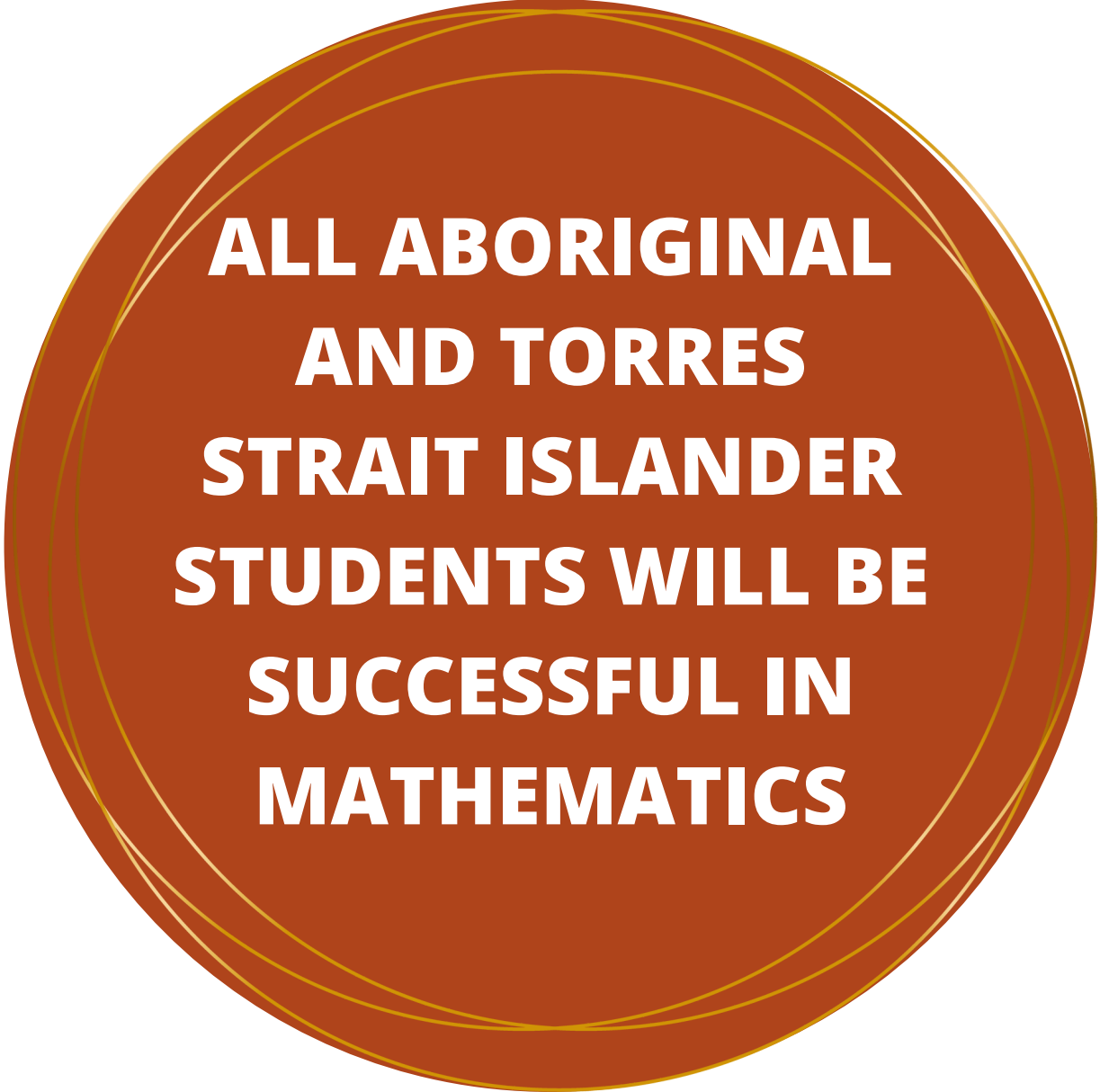




**ABORIGINAL & TORRES STRAIT ISLANDER
MATHEMATICS ALLIANCE**

ANNUAL REPORT

OCT 2020 - SEPT 2021



**ALL ABORIGINAL
AND TORRES
STRAIT ISLANDER
STUDENTS WILL BE
SUCCESSFUL IN
MATHEMATICS**



CHAIR - PROF. CHRIS MATTHEWS

First, I would like to acknowledge all Aboriginal and Torres Strait Islander people, their Elders and Ancestors from our many Nations across Australia. I would like to acknowledge that our Elders, our people, do an incredible amount of work to Care for our Country, Care for our Communities and Education of our children for the future. ATSIMA aims to work in partnership with our Communities across all our Nations to improve mathematics outcomes for Aboriginal and Torres Strait Islander learners in connection to their Community, their Country, their Culture.

