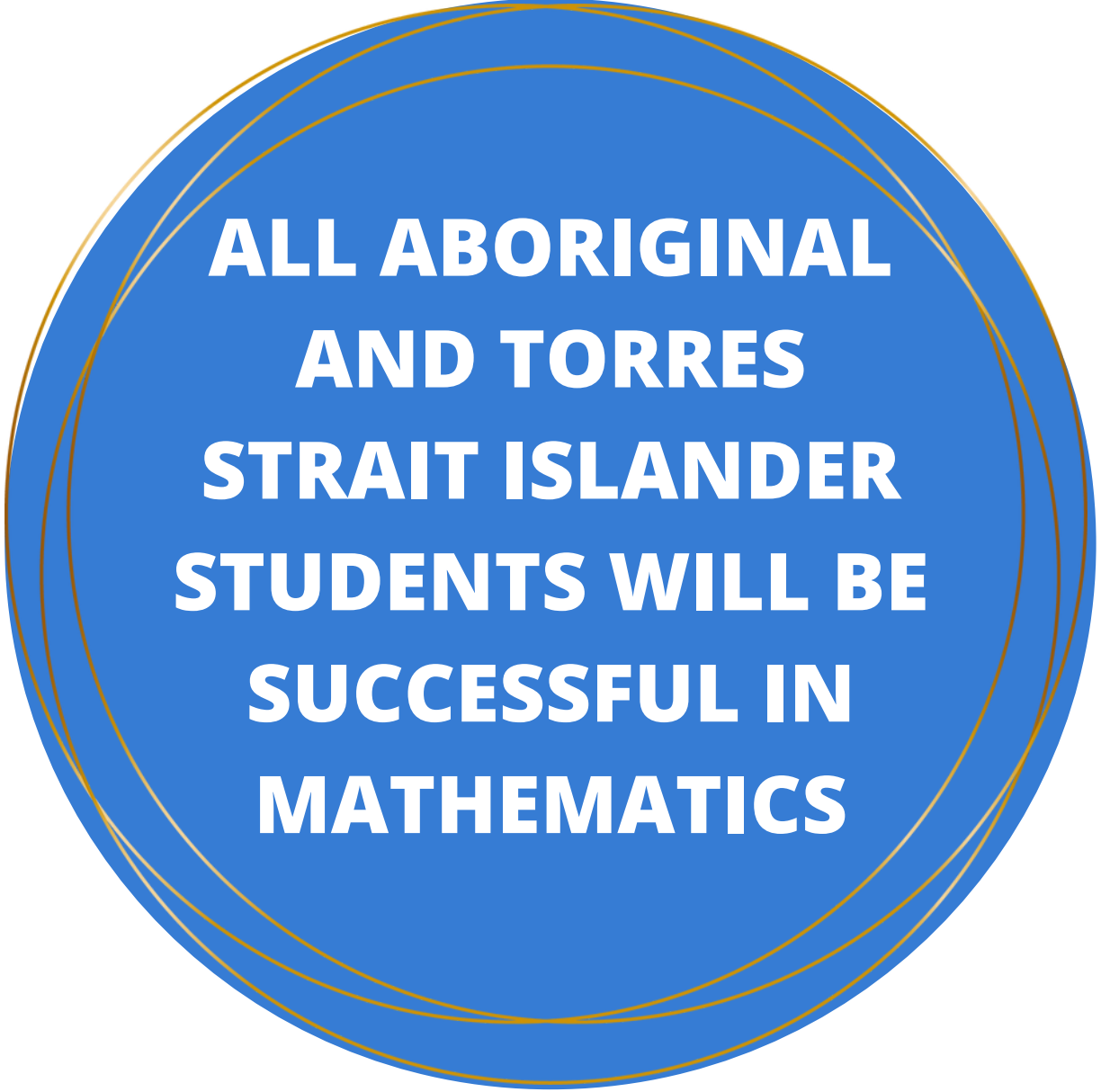




**ABORIGINAL & TORRES STRAIT ISLANDER
MATHEMATICS ALLIANCE**

ANNUAL REPORT

OCT 2021 - SEPT 2022



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

WELCOME



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 Educate 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 2022 Annual General Meeting and submit the 2022 Annual Report as a summary of our activities and financial position. We have continued to grow over this year with another significant increase in our membership base and a big thank you to our paid members: such vital support for ATSIMA. We have also continued our engagement with schools across NSW through our joint project with the NSW Department of Education and seen an increase in schools directly work with ATSIMA. Lastly, ATSIMA has moved to creating more resources through a range of projects outlined in this report and we will continue to make this a focus in 2023. I would like to take the opportunity to thank all our partners that provide a broad range of financial and in-kind support, which is extremely valued.

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 work, 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 1,200+ 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 who 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 2023 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.



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.

BOARD MEMBERS



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

GHD FOUNDATION PROJECT - THE 'M' IN STEM

This \$100k funded project will support ATSIMA to implement part of its plan to develop F-10 resources for teaching and learning through the following stages: 1) Resource Development 2) Resource Review by educational experts, Indigenous teachers and non-Indigenous teachers. This project will run to June 2023 and is being managed by Prof. Chris Matthews.

TOYOTA FOUNDATION PILOT PROJECT

This \$60k funded pilot project is developing a teaching resource based on the revised Australian Curriculum: Mathematics (AC:M) with a focus on Aboriginal and Torres Strait Islander histories and cultures content. The resource incorporates Prof. Chris Matthews' Goompi Model that provides teachers with a framework for teaching mathematics in culturally responsive ways. The pilot is developing and trialing the resource that will then inform the development of a more extensive product that would be integrated into an ATSIMA professional learning course for teachers around Australia, and also made available to ATSIMA members.

