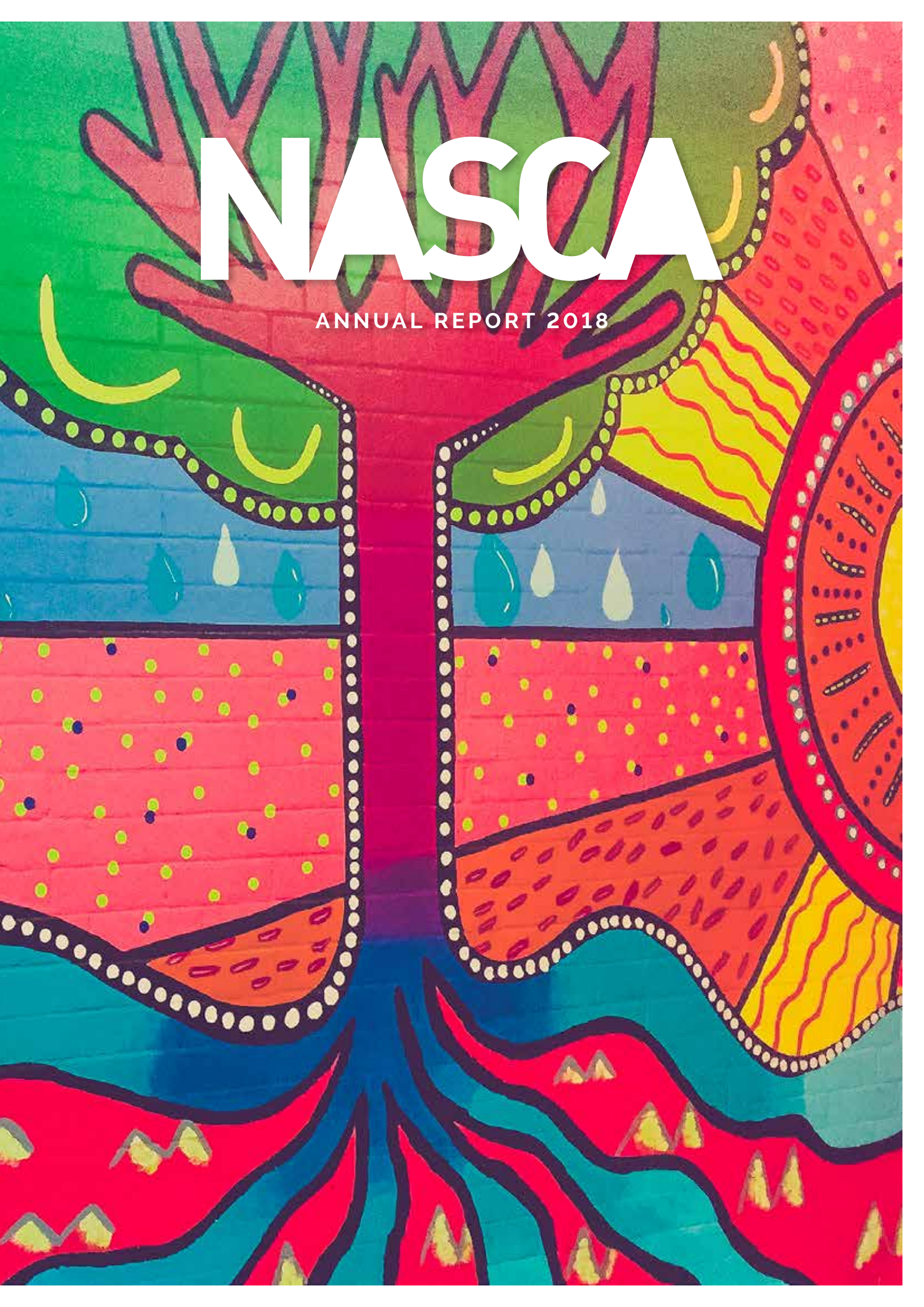


# NASCA

ANNUAL REPORT 2018



### **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 Australian Charities and Not-for-Profit Commission from 31 December 2012.

### **Tax Concessions and Fundraising**

- Public Benevolent Institution (PBI) and endorsed by the Australian Taxation Office as:
  - A Deductible Gift Recipient (DGR).
  - An income Tax Exempt Charity (holding tax concessions and exemptions relating to income, goods and services and fringe benefits tax).
- Registered to fundraise under legislation in NSW.  
Registration Number: 15744.

### **Contact Details**

**Address:** Gadigal House, 180 George Street, Redfern NSW 2016

**Post:** PO Box 3093, Redfern NSW 2016

**Tel:** (02) 8399 3071

**Email:** [admin@nasca.org.au](mailto:admin@nasca.org.au)

**Website:** [www.nasca.org.au](http://www.nasca.org.au)

### **About this Annual Report**

Leanne Townsend, Angela Band and Nicole Richards prepared content for this Report. This Report covers activities and performance for the period 1 Jan to 31 December 2018.

### **Design**

Graphic Design by @INKSYau

### **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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## CEO Welcome

It is my pleasure to introduce the National Aboriginal Sporting Chance Academy's Annual Report for 2018. It is clear to me that the period covered in this report is characterised by hard work, commitment and strategic partnerships that secures our sustainability and positive social impact.

The priority areas identified for NASCA in the Strategic Plan reflect the outcomes of a very successful year. Our three operational pillars of quality programs, quality people and financial sustainability focused our activities and realised continued growth. Our workforce grew to 18, we developed a new program model designed to target youth mental health and well-being, and signed a new corporate partner—Viva Energy Australia, for three years.

In March, we expanded our NT program to Ti Tree taking our remote community partners to nine. In July we commenced work in the South Western Sydney region—resulting in a combined additional 180 NASCA beneficiaries. Our story continues to be that of positive social change and growth.

A key focus for the coming year will be continued financial sustainability, with the development of NASCA's fundraising infrastructure. We aim to increase our direct donations and to continue to develop fundraising campaigns to support and sustain our work.

In 2019 we will continue to support our young people's aspirations and needs, helping to bridge the social inequities, to improve health and well-being, education and unlock increased



opportunities for participation for Aboriginal and Torres Strait Islander young Australians.

Our volunteers and supporters continue to play an important role in our work, with over 80 dedicated and skilled volunteers, many of whom walked alongside our team in remote communities. We're pleased to provide professional development opportunities for our volunteers in remote communities, a unique and life changing cultural experience that many report inspires and motivates them to remain part of the reconciliation movement for positive social change.

Next year will also see the development of NASCA's next Strategic Plan, an exciting opportunity for our organisation to reflect on our successes in the past and for our Board to establish our future direction over the next three to five years. I look forward to sharing NASCA's Strategic Plan with our supporters next year and to realise the vision of our Board. NASCA continues to maintain a Board comprised of 100% Aboriginal Directors, a unique point of difference which NASCA is very proud of.

Finally, I must reflect on the inherent strength and determination of our young people. It is they who inspire and motivate me and our team to step up to the challenge of removing structural limitations and to support them to navigate difficult pathways – always with a cheeky grin.

On that note and in closing, I would like to take the opportunity to warmly thank our Friends, Funders, Board and Staff for their ongoing commitment and contribution to making a difference to the lives of the one thousand young people in urban, regional and remote Australia.

