

NASCA

ANNUAL REPORT 2016



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.

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 prepared content for this Report. This Report covers our activities and performance for the period 1 Jan to December 2016.

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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 Islander 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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**Our Thanks and
Acknowledgements**

A photograph of two young Indigenous women playing netball on a red dirt court. One woman is in a red jersey, and the other is in a pink jersey. They are both looking towards the right side of the frame. The background shows a blurred netball court and some trees.

ABOUT US

who we are

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

NASCA works with Aboriginal and Torres Strait Islander young people to create a strength-based, culturally strong environment that results in Indigenous Australians realising a level of health and prosperity on par with other Australians. We do this through direct in school support as well as additional sporting and/or cultural programs that have the ability to compliment the school curriculum. We also provide employment and post-school initiatives which encourage strong engagement at school and reward hard work with opportunities to follow one's ambitions after the schooling years. These initiatives all have the underlying goal to harness an environment of self determination and healthy lifestyles while maintaining pride in ones Indigenous culture and identity, which is highly necessary in Australia today.



what we do

NASCA uses the power of structured sporting programs and cultural initiatives to harness the educational, employment and health aspirations of Aboriginal and Torres Strait Islander young people.

We address the root causes of inequality, and use our Aboriginal knowledge and expertise to ensure young people stay strong in their culture and identity and are resilient in combating the structural and systemic bias and racism prevalent in Australia today. We believe the development and self-esteem of Indigenous young people is reliant on having the ability to be strong in one's culture and access to the means to determine one's own destiny.

NASCA's belief in the power of sport and the need for Aboriginal and Torres Strait Islander young people to have access to their culture as much as possible allows us to address:

- School attendance and school performance,
- Barriers to furthering ones education and/or becoming gainfully employed after year 12,
- Physical, mental and spiritual health and;
- Having pride in one's Aboriginality.

In the calendar year of 2016 NASCA staff were fortunate to have worked with over 1, 300 Aboriginal and Torres Strait Islander young people while also maintaining strong relationships with their communities, schools and families. We believe in a long-term, community and results driven approach to program delivery while also looking to expand our programs due to community demand. With the support of some committed partners NASCA has now expanded into Western Sydney, Australia's largest Aboriginal community.

NASCA is confident the reputation of our work will lead to further inroads nation-wide in the next 12 months.

ABOUT US

ceo's report



Leanne Townsend

Over the past couple of years, I have had the pleasure of watching NASCA raise the bar not only for ourselves but also for the young people that we work alongside. While the external environment for Aboriginal non-profit organisations remains a very challenging one, I have seen our community come together and show resilience, determination and a shared sense of purpose.

While the challenges have been many—from a persistently tough fundraising climate to discouraging public misperceptions about the role and value of Indigenous community development and Indigenous Rights—what has shone through is the steadfast commitment to enabling our most vulnerable take charge of their lives and thrive.

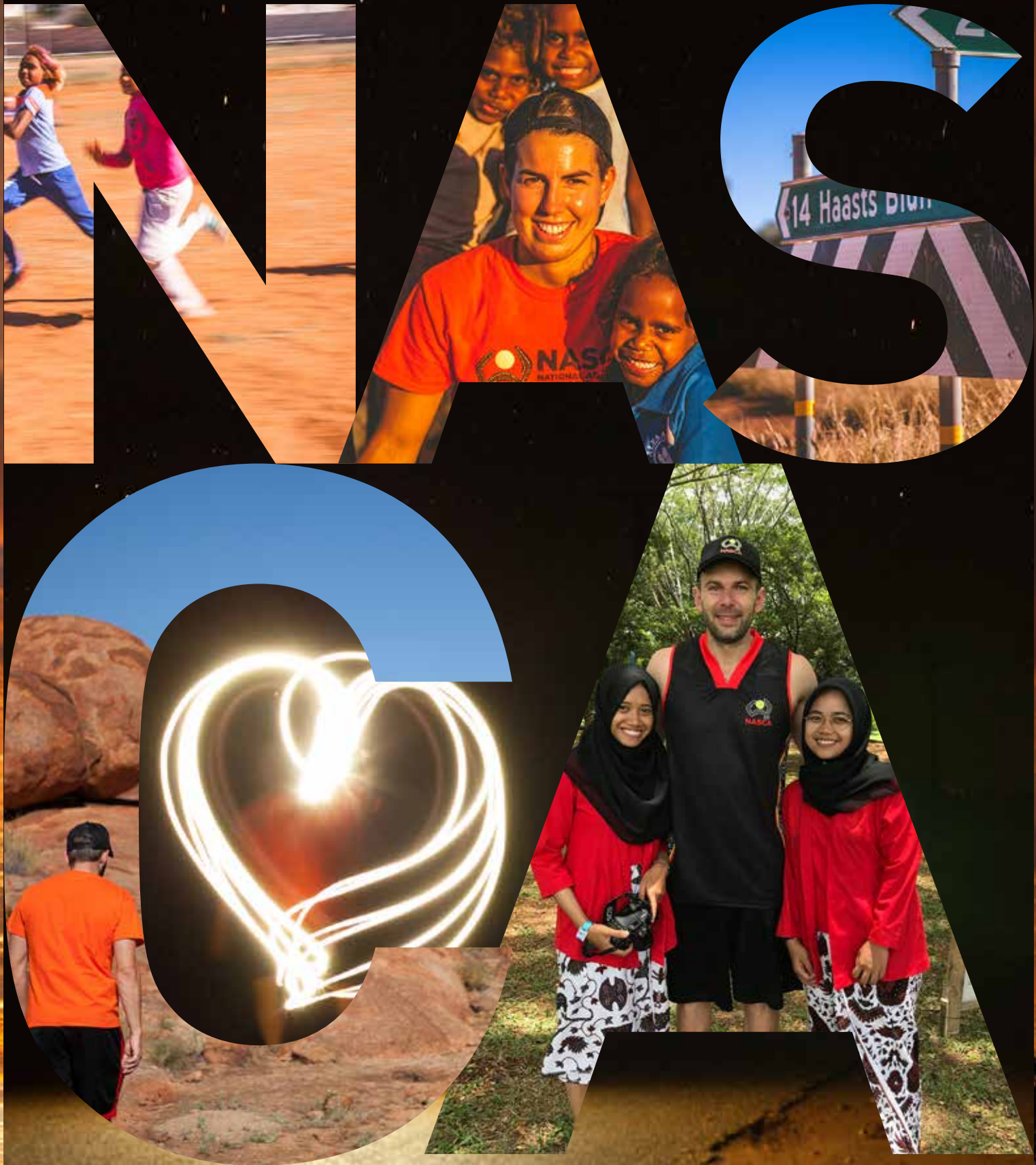
I'm pleased to report that, thanks to the hard work and dedication of our team and all of our extended family, friends and volunteers who participate in our key initiatives, we saw many notable successes this year. Among them was our participation in the Association For International Sport For All—known as the TAFISFA Games in Indonesia, in early October. Showcasing traditional Australian Indigenous Games on a world stage gave light to our sustained connection to our culture and the power of social change through sport. Seeing our students experience many firsts on this trip, (first time flying, first time overseas) they did our organisation proud, working hard in the humidity to run workshops with dozens of participants from all over the world (see page 20).

