

Aboriginal and Torres Strait Islander
Mathematics Alliance



Transforming Maths Education



ABORIGINAL & TORRES STRAIT ISLANDER MATHEMATICS ALLIANCE

OCT 2023 - SEPT 2024

ANNUAL REPORT



*Image - Learners at the Department of Education South
Australia, Aboriginal STEM Congress, August 2024*



ACKNOWLEDGEMENT OF COUNTRY

ATSIMA acknowledges and pays respect to the Traditional Custodians on the lands on which we work. ATSIMA acknowledges the Countries and ancestors of all Aboriginal and Torres Strait Islander Peoples who partner with ATSIMA to transform mathematics education for Aboriginal and Torres Strait Islander students. We acknowledge and pay respect to Elders past and present.



ABOUT THE ARTIST OF THE ARTWORK IN THIS REPORT



Katie Bugden is Kamilaroi artist who grew up on Bundjalung land. She is inspired by the vibrant colours of the Country she grew up on and ocean and rivers she spent most of her childhood in. Katie lives and works in Naarm supporting Indigenous youth. Katie began her art journey in 2020 as a way to connect to her family and Country when Melbourne was in lockdown. She uses the medium to continue her connection to ancestors, family, and Country. Katie works as a high school teacher and Cultural Advisor. She strives to create authentic cultural experiences and maintain a culturally safe space for the Indigenous students. Katie has recently begun her Master of Research at her Alma Mater, Swinburne focusing on Indigenous Education. She aspires to undertake a PhD. in the same field in the near future.

See more about Katie on her website
<https://katiebugdenart.com/>

*The artwork in this report has been sourced
from the Canva Elements Library.*



WELCOME



Jesse King

JESSE KING - CHAIRPERSON & CHRIS MATTHEWS - CEO

First, We would like to acknowledge all Aboriginal and Torres Strait Islander people, their Elders and Ancestors from our many Nations across Australia. We 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.



Chris Matthews

2024 can be characterised as a very busy year of planning and development in addition to our usual activities. We are currently developing a new website that will be launched in early 2025 and will house new resources from a variety of projects we have undertaken that have been funded by the GHD Foundation and the Toyota Foundation. We have also co-developed resources with partners such as Education Services Australia (ESA) and University of Adelaide and currently writing activities for a textbook in partnership with, and funded by, Cambridge Press.

We are currently planning our 2025 conference at lunawanna allonah (Bruny Island), Tasmania. I would like to thank the South East Tasmanian Aboriginal Corporation and Wayti Culture and Knowledge who have been working with us on our next conference.

The ATSIMA Board is currently developing our next strategic plan, which will seek to diversify ATSIMA's income stream and expand on ATSIMA staff. ATSIMA still struggles to get support for the organisation, and we are currently trying to address this with our next strategic plan.

WELCOME CONT.

We have also continued to deliver professional learning to schools, professional organisations and Universities.

The highlight for 2024 was the ATSIMA STEM Camp which was held in the ACT at the Birrigai Outdoor School. The Camp attracted approximately 50 Aboriginal students in years 5 - 7 across the ACT and was a huge success. Videos and evaluations of the Camp are currently being prepared so please keep an eye out for these through our Insider Update, newsletters and socials. Our next Camp in 2025 will be held in the Kimberley.

We would also like to take the opportunity to thank our the ATSIMA team, Melinda Pearson, Dr Katy Morris and Lousie McGeorge for their unwavering commitment and the amazing amount of work they do on a day-to-day basis. ATSIMA would not function without this team - so a big thank you to the team.

We would also like to thank our Board who volunteer their time to steer the strategic direction of ATSIMA and foster important relationships across the education and philanthropic sector.

Lastly, we would like to welcome all members to ATSIMA's 2024 Annual General Meeting and submit the 2024 Annual Report as a summary of our activities and financial position.



ABOUT ATSIMA



ATSIMA is an Aboriginal-led charity, registered and incorporated in 2015.

ATSIMA's vision is that all Aboriginal and Torres Strait Islander learners are successful in mathematics.

To achieve this vision, ATSIMA is creating new ways of teaching and learning mathematics by connecting mathematics to Aboriginal and Torres Strait Islander histories and cultures. By transforming mathematics education for Aboriginal and Torres Strait Islander learners.