Leanne Townsend CEO



For over 20 years,  
NASCA has helped  
Aboriginal and Torres  
Strait Islander young  
people take the first  
steps towards the  
futures they dream of.

# About Us



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

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

We design high-impact, culturally safe programs that respect the unique needs of individual communities. Our programs improve school attendance and ultimately school performance, develop specific career pathways and work-ready skills, foster cultural pride and identity and increase resilience.

NASCA is, and always will be, 100 per cent Aboriginal governed.

We are committed to building a future for our young people that is free of racial inequality.

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

# Our Vision & Approach

A woman wearing a red polo shirt with a logo and a cap is smiling and interacting with two children. The scene is outdoors, possibly on a sports field, with a basketball hoop visible in the background. The image is overlaid with a large yellow circle on the left and a semi-transparent dark circle on the right.

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

At NASCA, we empower Aboriginal and Torres Strait Islander young people to identify and shape a future of their own choosing using education, life-skills and cultural pride.

## **We are community-focused.**

NASCA is proudly 100 per cent Aboriginal governed. Our leadership team and many of our staff and volunteers are Aboriginal and Torres Strait Islander people. This ensures we have the shared cultural knowledge and understanding to provide the best support to our students. As an Aboriginal organisation, we have the vision and the expertise to lead our young people to successful futures.





## Our partnerships are long term.

We know that when working with young people, it's critical that you show up week in and week out, build trust and keep your word. Our partnerships with schools, communities and the students themselves are based on a long-term commitment. The young people we work with know that we'll be right there beside them for the long haul. NASCA has been an active partner in some communities for more than 16 years.

## We empower both boys and girls.

We recognise and value the inherent strength and capabilities of all Aboriginal and Torres Strait Islander young people, regardless of gender. Our inclusive and empowering programs build the self-esteem of both boys and girls and help them achieve their goals. We provide culturally appropriate support that helps young people navigate tough issues and respond to specific needs.

“We are all  
superheroes in  
our community.  
We have superpowers!”

*Jezebella,  
Yuelamu student*

# Our Programs

# NT Program

**AT NASCA WE KNOW THAT EDUCATION IS** a key factor to ensuring positive health and social outcomes for Indigenous young people.

The goal of our Northern Territory program is to give Indigenous students the best possible chance to complete school as healthy young adults who can successfully transition into the futures they determine for themselves.

By recognising and building upon the existing strengths of students and their local communities, we work with schools and communities to develop a safe, welcoming and nurturing learning environment that boosts school attendance and engagement.

With more than 15 years of experience working with these Northern Territory communities, NASCA has increased school attendance and engagement and supported positive outcomes for hundreds of Aboriginal young people across the Barkly and MacDonnell regions.

In 2018 our Northern Territory program expanded to include a ninth school, Ti Tree, bringing the total number of young Indigenous participants to 819.

The program's ongoing success and positive outcomes have helped secure Australian Government funding as part of the Indigenous Advancement Strategy (IAS).

## **Why is our work in the Northern Territory so critical?**

Aboriginal and Torres Strait Islander students in remote communities face a unique set of challenges which can make school attendance difficult and undermine their chances of completing Year 12. Some of these challenges include:

- Limited transport and accessibility to the school due to geographic remoteness
- Compromised quality of resources available to the school, impacting the quality of education delivered
- Participating at school as ESL students
- Lack of local senior school opportunities resulting in students having to leave the community to complete Year 11 and 12 at boarding school
- Racism
- Limited access to educational opportunities
- Poor physical and mental health
- Lack of access to quality housing
- Unstable school and home environments

## Our Programs/NT Program

What we know:

### **ATTENDANCE RATES ARE A CRITICAL CHALLENGE.**

School attendance rates in remote areas are significantly lower. In 2017, the overall attendance rate for Indigenous students nationally was 83.2 per cent (93.0 per cent for non-Indigenous students)<sup>1</sup>.

Indigenous attendance is lower in remote areas than non-remote areas. In 2017, Indigenous attendance rates ranged from 86.8 per cent in inner regional areas to 64.6 per cent in very remote areas<sup>2</sup>.

In remote parts of the Northern Territory, attendance rates are even lower. In the Barkly region, where NASCA works, remote school attendance is just 53.5 per cent. In very remote Alice Springs region, where NASCA also works, attendance averages 59 per cent<sup>3</sup>.



### **THE STANDARDS OF EDUCATION YOUNG INDIGENOUS PEOPLE ACHIEVE ARE SIGNIFICANTLY LOWER.**

Indigenous students achieve the NAPLAN national minimum standards in only one of the eight targeted Closing the Gap indicators (reading and numeracy for Years 3, 5, 7 and 9).

Outcomes for Indigenous students are substantially worse in remote areas, with a larger gap compared to non-Indigenous students<sup>4</sup>.

### **FEWER THAN HALF REMOTE INDIGENOUS STUDENTS MAKE IT THROUGH TO YEAR 12.**

At just 41.7 per cent, Aboriginal and Torres Strait Islander Year 12 attainment rates in remote and very remote regions are one-third lower than attainment rates in major cities (64.2 per cent). For non-Indigenous students the Year 12 attainment rate is 84.8 per cent<sup>5,6</sup>.



1. <https://closingthegap.bmc.gov.au/sites/default/files/ctg-report-2018.pdf>  
2. [https://education.nt.gov.au/\\_\\_data/assets/pdf\\_file/0003/484473/E-and-A-Web-2017-Table-3.pdf](https://education.nt.gov.au/__data/assets/pdf_file/0003/484473/E-and-A-Web-2017-Table-3.pdf)  
3. [https://education.nt.gov.au/\\_\\_data/assets/pdf\\_file/0003/484473/E-and-A-Web-2017-Table-3.pdf](https://education.nt.gov.au/__data/assets/pdf_file/0003/484473/E-and-A-Web-2017-Table-3.pdf)  
4. <https://closingthegap.bmc.gov.au/sites/default/files/ctg-report-2018.pdf>  
5. <https://closingthegap.bmc.gov.au/education>  
6. <http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/4221.0Main%20Features22017?opendocument&tabname=Summary&prodno=4221.0&issue=2017&num=&view=>

## HOW NASCA IS BUILDING POSITIVE FUTURES FOR YOUNG INDIGENOUS STUDENTS

In 2018 we worked with students in the communities of Yuelamu, Papunya, Haasts Bluff, Laramba, Ali Curung, Ntaria, Wutunugurra (Epenarra), Canteen Creek and Ti Tree. Relationship building is key to our success, we have worked consistently with a number of these communities for over ten years.

NASCA spends a week in each of our nine communities, three times per year. We offer a fourth week in the form of a leadership program to selected high-performing students which takes place in Sydney at the end of each year.

In 2018, we delivered over **1300 hours of educational and health programs to 819 students**, with a key focus on helping develop their confidence and self-awareness, as well as growing their leadership and communication skills using three program modules:

**Superheroes:** Identifying personal strengths, building self-confidence and self-esteem, developing leadership skills.

**Growth:** Focusing on the factors that contribute to healthy personal growth; healthy relationships, regular exercise, nutrition, sleep, hydration, participation and engagement by going to school every day.

