVEMBER 2014.

The cooking program was facilitated over several months with Indigenous students from Narromine, Dubbo and Wellington High Schools, along with Indigenous chef Leonard Swan. The program focused on developing cooking skills, increasing confidence in the kitchen, learning about nutrition and promoting cultural pride through cooking.

"It's really cool how we get to do this program, and also that we get to take food home to try new ingredients. I like that I can now cook for my family."

Kerri-Ann (Dubbo Academy Student)

The title of the cookbook is Koori Kids [Yandharra]. Yandharra is a Wiradjuri word meaning 'eat together'. This title was chosen for the cookbook in consultation with Elders from the Wiradjuri community and it reflects the universal connection between culture, family and food.

"I enjoyed cooking Kangaroo and that I got to eat a couple of things that I don't get to eat often like Quandong and Rabbit."

Kiarra (Dubbo Academy Student)

The program culminated in an intensive cooking and culture weekend where students went bush with local community member Uncle Ralph to learn about bush tucker, fishing, hunting and how to cook when you are 'out bush'. The students then used their new confidence in the kitchen to create dishes of their own.

The weekend was a great time for students to connect with culture, country and each other. Of course watching the students work together to drive a live fish out of the river was a definite highlight for students and staff alike. "The most fun thing was fishing. We caught a fish about 50cm long. First we had to lure it out from the river bank, we did this by pushing spears up under the bank, then we had to get down on our knees and flushed it out. We formed a line and crawled through the water, when we found it I grabbed it and wrestled it out of the water"—Blane (Dubbo Academy Student).



governance

NASCA'S BOARD IS 100% ABORIGINAL. WE SEE THIS AS A NECESSARY POINT OF DIFFERENCE AS WE ARE WORKING ACROSS COMMUNITIES WHERE WE CONSIDER ABORIGINAL OPINIONS AND LEADERSHIP TO BE VITAL. OUR BOARD IS MADE UP OF A GROUP OF INDIVIDUALS WHO ARE COLLECTIVELY COMMITTED TO ACTIONING STRONG VALUES TO DRIVE OUR ORGANISATION'S VISION. THE NASCA BOARD AND CEO HAVE A WIDE RANGE OF SKILLS AND EXPERIENCE THAT UNDERPIN THE HOLISTIC WORK WE DO.



governance

Our CEO

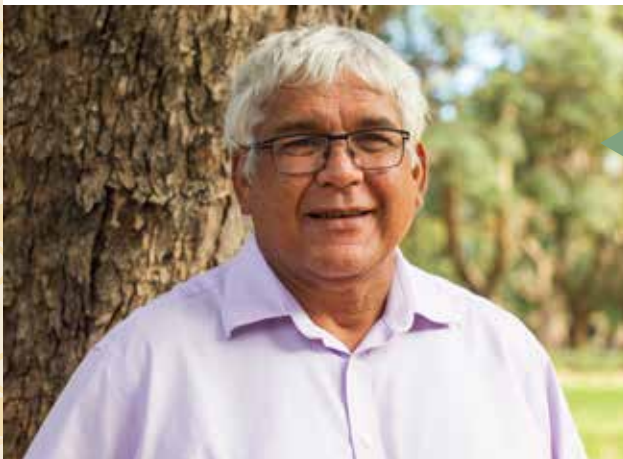


Leanne Townsend, Chief Executive Officer

Leanne is an Anaiwan Woman from Uralla, New South Wales who is passionate about social justice and advocating for the strength of Aboriginal culture permeating everyday Australian life.

- She previously lead key aspects of National Apology to the Stolen Generations in 2008,
- She was a Senior Advisor to Governor General Her Excellency Quentin Bryce,
- Before joining NASCA Leanne was CEO of New South Wales Reconciliation Council and manager of the National NAIDOC Awards.

Our Board



Mick Gooda, Chairperson

Mick is a Gangalu Man from Central Queensland who has over 25 years experience as an advocate in Aboriginal and Torres Strait Islander Affairs. This has covered extensive work across urban, rural and remote Australia as well as advocacy for Aboriginal and Torres Strait Islander human rights overseas.

- He is passionate about the rights and empowerment of Aboriginal and Torres Strait Islander people,
- Currently he is the Aboriginal and Torres Strait Islander Social Justice Commissioner.