The year also saw the evolution of our Northern Territory work with the re-development of our program and operating practices that significantly improves our volunteer recruitment and our measurable impact through the introduction of our own evaluation and research framework. Our reputation in the region has resulted in demand for NASCA to expand, coming directly from three new communities in 2017. We are working very hard to find the resources to respond next year.

NASCA worked conscientiously with our partner organisations to host over 160 participants on our weeklong careers immersion program, with young people traveling from all over Australia including as far away as Perth and remote NT communities. Without the support of many non-profits, businesses and universities this experience would not have been possible. Many of our participants walked away with work ready skills and an accreditation in either first aid or hospitality.

During the past year, NASCA has continued to evolve our strategy, and to invest in the organisation to lay foundations for our future growth. In partnership with Lendlease and the Greater Western Sydney Giants AFL team, we realised our ambition to work in Western Sydney, commencing work in April with 50 young people. We will double our work in response to community demand in 2017 to work with 100 participants.

Our team members continue to be our greatest strength. Their commitment and dedication is absolutely critical to our organisation, and I would like to thank our team and volunteers for their continued hard work throughout the year. As we move forward in 2017 and beyond, I am proud of what NASCA accomplished this year and excited about the future. Our community is strong and vibrant, and together we will continue our efforts to uphold Indigenous human rights.





our vision

Our Vision is for a proud,
prosperous healthy Australia;
where Aboriginal and Torres Strait
Islander young people thrive.

ABOUT US

our values and approach

In pursuing our purpose, NASCA has key values which run like a thread through all of our organisational strategies. Our five key values are; Integrity, Excellence, Trust, Cultural Pride and Collaboration and they constantly guide our activities and programs.

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.

ABOUT US

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.



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 objects 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 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.

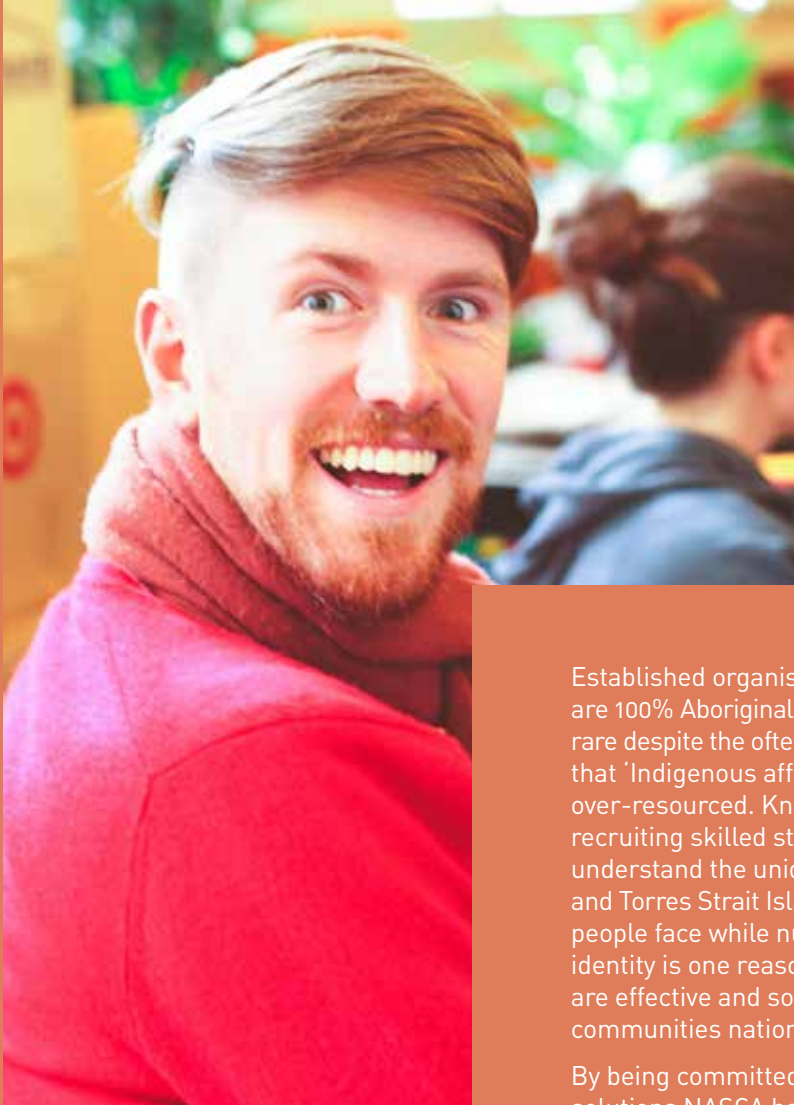
NASCA values the contributions made by community organisations, individuals and professionals to realise positive outcomes for Aboriginal and Torres Strait Islander young people. We are committed to collaborating with key organisations, government bodies and businesses to extend our organisational reach.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



ABOUT US

our approach

Due to a number of historical and contemporary factors many Aboriginal and Torres Strait Islander people lack access to things most Australians take for granted. This is shown through statistics that indicate disparities between Indigenous people and non-Indigenous Australians in relation to areas such as appropriate housing, mental and physical wellness, educational outcomes, employment levels, incarceration rates, exposure to racism as well as many other measurable factors. In addition to this many Aboriginal and Torres Strait Islander young people are not in a position to counteract the negative effects of colonisation by having access to the immeasurable value that tailored cultural programs can have on their development and wellbeing.



Established organisations like NASCA that are 100% Aboriginal governed are surprisingly rare despite the often commonly held view that 'Indigenous affairs' are over-funded and over-resourced. Knowing what works and recruiting skilled staff and volunteers who understand the unique challenges Aboriginal and Torres Strait Islander young people face while nurturing their cultural identity is one reason why NASCA's programs are effective and sought after by diverse communities nationwide.

By being committed to community-led solutions NASCA has been able to foster long-term relationships. These relationships are built on the knowledge that Aboriginal communities are inherently strong and possess the necessary tools and solutions to navigate their own affairs. As a relatively small organisation we are also in the unique position to be able to tailor our programs more effectively and on shorter notice than many similar but larger organisations.

Using the power of organised sport and cultural programs means NASCA's young people are armed with the skills and opportunities to navigate their education, future employment and live healthy, active lives.



ABOUT US

Why Aboriginal Culture is Important in Contemporary Australia

It was recently noted of Aboriginal young people that “Culture is not a perk for our children, it is a lifeline”¹ and this is something NASCA sees daily in our work. We know that sadly many of the young people we have worked with will have older family members who did not get the opportunities to incorporate their cultural identity into their schooling and that this may have impacted their lives negatively beyond just their educational outcomes.