**Brainpower:** Focusing on mental health and brain health.

Mentoring and role modelling are powerful levers of change and more than 40 volunteers from a range of social and professional backgrounds including teachers, athletes, social workers and journalists, helped our remote NT students in 2018. With support from our volunteers, our teams delivered:

380

HOURS

academic support  
(one-to-one classroom assistance)

234

HOURS

life-skills workshops

316

HOURS

physical education activities

434

HOURS

after-school activities and community engagement

“They learn the sports, but they also learn to lead, to be proud, confident and strong.”

David, Mt Allan assistant teacher and community leader

# Our Programs/NT Program

1,363

HOURS

2018  
NT Program

59%

Very remote  
NT school  
attendance\*

73%

NASCA  
program  
student  
attendance

14

NT students in  
attendance at  
2018 Leadership  
Camp

“A new  
program is  
good, kids will  
come because it’s  
something new  
and different.”

*Seraphina, Ti Tree  
assistant teacher*

Male 50%

819

2018 NT  
STUDENTS

Female 50%

**Papunya**

56.2%

-  
2.8%

**Haasts  
Bluff**

82.7%

+  
23.7%

**Ntaria**

73.0%

+  
14.0%

**Laramba**

77.5%

+  
18.5%

**Yuelamu**

77.1%

+  
18.1%

**Ti Tree**

71.3%

+  
12.3%

**AVERAGE**

73%

+  
14%

59%

VERY REMOTE  
NT SCHOOL  
ATTENDANCE

NASCA Attendance

Difference



# 53.5%

## BARKLY REGION SCHOOL ATTENDANCE

● NASCA  
Attendance

○ Difference

**Ali  
Curung**

63.0%

+  
9.5%

**Canteen  
Creek**

75.4%

+  
21.9%

**Epenarra**

66.2%

+  
12.7%

**AVERAGE**

**68.2%**

+  
14.7%

## Expanding our NT Program

**THE GROWING IMPACT OF OUR** Northern Territory program has seen it continue to expand and in 2018 we welcomed a new partnership with Ti Tree School.

Ti Tree School includes students from the nearby communities of Pmara Jutunta (Six Mile), Nturiya (Station) and Wilora (Stirling). With the help of six NASCA volunteers, we introduced three programs for Ti Tree students and began to build relationships in both the Pmara Jutunta and Nturiya communities.

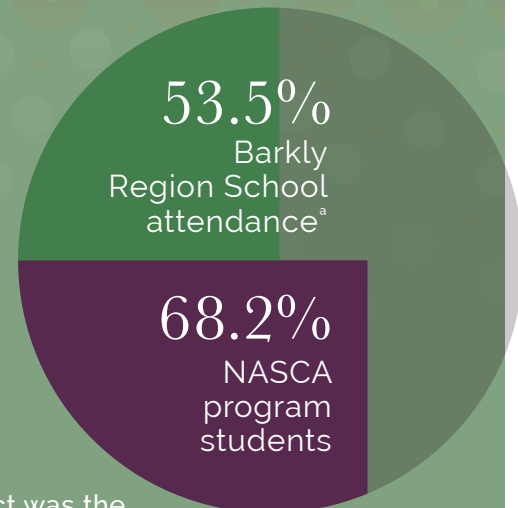
Community engagement is an important part of NASCA's success and in Pmara Jutunta and Nturiya we ran after school programs on alternate nights during our stay there and held community barbecues which are always a great way to meet the parents and families of our students.

Our very first Ti Tree program, which began in March, saw students script, produce and star in a short movie. The format of the movie was a news report in which the students interviewed each other about

their personal strengths or 'superpowers'. They then demonstrated their talents to the 'news crew'.

The movie project was the culmination of a week's work which focused on getting students to identify their personal talents, foster cultural pride and grow their self-esteem. Each of the students were challenged to step out of their comfort zones to speak and perform in front of the camera.

The end result was hugely entertaining and received great applause when we screened the film at a community barbecue. Parents, friends and families were all suitably impressed! We look forward to developing more projects with our Ti Tree students and local communities and building positive relationships that help our young Indigenous students make the most of their superpowers.



<sup>a</sup> [https://education.nt.gov.au/\\_\\_data/assets/pdf\\_file/0003/484473/E-and-A-Web-2017-Table-3.pdf](https://education.nt.gov.au/__data/assets/pdf_file/0003/484473/E-and-A-Web-2017-Table-3.pdf)

## Our Programs/NT Program

### NT Impact Story

Two years ago, NASCA began working intensively with Nancy\* at her school in Canteen Creek. Maintaining a continual connection with Nancy over multiple programs each year, NASCA helped Nancy see alternatives—and opportunities.

Faced with trying new or unfamiliar things, Nancy usually opted out. Her self-confidence suffered, as did her school work, which she often failed to complete. She'd even begun to think about dropping out of school. Nancy struggled to see herself ever being a successful student.

Knowing that it was critical to help Nancy feel secure, the NASCA team gave her the choice to participate in different activities that allowed her to shine in a fun, but non-threatening environment.

Helping students feel confident to try new things and step out of their comfort zones is one of the most important outcomes from the mentoring team at NASCA. With constant encouragement and support, the mentors become trusted role models who break down the barriers that keep Indigenous young people from reaching their potential at school.

Our students begin to see new talents and skills they never knew they had. New horizons open up as their interests broaden and their engagement at school deepens.

In Program 2, NASCA worked with the students on a plan to produce a video that showcased their superpowers, deciding on which scenes to shoot and how to film them.

It wasn't an easy exercise for Nancy who was still trying to overcome her intense shyness, but her peers didn't hesitate to point out how talented she was at basketball. Nancy was visibly moved by their encouragement which was reinforced by the NASCA mentors.

Since then, Nancy's self-confidence has grown enormously. She's much more willing to join in new activities—and not just ones run by NASCA, but school activities too. Nancy's teachers have praised her involvement in classroom activities and noticed that she feels more capable and confident when having a go at unfamiliar tasks.

Nancy is now one of the first students to get involved with NASCA activities when the team visits her school.

The difference NASCA's support has made to Nancy's school experience has been transformational, but it's the future possibilities she's opened up for herself for her education and beyond, that we're most excited about.

Nancy's school principal, Scott Whitelaw, captured the sentiment perfectly when he described NASCA's work at Canteen Creek this way:

“Students learn sporting skills, but it's more than just that. They are encouraged to get in and try their best—they are given skills to overcome hurdles. They become resilient.”





## Our Programs /

# Young Indigenous Pathways Program

### THE YOUNG INDIGENOUS PATHWAYS PROGRAM

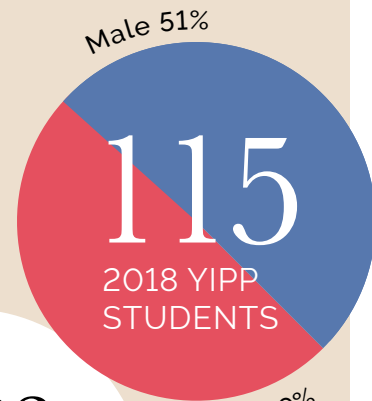
(YIPP) is a partnership between NASCA, Lendlease and GWS Giants AFL team. The program, which is currently being delivered to students in Years 8-10, was relaunched by NASCA in 2016 at two schools and its positive impact prompted an expansion to four schools in 2017.