The following summarises the types of projects and programs managed by ATSIMA:

1. Professional Learning
2. Resource Development
3. STEM Camps
4. ATSIMA School Leadership Program

VISION

ALL ABORIGINAL AND
TORRES STRAIT ISLANDER
LEARNERS ARE
SUCCESSFUL IN
MATHEMATICS

MISSION

CREATE A REVOLUTION
TO TRANSFORM THE
TEACHING AND LEARNING
OF MATHEMATICS FOR
ABORIGINAL AND TORRES
STRAIT ISLANDER
LEARNERS

POINT OF DIFFERENCE

ATSIMA IS THE ONLY NATIONAL
INDIGENOUS-LED AND
CONTROLLED NON-PROFIT
WORKING SOLELY TO ENSURE
MATHEMATICS IS ACCESSIBLE TO
ABORIGINAL AND TORRES
STRAIT ISLANDER LEARNERS IN
PURSUING THEIR ASPIRATIONS



BOARD MEMBERS



Jesse King

CHAIR - JESSE KING

Jesse is a Waanyi man from North-western Queensland, driven by a passion for education and its potential for creating opportunities. With a background in classroom teaching, coaching, school leadership, curriculum development, and Indigenous Knowledges in STEM, Jesse has a range of experiences across the field. Throughout his career, Jesse has undertaken various research activities, including longitudinal studies, co-design projects, stakeholder consultations, and desktop studies. He has held executive positions at Indigenous-led charities the Stronger Smarter Institute and the Aurora Education Foundation. Additionally, Jesse has contributed to the National Indigenous STEM project at CSIRO, designing and delivering culturally responsive STEM teaching programs for middle years education. Jesse has a range of experience within advisory bodies and has been a member of such groups with ACARA, The Smith Family and the Australian Communications Consumer Action Network.



Mark Rose

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.



BOARD MEMBERS



Renee Phillips

RENEE PHILLIPS

Renee Phillips is a Saibai, Kerema and Daru woman from Zenadth Kes (Torres Strait) and Papua New Guinea. She is a trained Science and Maths high school teacher and a co-founding member of the National Indigenous Youth Education Coalition (NIYEC). Renee's teaching experience has been at an independent Aboriginal and Torres Strait Islander school in Gimuy - Yidinji (Cairns), as well as at a state high school on Ngunnawal and Ngambri country. She has also worked as a Primary Educator and Community Development Officer at Children's Ground on Arrernte country. She now works as the Program and Learning Director at NIYEC.



Gail Barrow

GAIL BARROW

Gail Barrow is a Nyungar woman with family links to the lands of the Koreng and Wudjari people of the south coast of Western Australia. Both her parents were teachers, with Gail's father being the first Aboriginal teacher, and Principal, in Western Australia. Gail, her sister and one of their brothers followed their parents into teaching. Gail began teaching in the 1970s and has taught pre-primary and primary school aged students in the southwest, the Goldfields, the Kimberley and the metropolitan areas of Western Australia. Since leaving the classroom, Gail has: - supported the work of Aboriginal and non-Aboriginal staff of the WA Department of Education (DoE) through staff training and professional learning programs - chaired the Course Advisory Committee for the Aboriginal and Intercultural Studies course (School Curriculum and Standards Authority of WA) - been a member of the academic staff at UWA and ECU, and - participated as a member of the Aboriginal Reference Group for the Australian Curriculum, Assessment and Reporting Authority (ACARA) Gail retired from the public service in 2018 but continues to assist schools to: - develop partnerships with Aboriginal families and the community, - create inclusive learning environments for Aboriginal students, - develop understandings of Aboriginal cultures, histories and perspectives in contemporary society, through cultural competency workshops, and - appreciate the role schools can play in addressing racism in ways which build the abilities of all students to challenge racism and racist practices.

BOARD MEMBERS



Rachael Whitney-Smith

RACHAEL WHITNEY-SMITH

Rachael Whitney-Smith is the Curriculum Specialist for Mathematics at the Australian Curriculum, Assessment and Reporting Authority (ACARA) and would like to acknowledge that she lives and raises her family on Noongar country in the Gnaala Karla Booja region of Western Australia. Rachael coordinated the development and review of the F-10 Australian Curriculum: Mathematics and collaborated with Chris Matthews and Caty Morris to develop content elaborations for the national curriculum that assist teachers to meaningfully teach mathematics through a variety of rich connections to Aboriginal and Torres Strait Islander histories and cultures. She is an active member on the ACARA Reconciliation Action Plan (RAP) working group, providing support to the organisation in terms of reconciliation. Rachael has worked as a mathematics consultant F-12, a professional officer for the Australian Association of Mathematics Teachers (AAMT) and the Executive Officer for the Mathematical Association of Western Australia (MAWA). She has also previously participated in the Aboriginal Tutorial Assistance Scheme (ATAS) and worked as a secondary mathematics teacher in NSW and WA, and head of department (Mathematics).