NASCA encourages our students to be aware of their culture being dynamic, constantly evolving and armed with a past, present and future. We encourage community and external influences to show that Aboriginal and Torres Strait Islander cultures include but also go beyond dance, ceremony and heritage and encompasses spirituality in relation to land and waters, how stories are transferred through generations and how Indigenous people interact and find commonalities in their diversity.


In 2016 knowledge of the strength of Aboriginal and Torres Strait Islander cultures needs to exist for many reasons, one of which is to counteract the negative effects of racism. NASCA aims to use the inherent advantages of Indigenous Australian cultures to instill pride, spirit and endurance in our young people as they navigate modern Australian life.

In-depth cultural awareness training is also partaken by our non-Indigenous supporters who we are proud to say grow as advocates for promotion of Aboriginal and Torres Strait Islander cultures and knowledge systems to be at the forefront of the minds of broader Australian society. Being culturally safe as an organisation also means to us that we incorporate the effects of dispossession and multi-generational trauma into our service delivery as an organisation.

NASCA strongly believes that an acceptance, understanding of and willingness to learn more about the diversity of Aboriginal and Torres Strait Islander cultures and histories is also integral to the psychology of non-Indigenous Australian sense of nationhood.

NASCA is proud to be an organisation that works WITH schools and goes beyond merely being a behavioural program for Aboriginal kids. **We don't aim to be an organisation that forces Aboriginal young people to attend school, we work to create an environment whereby they want to attend and thrive at school.**

1. Andrew Jackomos, Commissioner for Aboriginal Children and Young People in Victoria—Indigenous Law Bulletin, Volume 8 Issue 17, (Mar/Apr 2015)



“Through my experience I learnt never to say you can't do it because everyone is capable of doing anything, you just have to try and give it a go.”

Kiarna Luke



Utilising Sport

NASCA's methodology uses sport and mentoring to allow young people to strengthen culture, build self-esteem and enable a strong sense of autonomy through personal development.

Across our programs sport operates as a 'hook' to engage young people, to encourage health and wellbeing, and to meet outcomes through transferable skill development. Numerous studies and publications have highlighted the strong link between structured sport-focussed programs and positive outcomes in Aboriginal and Torres Strait Islander communities.

NASCA is not aiming to create the next superstar athlete; we quite simply use the power that structured sport inherently has to teach such as;

- Understanding the consequences of not meeting commitments,
- Communication skills,
- Problem solving,
- Teamwork and respect for others,
- Dealing with stress, and;
- Goal setting and future planning.

Participation in sport has additional benefits for Aboriginal youth development including:

- Overall improvements in physical and mental health,
- Self-confidence,
- Increased sense of social inclusion and community participation,
- Self-Discipline and;
- Structured leisure time.

In addition to this, to effectively participate in sport students require a healthy diet and a healthy lifestyle, which is another element our programs regularly target.

Our program model builds in opportunities for skills development and career transition through work readiness qualifications such as coaching accreditations, refereeing accreditations and first aid. Sport also importantly gives NASCA the ability to tailor culturally appropriate mentoring across our programs.

OUR PROGRAM



OUR SOCIAL IMPACT:

19 SCHOOLS & COMMUNITY PARTNERSHIPS

201 HOURS CULTURE ENGAGEMENT

OVER 270 WORK READY ACCREDITATIONS SUCH AS COACHING, CPR & BSA

89% YEAR 11-12 RETENTION ACROSS NASCA'S NSW SCHOOLS

8 CAREER DEVELOPMENT CAMPS IN

305 HOURS SPORT, HEALTH AND WELLBEING WORKSHOPS.

OVER 4,220 STUDENTS

ACHIEVEMENTS:

1 SCHOOL CAPTAIN (ALSO COMMUNITY SCHOOL)

1 YEAR 12 PREFECT (TEMPE HIGH SCHOOL)

5 STUDENTS VISIT JAKARTA

AS PART OF THE TAFSIA WORLD GAMES.

GROWTH:

MEMBERSHIP PROGRAM ESTABLISHED.

WE EXTENDED OUR WORK TO WESTERN SYDNEY, NSW'S LARGEST ABORIGINAL AND TORRES STRAIT ISLANDER COMMUNITY

MISSION

2016



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87% School attendance in nasca's school based programs.

94% School completion across nasca's NSW schools.

47% MALE 53% FEMALE

230 before & after school engagements

Over 1,360 students benefited from our programs in 2016. Development (150 hours career development workshops) in Sydney.

233 hours of life skills workshops.

Intensive academic support.

3 nasca students receive DEADLY AWARDS.

2 after school homework centres before school breakfast club.

21 students attend a LEADERSHIP CAMP.

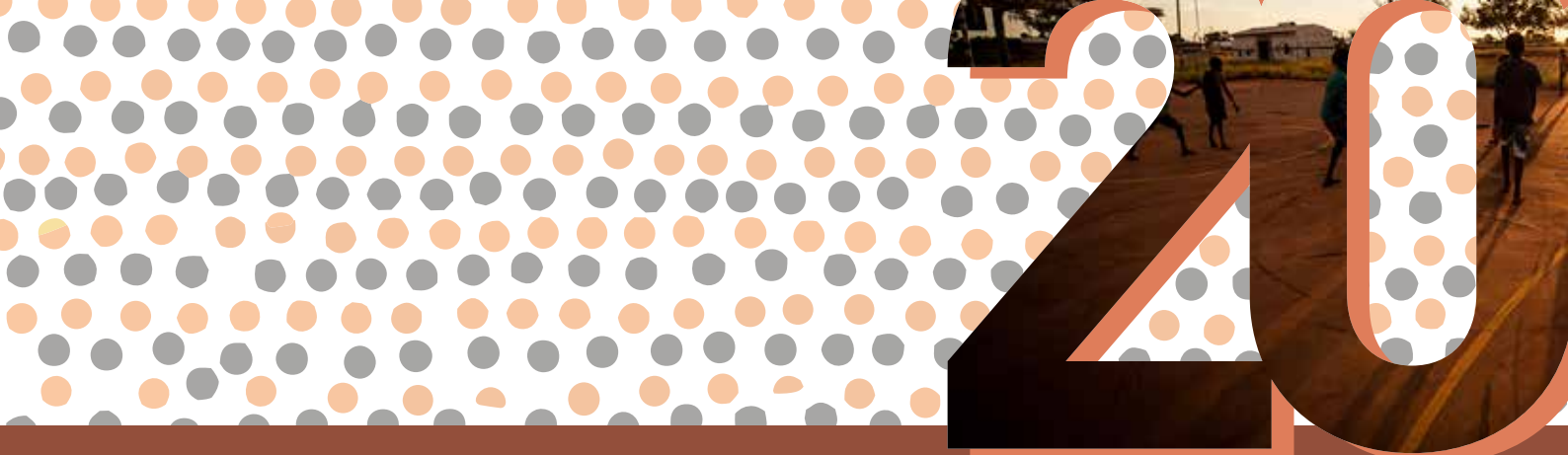
Community Garden project in Ali Curung, NT.