I would like to welcome all members to the ATSIMA's 2021 Annual General Meeting and submit the 2021 Annual Report as a summary of our activities and financial position. This year has been a year of growth where we have seen a significant increase in our membership base, we have engaged an increasing number of schools, particularly in NSW with the support of the NSW Department of Education, we have created more resources for our resource portal, and worked with CSIRO and the University of Adelaide to develop on-line resources/MOOCs, and worked with Tanarra Philanthropic to further develop our strategic plan and business model which will help us connect with potential donors.

This increase in activity has also generated more interest in ATSIMA and our approach to mathematics education as well as improving our financial position. We expect this growth will continue into the following year.

I would also like to thank our Board for their continued commitment to ATSIMA that has helped set our strategic direction and expand our networks across education, government and business sectors. I would also like to thank Melinda Pearson for her tireless efforts, working beyond her role as the Business Manager of ATISMA, that has shaped ATSIMA as a professional organisation. Melinda has also been instrumental in developing partnerships and shaping future opportunities for ATSIMA. I would also like to thank Caty Morris for her support and volunteering her time to ATSIMA to help develop and support the full range of activities that ATSIMA is currently engaged in.

Last, I would like to thank all our 1,000+ members for supporting ATSIMA, which has given significant weight to the importance of our work and our vision. I would also like to thank our members and organisation members that have decided to take on the paid membership. These funds are an important contribution to ATSIMA and we will endeavour to work on our commitment to you through resource development and other member opportunities.

Again, thanks to everyone's support, thanks for participating in the AGM, and look forward to what 2022 has to offer.

BOARD MEMBERS



CHAIR - PROF. CHRIS MATTHEWS

Prof. Chris Matthews is from the Quandamooka people of Minjerribah (Stradbroke Island) in Queensland, Australia. Chris received a PhD in applied mathematics from Griffith University and was a Senior Lecturer in applied mathematics at the Griffith School of Environment, Griffith University. Over the last ten years, Chris developed a deeper interest in mathematics education for Aboriginal and Torres Strait Islander learners and exploring the connections between mathematics and Aboriginal and Torres Strait Islander knowledge. Chris is currently the Chair of the Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA) that aims to transform mathematics education for Aboriginal and Torres Strait Islander learners. Chris has recently been appointed the Associate Dean (Indigenous Leadership and Engagement) in the Science Faculty at University Technology of Sydney (UTS). As part of this role, Chris will be leading a team of academics to transform the Science curriculum to meet the Indigenous Graduate Attribute and develop a Community of Indigenous STEM professionals at UTS.



PROF. MARK ROSE

Prof. Mark Rose is an Aboriginal man traditionally linked to the Gunditjmara Nation of western Victoria. With a forty-year career in education, Mark has contributed to a broad range of educational settings within the state as well as nationally and internationally. At a state and national level and with community endorsement Mark has served on five ministerial advisory committees. In 2003-2005, Mark co-chaired the Victorian Implementation Review of Royal Commission into Aboriginal Deaths in Custody. In the last fifteen years Mark has held senior academic positions and in 2020 he became the inaugural Pro-Vice Chancellor at Deakin University. Mark's commitment to Aboriginal and Torres Strait Islander education is seen in his role in community groups such as the Victorian Aboriginal Education Association Inc (VAEAI) and the raft of statutory bodies he sits on. Mark is often drawn upon for keynotes and media.



DR CATY MORRIS

Dr Caty Morris is the Curriculum Specialist, Aboriginal and Torres Strait Islander Education at ACARA. In 2017, she received a doctorate for her research in responsive mathematics pedagogy with Aboriginal learners. Her work in both mathematics education and Aboriginal and Torres Strait Islander education has been at school, regional, state and national levels in various teaching and leadership positions from remote to inner city settings. During 2009-2014, Caty managed a Closing the Gap project for the Australian Association of Mathematics Teachers to improve mathematics and numeracy learning outcomes of urban and regional Aboriginal and Torres Strait Islander students in seven clusters of schools across Australia.

BOARD MEMBERS



JESSICA JEEVES

Jessica currently manages partnerships and stakeholder relations at the Indigenous Land and Sea Corporation (ILSC) which she joined after five years at the Business Council of Australia (BCA) where she led increases in Indigenous employment and procurement among large Australian corporations.

Jessica also spent five years at Reconciliation Australia as a part of the team that developed the Reconciliation Action Plan program. Jessica has lived and worked in remote Aboriginal communities and across corporate, not-for-profit and government sectors to support Indigenous-led enterprise and opportunity. Jessica lives on Kurna country with her family and camp dog.