Jessica Jeeves

JESSICA JEEVES

Jessica is the Principal, Traditional Owner and Indigenous Procurement at BHP. She has spent the last 20 years in a mix of community, government and business roles in Indigenous affairs. She was most recently leading 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



Allan Dougan

ALLAN DOUGAN

Allan Dougan is a seasoned leader and strategist with over two decades of experience spanning the education, not-for-profit, and corporate sectors. Currently serving as the Chief Executive Officer of The Australian Association of Mathematics Teachers (AAMT), Allan has a deep understanding of the current educational climate locally and globally as well as organisational governance, financial stewardship, and stakeholder engagement. His leadership has been instrumental in driving significant organisational change, fostering sustainable financial growth, and championing educational initiatives at both national and international levels.

Allan brings a wealth of expertise in education, having worked across public and private schools in Australia and internationally. He has a strong background in mentoring emerging leaders, enhancing organisational culture, and advocating for evidence-informed practices. His track record includes advising on policy, developing strategic educational frameworks, and fostering partnerships that drive innovation.



STRATEGIC PLAN



ATSIMA's Strategic Plan 2024 - 2027 is currently being developed and will build on ATSIMA's Strategic Plan 2021 - 2023 below.

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.



CREATE INDIGENOUS EDUCATION INITIATIVES IN MATHEMATICS

RESOURCES

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



GHD FOUNDATION PROJECT - THE 'M' IN STEM

This \$100k funded project is supporting 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 subject matter experts; 3) Publication of resources on the ATSIMA website.

The five resources will value-add to the on-line professional learning program for pre and post service teachers, plus more resources for members. The resources will consolidate the work from the NSW Department of Education Connected Communities project, increasing resources around Place Value, Operations and Early Algebra.

The resources will be launched on our new website 2025 and the project is being managed by Prof. Chris Matthews.

TOYOTA FOUNDATION PROJECT 2024 - 2025

This project is developing a teaching resource based on the Australian Curriculum: Mathematics (AC:M) with a focus on Aboriginal and Torres Strait Islander histories and cultures content. The schools/Communities involved are Walungurru in the Western Desert in the Northern Territory and Yirrkala in North East Arnhem Land in the Northern Territory. The resource incorporates Prof. Chris Matthews' Goompi Model that provides teachers with a framework for teaching mathematics in culturally responsive ways. The resources will be integrated into ATSIMA's professional learning programs for teachers around Australia and made available for ATSIMA partnering membership. The project builds on what we have learned from the Toyota/ATSIMA pilot project in 2022.

For this project, the context of the learning is different from the previous project whereby the schools are in remote areas of Australia. These schools have 100% Indigenous student enrolment and are first language speaking Communities i.e. English is a second or third language to the Indigenous teachers and students.

EDUCATION SERVICES AUSTRALIA (ESA) COLLABORATION

ATSIMA worked with ESA in 2023 to develop units of learning that incorporated the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority (CCP) in the Australian Curriculum. This work was completed at the end of 2023 and the resources are being published on the ATSIMA website under a creative commons license.



CREATE INDIGENOUS EDUCATION INITIATIVES IN MATHEMATICS CONT.

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



RESOURCES

UNIVERSITY OF ADELAIDE COLLABORATION

ATSIMA is working with the University of Adelaide to create two webinars and Teacher Background Information based on two of the rich contexts in the CCP in the latest version of the Australian Curriculum: Mathematics. The webinars and associated resources will be delivered in December 2024 and January 2025.

CAMBRIDGE UNIVERSITY PRESS & ASSESSMENT

ATSIMA is working with Cambridge University Press & Assessment to produce a set of 12 investigations for Years 7-10, along with a set of accompanying marking rubrics and teacher notes. The investigations are based on Aboriginal and Torres Strait Islander histories and cultures content elaborations in version 9 of the Australian Curriculum: Mathematics and will be presented in a webinar in Term 1 2025.

ONLINE PLATFORMS

ATSIMA WEBSITE

The website includes a membership area with access for partnering members only to resources and a networking channel.

NETWORKING CHANNEL

This channel provides a facility for partnering members to collaborate and share.