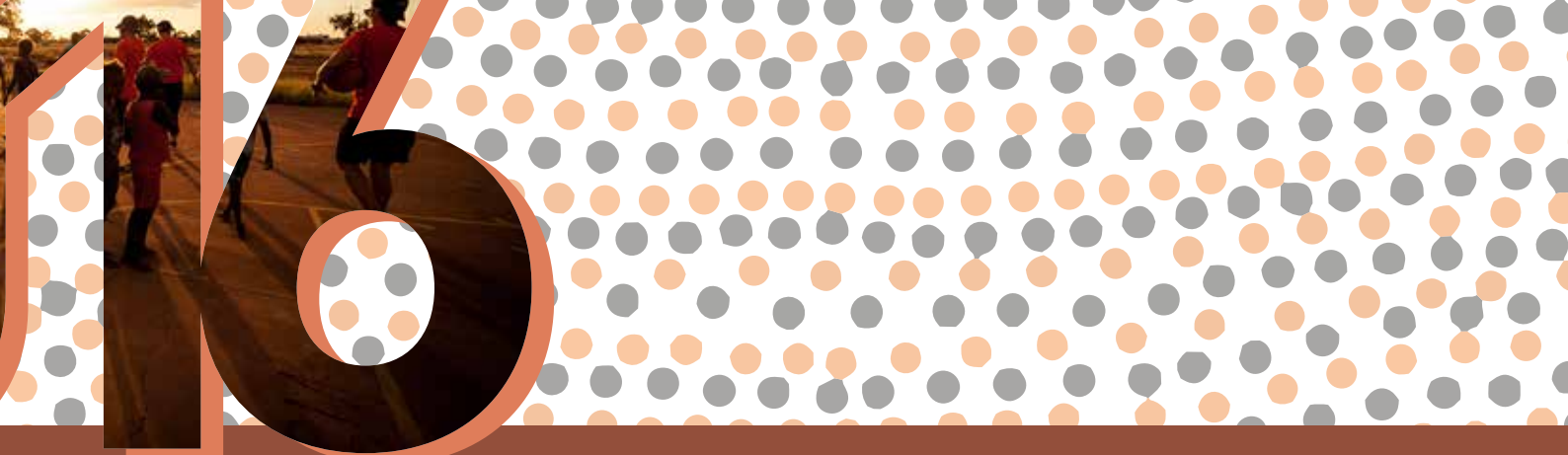
3 new positions created within our organisation.

nasca supported an additional 360+ students in 2016 as compared to 2015.











OUR STORIES

WESTERN SYDNEY PARTNERSHIPS OFF TO A FLYING START

This year NASCA has been able to expand our effective approach to encouraging school completion and post-school employment with the support of Lendlease and the Greater Western Sydney Giants AFL Club (and their community program Giants Care). The Young Indigenous Pathways Program (YIPP) is delivered by NASCA staff in Chifley College and Kingswood High in Western Sydney, home to Australia's largest Indigenous population.

Group CEO and Managing Director of Lendlease Steve McCann says the three-way partnership is specifically focussed on "the development of opportunities for young Indigenous Australians in Western Sydney and showing Aboriginal and Torres Strait Islander students the many and varied career choices available to them after school." NASCA's years of tailoring school-based programs to the needs of Aboriginal and Torres Strait Islander young people and creating real results academically and in post-school opportunities ensures the success of this program as it expands to four schools in 2017.

Western Sydney's vast Indigenous and significantly young population indicates that without tailored programs such as the YIPP, many young people are more likely to fall through the cracks and lack adequate education, employment and other key opportunities as they become adults.



NASCA CEO Leanne Townsend says that “In our initial review of the Greater Western Sydney region we became aware of the unique challenges faced by Indigenous young people in the area. It soon became obvious that without a tailored approach using the strengths of the broader community, the multi-generational change that many organisations seek to create within the Aboriginal population would not be possible”.

A high level of Indigenous involvement in and control of the program as well as high levels of parental engagement has produced the outcomes School staff and student family members have seen. Heavy community engagement more suited to Indigenous-specific programs rather than an individual or one-size fits-all model has also ensured the initial success of this program. A Chifley College staff member noted that since NASCA started working there “Overall participation of students in classroom has improved and the number of negative incidents has decreased.”

Tailored career development workshops have shown that as expected among the 51 young people engaged across the two schools, their post-school ambitions are varied. Ideal jobs range from wanting to become mechanics, barristers, English teachers, professional athletes and lawyers as well as many others aspiring to attend TAFE or University. Program Manager Amy Sarandopoulos says simply “We work on giving these students the tools they need to achieve the future THEY want.”

Through other in-school surveys we have discovered that unsurprisingly the YIPP students unanimously considered their Aboriginality and learning more about their culture as being very important to them in the school environment. Many also acknowledged that this was one of the few times they had a chance to connect with their cultural background in such a positive setting, while an alarming number also had little knowledge of their Aboriginal cultural background and heritages.

Focussing on year 9 and 10 and not earlier or later years is part of the overall goal to prepare these young people in the most appropriate ways possible. “It’s about early intervention” says YIPP coordinator Amy. “We aim to provide increased support to those year groups to boost attendance and engagement with school in order to increase the likelihood they will transition to 11 and 12”. She adds that through experience “Sometimes by years 11 and 12 it’s too late to be targeting them”.

Expanding to four schools next year with the great support of Lendlease and the AFL’s youngest club is sure to create lasting results for the region. The growth of YIPP is also bound to galvanise NASCA’s reputation as a premier organisation when it comes to in-school program delivery and using the strength of Aboriginal methodologies with urban kids to create lasting results.

OUR STORIES



REPRESENTING AUSTRALIA IN INDONESIA: BRINGING TRADITIONAL INDIGENOUS GAMES (TIGS) TO AUSTRALIAN SCHOOLS AND THE WORLD.

Traditional Indigenous Games have been a part of this continent's sporting landscape for over 40,000 years. They continue to be played and exhibited nationally and form a large part of how these sports are promoting Aboriginal and Torres Strait Islander culture in the daily lives of Australia's school students. The various games have been documented in recent years through researching Indigenous oral histories and anthropological records and are at a point where they can be taught to and by school students of all ages.

These sports represent all corners of Indigenous Australian cultures, with games from such diverse nations as the Wiradjuri, the Torres Strait Islands, the Noongar and all other corners of the continent. The games are as diverse as the cultures from which they originate and the very nature of most of them as being inclusive of individuals with varied sporting talents, ages and backgrounds highlights not only the accepting and collective nature of Indigenous communities but also encourages broad acceptance of all people within a school setting. Probably the most well known Traditional Indigenous Game is Marngrook, which many believe formed the basis in the development of the sport of Australian Rules Football (AFL).