NSW CONNECTED COMMUNITIES PROJECT

- ATSIMA developed a Planning tool as part of the professional learning program to assist schools with incorporating the Goompi model and relevant curriculum content. The planning tool will also form part of the 36 hour online course currently being written.
- Some of the connected community schools have produced some valuable resources that have been made available to the other schools. These resources were presented as part of the ATSIMA online learning series in 2022 and also are being incorporated in the 36 hour online course. Chris Matthews and Caty Morris have showcased these resources in presentation around the nation.
- To help sustain the Goompi Maths in these schools ATSIMA is developing a resource based on the NSW Connected Community program over the last two years.

ONLINE PLATFORMS

ATSIMA WEBSITE

The website includes a membership area with access to member-only resources and a networking channel.

NETWORKING CHANNEL

This channel provides a facility for members to collaborate and share. There is a separate 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.

PROFESSIONAL LEARNING PROGRAMS

JOHN AND MYRIAM WYLIE FOUNDATION PROJECT

This 6-month project will develop a 48-hour course that has two components: a) 36-hour educators' course, and b) integrated 12-hour train the trainer modules

Based on the NSW Education Department program, ATSIMA is developing a 36-hour professional learning course to support the transformation of mathematics education for First Nations Australian students, and the teaching of cultural content to all students. The program will include an on-Country component of 3 days and will be for educators from Years Foundation to 10 with the potential for Years 11-12 to be incorporated.

The 48-hour course will consist of 8 x 6-hour modules and focus on culturally responsive mathematics pedagogy based on Prof. Chris Matthews' Goompi Model, and explicit knowledge of First Nations Australian perspectives and knowledge in the Australian Curriculum: Mathematics.

NSW CONNECTED COMMUNITIES PROJECT

ATSIMA has continued with the project which will now be completed in 2023 due to a number of circumstances such as the impacts of COVID and teacher shortages. There has been some amazing achievements with some schools whose work was presented at ATSIMA 2022 online learning series. Chris and Caty were able to visit communities and run a number of face to face workshops between term 1 and 3 in 2022.