PROFESSIONAL LEARNING PROGRAMS

48-HOUR ONLINE PROFESSIONAL LEARNING COURSE

The draft 48-hour course developed in 2022 and funded by the John and Myriam Wylie Foundation will be trialed in the first half of 2025 through funding from the GHD Foundation.

The course has two components: a) 36-hour educators' course, and b) integrated 12-hour train the trainer modules. It includes 6 x 6-hour modules and focuses on culturally responsive mathematics pedagogy based on Prof. Chris Matthews' Goompi Model, and First Nations Australian histories and cultures content in the Australian Curriculum: Mathematics.



CREATE INDIGENOUS EDUCATION INITIATIVES IN MATHEMATICS CONT.

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



ATSIMA ADVISORY SERVICES

Prof. Chris Matthews remains a member of the:

- International Congress Mathematics Education ICME-15, Consortium for Mathematical Education CoME and International Program Committee
- Indigenous STEM Professionals' Network Leadership Group
- Science Technology Australia Board
- National Indigenous Youth Education Coalition Design Steering Group
- Australian Curriculum Assessment and Reporting Authority First Nations Australian Advisory Group
- Australian Council of Heads of Mathematical Sciences

STEM CAMPS ARE IMPLEMENTED IN STATES/TERRITORIES

The Schneider Electric Foundation grant is to develop one STEM camp per year over 3 years. ATSIMA collaborated with the ACT Education Directorate with the first camp taking place in October, 2024 at the Birrigai Outdoor School in the ACT with 50 Indigenous students in attendance. The program included workshops from Indigenous STEM presenters.

Plans are underway with Catholic Education Western Australia for the 2025 camp to be held in the Kimberley region of WA.

ATSIMA is currently seeking a partner for a STEM Camp collaboration in 2026.



Image - STEM Camp 2024 by Mika Tyson from GuniBina Yarns



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

INSPIRE AND EQUIP EDUCATORS

ATSIMA PROFESSIONAL LEARNING PROGRAMS

ATSIMA 2025 CONFERENCE

Planning the ATSIMA 2025 Conference in lunawanna allonah (Bruny Island), Tasmania is underway. In August, Chris Matthews and Melinda Pearson travelled to lunawanna allonah and collaborated with local community and education systems to identify the theme of the conference as well as locations and venues.

ATSIMA's previous conferences established the need for a Revolution in Mathematics Education to improve educational outcomes of Aboriginal and Torres Strait Islander learners. The theme for ATSIMA 2025,

palawa kani pumili waranta rrala - Our Language Our Strength,

speaks to the power of language. In the face of attempted genocide, language has been central to Palawa strength, resistance and resilience. The theme honours Grandmother Smith (Fanny Cochrane Smith) who had the wisdom and foresight to record language for her people. Grandmother Smith has taught us that one seemingly simple act, one moment in time, can have an affect that ripples across generations so that Palawa can maintain their identity, their strength and their connection to Country. As mathematics educators, we need to ensure that we value language within the teaching and learning of mathematics.


ATSIMA is currently seeking partners to sponsor/support the ATSIMA 2025 conference. More details about the conference are available on the ATSIMA website.



*Image - Grandmother Smith (Fanny Cochrane Smith)
Image source: ABC*

INSPIRE AND EQUIP EDUCATORS CONT.

ATSIMA PROFESSIONAL LEARNING PROGRAMS



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

YIRRKALA CONFERENCE 2023

Many hours of work went into planning and executing the very successful 2023 Conference on YOLGNU COUNTRY in Yirrkala, North East Arnhem Land. Collaboration with the local committee was paramount to pulling off this ambitious event. Below are some statistics about the conference.

Delegates

There was a diverse group of over 100 delegates from a range of sectors including Community, school, higher education, and business/industry. A significant number of Yolngu Community members and educators participated throughout the conference, providing important perspectives.

The 3 day Program

The program included:

- Welcome to Country
- 4 x keynote sessions
- 3 x concurrent sessions with a total of 22 x presentations
- Cultural rainforest to beach walk
- Maypal (mussels) cooking
- Food and networking session
- Conference dinner which included local music performances.

Sponsorship

A substantial amount of work went into obtaining sponsors for the conference; the following was obtained:

- BHP Foundation - \$150,000
- National Indigenous Australian Agency for Silver - \$25,000
- Computer Science Education Research Group - University of Adelaide - \$10,000
- Department for Education SA - \$8,250
- University Technology Sydney - \$8,250
- Buku-Larrngay Mulka Art Centre - In-Kind donation
- Business Technology Partners - In-kind donation
- An Individual donation - \$1,650.