WILL MORONY

Will Morony retired as Chief Executive Officer of the Australian Association of Mathematics Teachers (AAMT) in 2018. He came to the Association in 1997 after a 12 year career as a teacher of secondary mathematics and physics in South Australian schools, and ten years as a senior mathematics officer in the curriculum section of the South Australian education department, during which time he was involved in several national initiatives in mathematics. As AAMT CEO, Will had oversight of the Association's activities. He took an active national leadership role in AAMT's work to represent and support the Association's members in a range of areas including curriculum and materials development, policy, professional learning, progressing national agendas such as numeracy, Indigenous students' learning of mathematics and integrated STEM education.

Will's direct engagement in supporting the learning of mathematics began in the early 1990s when he taught mathematics in the early years of the Aboriginal Summer School or Excellence in Technology and Science (ASSETS), an initiative of the University of SA. While at AAMT he led several significant projects in the area and helped facilitate the establishment of ATSIMA, becoming an inaugural Board member.

In retirement, Will has continued his involvement in the field as a consultant to several national initiatives and as a member of the ATSIMA Board. He is the Chair of the Local Organising Committee for the Fifteenth International Congress on Mathematics Education (ICME15) to be held in Sydney in July 2024.

STRATEGIC PLAN

ATSIMA STRATEGIC PLAN 2021-2023



OUR VISION

All Aboriginal and Torres Strait Islander learners are successful in mathematics

OUR MISSION

Create a revolution to transform the teaching and learning of mathematics so Aboriginal and Torres Strait Islander learners can realise their potential in mathematics and life

OUR POINT OF DIFFERENCE

ATSIMA is the only national, Indigenous led non-profit focused exclusively on ensuring mathematics is accessible to Aboriginal and Torres Strait Islander learners in pursuing their aspirations

OUR THEORY OF CHANGE

The problem is that mathematics education is failing Aboriginal and Torres Strait Islander students. So if we work with educators to build awareness and develop culturally responsive pedagogy, curriculum and resources the results should be Aboriginal and Torres Strait Islander students find relevance and success in mathematics, as an Aboriginal and Torres Strait Islander person, and eventually lead to long term change where mathematics is no longer a barrier to self determination.

OUR STRATEGY GOAL 2023

To see at least 1,000 educators use our 'learning content' in schools with a significant proportion of Aboriginal and Torres Strait Islander students (K-12) with 20% of these educators endorsing ATSIMA content

STRATEGIC PRIORITIES

HOW

OUR TARGETS

2023 SUCCESS LOOKS LIKE

Create Indigenous education initiatives in mathematics

Develop culturally responsive mathematics programs, curriculum and resources for teaching and teacher education

- Classroom resources/models are created from ideas, stories and evidence base.
- ATSIMA online platforms are created for members and non-members to access resources.
- Professional Learning Programs are created for in-service educators.
- Our content is aligned to the Australian Curriculum: Mathematics and the CCP.
- ATSIMA advisory services are provided to other organisations.
- STEM camps are implemented in states/territories in collaboration with education organisations.

- Suite of ATSIMA classroom resources accessed and utilised by educators.
- Professional learning programs developed and updated as required.
- An online portal accessible to members.
- Students are selecting STEM based pathways.

Inspire & equip educators

Build awareness and confidence and equip educators to use our approaches, tools and knowledge

- ATSIMA PL program (including biennial conferences and webinar series), its distribution and growth strategies designed and in action
- ATSIMA School Program (collaborative) active, with built in growth component e.g. train the trainer.
- Digital portal established to access resources.
- Illustrations of practice on our portal.
- Contracted PL sessions with education departments in at least 5 state/territory and other organisations.
- A talent pool of cultural and mathematics education experts is established and contributing to program delivery.

- At least 100 x PL sessions delivered
- At least 500 classroom resources downloaded.
- ATSIMA is the 'go to' place for Indigenous maths resources.
- ATSIMA's talent pool is being engaged to deliver programs.

Know & share our impact

Develop an impact measurement framework to capture and share our progress

- Means for gathering data on engagement and impact designed into all resources or resource delivery mechanism, and PL programs.
- Baseline data obtained on participating schools, proportion Indigenous students, locations etc.
- 3Yr (achievable) plan to track and report our impact in place.
- We have delivered on our strategic goal. (year 3 Impact public report)
- Communication plan enacted to share our work and progress.

- Yr 1- 3 impact reporting demonstrates we are tracking well to achieve our goal.
- Indigenous perspectives embedded in national curriculum.
- At least 20 media articles published.
- Increased membership to 1500.