The goal of YIPP is to ensure program graduates complete school as healthy young adults who are able to successfully transition into futures they determine themselves.

There are over 115 students currently benefiting from the program in four high schools:

- **Kingswood High School**
- **Windsor High School**
- **Richmond High School**
- **Glenmore Park High School**

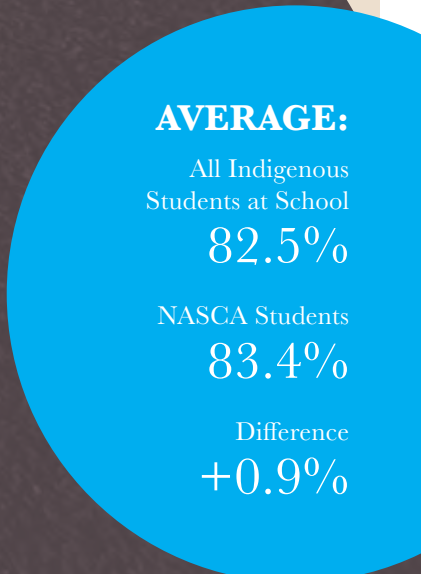
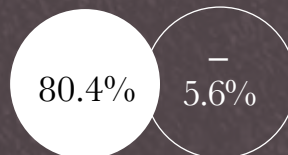
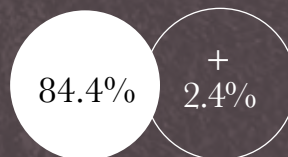
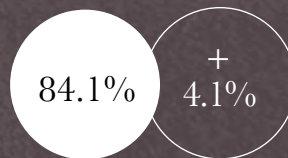
In 2018, NASCA team members spent 1,623 hours with students to deliver three major YIPP projects across three school terms including Cultural Connections, Leadership, and Work Readiness.



## All Indigenous Students at School

● NASCA Students

○ Difference





## YIPP Impact Story

Many young Indigenous people struggle with issues of cultural connection and identity that can wreak havoc on their self-esteem and undermine their performance at school. For many years, Sarah\*, a Year 9 student at Windsor High School, was ashamed of being Aboriginal.

Sarah's shame chipped away at her confidence and made her reserved and reluctant to participate in any of NASCA's Young Indigenous Pathways Program (YIPP) activities. During her first year in the program, Sarah was terrified of the idea of going on an excursion or being away overnight for a camp. Her profound lack of self-confidence was also on display in the classroom where she struggled to finish tasks and stay focused.

When Sarah met Lauren, a NASCA staff member who has worked at Glenmore Park since the program began there, it took some time to coax Sarah out of her shell. Lauren spent lots of time mentoring Sarah inside and outside the classroom and developed a trusted bond. Eventually, Sarah confided in Lauren that she has some health challenges which have affected her appearance and made her feel anxious and self-conscious.

Helping Sarah feel safe enough to share her worries with Lauren has helped unlock Sarah's potential. Together, Sarah and Lauren developed coping strategies that help Sarah deal with her health challenges when they surface. As a result, Sarah has become less self-conscious and more in control of her anxiety.

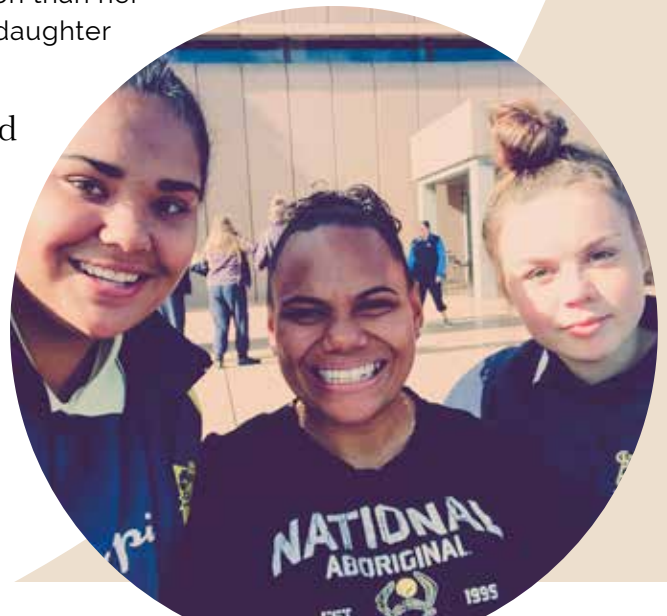
In the space of two years, NASCA's support has helped Sarah become a better student in the classroom and a culturally proud young Indigenous woman. She has connected with her culture and is excited to continue building her knowledge of it.

Sarah has even developed leadership skills that will help her succeed in whatever future she decides to pursue.

Since breaking through the issues that were holding her back, Sarah has attended every one of our YIPP extra-curricular activities, including a two-night camp in Redfern. She also enjoyed participating in NASCA's end of year trip to the Northern Territory.

Sarah's school teachers have applauded her increased focus in class and her new willingness to get involved in cultural activities. No-one, however, has been more impressed by Sarah's transformation than her mum who said the change she's witnessed in her daughter has been extraordinary:

“This time last year Sarah was ashamed about being Aboriginal and wouldn't even consider going on a one-night camp. Now, she's going to the Northern Territory with NASCA as one of their top 20 Aboriginal student leaders!”



## Our Programs

# South Sydney Academy

**WITH THE SUPPORT OF NASCA,** 98 young Indigenous students in Sydney's South have benefited from higher confidence, improved attendance rates and stronger engagement at school in 2018.

The high school students, aged 12-18, are currently in Years 7-12 at Alexandria Park School and Tempe High School.

We know that with the right support, school attendance rates of young Aboriginal and Torres Strait Islander students can increase. At Alexandria Park, the attendance rate of NASCA students in 2018 was more than five per cent higher than Indigenous students who were not part of the NASCA program. The attendance rate of NASCA students was also higher at Tempe High School.

By supporting Indigenous students with more than 1,477 hours of mentoring and activities that spanned education, health, sport and cultural leadership, NASCA helped young Indigenous people like Ken, a Year 10 student, build self-confidence and enjoy their time at school:

“NASCA has helped me feel comfortable at school. When I started I didn't know many people and so I didn't like coming. This year I have been more involved with the program which has helped my confidence and has made me enjoy being at school.”

*Ken, Year 10 student, Alexandria Park High School*

Strengthening Aboriginal identity within our young people is an important NASCA objective, particularly in urban settings where many Indigenous students have



been disconnected from culture. One of the year's biggest highlights was our successful partnership with the Art Gallery of NSW to deliver the Djamu Art Program.

'Djamu' means 'here I am' or 'here I come' in the Gadigal language and in this program, Indigenous students learnt about the Gallery's collection and vocational pathways in the arts. The program helped our Aboriginal and Torres Strait Islander young people re-connect with culture and create a strength-based environment that ultimately results in our young people becoming more engaged with learning. »



## Our Programs/South Sydney Academy

At Tempe High School, the cultural language program, Yala Gari, with Wiradjuri poet Lorna Munro, was a highlight for Indigenous students. Using the theme of this year's NAIDOC Week, 'Because of Her We Can', students explored language and culture by researching strong Aboriginal women throughout history, or a female role model they look up to and created an image to be placed around the school.