INSPIRE AND EQUIP EDUCATORS CONT.

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

Conference Feedback

Feedback from the conference was overwhelmingly positive, particularly around being on Country, and includes the following survey results and testimonials:

Survey Results

4a. Overall, were the keynotes and concurrent presentation valuable?

26 responses

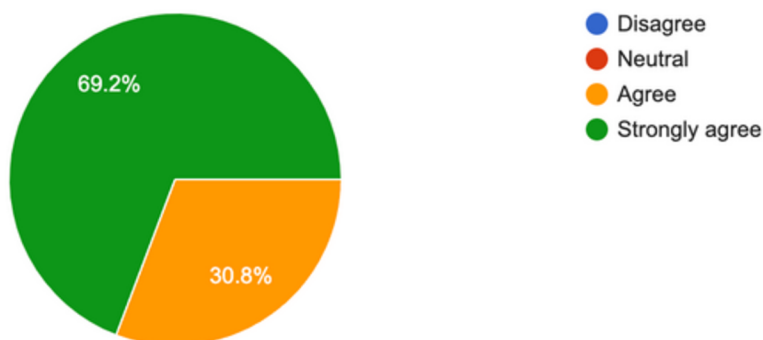


Image - Professor Chris Matthews and Merrkiyawuy Ganambarr-Stubbs




Image - ATSIMA 2023 Conference Delegates



INSPIRE AND EQUIP EDUCATORS CONT.

Testimonials



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

“ I learned so much new information, a lot of the content I was hearing was new information to me; as a non-Indigenous person working in education, this conference really opened up my eyes. ”

“ I really appreciated being on Country and being able to participate in the cultural activities to learn more about First Nations cultures and knowledges. ”

“ I really enjoyed the format of the workshops that allowed for conversation and discussion of key themes/take aways following each session, then coming together as a group of delegates to refine these. ”


“ Culture is such a source of strength for Indigenous kids generally and can make a big difference in the classroom ”



INSPIRE AND EQUIP EDUCATORS CONT.

SCIENCE TECHNOLOGY AUSTRALIA - SCIENCE MEETS PARLIAMENT

Prof. Chris Matthews attended Science Meets Parliament and participated in two panels on Indigenous people in STEM that focused on the inclusion of Indigenous people, Community and Knowledges in the draft Science priorities. Chris collaborated with CSIRO Women's Academy for University students to have paid work experience with ATSIMA (this is still being developed). Chris formed a relationship with the Minister for Science Ed Husic who had knowledge of ATSIMA's work and solidified ATSIMA's relationship with the Chief Scientist Cathy Foley. Chris was also interviewed by ABC Breakfast and was part of the podcast called Tech Transfer Talk.



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



2024 ABORIGINAL STEM CONGRESS - DEPARTMENT FOR EDUCATION, SA

Dr Caty Morris co-presented with the University of Adelaide CSER team at the annual 2024 Aboriginal STEM Congress. The presentation was titled *STEM Thinking and innovation in Aboriginal Design* included projectile technologies, basketry and weaving and First Nations STEM innovators all of which are featured in the Australian Curriculum: Mathematics. .

WEBINAR SERIES 2024

Between May and November, ATSIMA held an online webinar series for partnering members based on the NAIDOC theme Keep The Fire Burning! Blak, Loud And Proud.

Session 1 - Introduction and Q&A with Prof. Chris Matthews

Chris discussed his vision for ATSIMA and the teaching of mathematics that connects with Aboriginal and Torres Strait Islander Cultures, Languages and Histories.

INSPIRE AND EQUIP EDUCATORS CONT.



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

WEBINAR SERIES 2024 CONT.

Session 2 - Q&A with Prof. Chris Matthews based on:

- Why continuing the revolution in mathematics education is important for Aboriginal and Torres Strait Islander learners and keeping cultures alive
- The importance of building a network of allies to support this revolution
- How passion can drive change and that we are all responsible.

Session 3 - Following on from Session 2, the Q&A with Prof. Chris Matthews discussed:

- How educators can design well structured units of work that are culturally responsive
- How to integrate First Nations perspectives in maths curriculum respectively
- How to explore and incorporate First Nations' experiences and histories that give maths more meaning, value and purpose (ie building maths and STEM from human experience).