CUSTOMISED PROGRAM FOR SCHOOLS AND ORGANISATION

ATSIMA has been providing professional learning programs in:

- GOOMPI MATHS ie culturally responsive teaching and learning
- Incorporating Aboriginal and Torres Strait Islander histories and cultures in the mathematics curriculum
- Supporting cultural identity and embracing Community partnerships
- Working with school Communities and education systems

Schools and organisations include:

- St Aidans Anglican Girls' school Brisbane, QLD
- Mathematics Association of Victoria - MAV annual conference, primary years masterclass
- Australian Independent Schools of South Australia - 3 workshops spread across 2022 in culturally responsive mathematics education

CREATE INDIGENOUS EDUCATION INITIATIVES IN MATHEMATICS CONT.

AUSTRALIAN CURRICULUM: MATHEMATICS V9

In May 2022, ACARA published version 9 of the Australian Curriculum: Mathematics that included 90+ content elaborations in the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. Chris and Caty initially wrote over 130 content elaborations - we see this as the beginning of getting more real estate in the mathematics curriculum over time including in the mandatory part of the curriculum rather than just an option for teachers.

ATSIMA ADVISORY SERVICES

UNIVERSITY OF ADELAIDE MOOCS

Caty Morris continued with some review work on the 3 Maths MOOCs (F-2, Years 4-6 and Years 7-10). The MOOCs will be published soon.

NELSON CENGAGE

As a contractor for ATSIMA, Caty Morris was employed to assist in an advisory role with the review of materials to support the implementation of Aboriginal and Torres Strait Islander cross curriculum priority (CCP) with Australian Curriculum Mathematics curriculum content.

DANDOLO PARTNERS INTERNATIONAL PTY LTD

Chris Matthews was contracted to review materials for Dandolo Partners International Pty Ltd. The project drew on the experience and expertise of the Aboriginal and Torres Strait Islander Mathematics Alliance to seek insights on maths education and Aboriginal and Torres Strait Islander students on the following topics:

- The current landscape for mathematics and numeracy teaching in Australia
- Examples of successful online/digital models for mathematics and numeracy teaching
- Key factors that contribute to the success of these models, including in specific contexts
- Indicators for measuring impact or likely impact.

STRONGER SMARTER INSTITUTE

Chris Matthews worked to review mathematics translation guides which will support teachers of mathematics for Stronger Smarter Institute.

OTHER GROUPS

- Australian Curriculum, Assessment and Reporting Authority (ACARA) First Nations Australian Advisory Group
- Science Technology Australia (STA) Board
- Indigenous STEM Professionals' Network Leadership Group

CREATE INDIGENOUS EDUCATION INITIATIVES IN MATHEMATICS CONT.

ATSIMA ADVISORY SERVICES

CONSORTIUM FOR MATHEMATICS EDUCATION (COME) AND INTERNATIONAL PROGRAMMING COMMITTEE MEMBER FOR ICME-15

Prof. Chris Matthews is a committee member of CoME and International Program Committee for ICME-15. It is the aim of ICME-15 to be an inclusive event at which people who are passionate about mathematics and statistics education can come together and connect with like-minded colleagues from around the globe – to create lasting local, regional and global legacies in the mathematics field.

The IPC has high ambitions for the Congress – they are working towards a Congress that:

- Addresses geographic and other forms of disadvantage in relation to mathematics teaching and learning
- Has a central focus on Indigenous mathematics informing global efforts in mathematics education
- Includes a focus on undergraduate teaching of mathematics and statistics
- Has an impact in classrooms by informing the work of teachers
- Facilitates and supports people-to-people connections.

CREATE INDIGENOUS EDUCATION INITIATIVES IN MATHEMATICS CONT.