ATSIMA ongoing success

Build an operating model for growth & sustainability:
People resources
Financial strength
Digital capabilities

- Revenue model & Product Strategy developed and in use including tracking mechanisms.
- Operational plan developed and monitored.
- Organisational structure in place with defined roles, responsibilities and KPIs, and promoting growth.
- Technology Strategy including online virtual classroom portal for members.
- Annual Communications plan to attract new schools, stakeholders, investors/supporters, and members.
- Strategic partnerships established and nurtured.
- ATSIMA Board has relevant skill set, is high functioning and engaged.
- We're supporting educators and schools with a high proportion of Indigenous students.

- Strong business cases established for ongoing support.
- All plans, models, strategies, implemented and on target.
- By 2023 ATSIMA is making money and scaling its services to benefit more students.

OUR MISSION

CREATE A REVOLUTION TO TRANSFORM THE TEACHING AND LEARNING OF MATHEMATICS SO FIRST NATIONS AUSTRALIAN LEARNERS CAN REALISE THEIR POTENTIAL IN MATHEMATICS, AND IN LIFE

OUR POINT OF DIFFERENCE

ATSIMA IS THE ONLY NATIONAL INDIGENOUS-LED NON-PROFIT FOCUSED EXCLUSIVELY ON ENSURING MATHEMATICS IS ACCESSIBLE TO FIRST NATIONS AUSTRALIAN LEARNERS IN PURSUING THEIR ASPIRATIONS

CREATE INDIGENOUS EDUCATION INITIATIVES IN MATHEMATICS

Develop culturally responsive mathematics programs, curriculum and resources for teaching and teacher education

RESOURCES

FIREFLY EDUCATION

Early in 2021, ATSIMA worked with Firefly Education to create video resources to include on the ATSIMA website. These resources are owned by both organisations. ATSIMA created 3 main videos: teaching linear equations; maths as storytelling; and teaching trigonometry through kinship systems. The videos were published in March and are available to ATSIMA members. They have also been made available to the ATSIMA/NSW Connected Communities schools as part of the professional learning collaboration between the NSW Department of Education and ATSIMA.

MATHS PATHWAYS

ATSIMA has an MOU with Maths Pathways relating to updating the *Interactive numeracies: Maths situations in everyday Indigenous family and community life* resource which was originally created by the Department for Education in South Australia. The resource was funded through a literacy/numeracy grant from the Australian Government (AG). ATSIMA has permission to update the resources in collaboration with Maths Pathways who recently joined ATSIMA as an Organisation member. This is an ongoing project which will carry through to 2022.

PLANNING TOOL

A planning tool has been developed for the ATSIMA/NSW Connected Communities project that focuses on Prof. Matthews' Goompi Model and the new content elaborations in the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority for the revised Australian Curriculum: Mathematics. This tool will continue to be developed and refined and used with other professional learning programs.

ONLINE PLATFORMS

ATSIMA WEBSITE

The University of Melbourne funded a new website build for ATSIMA. The website was built by Liam Ridgeway through Ngakkan Nyaagu Indigenous Digital Services Agency. The greatly improved website was published in June 2021 and has received a lot of positive feedback. The website includes a membership area with access to member-only resources and networking channels.

NETWORKING CHANNEL

A networking channel as part of the ATSMA website has also been created which is available to Ordinary or Associate members. This channel is on Discord and provides a facility for members to collaborate and share. There is also a special channel for the NSW Connected Communities schools to collaborate, such as the development of lessons and sharing of stories relating to their work.

CREATE INDIGENOUS EDUCATION INITIATIVES IN MATHEMATICS CONT.

AUSTRALIAN CURRICULUM: MATHEMATICS

CONTENT ELABORATIONS

Prof. Chris Matthews worked with Dr. Caty Morris in her ACARA role to develop over 100 content elaborations in the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority (CCP) for the Australian Curriculum: Mathematics. The maths curriculum (along with the other learning areas of the Australian Curriculum) went out for public consultation in April of this year and will be published on the Australian Curriculum website early next year. This content has been a valuable resource for the development of the University of Adelaide MOOCS and the ATSIMA/NSW Connected Communities projects. The elaborations are written around 9 rich contexts that connect to the key concepts of the CCP: Indigenous data sovereignty, architecture, knowledge systems, navigation and mapping, caring for Country/Place, weather and seasons, instructive toys and games, cultural expressions, and material culture.

ATSIMA ADVISORY SERVICES

UNIVERSITY OF ADELAIDE MOOCS

As a contractor for ATSIMA, Caty Morris was employed in writing Aboriginal and Torres Strait Islander education content for 3 Maths MOOCs (F-2, Years 4-6 and Years 7-10).