Session 4 - Following on from Session 3, Maths on Country + Q&A with Prof. Chris Matthews discussed:

How you see maths on Country and how this can inform the teaching and learning of mathematics for Indigenous and non-Indigenous learners.

Partnering members of ATSIMA can access recordings of the webinars on the ATSIMA website.


DIGITAL PORTAL ESTABLISHED TO ACCESS RESOURCES

ATSIMA is seeking funding to develop a resources portal for our website. We are seeking partners for this development.

INSPIRE AND EQUIP EDUCATORS CONT.

ILLUSTRATIONS OF PRACTICE

Illustrations of practice showcase great work happening in schools and communities. This project fits into Initiative 1 of ATSIMA's 4 year plan. ATSIMA will continue to collaborate with schools to identify opportunities. ATSIMA has reached out to state and federal ministers, philanthropists and corporations for potential collaborations.



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

PROFESSIONAL LEARNING

Contracted

ATSIMA continues to provide professional learning programs to education systems and schools including:

- Education Directorate, ACT
- Southern Cross University, QLD
- Department for Education, SA
- Department of Education Partnerships, VIC
- Mathematics Association Western Australia, WA
- Mathematics Education Research Group of Australasia.

Partnered

- University of Adelaide
 - Scienceworks Victoria teacher workshop
 - South Australian Department for Education Aboriginal STEM Congress student workshops
 - South Australian Museum teacher workshops
 - Mathematics Association of South Australia keynote address.

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 experts and non-Indigenous experts. These experts support ATSIMA's programs and projects, in particular our STEM camps.





KNOW AND SHARE OUR IMPACT

Develop an impact measurement framework to capture and share our programs

GATHERING AND REPORTING DATA

ATSIMA has in place strategies for gathering ongoing data on engagement and impact of our professional learning programs and resource projects. Impact measurement strategies have also been included in each of the four initiatives 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 profile relating to professional needs, interests, position and organisation, and Indigenous/non-Indigenous status. The data helps to provide direction for ATSIMA and analysis of membership needs.

ATSIMA is currently developing its 2024 - 2026 strategic plan that further embeds strategies for measuring and reporting on impact.

COMMUNICATION PLAN

ATSIMA continues to develop and implement a communication plan including through our networks, collaborators and champions. Introduced this year are the quarterly newsletter and monthly Insider Update for partnering members. Outcomes of our improved communication plan include:

- development and delivery of a range of communication strategies such as social media posts on various platforms including Facebook, Twitter, Instagram, LinkedIn and TikTok
- posting to the ATSIMA website
- communication for the ATSIMA conferences.



KNOW AND SHARE OUR IMPACT CONT.

MEMBERS



Develop an impact measurement framework to capture and share our programs

Membership is currently at 1,437 members. ATSIMA members are made up of Aboriginal educators, classroom teachers, students, academics, advisors, school leaders, directors, consultants and from business and industry.

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.

There are three types of membership:

- Individual Membership
- Student Membership
- Organisation (includes Organisation Team Members).

ATSIMA member breakdown:

MEMBERSHIP CATEGORIES	MEMBERSHIP TYPE	NUMBER
Non Paid Members	Affiliate	1242
Partnering Member - Associate (non-Indigenous)	Individual	81
	Student	7
	Organisation	19
	Organisation Team Members	64
Partnering Member - Ordinary (Aboriginal and Torres Strait Islander)	Individual	23
	Student	
	Organisation Team Member	1
TOTAL		1437

ONGOING SUCCESS

REVENUE MODEL & PRODUCT STRATEGY DEVELOPED

Build an operating model for growth and sustainability:
people resources
financial strength
digital capabilities



ATSIMA continues to implement a revenue model as ongoing funding is secured for projects and contract work.

OPERATIONAL PLAN DEVELOPED AND MONITORED

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

ORGANISATIONAL STRUCTURE

In May 2024, ATSIMA employed Prof. Chris Matthews as CEO on a 1 year contract. ATSIMA's organisational structure is implemented through ATSIMA's projects and proposals. The organisational structure is made up of the ATSIMA board, chair, CEO, business manager, finance and membership manager, and project manager positions.

TECHNOLOGY STRATEGY

ATSIMA is seeking partners for the development of an online resource portal as part of ATSIMA's initiatives.

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. Communications are regularly sent through ATSIMA's networks, social media channels, member-only channel and posted on the ATSIMA website. Outcomes include significant interest from new schools and increased membership.