In addition to Marngrook other games such as Arrkene Irreme from Central Australia has elements similar to cricket while Buroinjin, originally from the Kabi Kabi in South Queensland has close ties to modern day Oz Tag or Rugby. Bowitgee from Northern Australia even looks a bit like European Handball and all documented TIGS are easily adaptable to various settings depending on equipment available.

Over the years sport has played a major role in developing a socially cohesive environment within Indigenous communities. In fact many Indigenous Australians consider community sporting events as the Rugby League Knockouts (in NSW and Queensland) and Sporting Weekends (across Central and Northern Australia) as being equivalent to modern day Corroborees. The ability for NASCA to continue this trend while using Aboriginal and Torres Strait Islander cultural elements has far reaching potential as we promote TIGs to ALL Australians.

TIGs were also recently used by NASCA to promote Indigenous Australian cultures to a huge international audience, with our participation in The Association For International Sport for All, known as the TAFISA Games in Indonesia.



Aboriginal people have had contact with Indonesians for at least 300 years when the Yolngu of North East Arnhem Land traded heavily with the Maccasans of South Sulawesi. In October this year NASCA students from the new Western Sydney Program represented the diversity of Australian Aboriginal cultures at an international cultural showcase in Indonesia known as the TAFISA Games. These games are a four yearly showcase of traditional Indigenous and modern sports from around the world which highlights the value of not only sport in diverse communities but the value of how culture can be interwoven with sport.

The five students, who form a part of the Young Indigenous Pathways Program came back with the knowledge that Indigenous Australian cultures are a great source of interest for people internationally and that across the globe traditional cultures are thriving. They also got the opportunity to teach Australia's Traditional Indigenous Games to other young people and learnt key life skills that will help in their development through their senior schooling years and through their post-school endeavours.

In Jakarta the humidity, traffic and language barrier were particular culture shocks for some of the five young people from Kingswood High and Chifely College, some of whom

had never left NSW. By the end of the week however they were familiar with the currency, had a new appreciation of diverse foods and had met numerous people from many backgrounds who embraced Australian Indigenous cultures. NASCA CEO Leanne Townsend was also invited as a key note speaker at the Global Forum, where her presentation on how NASCA uses sport as a means of promoting community development and cultural revival was well received. She highlighted the importance of Male and Female sports participation, the benefits of non-Indigenous Australians embracing activities such as TIGs and how the functionality of these demonstrations should always be in the hands of the young people and their communities to maintain their integrity.

Four NASCA staff members accompanied the five students who made up just a small part of the 12,000 participants from 110 countries. 80,000 spectators attended and a whopping 45 million viewers worldwide were believed to have watched the games through television or the internet.

The next TAFISA games will be in Portugal in 2020 and given how well Aboriginal and Torres Strait Islander cultures were received as part of these games, it is likely that the Australian Indigenous presence there will be an even larger part of the showcase in four years time.



OUR STORIES



COMMUNITY GARDEN GROWS OUT OF NASCA'S NT PROGRAM

With the support of community, school staff and a bunch of hard working students, NASCA has started and helped to maintain a thriving community garden in what some would consider one of the most arid and harsh environments on earth. Ali Curung is situated 380 Kilometres North of Alice Springs on the Stuart Highway, which eventually passes through Tennant Creek, Katherine and Darwin and it is one of the communities NASCA works in as part our long running NT Program.

NASCA is now working across six separate remote communities and use skilled, socially aware volunteers working alongside NASCA staff to enhance the educational experience of the community's young people before, during and after school. The needs of each location dictates where the volunteers work and what is done inside and out of the school generally. Ali Curung is, like all Aboriginal communities unique and demands a tailored, all of community approach to address the ambitions of its young people. NASCA's program works primarily with young people on a daily basis for one week across four contact points annually. This consistent engagement requires community buy-in as well as flexibility from NASCA workers in the delivery of the program as community needs evolve and resources fluctuate.

In most remote Indigenous communities throughout Australia, food security is a

major issue and this is no different in Ali Curung. This means that fresh food is often simply unavailable or unaffordable and as expected this impacts on the financial burden and physical health of an already under resourced community. Additionally, poor nutrition compounds disadvantage and heightens social issues such as poor physical and mental health, leading to a variety of other factors that create social disparity. NASCA CEO Leanne Townsend believes that "As with all successful community projects, addressing issues holistically and with community input is key to creating positive outcomes".

Ali Curung is classed as a 'very remote Aboriginal community' and as a result has unique environmental and community needs. The school has approximately 100 enrolled students while the community has around 500 people in total from four language groups. The two most commonly spoken are Warlpiri and Alyawarr and the term Ali Curung is a Kaiditch (Kaytetye) word meaning 'Country of the Dogs', or 'Dog Dreaming'. Totemic ancestors, including the ancestral dogs which travelled near Ali Curung, are believed to have created the landscape in their travels. The dogs that visited this area created the shallow watercourses and flood-plains in this region.

NASCA learnt soon after we began work there in 2015 that there had been a community garden previously but that for —

a number of reasons it was no longer in operation. Community members indicated to us that it was something that with the right preparation and plans in place, would have numerous benefits to the community as a whole. Fortunately NASCA was able to apply for funding from Westpac and the Ali Curung community garden is now close to being in full swing.

Aboriginal people in Ali Curung aged 5–16 have at this stage been the direct beneficiaries of the garden. These young people and indeed those of the same demographic across Indigenous Australia statistically tend to have lower health, education and life outcomes than non-Indigenous peers. In addition, many in remote communities have actually left school, so miss out on tangible opportunities to engage and contribute to community life. The high sugar diet that is so accessible in Ali Curung and other communities also indicates how beneficial fresh fruit, cooking garnishes and vegetables can contribute to a growing population.

NASCA's Program Manager Alex Kilpatrick says of the garden;

"The students enjoyed getting out and doing something with their hands. They were all really eager to get in and have a go at all the different steps that it took to build the garden... building the beds, painting and laying the footpath, shoveling the soil, planting seeds and seedlings, mulching, watering... they did it all".

Family as First Teachers (FAFT) participant and Ali Curung Grandmother Sabrina also

told us that "the different ingredients were very helpful for us when we organised a men's cooking class as well as when we cooked for the babies".

NASCA was also able to use the resources of Ali Curung's CDP (work-for-the-dole) scheme to allow people who were not of school age to contribute to and help take ownership of the initiative also.

The Ali Curung School Principal Alex Carpenter noted that "NASCA's cooperation with the CDP employees was fantastic and opened the door for the school to maintain a relationship with them, which has been outstanding." CDP workers across Northern Territory communities can be limited by the range of activities available to them in terms of how these compulsory hours contribute to meaningful career opportunities.