Initially, this was an intense piece of work over 5 weeks, with intermittent consultancy provided over the ensuing months. The project is being managed by the University of Adelaide in partnership with Education Services Australia through the \$9.5 million project to strengthen the capacity of teachers to teach mathematics and numeracy in Australian schools.

CSIRO MATHS MODULE

ATSIMA worked with CSIRO to develop a set of resources focussed on teaching mathematics through Indigenous STEM to complement the Indigenous Science program. ATSIMA used this as an opportunity:

- to develop some resources that ATSIMA can promote on behalf of CSIRO through our new website
- for ATSIMA being named by CSIRO as the go to organisation for more mathematics resources. This will help to promote ATSIMA further in the education space, potentially expanding our membership and professional learning opportunities.

CREATE INDIGENOUS EDUCATION INITIATIVES IN MATHEMATICS CONT.

ATSIMA ADVISORY SERVICES

CONSORTIUM FOR MATHEMATICS EDUCATION (COME)

Prof. Chris Matthews is part of the committee for the International Congress of Mathematical Education Conference (ICME-15) which will be in Sydney from 7-14 July 2024. As part of the committee, Chris is also working on the sub-committee for the International Program Committee. The conference will have an Indigenous theme running throughout the program.

INDIGENOUS STEM PROFESSIONALS' NETWORK LEADERSHIP GROUP

Through Assoc. Professor Brad Moggridge, Science Technology Australia (STA) commenced the development of an Indigenous STEM Professionals Network in partnership with ATSIMA, Deadly Science, Australian Academy of Science and Australian Academy of Technology and Engineering. The first meeting of the Network on 16 Nov 2020 was attended by over 30 Indigenous STEM professionals. The meeting was facilitated by Scott Gorringe from Murri Matters with a focus on gaining an understanding of what the Network would do, and from this, what the membership structure could be. A report was developed and circulated to participants. The Network has the potential to expand the pool of talent for projects/programs through ATSIMA as well as promote the next generation of mathematicians.

ADVISORY COMMITTEES

Prof. Chris Matthews is a member of NT Government as part of the Expert Reference Group for the Education Engagement Strategy, Aboriginal Engagement Strategy, Department For Education, South Australia, Australian Mathematical Society, Equity Diversity and Inclusions Committee and provides strategic advice to Government Departments and the Australian Mathematical Society.

STEM CAMPS

NATIONAL STEM CAMPS

Based on the experience with the NSW Department of Education and the Aboriginal Education Consultative Group, ATSIMA has developed a STEM/STEAM camps model that can be customised nationally with other education jurisdictions. After COVID, ATSIMA is expecting to make some inroads during 2022.

ATSIMA PROFESSIONAL LEARNING PROGRAMS

DEPARTMENT OF EDUCATION, NSW CONNECTED COMMUNITIES MATHS PROJECT

Commencing July 2020, ATSIMA entered into a partnership with NSW Department of Education to undergo a professional learning (PL) program for 15 of its Connected Community Schools. The project involves PL with Indigenous and non-Indigenous educators to understand the connection between culture and mathematics, how to teach mathematics from a cultural perspective, how to connect Aboriginal culture with mathematics, and some clear examples to trial in the classroom. The program also includes related content from the proposed/revised Australian Curriculum: Mathematics. All PL has been presented via Zoom due to COVID-19 restrictions.

YIRRKALA CONFERENCE 2020

As the Yirrkala Conference was postponed due to COVID-19, a rescheduled date will be made based on the easing of restrictions and following consultation with Yirrkala Community.

ONLINE CONFERENCE 2020

'NHE WANJANA' 'NHE DJÄMAMIRRIYANANA' 'YOU SPEAK IT' 'YOU CREATE IT'

In lieu of the Yirrkala Conference, the ATSIMA inaugural online conference series was a great success and noting that it was not a replacement of the postponed ATSIMA 2020 conference. Instead, it offered a special opportunity for speakers and participants to share their journey towards the future conference experience. Sessions were held in September, October and November 2020. Another online conference series is currently being planned for early 2022.

ATSIMA SCHOOLS

ATSIMA is working towards an ATSIMA School program which aims to:

- work with committed schools to engage in an on-going process of development in Indigenous education in mathematics guided by ATSIMA
- set up processes to trial and evaluate different pedagogical approaches
- set up processes to assist teachers to record, evaluate and share their work via the ATSIMA website as part of our resource bank for members.

ATSIMA is attracting interest from many schools across Australia and the following schools have had initial discussions for ATSIMA to work with them.

- Yirrkala School, NT
- Renmark Primary School, SA
- Blair Athol North School, SA
- Green Square School, NSW
- Capalaba State College, QLD
- Garbutt State School, QLD
- La Salle College, WA.