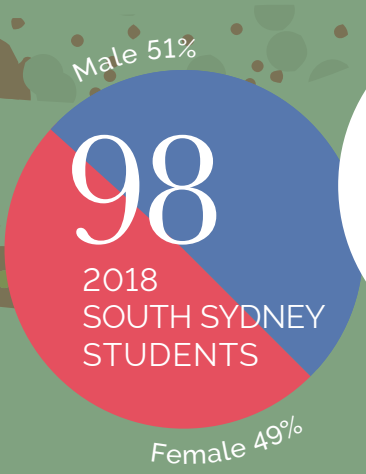
In collaboration with NASCA's Young Indigenous Pathways Program in Western Sydney and Central Western NSW Academy, South Sydney Academy students also participated in a three-day leadership camp.

Students undertook a range of physical and mental challenges designed to improve their own self-confidence and help them understand the importance of teamwork and camaraderie. One of the highlights of the camp was the Inaugural First Nations Cup, an event that was put together by NASCA and AFL NSW/ACT as well as Traditional Indigenous Games and AFL 9's. Our young students were thrilled to have members of the Sydney Swans and GWS Giants with us for the camp.

“All NASCA students are provided with the tools and support to navigate through their school journey. They are provided with a culturally safe space to explore their interests and are challenged to set goals for themselves whether it be attendance based, academic based, changes to lifestyle, help with employment or sporting assistance. Through this we hope to see all our students transition into strong and proud adults whether that is going to university, undertaking traineeships or apprenticeships or being a healthy and happy individual.”

*Blake Borgia, NASCA Program Manager*

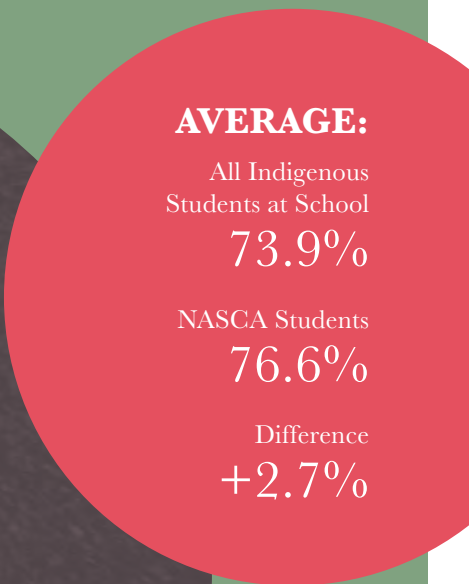
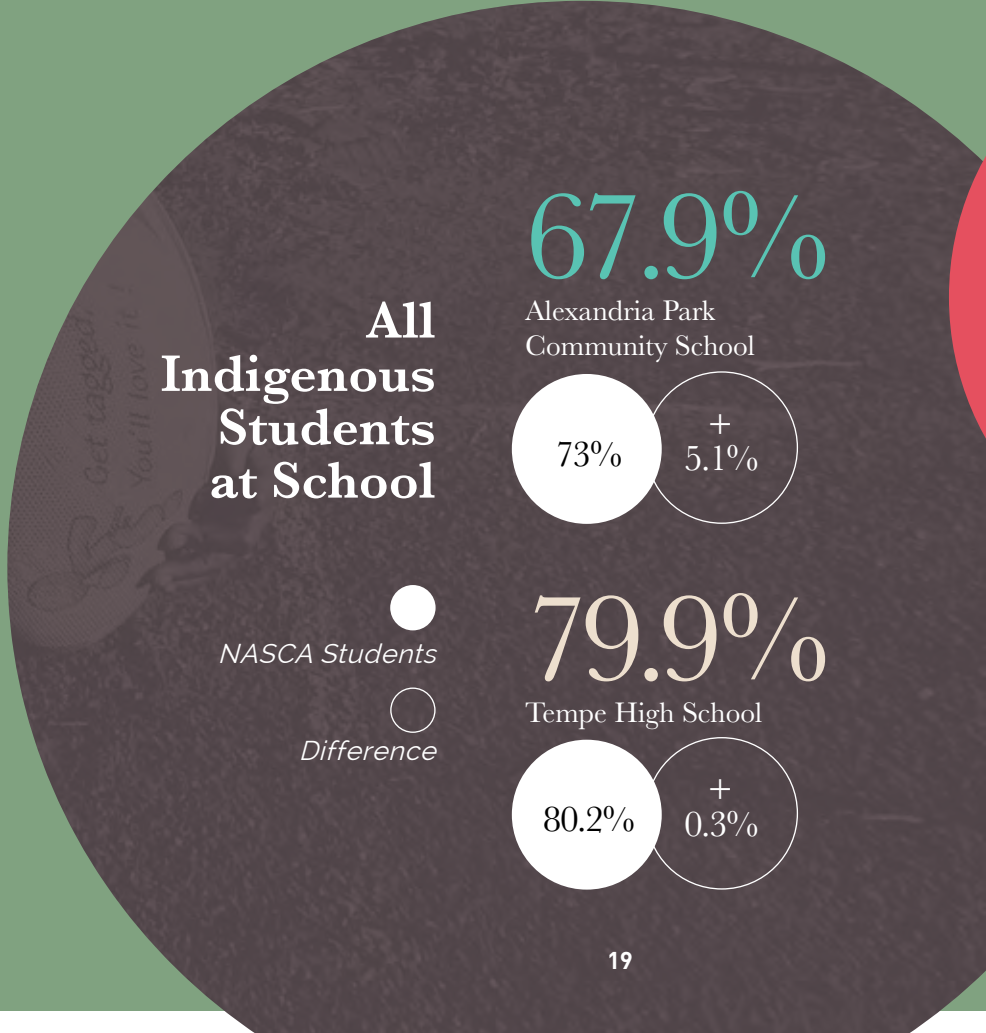




**1,477**  
HOURS  
2018 South Sydney Program

**25**  
South Sydney students in attendance at the 2018 Leadership Camp

**1**  
*Vice Captain, Tempe High School*  
School Captaincies



### South Sydney Impact Story

James\* is in Year 10 at Alexandria Park Community School. Though he's a talented athlete, James hasn't felt comfortable at school and never believed he was good enough to join a sports team.

When NASCA first started working with James two years ago, his lack of self-confidence made every day at school a struggle. He was unmotivated, often late for class and sometimes didn't go to school at all.

James fell behind in his subjects and began to feel even more disconnected from his peers. Being away from school impacted not just his academic results, but his friendships and social groups too.

With NASCA's help, James slowly began to choose a different future for himself. He responded well to one-on-one mentoring and tailored support in-class and during external activities. He uncovered new skills and interests by participating in the Art Project which combined culture and art in a way that James had never experienced before.

Each of these activities helped nourish and grow James' confidence, but the sport sessions were where he really showcased his potential. On the sporting field, James was a talented and enthusiastic athlete. He became more confident during games and showed great leadership among his peers without realising he was doing it. Every time James finished a NASCA sport session, he stood a little taller and became prouder of himself.

Away from the sports field, the NASCA team provided a safe space for James to share how he's feeling and talk through any concerns during lunch time and free period catch-ups.

Backed by a Personalised Learning Plan, James is now looking forward to moving on to senior school and starting Year 11.

With NASCA's support, James' self-confidence and school attendance have both vastly improved, and his leadership skills are blossoming. His teachers have praised his progress and the effort he has put into improving his grades.