Amy Sarandopoulos, a Sydney-based NASCA staff member who travels to Ali Curung regularly as part of the NT-based program believes the ability to use skilled volunteers such as chefs and horticulturalists is something sure to further enhance the capacity the garden has to engage community members. "Each time I return the garden has been improved on by the students and community. The ownership over this project has been fantastic in our absence. In 2017 we will certainly seek to consult community about what type of skills we could introduce further". She adds that "NASCA's ability to train mostly urban people appropriately so they can use their skills in these communities means our work is much more sustainable."

Only one shop is in Ali Curung and most food is shipped from Alice Springs which is 3.5 hours drive away.

Young people are partly or occasionally eating traditional foods, but it is not a core portion of their diet.

Recent changes in lifestyles from traditional sourcing has left a skills gap in family cooking.

In at least two of the NT communities NASCA works in the tap water is not suitable for drinking.

Fresh food is expensive. The NT government estimates that it costs at least 30% more in a remote community than in somewhere like Darwin.

Low levels of employment in remote communities means healthy foods are even less likely to be purchased due to financial restraints.

Barely any young people are eating adequate levels of vegetables per day in remote communities.

Hydration is key to eliminating many preventable diseases such as diabetes, heart failure and scabies.



OUR PEOPLE

our board

NASCA's board is 100% Aboriginal. We see this as a necessary means of putting Aboriginal leadership, voices and experience at the forefront of our decision making. Our board members and CEO are importantly from a broad range of backgrounds which underpins the holistic approach to putting NASCA's vision into action.



**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.

- He has worked across rural, remote and urban communities, advocated for human rights overseas and was formerly the Aboriginal and Torres Strait Islander Social Justice Commissioner,
- Currently he heads the Royal Commission into the detention of Children in the Northern Territory,
- He is passionate about the rights and cultural empowerment of all Aboriginal and Torres Strait Islander people.



**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 and has many years experience facilitating post-school employment and viable Aboriginal businesses,
- David has won the Gold Harold Award for services to Aboriginal Health and Education (2010), the NSW Outstanding Community Service Award (2013) and an Order of Australia Medal (OAM) 'For Service to Indigenous Youth, Sporting and Employment.



**Belinda
Duarte**

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

- She is currently chief executive officer of Culture is Life, a not-for-profit organisation committed to the prevention of Aboriginal youth suicide and was also the inaugural director of the Korin Gamadji Institute, based at Richmond Football Club,
- She was previously associated with Vic Health, AFL Sportsready, Victorian Equal Opportunity Commission and Kirrit Barrett Aboriginal Art and Cultural Centre,
- Belinda holds a range of positions including: co-chair of Reconciliation Victoria, member of the Victorian premier's Jobs and Investment Panel, board member of WasteAid, director of the AnnaMila Foundation and member of the Victorian Regional Churchill Fellowship Committee.



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, focusing 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.



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

- 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.



Mark Heiss

Mark is a Wiradjuri Man from Sydney who is the Director of Teaching and Learning at Marist College North Shore and has volunteered for NASCA over many years prior to taking on his NASCA Directorship.

- 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 recently completed a Masters in Educational Leadership degree.

“I loved the experience and I recommend it to other people to do it, it helped me with public speaking and the people at NASCA were so supportive of my dreams. I would like to say a big thank you! Thank you for inviting me to Sydney and giving me such an amazing experience.”

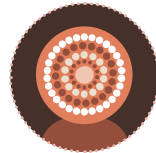
Shontae Kyeisha Coyne



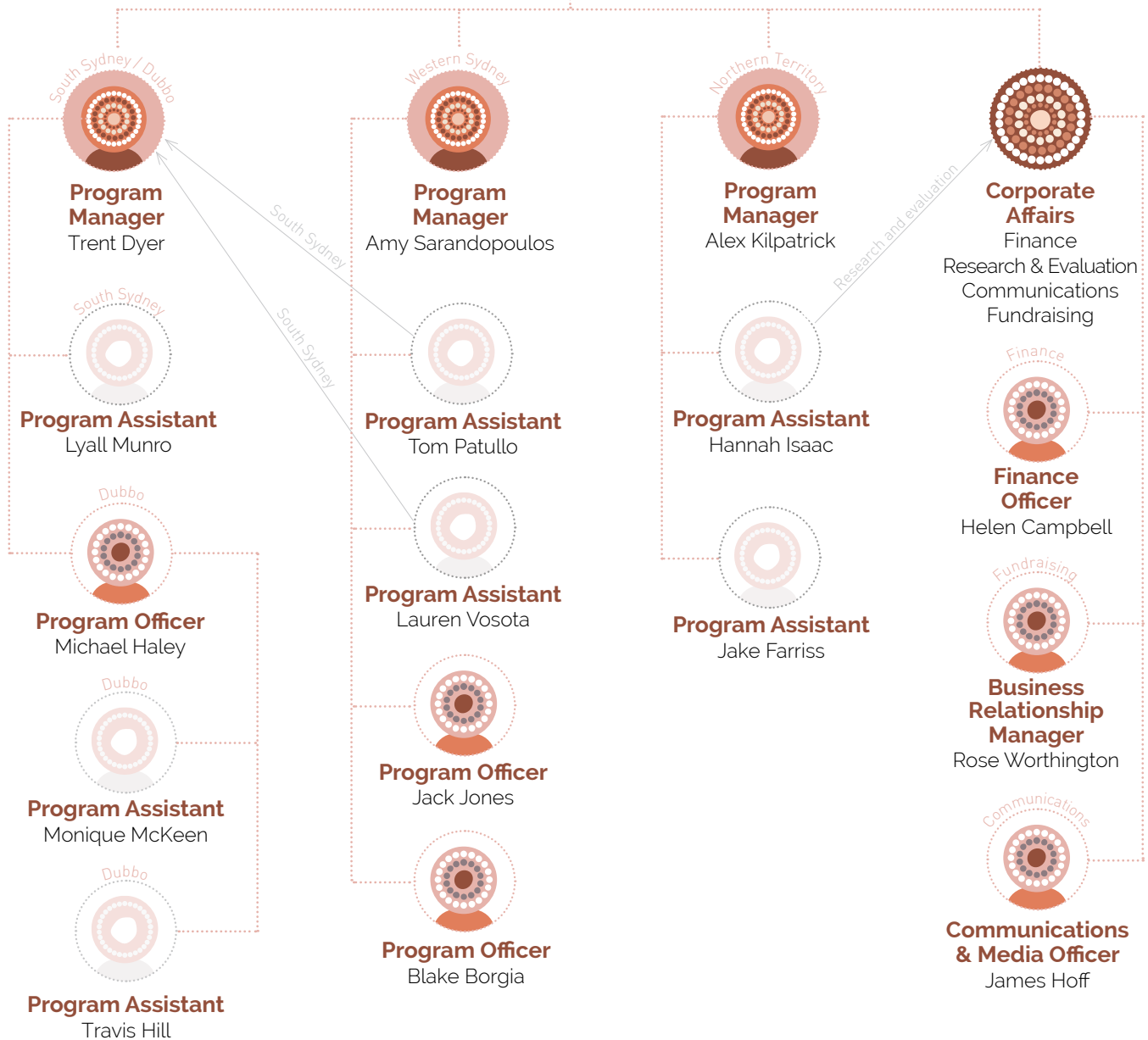
OUR PEOPLE

our staff

In 2016 NASCA grew to a team of 17, consisting of incredibly talented and passionate people who are proud to make a difference in the world by doing work that they love every day.