David Liddiard, Founder

David is a Ngarabal Man from Northern New South Wales. He founded NASCA in 1995 after 15 years as a professional Rugby League player in Australia and England. He is currently the CEO of Corporate Connect AB.

- He has many years experience facilitating various programs that encouraged post-school employment and viable Aboriginal businesses,
- He has won the Gold Harold Award in 2010 for services to Aboriginal Health and Education, the NSW Outstanding Community Service Award in 2013 and an Order of Australia medal (OAM) 'For Service to Indigenous Youth, Sporting and Employment Programs' in the 2014 Australia Day honours.



Belinda Duarte

Belinda is a Wotjobaluk Woman from Ballarat, Victoria. In addition to her current roles she is also qualified teacher and former elite athlete.

- She was previously associated with VicHealth, AFL Sportsready, Victorian Equal Opportunity Commission and Kirrit Barreet Aboriginal Art and Cultural Centre,
- Currently she is the Director of the Korin Gamadji Institute at Richmond AFL Club and ambassador for GO For Your Life and Ybblue,
- She has done extensive work with young people, various Aboriginal communities and high-risk groups.



Jason Ardler

Jason is a Yuin Man from the South Coast of New South Wales with years of experience working with Aboriginal communities and programs, particularly in New South Wales.

- He was the former Executive Director of Culture and Heritage in the Department of Environment and Climate Change, focussing on strengthening Aboriginal people through connections to the natural environment,
- He is the current General Manager of Aboriginal Affairs, NSW leading program development across economic participation, community governance, environmental health, improved service delivery and culture and language.



Mark Heiss

Mark is a Wiradjuri Man from Sydney who is a full-time teacher and year coordinator and has volunteered for NASCA on numerous ARMtours over six years.

- He is passionate about physical activity and education while integrating Indigenous studies into the school day,
- He was the first Aboriginal person to be named team captain for the University of Sydney at the Australian University Games,
- Mark is currently studying his Masters in Educational Leadership.



Aaron Simon

Aaron is an Anawan and Biripi Man from Western Sydney and he has seven years experience working in health promotion and youth work in the Western Sydney Aboriginal community.

- He is the current Aboriginal Youth Education Officer for South West Sydney Local Health District,
- He sees Western Sydney's Aboriginal community as having enormous potential through the growing pool of young people and the knowledge of elders,
- He is passionate about the passing on of culture and history and an holistic promotion of mental, physical and spiritual health to Aboriginal communities.



Chloe Wighton

Chloe is a Wiradjuri Woman from Gilgandra, New South Wales and she was a participant and Graduate of NASCA's Academies in the Dubbo Region [see pages 18-19].

- She is currently undertaking a Bachelor of Arts majoring in Archaeology and Socio-Legal studies and a Diploma of Community Services at TAFE,
- Chloe is the University of Sydney's Indigenous Student Representative Council Officer and an active member of the developing Indigenous Society.

National Aboriginal Sporting Chance Academy

Board of Directors 2015



Directors Attendance Record Table 2014-2015	Number of meetings held whilst Director	Attended	%
David Liddiard	8	6	75
Belinda Duarte	8	8	100
Jason Ardler	8	8	100
Mick Gooda	8	8	100
Chloe Wighton	8	7	87
Mark Heiss	8	8	100
Gavin Lester	4	0	0
Aaron Simon	3	3	100

National Aboriginal Sporting Chance Academy

Organisational Chart 2015



NASCA Employees	2015	%
Total Employees	15	100
Full time	10	67
Part time	5	33
Indigenous	5	33
Male	9	60
Female	6	40

NASCA strategic plan 2015

A MAJOR FOCUS FOR THE NASCA BOARD THIS YEAR HAS BEEN THE DEVELOPMENT OF THE 2015—2018 STRATEGIC PLAN. OUR STRATEGY ARTICULATES OUR APPROACH TO WORKING WITH YOUNG ABORIGINAL AND TORRES STRAIT ISLANDER AUSTRALIANS AND WILL GUIDE THE PROGRAMMING DECISIONS OVER THE NEXT THREE YEARS, WHILE RETAINING OUR FLEXIBILITY IN RESPONDING TO EMERGING OPPORTUNITIES. OUR STRATEGY IS BUILT ON OUR 20 YEARS OF EXPERIENCE, LESSONS LEARNED WHEN DESIGNING AND IMPLEMENTING PROGRAMS NATIONALLY AND THROUGH IDENTIFIED COMMUNITY NEED.