QAMT STATE CONFERENCE 2022

In June Prof. Chris Matthews participated on a panel for the QAMT state conference. The title of the panel was 'The what and why of the revised P-10 Australian Curriculum' also featuring Rachael Whitney-Smith (ACARA) and Prof. Vince Geiger (ACU).

MANSW STATE CONFERENCE 2022

In September Prof. Chris Matthews gave a keynote address at the MANSW Annual Conference titled Exploring Gurrutu and mathematics.

MATHS PATHWAY CONFERENCES 2022

Caty Morris presented a keynote address at the New South Wales, Victoria and Queensland Conferences on culturally responsive mathematics education and rich learning tasks from the interactive numeracy resource.

ENGAGING WITH SCHOOLS

CHRIS MATTHEWS CUP

Elanora State School was the winner of the inaugural Professor Chris Matthews Cup for the highest scoring school in the Southern Gold Cold Cluster for the QAMT (Queensland Association of Mathematics Teachers) 5/6 Mathematics Quiz. The trophy was named after Chris Matthews, the first Indigenous Australian to be awarded a PhD in Mathematics! Chris was flattered and delighted for the cup to be named after him! Students are now looking forward to defending their title next year against these four schools Tallebudgera, Currumbin, Coolangatta and Palm Beach State Schools. The three students pictured (Ryley, Bella and Leila) were also the equal best performing team in all of the cluster.



ATSIMA PROFESSIONAL LEARNING PROGRAMS

ONLINE LEARNING SERIES - AUGUST TO OCTOBER 2022

ATSIMA ran an online learning series in August to October 2022, there were six sessions in total. This project was funded by the BHP foundation. The sessions were as follows:

SESSION 1 - INTRODUCTORY SESSION

Prof. Chris Matthews - Chair ATSIMA

Dr Caty Morris - Program Manager ATSIMA

Overview of Australian Curriculum: Mathematics content elaborations in the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority

SESSION 2 - PANEL SESSION

Dr Jared Field - Mathematician, University of Melbourne

Renee Songoro - Maths and Science Teacher

Chaired by Prof. Chris Matthews who yarned with Renee Songoro, Saibai Zenadh Kes (Torres Strait), Daru and Hisiu woman, maths and science teacher and Dr Jared Field, Gamilaraay mari, mathematician and academic at the University of Melbourne. Renee and Jared shared their stories as a First Nations Australian mathematician and/or mathematics educator, and how this experience can shape the teaching and learning of mathematics.

SESSION 3 - KEYNOTE SESSION

Kenneth Dawson - Educator, formally of Yiyili Aboriginal Community School

Kenneth drew on his experience as an education leader who advocates the teaching and learning of mathematics (and other learning areas) in connection to Gooniyandi Country, language and family.

SESSION 4 - WORKSHOP SESSION 1

Caty Morris building on the Introductory session to this Online Learning Series, Caty took a deeper dive into the 9 rich First Nations contexts in the Australian Curriculum: Mathematics

Kelsey Bonds Community Engagement Manager at Indigenous Mapping Workshop Australia. Kelsey discussed the different industries represented among their Indigenous

Mapping Workshop network and gave examples of how and why they have use geospatial technology to map country.

ATSIMA PROFESSIONAL LEARNING PROGRAMS con't

SESSION 5 - WORKSHOP SESSION 2

Jessica Lawson and Shane Hunt - Educators, Heathmont College VIC

Shane & Jess showcased their Toyota Foundation funded ATSIMA maths resource in statistical reasoning based around knowledge from the local Kulin Nation and a counting system, the Wurundjeri seasons, and when to go eel trapping. This ATSIMA resource incorporates latest content from the Australian Curriculum.

Rebecca McIntyre - Educator, Coonamble Public School NSW

Rebecca presented on the place value lessons the school developed through their ATSIMA project where they used the local Castlereagh River and yabbying as their visual representation and context for learning, knowing that students would be able to easily make cultural connections with the teaching learning process.