ONGOING SUCCESS CONT.

STRATEGIC PARTNERSHIPS



Build an operating model for growth and sustainability:
people resources
financial strength
digital capabilities

NATIONAL SUMMIT ON INDIGENOUS MATHEMATICS EDUCATION

Leaders from ATSIMA and the Australian Association of Mathematics Teachers (AAMT) along with state and territory maths associations met in person at a National Summit at the University of Adelaide on the 10-11 April 2024.

The purpose of the Summit was to mobilise the mathematics education community of Australia to address Aboriginal and Torres Strait Islander education in mathematics. As a first step, all delegates at the Summit created a Commitment Statement (see next page) which was signed by all delegates. From the Commitment Statement, each state and territory has developed an action plan that is now being implemented.

On the final day of the Summit, participants crafted the Commitment Statement and signed up to being “unwavering and accountable” in actioning their commitment to achieving positive outcomes for Aboriginal and Torres Strait Islander learners.

View the Summit communique here: <https://atsima.com/national-summit-on-indigenous-mathematics-education/>
and Chris’s interview with ABC Breakfast News here: <https://atsima.com/interview-with-prof-chris-matthews-and-abc-news-breakfast-11-april-2024/>



Image - Leaders from national and state/territory mathematics associations with the ATSIMA team

ONGOING SUCCESS CONT.

Build an operating model for growth and sustainability:
people resources
financial strength
digital capabilities



Commitment Statement from the Mathematics Associations of Australia 354

This Commitment Statement was developed on Kurna Yerta (Kurna Country). We pay our respects to Kurna Yerta and Elders past and present. The artwork in the Commitment Statement depicts traditional Tarnanya (Adelaide) and Mikkawomma (Adelaide Plains).

Our responsibility is to drive a cultural shift to make a systematic difference in mathematics education for Aboriginal and Torres Strait Islander learners. We commit to:

- Truth-telling which recognises the past and builds capacity for the future.
- Building relationships by listening to and learning from and with Aboriginal and Torres Strait Islander Communities.
- Creating sustainable partnerships based on trust and respect.
- Leading and supporting culturally responsive practices.
- Advocating for a shared understanding of success.

In doing so, we agree to be unwavering and accountable in actioning this commitment to achieve positive outcomes for Aboriginal and Torres Strait Islander learners.



Artwork: Kurna Yerta by Bryce Gawe



ONGOING SUCCESS CONT.

STRATEGIC PARTNERSHIPS



Build an operating model for growth and sustainability:
people resources
financial strength
digital capabilities

NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION CORPORATION (NATSIEC)

Earlier in the year, ATSIMA reached out to the newly formed NATSIEC to begin a conversation with the committee about mathematics outcomes of Aboriginal and Torres Strait Islander learners. NATSIEC is Australia's peak Aboriginal and Torres Strait Islander education body. Co-Chairs of NATSIEC are Professor Peter Buckskin PSM FACE, South Australian Aboriginal Education and Training Consultative Council and Aunty Geraldine Atkinson President, Victorian Aboriginal Education Association Inc.

Chris was invited to contribute around ATSIMA's work at their inaugural meeting in Brisbane in July. In attendance were the CEOs of the current state and territory Indigenous education consultative groups, the First Assistant Secretary for Improving Student Outcomes, Nerida Hunter (Australian Government), and Assistant Secretary First Nations and Close the Gap program, Chris Mudford (Australian Government),

Chris presented a joint 30-minute presentation with Kim Dyball from the STEM Indigenous Girls Academy, CSIRO. ATSIMA will further develop a collaboration with NATSIEC.

ATSIMA congratulates Sharon Davis, a proud Bardi and Kija person, on their recent appointment as NATSIEC CEO and looks forward to our collaboration with NATSIEC.



Image - Ann-Maree Long, Kim Dyball, Megan Chisholm, Chanel Bernal and Chris Matthews at the July NATSIEC meeting

ONGOING SUCCESS CONT.

STRATEGIC PARTNERSHIPS



Build an operating model for growth and sustainability:
people resources
financial strength
digital capabilities

ATSIMA's strategic partnerships continue to increase in number. Strategic partners include:

- National Aboriginal and Torres Strait Islander Education Corporation
- Science Technology Australia
- Australian Association of Mathematics Teachers
- State and Territory Mathematics Associations
- University of Melbourne
- Computer Science Education Research, University of Adelaide
- Australian Mathematical Sciences Institute
- Australian Maths Trust
- Cambridge University Press & Assessment
- National Indigenous Australians Agency
- Department for Education SA
- University Technology Sydney
- Education Services Australia
- BHP Foundation
- GHD Foundation
- Toyota Foundation
- Schneider Electric Foundation
- Reserve Bank of Australia
- Reconciliation Australia.