Our Strategic Initiatives

1.

Design and deliver **quality programs** in partnership with communities to ensure long term, measurable impact.

2.

Attract and retain **quality people** with diverse backgrounds to enable us to deliver on our purpose.

3.

Create ongoing **financial sustainability** and diversity of revenue to enable organisational growth.

4.

Leverage our history, longevity in community and brand equity to **raise our public profile**.

5.

Ensure we follow industry standards in **good governance** practices, which will underpin our successes.

Our Value Proposition

NASCA is an independent, non-partisan, national Aboriginal organisation actioning evidence based projects to support Aboriginal and Torres Strait Islander young people to thrive in a culturally safe, community driven approach.

PURPOSE

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



VISION

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

VALUES

Integrity
Excellence
Trust
Cultural Pride
Collaboration

NASCA finance

NASCA CHANGED ITS FINANCIAL REPORTING YEAR IN 2015 FROM A CALENDAR YEAR (1 JAN-31 DEC) TO A TRADITIONAL FINANCIAL YEAR (1 JULY-30 JUNE). WE RECEIVED TOTAL REVENUE OF \$1,892,228 FOR THE PERIOD 1 JANUARY 2014 TO 30 JUNE 2015. A BREAKDOWN OF OUR PROFIT AND LOSS OVER THE REPORTING PERIOD IS BELOW.

Statement of Profit and Loss for the Period Ended 30 June 2015

	2015 (6 months) \$	2014 (12 months) \$
Revenue	682,998	1,209,230
Expenses:		
Program Delivery	(136,917)	(323,489)
Staffing	(368,373)	(712,239)
Staffing	(368,373)	(105,560)
Profit for the period	<u>101,822</u>	<u>67,942</u>

Statement of Financial Position as at 30 June 2015

Assets	2015 (6 months) \$	2014 (12 months) \$
Current Assets:		
Cash and cash equivalents	1,449,628	569,667
Trade and other receivables	13,475	122,288
Profit for the period	<u>101,822</u>	<u>67,942</u>
Non-Current Assets:		
Property, plant and Equipment	35,435	26,686
Total Non-Current Assets	<u>35,435</u>	<u>26,686</u>
Total Assets	<u>1,498,538</u>	<u>718,641</u>
Liabilities	2015 (6 months) \$	2014 (12 months) \$
Current Liabilities:		
Trade and other payables	89,533	28,748
Provisions	47,256	40,704
Other Liabilities	738,569	127,831
Total Current Liabilities	<u>875,358</u>	<u>197,283</u>
Total Liabilities	<u>875,358</u>	<u>197,283</u>
Net Assets	<u>623,180</u>	<u>521,358</u>
Equity	2015 (6 months) \$	2014 (12 months) \$
Retained Earnings	623,180	521,358
Total Equity	<u>623,180</u>	<u>521,358</u>

our partners and supporters

NASCA'S RESULTS WOULD NOT BE ACHIEVABLE WITHOUT THE ONGOING CONTRIBUTIONS FROM OUR SUPPORTERS AND PARTNERS. THEY HAVE CONSISTENTLY SHOWN THE SAME PASSION FOR SOCIAL JUSTICE AND CULTURE-DRIVEN INITIATIVES THAT MAKE OUR PROGRAMS WORK. IN 2015 THE YOUNG PEOPLE NASCA WORKS WITH HAVE BEEN SUPPORTED THROUGH THE HARD WORK OF 14 PARTNER SCHOOLS, OVER 20 NOT-FOR-PROFITS, FEDERAL GOVERNMENT FUNDING, STATE GOVERNMENT FUNDING AS WELL AS 260 INDIVIDUALS WHO HAVE EITHER DONATED FUNDS, TIME OR BOTH. IN 2016 WE LOOK FORWARD TO STRENGTHENING THESE PARTNERSHIPS AND WORKING WITH MORE LIKE-MINDED ORGANISATIONS, DEPARTMENTS AND INDIVIDUALS WHO SHARE OUR STRENGTH-BASED APPROACH TO ALLOWING ABORIGINAL AND TORRES STRAIT ISLANDER YOUNG PEOPLE TO DETERMINE THEIR OWN DESTINIES.







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