CEO
Leanne Townsend



staff profiles

Helen Campbell

Helen is NASCA's Finance and Corporate Services Officer and commenced work with us in early 2016. She has a strong background working in large not-for-profits locally and internationally as well as the corporate accounting sector with Ernst and Young in both London and Sydney. She says of working for NASCA "It's great being a small cog in a big wheel that creates real social change." She hails from Birmingham, England and splits her sporting allegiance between Aston Villa Football Club and the Sydney Swans.



Blake Borgia

Blake is a Sydney-based Program Officer who has worked at NASCA since 2012 and works across our Sydney and Northern Territory programs. Prior to this he was a professional basketball player for the Sydney Kings NBL Club who allowed him to first participate as a NASCA volunteer in the NT in 2008. His experience in community engagement and structuring sporting activities means Blake will play a key part in NASCA's expansion. "I have always had a passion for sport and working with young people and from the very first time I volunteered with NASCA I fell in love with the organisation and the kids".

Lyall Munro

Lyall is a Wiradjuri man who grew up in the Redfern and Waterloo area and has been working at NASCA since 2011. He has been Program Assistant across three South Sydney Schools since 2013 and has used his strong knowledge of and ties to the local community to assist NASCA students get a clearer vision of who they want to be as people. "I love that I can give back every day to the community I grew up in. It's great knowing the kids are taking something from what we do and seeing them take the next step as well either through work or higher education and university".



our volunteers

We welcomed 85 volunteers to our team to assist in the delivery of our projects, events and programs in 2016.



Ashleigh Walker

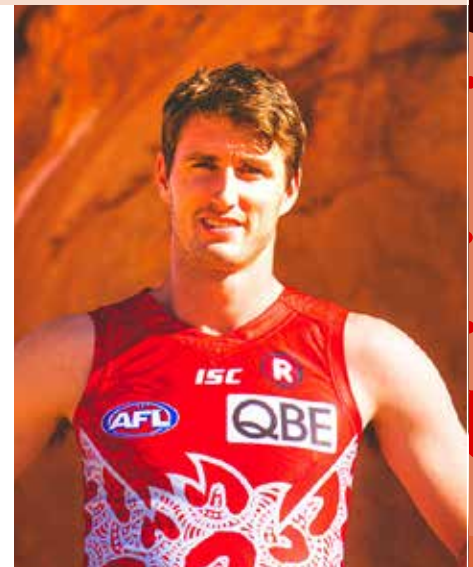
Dental Assistant, from Bowraville, NSW

Ashleigh is a Gumbaynggir woman who is strongly connected to the culture of Northern NSW. Volunteering with NASCA provided her with the opportunity to travel to Central Australia for the first time where she used her knowledge in dental health and nutrition. Ashleigh's strong community engagement skills ensured an instant connection with the students and community of Ikuntji (Haasts Bluff). Of her volunteer experience she said, "NASCA's work reinforced the importance of why the continuation of culture and traditions should be passed down and onwards."

Dean Towers

AFL Player, Sydney Swans from Kawarren, Victoria

Dean volunteered with our organisation as a result of NASCA's partnership with the Sydney Swans—under the club's Reconciliation Action Plan. Dean's athleticism and popularity enabled him to engage with the kids and community of Ali Curung. Alongside our staff Dean facilitated sports clinics, cooking classes and got his hands dirty in the community garden. He remarked that, "I really would like to volunteer again next year at the end of footy season."



Nicola Maitland

Softball Player and University Student from Epping, NSW

Nicola first volunteered with NASCA in 2014, sharing her expertise in softball and experiencing community life in Yuelamu. Two years on she returned to broaden her understanding of remote program delivery, working with women and girls in Papunya and marking her 22nd birthday. Always up for a challenge, Nicola personally fundraised over \$1,000, that will help to continue our work in remote communities next year.

OUR PEOPLE

our supporters

As we grow, our donor base continues to grow, too. We receive donations and have generous fundraisers actively campaigning to support our cause which makes our work possible. Here's some information about our 2016 supporters:

850

PEOPLE
DONATED

\$65K

TO NASCA IN 2016.



85

VOLUNTEERS

HELPED DELIVER
OUR PROGRAMS.

300

SUPPORTERS

ATTENDED OUR ANNUAL
FUNDRAISING EVENT.



3280

HOURS

DONATED IN TIME BY
OUR VOLUNTEERS.

most unique
fundraising
event →

The "Burpee Challenge"

ONE ENTHUSIASTIC SUPPORTER PUSHED THROUGH

1000

BURPEES

TO
RAISE
OVER

\$2,600

FOR NASCA

Thanks to these supporters we will continue to grow and support more Aboriginal and Torres Strait Islander young people in 2017.

finance

THE FOLLOWING IS AN EXCERPT FROM NASCA'S GENERAL PURPOSE REPORT FOR THE FINANCIAL YEAR END 30 JUNE 2016. FOR A COMPLETE COPY GET IN TOUCH WITH OUR TEAM.



NATIONAL ABORIGINAL SPORTING CHANCE ACADEMY

ABN 66 442 463 291

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2016

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 2016 and its performance for the year ended that date.

Signed in accordance with a resolution of the Board of Directors

Director: Jason Ardler

Dated: 4th November, 2016

Graeme Kay CA

Registered Company Auditor

NATIONAL ABORIGINAL SPORTING CHANCE ACADEMY

ABN 66 442 463 291

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2016

Report on the Financial Report

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 as at 30 June 2016, the statement of profit and loss, statement of changes in equity and statement of cash flow for the year ended 30 June 2016, notes comprising a summary of significant accounting policies and other explanatory information and the directors' declaration.

The financial statements have been prepared for the purpose of fulfilling the requirements of the Corporations (Aboriginal and Torres Strait Islander) Act 2006 and the Director's financial reporting requirements under those rules, and for the purpose of fulfilling its reporting obligations under the various deeds of funding entered with the State and Federal Government bodies. I disclaim any assumption of responsibility for any reliance on this report or on the financial statements to which it relates to any person other than the members, or for any purpose other than that for which it was prepared.

Directors' Responsibility for the Financial Report

The directors of the academy are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards and the Corporations (Aboriginal and Torres Strait Islander) Act 2006 and for such internal control as the directors determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments; the auditor considers internal control relevant to the company's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the company's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the directors, as well as evaluating the overall presentation of the financial report.

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

Independence

In conducting my audit, I have complied with independence requirements of the Corporations (Aboriginal and Torres Strait Islander) Act 2006.