We hope these schools can be part of the program in the future.

CONTRACTED PL SESSIONS

ATSIMA is providing professional learning to schools from state jurisdictions and will continue this work face-to-face in the future. These schools include:

CAPALABA STATE SCHOOL, QLD

In November 2020 ATSIMA worked with Capalaba State School, Qld delivering a PL session for all teachers in primary and secondary school.

GARBUTT STATE SCHOOL, QLD

ATSIMA worked with Garbutt State School in Townsville QLD delivering face to face PL in March and June 2021, and zoom sessions in April and August 2021.



GATHERING DATA

ATSIMA has in place means for gathering ongoing data on engagement and impact for the NSW PL project. Impact measurement strategies have also been included in project proposals.

Baseline data is obtained through our membership relating to their professional needs, interests, position, organisation, Indigenous/non-Indigenous status. The data helps to provide direction for ATSIMA and analysis of needs.

THREE YEAR PLAN TO TRACK AND REPORT OUR IMPACT

TANARRA PHILANTHROPIC ADVISORS (TPA)

Tanarra mentored ATSIMA in the development of a comprehensive 3 year Strategic Plan for the period 2021 to 2023 which has been published on our website. Plans are now underway to work on business plans to assist with the delivery of the strategic plan.

COMMUNICATION PLAN

ATSIMA has been working on extending our networks and the development of flyers to feed through these networks to promote our services and progress, and to encourage membership. The prospectus is being updated. Ongoing communication continues to our membership including through the Discord channel which is continually being promoted.

MEMBERS

Membership has grown over the past 5 years and is currently at 1,093 members.

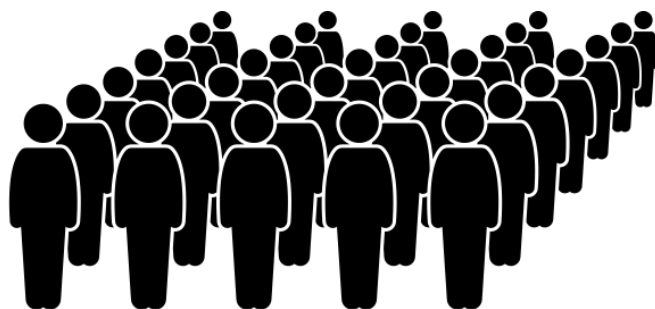
ATSIMA members are made up of teachers, students, Aboriginal Educators, academics, advisors, school leadership, directors and consultants.

On joining ATSIMA, members take a short survey. Analysis of the data from the survey reports that an overwhelming number of members are looking for resources for the classroom and professional learning. Members are also looking for networking opportunities and cultural perspectives for the classroom.

Approximately 21% of our members are Indigenous.

In March 2021, a Policy and Fee Structure was introduced for members. Three types of membership were introduced:

- Ordinary Membership – (voting rights at the Annual General Meeting). This membership type is available to Aboriginal and Torres Strait Islander people
- Associate Membership - (no voting rights at the Annual General Meeting but can attend the AGM). This membership type is available to non-Aboriginal and Torres Strait Islander people
- Affiliate Membership - (no voting rights at the Annual General Meeting but can attend the AGM). This membership type receives notifications of ATSIMA activities. There is no cost to be an affiliate member.



REVENUE MODEL & PRODUCT STRATEGY DEVELOPED

TANARRA PHILANTHROPIC ADVISORS

ATSIMA has worked with Tanarra Philanthropic Advisors on product planning and developing a revenue and distribution model. The model is now complete and ready to be implemented.

ORGANISATIONAL STRUCTURE

TANARRA PHILANTHROPIC ADVISORS

ATSIMA has developed an organisational structure which will be implemented when funding is secured for projects and programs.

STRATEGIC PARTNERSHIPS

TANARRA PHILANTHROPIC ADVISORS

Tanarra Philanthropic Advisors worked closely with ATSIMA to prepare and deliver a showcase co-hosted with the John and Myriam Wylie Foundation for philanthropic funders and corporates. The 45-minute zoom presentation began with an introduction to ATSIMA, working through a hands-on activity of Maths as Storytelling, and then launching into more about ATSIMA, our vision, mission, point of difference and strategic goals. Issues relating to mathematics education failing First Nations Australian students were then outlined. This was followed by some of ATSIMA's impact stories. An overview of ATSIMA's business plans and our invitation for support was detailed. The showcase was very successful with John Wylie congratulating ATSIMA as follows:

Congratulations for yesterday; I thought it went very well. Zoom calls are always a bit challenging to establish a connection, but that could not have gone better I thought...Opportunity now for ATSIMA to convert!