In the space of two years, James has laid the groundwork for a future he's excited about. He was ecstatic to learn that his commitment and hard work earned him a spot in NASCA's Northern Territory trip in October. We know that for James, this is just the beginning.





## Our Programs/ Central Western NSW Academy

### **NASCA'S CAREFULLY DESIGNED**

projects and tailored support delivered powerful results in Central Western NSW this year.

Working before, during and after school in two local high schools, Narromine High School and Wellington High School, 74 Dubbo students from Years 7-12 thrived from the 1,543 hours of support provided by the NASCA team, predominantly in the area of academic and educational activities.

This year, in partnership with our schools, NASCA added a second day of support each week at both schools. The extra day has been enthusiastically received by students and school staff and has enabled us to provide deeper support, particularly game-changing one-to-one support that responds to individual needs. The impact of our work was further enhanced by the addition of a third NASCA team member at the start of term two.

One of the results we're most proud of this year is the 11 per cent increase in school attendance we achieved at Narromine High School (87.6 per cent for NASCA students as compared to 76.6 per cent for non-NASCA Indigenous students).

Helping our young Indigenous students stay engaged at school is a critical

objective of NASCA's work. Our team members create innovative, culturally appropriate programs that meet the unique needs of local Indigenous students.

In 2018, the highlight of our cultural program was the River to Retention Project, presented in collaboration with Goanna WoodWorks. The program, which was delivered at Wellington High School in term one, was designed collaboratively by NASCA staff member Travis Hill and Cultural Advisors Adam Ryan and Tim Naden.

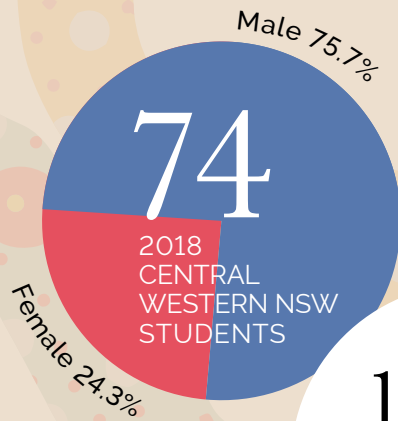
River to Retention targeted students who had very low school attendance and poor engagement with schooling. The results were outstanding with every student in the project improving their attendance significantly.

A number of students improved their school attendance from 45 per cent to 78 per cent in a single school term.

Encouraged by the incredible success at Wellington High School, NASCA implemented River to Retention at Narromine High School in term two where the project was exclusively culture-based, with the boys making didgeridoos and the girls making clapsticks. Tim Naden believes it was one of the best programs he has helped deliver to students in NSW, especially seeing similar results in Narromine.

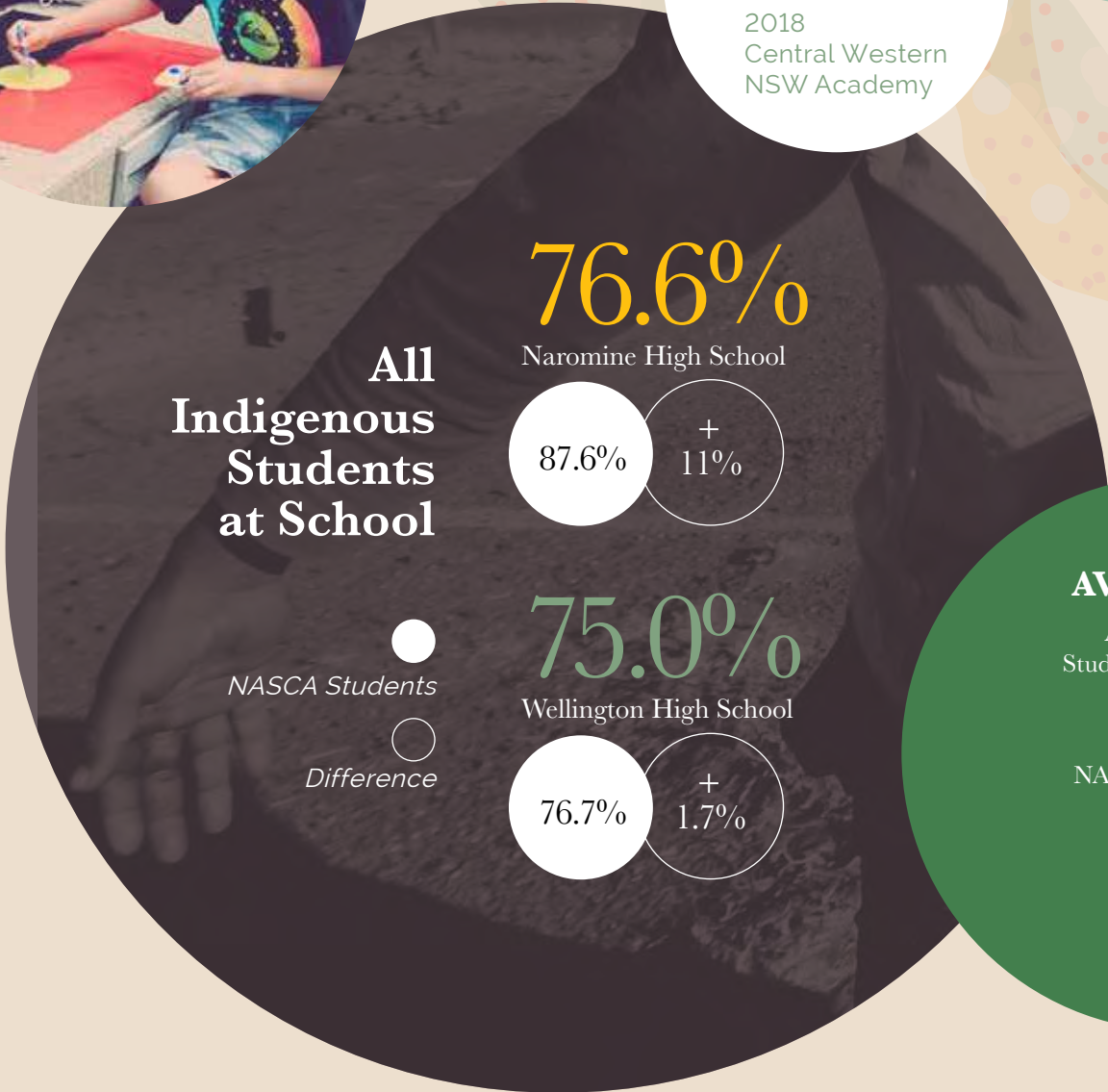
We're also working to develop and support the young Indigenous leaders of tomorrow, with Dubbo area students bringing great passion and energy to NASCA's three-day leadership camp.

# Our Programs / Central Western NSW Academy



**1,543**  
HOURS  
2018  
Central Western  
NSW Academy

**10**  
Central Western  
NSW students in  
attendance at the  
2018 Leadership  
Camp



**AVERAGE:**  
All Indigenous  
Students at School  
**75.8%**  
NASCA Students  
**82.2%**  
Difference  
**+6.4%**



## Central Western NSW Impact Story

*F*or the past three years, NASCA has provided dedicated support to Alan, a student at Wellington High School in the Dubbo region.