SESSION 6 - WORKSHOP SESSION 3

Prof. Chris Matthews, ATSIMA

Chris presented on behalf of the team at Moree East Public School who are part of the ATSIMA professional learning project funded by the NSW Education Department across Connected Community Schools. The presentation gave a brief introduction to the Goompi Model and outlined how the model shaped the professional learning program using place value as an example. Chris explored how the team at the sch brought these ideas into the classroom which culminated into students creating their own representations of place value.

We received some very positive feedback from the series as follows:

- *So interesting to hear an informal 'chat' and to hear guided questions as well and responses from two amazing role models*
- *I loved the number naming systems linked to belonging and relational understandings - just incredible this is so deeply ingrained, even through language and number*
- *Mathematical knowledge is not in isolation - it is deeply connected to everything else.*
- *This two way learning is really the way to give every child the opportunity to see math come to life and to want to learn more of it!*
- *Thank you for sharing. Such great ideas and passion for teaching.*

YIRRKALA CONFERENCE 2023

Initial planning is underway to potentially hold this conference postponed from 2020 in July/August 2023.

ATSIMA SCHOOL LEADERSHIP PROGRAM

This program fits into Initiative 3 of ATSIMA's 4 year plan that will support committed clusters of connected schools that are making a difference to the mathematics outcomes of First Nations Australian learners. ATSIMA has reached out to state and federal ministers, philanthropists and corporations for potential collaborations.

DIGITAL PORTAL ESTABLISHED TO ACCESS RESOURCES

The digital portal fits into Initiative 1 of ATSIMA's 4 year plan that is developing culturally responsive mathematics resources designed to support educators to implement the Goompi Model and Aboriginal and Torres Strait Islander histories and cultures content. ATSIMA has reached out to state and federal ministers, philanthropists and corporations for potential collaborations.

ILLUSTRATIONS OF PRACTICE ON OUR PORTAL

The illustrations of practice fits into initiative 1 of ATSIMA's 4 year plan. ATSIMA will continue to work with schools to identify opportunities. ATSIMA has reached out to state and federal ministers, philanthropists and corporations for potential collaborations.

CONTRACTED PROFESSIONAL LEARNING SESSIONS

ATSIMA continues to provide professional learning programs to education systems and schools including NSW Department of Education Connected Community Schools, Australian Independent Schools South Australia, Garbutt State School, Qld, Geelong Grammar School, Vic, Bowden Brompton School, SA. ATSIMA has reached out to state and federal ministers, philanthropists and corporations for potential collaborations.

A TALENT POOL OF CULTURAL AND MATHEMATICS EDUCATION EXPERTS

ATSIMA continues to develop its network of Aboriginal and Torres Strait Islander STEM experts and non-Indigenous experts. These experts will be used to support/manage ATSIMA programs and projects in the future. ATSIMA has reached out to state and federal ministers, philanthropists and corporations for potential collaborations.

GATHERING AND REPORTING 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 each of the four initiative project proposals including:

- Means for gathering and reporting 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
- A plan to track and report our impact
- Delivering and reporting on our strategic goal.

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.

COMMUNICATION PLAN

ATSIMA has extended and implemented our communication plan including through our networks and collaborators and champions. Outcomes include:

- a substantial increase in paid membership and non paid membership
- development of a range of communication strategies such as updated flyers, social media posts
- continually updating and adding posts to the ATSIMA website
- ongoing communications with our member-only discord channel
- extensive communication around the ATSIMA online learning series 2022.

KNOW AND SHARE OUR IMPACT CONT.

MEMBERS

Membership has grown over the past year and is currently at 1,256 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 20% of our members are Aboriginal and Torres Strait Islander.

There are three types of membership:

- 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.