ATSIMA will continue to work on relationships with the attendees of the showcase. ATSIMA is currently looking at taking the showcase to other opportunities.

SCIENCE TECHNOLOGY AUSTRALIA

ATSIMA is a member of STA which is Australia's peak body in science and technology and is very influential in public policy. As a member of STA, ATSIMA provides advice and expertise for 2 main initiatives: STA's Reconciliation Plan; and an Indigenous STEM Professional Network.

STA SCIENCE MEETS PARLIAMENT 2021

At the last Science Meets Parliament Event run by STA, STA promoted ATSIMA and our work during the full event as their chosen charity and important influence in the STEM space. Prof. Chris Matthews was also on a panel of STEM professionals to talk through our experience in STEM fields as well as promote the need for a STEM professionals Network.

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORT AUTHORITY (ACARA)

Prof. Chris Matthews was employed by ACARA to write content elaborations for the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in the Australian Curriculum: Mathematics. The piece of work was completed at the end of 2020 and, after the consultation process during 2021, is scheduled to be published with the revised curriculum in early 2022.

Chris worked closely with Dr. Caty Morris in her ACARA role and together developed 138 draft elaborations. The elaborations were structured under key mathematical themes and rich contexts, and spanned all maths strands from Years F-10. The themes are Number Sense, Pattern & Algebraic Thinking, Measurement, Spatial Reasoning, Proportional Reasoning and Stochastic Reasoning. The rich contexts are Caring for Country/Place, Navigation, Material culture, Instructive games and toys, Cultural expressions, Architecture, Indigenous data sovereignty, Knowledge systems, and Weather and seasons.

ACARA is currently determining what teacher support resources are needed for these elaborations, and who they will involve in the development of these resources.

The full draft mathematics curriculum was sent to the Centre for Curriculum Redesign, an international organisation that reviews and critiques mathematics curriculum across the world. A researcher from the Centre who reviewed the curriculum stated the following about the elaborations:

Regarding the Cross-Curriculum priorities, one of the most striking factors in the elaborations is the extensive research that has been done to bring in examples from First Nation Peoples throughout this curriculum. Not only is such content ubiquitous in the Foundation Year curriculum, but returning to examples from all over the country continues throughout all of the years including repeatedly revisiting cultural objects and kinship networks in the study of Space, and instructional games in Number and Algebra, and a variety of data and conclusions to study in Statistics. I hope and expect that this model will be followed around the world.

ONGOING SUCCESS CONT.

AUSTRALIAN MATHS TRUST (AMT)

ATSIMA had initial conversations with AMT regarding opportunities for collaboration to promote good practice in mathematics education for First Nations Australian learners. One idea mooted was the possibility of a National Indigenous Maths Olympiad which could eventually grow into an International Event. These conversations are currently on hold.

UNIVERSITY OF MELBOURNE

After 3 years, the University of Melbourne continues to support ATSIMA through the employment of a Business Manager May 2020 - May 2023. ATSIMA and the University are actively pursuing partnerships and collaborations to financially support and grow ATSIMA.

UNIVERSITY OF ADELAIDE & EDUCATION SERVICES AUSTRALIA MOOCS PROJECT

As a contractor for ATSIMA, Dr. Caty Morris has been involved in writing content for the 3 maths MOOCs (F-2, Years 4-6 and Years 7-10) based on Aboriginal and Torres Strait Islander histories and cultures in the Australian Curriculum: Mathematics. This was an intense project for 5 weeks, followed by another 5 days over several weeks. The MOOCs are due to be published once they have been approved by the relevant minister. As a result of this work, the UoA has offered to act as a referee from ATSIMA.

BHP FOUNDATION

The BHP Foundation supported ATSIMA with the delivery of webinars in late 2020. BHP recently agreed to support us again with our proposed webinar series in early 2022. The Foundation will also support the ATSIMA conference in North East Arnhem Land when it has been rescheduled.

OTHER ORGANISATIONS

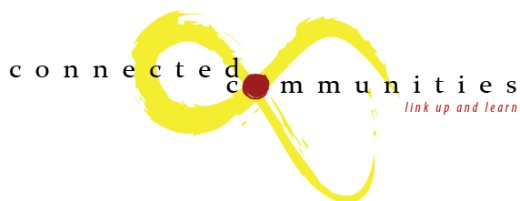
ATSIMA is in discussion with a number of other organisations regarding potential collaborations and to promote our work and services. These include Teach for Australia, Reconciliation Australia, Reconciliation WA, and the Australian Association of Mathematics Teachers.