Like many teenagers, Alan found it hard to stay motivated at school. He began to arrive late to school and missed many classes and social opportunities. His lack of engagement in his learning worsened and affected his self-esteem.

Our NASCA team members have stuck by Alan's side and helped him see that he's got what it takes to turn things around. Working closely with him during lunch breaks and free periods, NASCA staff have built strong relationships with Alan who has begun to show promising improvements.

The one-on-one mentoring, in-class support and external activities have had an enormously positive impact on Alan whose self-confidence has improved along with his attendance and engagement at school. He now sees opportunities where before he saw none, and used NASCA's Northern Territory trip to learn more about himself, his cultural identity and the future he wants to design for himself.



## Our Programs/

# Airds Program

**THE NEWEST ADDITION TO** NASCA's programs is a partnership with Airds High School in Campbelltown. The Airds Program, which opened for enrolment in August 2018, provides valuable support to 80-100 young Aboriginal and Torres Strait Islander students aged 12-18. In partnership with Viva Energy Australia, NASCA is committed to bringing positive social change for young people in Airds over the next three years.

School attendance rates for Indigenous students at Airds High School are significantly lower than the NSW averages for both Indigenous and non-Indigenous students. Using a combination of NASCA's game-changing educational and cultural support, before-school sports, weekend excursions and special events such as the NASCA Olympics and a cultural camp in term four, we aim to effect swift and enduring improvements to attendance and school engagement.

The Airds Program is grounded in the proven success of NASCA's Academy Model which has delivered tremendous success for more than a decade in Central Western NSW and South Sydney. The program focuses on an holistic approach of community engagement, using community barbecues, community events and the active involvement in the program by local community members.

One of the key therapeutic approaches at the Airds Program is the creation of community as method which allows our young Indigenous students to build a platform for peer-to-peer support, while also engaging all students within the high school to create a more culturally safe environment. By empowering the young people

participating in the program, we help them develop an important sense of ownership and pride in the program and foster a stronger sense of belonging and safety within Airds High School.

To help create that community as well as build leadership and communication skills, community leaders (one female and one male from each stage group) are nominated each fortnight. These community leaders help with the general running of the program and provide additional emotional and behavioural support to their peers if needed.

Our young Indigenous students are encouraged to look out for each other during the week as well as helping to support community members when they may be doing the wrong thing, either at school or away from school. A 'buddy system' helps strengthen peer-to-peer support with students being partnered up for regular check-ins.

Recognising and celebrating student achievements and positive behaviours plays an important role in NASCA's programs. The Airds program uses OnYa's, a laminated card which is awarded to any young person who does outstanding work or shows great improvement in any part of the program. The male and female students from each stage group with the most OnYa's are awarded 'Deadly student of the fortnight'.

Three NASCA team members provide in-class support on Mondays and four team members deliver two two-hour workshops every Friday that explore the theme students have helped set for that term. Our theme for term three was cultural connection and pride, and term four's theme was 'fit mind, fit body'.

The creation of community and the introduction of peer support are key outcomes of the Airds Program, that will have a lasting impact for students, contributing to better mental health outcomes for young people facing social disadvantage.

The Airds Program has current funding from Viva Energy Australia for three years.

# Airds Impact Story

Jessica\* was a shy 13 year old girl who suffered from anxiety. She was reluctant to join the NASCA program when it started at Airds High School in Term 3, as the fear of the unknown would make her feel nervous and uncomfortable. With friendly persuasion from staff at school, Jessica gained the confidence to join the first NASCA workshop.

As Jessica transitioned into the NASCA community, she slowly started to come out of her shell. The program sparked an interest in her to learn more about her culture. She commented how this understanding and awareness of her culture gave her a greater sense of belonging.

Jessica's confidence went from strength to strength through regular NASCA group workshops as well as her increased cultural pride. This newfound confidence was particularly evident when she was speaking to groups of people. Teachers also had positively impacted other aspects of her life.

The pinnacle moment for Jessica was when she was appointed a NASCA Community Leader. Jessica took on roles and responsibilities that she had never had before, and with this her confidence and leadership skills thrived.

Jessica has mentioned to NASCA staff that she is looking forward to future programs, as well as weekend excursions with the team.

“Dear NASCA thank you for having us, we all appreciate the help you have given us. It has made me confident about myself”.



The Airds Programs is generously funded by Viva Energy Australia

# OUR IMPACT IN 2018



**Achievements**

2

School Captains

6,006

Total number of program hours delivered

89

Number of students at Leadership Camp

4,903

In class support

80

Number of volunteers in 2018

33%

Highest % uplift in school attendance during NT programs

594

Health & Professional Development hours

3,055

Number of hours donated by volunteers

1,157

Total number of NASCA Beneficiaries

100

Number of work ready accreditations

\$60k

donated by over 600 supporters



**Mark  
Heiss,**  
*Chairperson*

Mark is a Wiradjuri man from Sydney who is the Director of Innovation 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, and creating quality professional learning for teachers.
- He was the first Aboriginal person to be named team captain for the University of Sydney at the Australian University Games.
- Mark holds a Masters in Educational Leadership degree and is an ACEL New Voice Scholarship recipient.



**David  
Liddiard**  
**OAM,**  
*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
- 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'.

# Our Board



Aaron  
Simon

Aaron is an Anawan and Biripi man from Western Sydney with 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 a holistic promotion of mental, physical and spiritual health to Aboriginal communities.



Barbie-Lee  
Kirby

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

- Barbie-Lee was a NASCA participant whilst playing representative netball where she was selected into the NSW emerging athletes program.
- She was the first woman to be awarded CareerTrackers student of the year in 2016 and was co-founder and president of the first UTS Indigenous club which creates an Indigenous presence on the UTS campus and an awareness and celebration of Indigenous culture.





Chloe  
Wighton

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

- Chloe graduated with a Bachelor of Arts majoring in Archaeology in 2015, and has since commenced her Master of Museum and Heritage Studies.
- She is proudly a former participant and Graduate of NASCA's Central Western NSW Academy.
- She has been recognised for her strong advocacy in the community with a nomination for Young Australian of the Year in 2014 and recipient of the 2015 University of Sydney's Alumni Award for the Sister Alison Bush Medal.



Jason  
Ardler,  
*PSM*

Jason is a Yuin man from the South Coast of New South Wales, with 20 years of experience working with Aboriginal communities in the design and delivery of Aboriginal affairs policy 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 (now the Office of Environment and Heritage), focusing on strengthening Aboriginal community connections to country and culture.
- He is the current Head of Aboriginal Affairs NSW, leading policy and program development across economic participation, community governance, environmental health, improved service delivery and culture and language.
- Jason was awarded the Public Service Medal (PSM) in the 2018 Queen's Birthday Honours for outstanding public service to Indigenous people in NSW.





**Kristal  
Kinsela-Christie**

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

- In 2017, Kristal was awarded NSW Aboriginal Woman of the Year and Supplier Diversity Advocate of the Year, recognised for her outstanding contribution in working with Indigenous communities, Indigenous businesses, leaders and women across Australia.
- Kristal's business Indigenous Professional Services was awarded the coveted 2018 Supply Nation Certified Supplier of the Year, recognised as a business leader for its exceptional growth as a business and advocacy of the Indigenous business sector
- She also volunteers her time as an Inspiring Rare Birds Mentor and the Sydney Ambassador for Indigenous Women in Business network.