Below is the ATSIMA member breakup:

MEMBERSHIP CATEGORIES	MEMBERSHIP TYPE	NUMBER
Non Paid Members		1157
Affiliate Aboriginal and Torres Strait Islander		241
Affiliate non-Indigenous		916
Paid Members		99
Associate	Individual	69
	Student	9
	Organisation	10
Ordinary	Individual	9
	Student	1
	Organisation	1
TOTAL		1256

REVENUE MODEL & PRODUCT STRATEGY DEVELOPED

ATSIMA continues to implement the revenue model as ongoing funding is secured through projects and contract work. This is also included in the project proposals in each of the 4 Initiatives. This is managed by the ATSIMA Business Manager in consultation with the ATSIMA board and chair.

OPERATIONAL PLAN DEVELOPED AND MONITORED

Projects are implemented through the operational plans. Weekly team meetings and quarterly board meetings support the monitoring of progress on projects and key deliverables.

ORGANISATIONAL STRUCTURE

ATSIMA has developed an organisational structure which is implemented through ATSIMA's projects and proposal. The organisational structure is made up of the ATSIMA board, chair, business manager, project managers and project officer positions.

TECHNOLOGY STRATEGY INCLUDING ONLINE VIRTUAL CLASSROOM PORTAL FOR MEMBERS

ATSIMA secured funding to implement aspects of our technology strategy including the purchase of IT equipment for the ATSIMA team. ATSIMA is currently negotiating the development of an online portal with an Aboriginal technology organisation.

ANNUAL COMMUNICATIONS PLAN TO ATTRACT NEW SCHOOLS, STAKEHOLDERS, INVESTORS/SUPPORTERS, AND MEMBERS

ATSIMA has in place a communication plan that is monitored and reviewed regularly at weekly team meetings. Communications are regularly sent through ATSIMA's networks, social media channels, member only channel and posted on ATSIMA website. Outcomes include significant interest from new schools and increased membership. The 4 Initiatives one-pager recently sent to stakeholders, investors and philanthropists has attracted interest and follow up meetings are being organised to move interest forward.

STRATEGIC PARTNERSHIPS

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. ATSIMA's chair is now a member of the STA Board. ATSIMA's chair Prof. Chris Matthews attended Science Meets Parliament (SMP) and was the local host for the Brisbane gala dinner. STA provided a scholarship for Caty Morris to attend the event.



AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORT AUTHORITY (ACARA)

Prof. Chris Matthews continues in his role with ACARA's First Nations Australian Advisory Group. ATSIMA met with David de Carvalho (ACARA's CEO) earlier in the year to discuss and gain feedback on ATSIMA's overview of its 4 Initiatives.

ONGOING SUCCESS CONT.

AUSTRALIAN MATHS TRUST (AMT)

ATSIMA continues conversations with AMT regarding involvement with the National Indigenous Maths Olympiad that could eventually grow into an International Event.

UNIVERSITY OF MELBOURNE

ATSIMA is in negotiating with the University of Melbourne to continue financial support. ATSIMA is collaborating with the University (and University of Technology Sydney) for Professor Chris Matthews to give a public address for the AMSI summer school 2023.

UNIVERSITY OF ADELAIDE

The University of Adelaide has continued its collaboration with ATSIMA and provided valuable feedback and support for the 48 hour online course on culturally responsive mathematics education. Negotiations continue regarding the online course.

BHP FOUNDATION

The BHP Foundation supported ATSIMA with the delivery of the online learning series 2022. The BHP Foundation will also support ATSIMA's proposed Community conference in 2023.

MATHS PATHWAY

Caty Morris collaborated with Maths Pathway in updating the Interactive Numeracies: Maths Situations in Everyday Indigenous Family and Community Life resource initially published by the Department for Education South Australia into a format which is easy for teachers to use, and simple to distribute digitally. The resources will be available on the ATSIMA website.

OTHER ORGANISATIONS

ATSIMA is in discussion with a number of other organisations regarding potential collaborations and to promote our work and services, including WE Create Print Deliver.

ATSIMA BOARD

In ATSIMA's constitution, ATSIMA can have up to 8 board members. We currently have 4. In 2023, ATSIMA will continue 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.