Auditors' Opinion

In my opinion the financial report of National Aboriginal Sporting Chance Academy is in accordance with the Corporations (Aboriginal and Torres Strait Islander) Act 2006, including:

- a. Giving a true and fair view of National Aboriginal Sporting Chance Academy's financial position as at 30 June 2016 and of its performance for the year ended on that date; and
- b. Complying with Australian Accounting Standards and complying with the Corporation (Aboriginal and Torres Strait Islander) Regulations 2007.

Name of Auditor:

Graeme Kay CA—Registered Company Auditor



Dated: 4th November, 2016

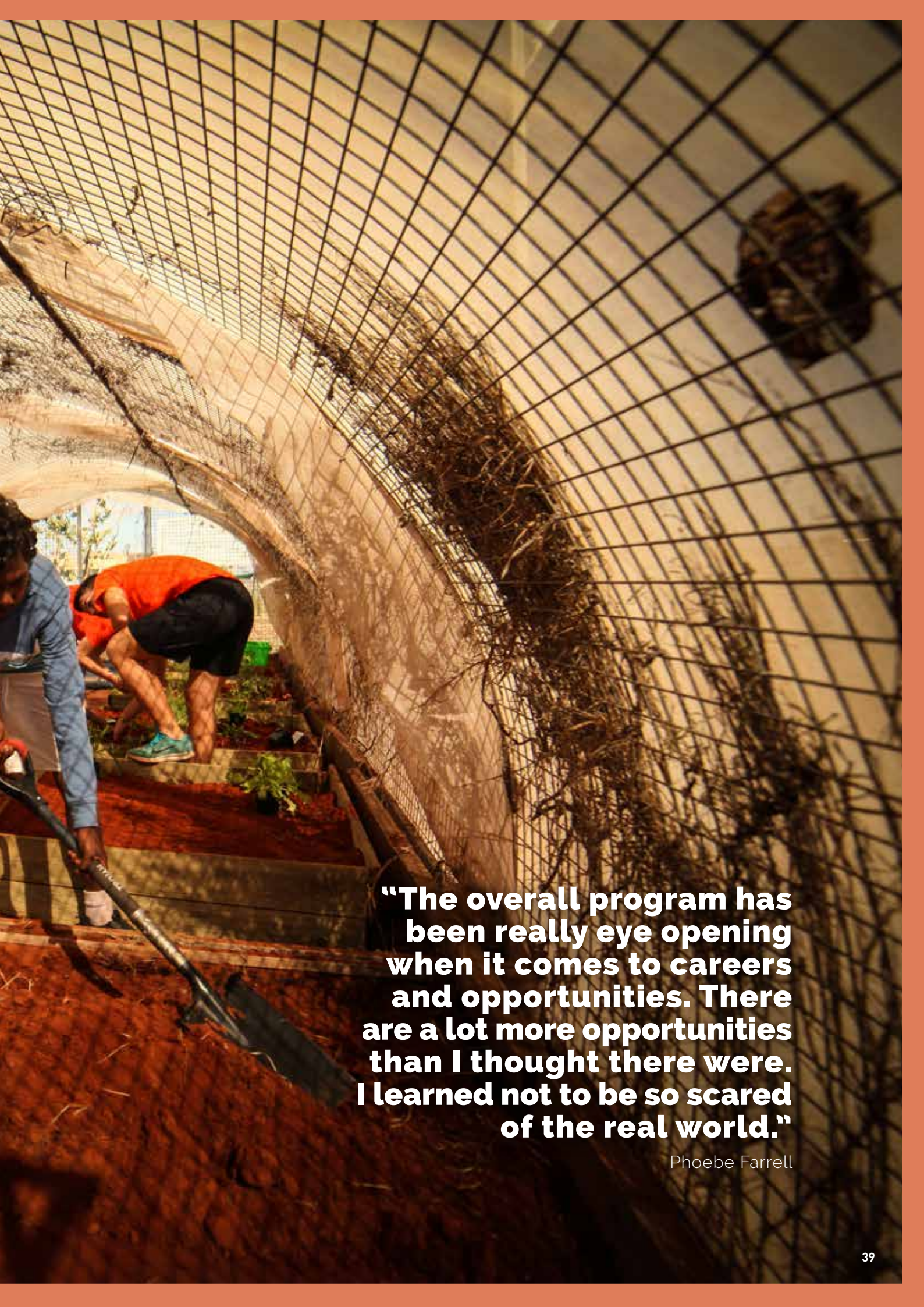
NATIONAL ABORIGINAL SPORTING CHANCE ACADEMY
ABN 66 442 463 291
DETAILED PROFIT OR LOSS STATEMENT FOR THE YEAR ENDED 30 JUNE 2016

	2016 12 months	2015 6 months
EXPENDITURE		
Fee for service	369,451	137,224
Government funding	1,001,979	482,709
Fundraising and donations	75,095	52,141
Interest received	20,237	8,661
Other revenue	19,558	2,263
Total Income	1,486,320	682,998

EXPENDITURE		
Programs	346,302	136,917
Employees	960,026	368,373
Office and premises	51,621	24,534
Administration	5,599	3,389
IT & telecommunications	33,329	8,271
Board	18,491	2,576
Motor vehicles	27,126	14,320
Travel	859	5,443
Finance and compliance	24,634	15,757
Communication and fundraising	11,205	1,596
Total expenditure	1,479,192	581,176

Net operating profit	7,128	101,822
Retained earnings at the beginning of the period	623,180	521,358
Retained earnings at the end of the period	630,308	623,180





“The overall program has been really eye opening when it comes to careers and opportunities. There are a lot more opportunities than I thought there were. I learned not to be so scared of the real world.”

Phoebe Farrell

our thanks and acknowledgements

NASCA works with many key partners to achieve our aims. This ranges from helping companies meet their social and corporate responsibilities, to community collaborations and government strategies to overcome the inequities Aboriginal Australians experience.

NASCA knows that a combined effort with these partners increases our effectiveness and enacts real change in the lives of Aboriginal young people. Government, Businesses and other community-led organisations are aware of NASCA's years of experience in advocating for social justice and creating social change and as such share their resources to further our shared social strategies.

NASCA is committed to working in collaboration with other not-for-profit organisations and locally driven initiatives to galvanise our grass roots presence. We collaborate with over twenty community organisations annually in our neighbourhood as well as organisations with an Australia-wide focus.

Our thanks and acknowledgement to our 2016 supporters;

Lendlease
Greater Western Sydney Giants
Sydney Swans
The Department of Prime Minister and Cabinet
Westpac Foundation
Price Waterhouse Coopers
Ashurst Lawyers
National Centre Of Indigenous Excellence
Sydney Story Factory
NSW Department of Education
Aunty Jenny Munro
Terry Denzel
Phil Donnelly
Cath Brokenborough
Deanella Mack





www.nasca.org.au