ONGOING SUCCESS CONT.

Thank you to all the organisations that sponsor and partner with ATSIMA.



Compilation Report

Aboriginal & Torres Strait Islander Mathematics Alliance For the year ended 30 September 2024

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 2024 and the income statement for the period 1 October 2023 to 30 September 2024.

The Responsibility of the Director

The Director 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 Director 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 Parafield

Name of Partner: 
.....
David Block

Address: 9 Dakota Drive Parafield Airport SA 5106

Dated: 14th November 2024

Profit and Loss

Aboriginal & Torres Strait Islander Mathematics Alliance For the year ended 30 September 2024

	2024	2023
Trading Income		
ATSIMA Administration	131,044.26	97,459.56
ATSIMA Sponsorship/Donations	9,328.96	78,696.64
Consulting	6,735.90	7,650.23
Event Accommodation and Miscellaneous Income	-	56,663.61
Event Registration	862.73	54,873.62
Event Sponsorship Income	-	10,000.00
Membership Fees	20,363.58	21,072.66
Other/Reimbursement	-	92.82
Professional Development	54,460.49	63,044.96
Total Trading Income	222,795.92	389,554.10
Gross Profit	222,795.92	389,554.10
Other Income		
Prepayment - Drawdown	290,416.79	281,322.79
Total Other Income	290,416.79	281,322.79
Operating Expenses		
Accounting Services	1,425.00	2,299.00
Administration - Projects/Events	37,304.55	59,391.80
ATSIMA Social Events	13,174.94	70,995.09
Bank Fees	87.93	16.99
Conference Scholarship Expenses	-	22,500.00
Consultancy Expenses	16,050.00	19,388.52
Consulting, keynotes, committees, expert panels, writing	-	9,640.00
Event Advertising and Marketing	1,430.00	966.00
Event Catering Expenses	3,309.09	-
Event Gifts of Appreciation	2,860.00	1,774.46
Event Travel Expenses	46,247.38	61,734.21
Event Venue and Accommodation Hire	11,367.48	62,163.64
Insurance	8,072.66	1,310.00
IT Expenses	-	63.63
Office Admin/Subscription Expenses	4,932.76	3,181.12
Office Expenses	759.19	39.98
Payment Gateway Fees	359.23	1,791.19
Plant & Equipment - Temporary Full Expensing	2,028.00	-
Professional Development Consulting Fee	68,928.45	69,403.67
Superannuation	18,901.62	13,956.47
Telephone & Internet	1,248.97	-
TRT Costs	1,500.00	-
Wages and Salaries	169,159.50	131,835.68
Wages and Salaries - Allowances	1,383.40	-

Profit and Loss

	2024	2023
Website	4,613.23	5,340.00
Workplace Insurance	2,730.78	-
Total Operating Expenses	417,874.16	537,791.45
Net Profit	95,338.55	133,085.44

Balance Sheet

Aboriginal & Torres Strait Islander Mathematics Alliance

As at 30 September 2024

	30 SEPT 2024	30 SEPT 2023
Assets		
Bank		
ATSIMA	719,067.85	639,419.73
AUD PayPal	1,457.10	466.32
Total Bank	720,524.95	639,886.05
Current Assets		
Accounts Receivable	120.00	7,546.00
Total Current Assets	120.00	7,546.00
Total Assets	720,644.95	647,432.05
Liabilities		
Current Liabilities		
Accounts Payable	2.34	15,658.65
Funds Held on Behalf of NISTEMP	68,875.61	68,977.61
GST	23,098.21	3,656.08
PAYG Withholdings Payable	6,030.00	1,536.00
Prepayments	302,455.36	332,758.83
Total Current Liabilities	400,461.52	422,587.17
Total Liabilities	400,461.52	422,587.17
Net Assets	320,183.43	224,844.88
Equity		
Current Year Earnings	95,338.55	133,085.44
Retained Earnings	224,844.88	91,759.44
Total Equity	320,183.43	224,844.88

ATSIMA
Transforming
Mathematics Education
for Aboriginal and
Torres Strait Islander
Learners