Compilation Report

Aboriginal & Torres Strait Islander Mathematics Alliance For the year ended 30 September 2022

Compilation report to Aboriginal & Torres Strait Islander Mathematics Alliance

We have compiled the accompanying special purpose financial statements of Aboriginal & Torres Strait Islander Mathematics Alliance, which comprise the balance sheet as at 30 September 2022 and income statement for the period 1 October 2021 to 30 September 2022.

The Responsibility of the Director

The Public Officer and other associated persons 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 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 per APES 315 *Compilation of Financial Information*.

We have applied our expertise in accounting and financial reporting to compile these financial statements in accordance with the basis of accounting as noted above. 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 exclusively for the benefit of the Director who is 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.

Name of Firm: Carbon Accountants Adelaide

Name of Partner:


Fiona Crook

Address: 9 Dakota Drive Parafield Airport SA 5106

Dated: 4 November 2022

Profit and Loss

Aboriginal & Torres Strait Islander Mathematics Alliance For the year ended 30 September 2022

	2022	2021
Trading Income		
Administration	6,530.14	9,654.14
Consulting	8,822.73	51,200.23
Membership	18,557.86	3,072.73
Other/Reimbursement	369.83	-
Professional Development	-	19,827.88
Resources	2,318.18	8,400.00
Sponsorship/Donations	45,127.27	2,890.90
Total Trading Income	81,726.01	95,045.88
Gross Profit	81,726.01	95,045.88
Other Income		
Job Keeper Subsidy	-	15,400.00
Prepayment - Drawdown	291,128.40	201,555.46
SA Grant COVID-19	-	13,000.00
Small Business Cash Flow Boost	-	5,209.00
Total Other Income	291,128.40	235,164.46
Operating Expenses		
Accounting Services	2,465.00	1,088.00
Administration - Projects/Events	6,530.14	8,052.07
Bank Fees	8.49	43.17
Consultancy Expenses	-	33,871.36
Consulting, keynotes, committees, expert panels, writing	27,605.46	14,204.55
Fees	515.63	166.94
IT Expenses	36.35	-
Office Admin/Subscription Expenses	2,091.46	2,542.50
Plant & Equipment - Temporary Full Expensing	18,548.52	3,090.00
Professional Development Consulting Fee	60,068.18	93,661.71
Professional Development Travel expenses	-	1,796.07
Staff and Consultant Travel Expenses	18,166.46	944.30
Superannuation	19,626.50	10,019.36
Telephone & Internet	216.36	-
Wages and Salaries	193,636.63	103,569.64
Website	-	7,500.00
Workplace Insurance	1,057.80	628.20
Total Operating Expenses	350,572.98	281,177.87
Net Profit	22,281.43	49,032.47

Balance Sheet

Aboriginal & Torres Strait Islander Mathematics Alliance As at 30 September 2022

	30 SEP 2022	30 SEP 2021
Assets		
Bank		
ATSIMA	621,886.08	687,793.29
Total Bank	621,886.08	687,793.29
Current Assets		
Accounts Receivable	62,800.00	6,600.00
Total Current Assets	62,800.00	6,600.00
Total Assets	684,686.08	694,393.29
Liabilities		
Current Liabilities		
Accounts Payable	(14,142.73)	(13,992.50)
Funds Held on Behalf of NISTEMP	65,000.00	-
GST	231.57	40,476.00
PAYG Withholdings Payable	12,294.00	8,064.00
Prepayments	527,520.28	586,648.68
Superannuation Payable	1,911.38	3,606.96
Total Current Liabilities	592,814.50	624,803.14
Total Liabilities	592,814.50	624,803.14
Net Assets	91,871.58	69,590.15
Equity		
Current Year Earnings	22,281.43	49,032.47
Retained Earnings	69,590.15	20,557.68
Total Equity	91,871.58	69,590.15



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