**Lachlan  
McDaniel**

Lachlan McDaniel belongs to the Kilari Clan of the Wiradjuri Nation. He has been engaged by a range of sectors to assist organisations to improve their engagement with Aboriginal and Torres Strait Islander communities. His experience extends to political campaigning and improving organisations Indigenous Engagement in the not-for-profit and corporate business sector.

- He completed a Bachelor of Arts/Laws at Macquarie University. Pursuing his passion for empowering Indigenous people through self determination, Lachlan also studied Canadian First Nations history, law, and politics at the University of Calgary.
- He completed a Continuing Education Certificate in Indigenous Governance at the Native Nations Institute of the University of Arizona.
- He is currently undertaking his Masters, researching Wiradjuri cultural revitalisation.

# Finance

The following report is an excerpt from NASCA's general purpose report for the financial year ending 30 June 2018.

## 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 2018 and its performance for the year ended that date.

Signed in accordance with a resolution of the Board of Directors



Mark Heiss, Director

Dated: 16 November, 2018

# **Graeme Kay CA**

**Registered Company Auditor**

**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS  
NATIONAL ABORIGINAL SPORTING CHANCE ACADEMY  
ABN 66 442 463 291**

## Report on the Audit of the Financial Report

### Opinion

I have audited the accompanying financial report, being a general purpose financial report, of National Aboriginal Sporting Chance Academy (the Academy) which comprises the statement of financial position, the statement of profit and loss, statement of changes in equity and statement of cash flow for the year ended 30 June 2018, notes comprising a summary of significant accounting policies and other explanatory information and the directors' declaration.

In my opinion, the accompanying financial report presents fairly, in all material aspects, the financial position of the Academy as at 30 June 2018 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements and the requirements of the Corporations (Aboriginal and Torres Strait Islander) Act 2006.

### Basis of the Opinion

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

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

### Emphasis of Matter—Basis of Accounting

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

### Responsibilities of the Committee for the Financial Report

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

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

**Auditor's Responsibilities for the Audit of the Financial Report**

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

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

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions misrepresentations, or the override of internal control.
- Obtain an understanding of internal relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion of the effectiveness of the Academy's internal control.
- Evaluate the appropriateness of accounting policies use and the reasonableness of accounting estimates and relate disclosers made by the committee.
- Conclude on the appropriateness of the committee's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists relate to events or conditions that may cause significant doubt on the association's ability to continue as a going concern. If I conclude that a material uncertainty exists, I are required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Academy to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a matter that achieves fair presentation.

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

<b>Auditor's name:</b>	<b>Address:</b>	<b>Dated this</b>
Graeme Kay CA	77/192 Vimiera Road	16 day of November 2018
Registered Company Auditor	Marsfield NSW 2122	

**NATIONAL ABORIGINAL SPORTING CHANCE ACADEMY**  
**ABN 66 442 463 291**  
**STATEMENT OF PROFIT OR LOSS FOR THE YEAR ENDED 30 JUNE 2018**

	<b>2018</b>	<b>2017</b>
Revenue	1,348,243	1,466,405
Less: direct program expenses	(267,139)	(330,612)
Less: staffing expenses	(949,678)	(942,609)
Less: other expenses from ordinary operations	(155,383)	(171,203)
(Loss)/Profit before income tax	(23,957)	21,981
Income tax expenses	-	-
<b>(Loss)/Profit for the period</b>	<b>(23,957)</b>	<b>21,981</b>

# Our acknowledgements and thanks

NASCA works with many partners to create impact and we know that it's only by acting together that we can achieve our vision of a proud, prosperous, healthy Australia—one where Aboriginal and Torres Strait Islander young people thrive.

We are passionate believers in the inherent strength and experience of Aboriginal and Torres Strait Islander communities. We know that empowering Indigenous communities and organisations will lead to the best outcomes for our young people.

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

We would also like to acknowledge the broad range of partner organisations we work with to enhance our educational and sporting programs and the Department of Prime Minister and Cabinet for its ongoing support.

NASCA works with a wide range of corporate partners to achieve positive outcomes for Aboriginal and Torres Strait Islander young people. We would like to give special thanks to Lendlease and Greater Western Sydney Giants who partner with us to support our Young Indigenous Pathways Program. We would also like to acknowledge Viva Energy Australia and their valuable support in 2018 which has enabled us to begin the Airs Program in South Western Sydney.

Our Inner Circle partners are organisations that partner with NASCA to support our work. We would like to give thanks to DLA Piper, Sydney Swans, UTS Jumbunna and our new 2018 Inner Circle Member, ARA Group.

We know it's going to take the continued efforts of all of us working together to help our Aboriginal and Torres Strait Islander young people achieve their dreams and it's for that reason that NASCA would like to give special thanks to our supporters who volunteered their time, raised funds, donated to us and were our biggest advocates. Each and everyone one of you has made a positive impact to the lives of our young people.

## With special thanks to our 2018 supporters:

ARA Group  
Ashursts  
Department of Prime Minister and Cabinet  
DLA Piper  
Greater Western Sydney Giants  
Lendlease  
Lush Cosmetics  
National Centre of Indigenous Excellence  
PWC  
Sydney Swans  
UTS Jumbunna  
Viva Energy Australia

## We would also like to acknowledge all the wonderful volunteers who have worked with us in 2018:

**NT Program:** Emily Ades, Khyiah Angel, Angus Begg, Joshua Brown, Jessica Bye, Michael Cahill, Amber Cameron, Rhys Cummins, April Davis, Tegan Dennehy, Annabel Downing, Brendan Eime, Matthew Faulkner, Maili Forbes, Peter Gleeson, Emily Glenn, Hannah Gow, Lisa Grieve, Skye Haigh, Mark Heiss, Lara Johnston, Kasey Kelly, Sylvia Ly, Laura Mangen, Josephine Marshall, Lachlan McLeod, Charlotte Mortlock, Breda Murphy, Lily Murray, Laura O'Neill, Jaime Pappas, Skye Parsons, Lucy Reed, Madeleine Richey, Calum Robertson, Peter Rothwell, Tony Scarcella, Marianne Schafer-Gardine, Danielle Sullivan, Josie Waters, Hannah Williams & Stuart Wright.

**South Sydney Academy:** Kevin Beltrame, Amanda Dass, Terry Denzil, Hilton Donovan, April Edwards, Charlee-Sue Frail, William Hickey, Alicia Johnson, Nicole Johnson, John Leha, Bruce Liddell, Tylah Mundine, Jenny Munro, Lorna Munro, Jamie-Lee Nolan, Jackie Oliveira, Matt Roden, Maija Rove, Wesley Shaw, Richard Short, Brittany Simpson, Catherine Sullivan, Karen Truong, Leanne Turner, Michelle Walsh & Jo Wolles.

**Central Western NSW Academy:** Shelly Bayliss, Jay Forrester, Dylan Hill, John Hill, Amy Mines, Tim Naden, Nathan Peckham & Billy Stanley.

**Young Indigenous Pathways Program :** Kim Darcy, Jamie Petchy & Danielle Sullivan.



Life



[www.nasca.org.au](http://www.nasca.org.au)