ATSIMA BOARD

In ATSIMA's constitution, ATSIMA can have up to 8 board members. We currently have 5. In 2022, ATSIMA will commence looking for new board members with suitable skills that will complement the implementation of our strategic plan. Quarterly board meetings are held each year.

ONGOING SUCCESS CONT.

Thank you to all the organisations that support and work in partnership with ATSIMA.



Aboriginal and Torres Strait Islander Mathematics Alliance Limited
ABN 19 607 164 090
Compilation Report

We have compiled the accompanying special purpose financial statements of Aboriginal and Torres Strait Islander Mathematics Alliance Limited which comprise the balance sheet as at 30 September 2021, and the income statement for the year then ended.

The Responsibility of the Directors

The Public Officer and other associated persons of Aboriginal and Torres Strait Islander Mathematics Alliance Limited are solely responsible for the information contained in the special purpose financial statements, the reliability, accuracy and completeness of the information and for the determination that the basis of accounting used is appropriate to meet their needs and for the purpose that the financial statements were prepared.

Our Responsibility

On the basis of information provided by the Public Officer and other associated persons, we have compiled the accompanying special purpose financial statements in accordance with the basis of accounting as described in the notes to the financial statements and APES 315: Compilation of Financial Information.

We have applied professional expertise in accounting and financial reporting to compile these financial statements in accordance with the basis of accounting described in the notes to the financial statements. We have complied with the relevant ethical requirements of APES 110 Code of Ethics for Professional Accountants.

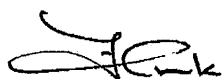
Assurance Disclaimer

Since a compilation engagement is not an assurance engagement, we are not required to verify the reliability, accuracy or completeness of the information provided to us by management to compile these financial statements. Accordingly, we do not express an audit opinion or a review conclusion on these financial statements.

The special purpose financial statements were compiled for the benefit of the Public Officer and other associated persons who are responsible for the reliability, accuracy and completeness of the information used to compile them. We do not accept responsibility for the contents of the special purpose financial statements.

O'BRIEN & CO

Accountants and Advisors
9 Dakota Drive, PARAFIELD 5106



Fiona Crook
3 November 2021

Profit and Loss

Aboriginal & Torres Strait Islander Mathematics Alliance For the 12 months ended 30 September 2021

	Sep-21	Sep-20
Income		
Administration	1,602	-
Consulting	51,200	14,188
Events	-	2,499
Membership	3,073	-
Other/Reimbursement	-	705
PM4IS	-	177
Professional Development	19,828	2,635
Resources	8,400	-
Sponsorship/Donations	2,891	8,246
STEM	-	35,017
Income Drawdown		
Prepayment - Drawdown	201,555	60,440
Total Income Drawdown	201,555	60,440
Total Income	288,549	123,908
Gross Profit	288,549	123,908
Plus Other Income		
Job Keeper Subsidy	15,400	16,500
SA Grant COVID-19	13,000	10,000
Small Business Cash Flow Boost	5,209	15,627
Total Other Income	33,609	42,127
Less Operating Expenses		
Accounting Services	1,088	1,218
Bank Fees	43	47
Consultancy Expenses	33,871	-
Consulting, keynotes, committees, expert panels, writing	44,580	30,433
Fees	167	17
Office Admin/Subscription Expenses	2,543	2,490
Plant & Equipment - Instant Asset Write-off	3,090	-
PM4IS expense	-	446
Professional Development Consulting Fee	63,287	-
Professional Development Travel expenses	1,796	-
Professional Experts services	-	16,363
Staff Travel Expenses	287	-
Superannuation	10,019	7,230
Travel	658	7,678
Wages and Salaries	103,570	76,110
Website	7,500	6,300
Workplace Insurance	628	257
Total Operating Expenses	273,126	148,589
Net Profit	49,032	17,446

Balance Sheet

Aboriginal & Torres Strait Islander Mathematics Alliance As at 30 September 2021

30 Sep 2021

30 Sep 2020

Assets

Bank		
ATSIMA	687,793	168,695
Total Bank	687,793	168,695
Current Assets		
Accounts Receivable	15,400	175,000
Total Current Assets	15,400	175,000
Total Assets	703,193	343,695

Liabilities

Current Liabilities		
Accounts Payable	(13,993)	(14,060)
GST	41,276	16,345
PAYG Withholdings Payable	8,064	5,040
Prepayments	579,732	298,651
Superannuation Payable	3,607	2,244
Total Current Liabilities	618,686	308,220
Total Liabilities	618,686	308,220
Net Assets	84,507	35,475

Equity

Current Year Earnings	6,226	9,226
Current Year Earnings Adj for year ended 30 September	42,807	8,220
Retained Earnings	35,475	18,029
Total Equity	84,507	35,475



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