



ABORIGINAL & TORRES STRAIT ISLANDER MATHEMATICS ALLIANCE

OCT 2024 - SEPT 2025

ANNUAL REPORT



Learners at the ATSIMA STEM Camp 2025
in Lombadina WA

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 2025



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 the 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 Communities across all Nations to improve mathematics outcomes for Aboriginal and Torres Strait Islander learners in connection to their Community, their Country, their Culture. We would like to welcome all members to ATSIMA's 2025 Annual General Meeting and submit the 2025 Annual Report as a summary of our activities and financial position for the period of October 2024 to September 2025.



Chris Matthews

Each year we continue to grow our membership base and a big thank you to our paid members: such vital support for ATSIMA. We have continued to work with schools and educational systems across the majority of State and Territories from professional learning, curriculum development to STEM Camps. Lastly, ATSIMA has continued to create resources through a range of projects outlined in this report and we will continue to progress this in 2026.

We 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. We 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.

We would also like to thank Melinda Pearson for her tireless efforts, working beyond her role as the Business Manager of ATISMA, that have shaped ATSIMA as a professional organisation. Melinda has also been instrumental in developing partnerships and shaping future opportunities for ATSIMA.

WELCOME CONT.

We 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. We would also like to thank Louise McGeorge for her financial expertise and assisting in all things catering for our events from STEM Camps to Conferences. We would like to welcome Brock Pearson who is working part-time to improve our social media presence and marketing the work of ATSIMA.

Last, we would like to thank all our 1,500+ members for supporting ATSIMA, which has given significant weight to the importance of our work and our vision. We 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 for everyone's support, thanks for participating in the AGM, and look forward to what 2026 has to offer.



ABOUT ATSIMA



The Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA) is an Aboriginal-led charity that was registered and incorporated in 2015. Since its establishment, ATSIMA has remained committed to creating meaningful and lasting change in mathematics education for Aboriginal and Torres Strait Islander learners across Australia.

ATSIMA's vision is that all Aboriginal and Torres Strait Islander learners are successful in mathematics. Achieving this vision requires approaches to teaching and learning that are culturally responsive, Community-driven, and grounded in Indigenous ways of knowing, being and doing. To support this, ATSIMA is developing innovative models that connect mathematics with Aboriginal and Torres Strait Islander histories and cultures. Through this work, ATSIMA seeks to transform the educational experience for Indigenous learners and contribute to a more equitable and culturally informed education system.

The following summary outlines the key projects and programs delivered by ATSIMA during the year:

PROFESSIONAL LEARNING

ATSIMA continues to provide high-quality professional learning opportunities for educators, schools and communities. These programs build teacher capability, deepen cultural understanding, and support the integration of culturally connected mathematics into classroom practice.

RESOURCE DEVELOPMENT

ATSIMA develops culturally informed mathematics resources that reflect the diversity and richness of Aboriginal and Torres Strait Islander cultures. These resources are designed to support both educators and learners, and to ensure that mathematics learning is relevant, engaging and grounded in real-world cultural contexts.

EVENTS

Throughout the year, ATSIMA delivered a range of events that brought educators, Community members, researchers and leaders together to share knowledge, showcase innovation and strengthen networks. These events play a crucial role in growing national momentum around culturally responsive mathematics education.



ABOUT ATSIMA CONT.



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
PURSINNG 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 CONT.



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 Advisory 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 CONT.



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.



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.

PROGRAMS AND INITIATIVES

TOYOTA FOUNDATION PROJECT - ATSIMA TEACHING RESOURCE 2024-2025



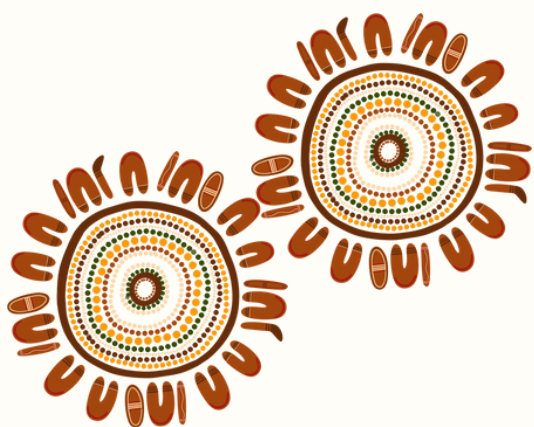
This project is developing a teaching resource aligned with the Australian Curriculum: Mathematics (ACM), with a strong focus on Aboriginal and Torres Strait Islander histories and cultures content. The work is being undertaken in partnership with the Communities of Walungurru in the Western Desert and Yirrkala in North East Arnhem Land, both located in the Northern Territory. The project is led by Prof. Chris Matthews.

The resource incorporates Prof. Chris Matthews' GOOMPI Model, which provides teachers with a framework for delivering mathematics in culturally responsive and meaningful ways. Once completed, the resources will be integrated into ATSIMA's professional learning programs for teachers across Australia and made available to ATSIMA's partnering members. This project builds on insights gained from the Toyota/ATSIMA pilot initiative undertaken in 2022.

A distinguishing feature of this project is its remote Community context. The participating schools are located in geographically isolated regions and have 100% Indigenous student enrolment. These Communities are predominantly first-language-speaking where English is commonly a second or third language. This context has guided the resource design to ensure cultural and linguistic relevance.

The project remains underway, with finalisation expected soon. It continues to make steady progress, reflecting strong collaboration with Community partners and a commitment to producing high-quality, culturally responsive mathematics resources.

Progress with this project has been delayed for a range of professional and personal reasons and will now continue into 2026.



PROGRAMS AND INITIATIVES CONT.



GHD FOUNDATION PROJECT - PILOT ADDRESSING THE MATHS EDUCATIONAL GAP FOR INDIGENOUS LEANERS 2024-2025

This project has been working with a small group of academics and teachers to complete a first review of the draft 36-hour course during the latter half of 2025. During 2026, a second round of reviewing will occur with a small group of teachers from state/territory mathematics associations. The project aims to address identified barriers in professional learning for teachers through a combination of an online course and an action research process. This online course will support mathematics associations to meet their commitment - made at the ATSIMA/AAMT Summit in April 2024 - by enabling the effective implementation of their action plans. The project is managed by Dr Caty Morris.

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY (ACARA) - DEVELOPMENT OF RESOURCES TO SUPPORT ACARA MATHEMATICS PROJECTS 2025-2026

This project is focused on strengthening teacher and school capacity to meaningfully embed the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority within the Australian Curriculum: Mathematics (ACM) through the FIRST framework which is:

(F = Find out about, I = Indigenous knowledges and voices, R = Respectful partnerships, S = Supporting student learning, T = Time). The project is managed by Dr Caty Morris.

Key achievements include:

- Developing and publishing professional learning modules that provide teachers with background knowledge and practical guidance for implementing the ACM elaborations using the FIRST framework
- Working with participating schools and local communities to support the authentic delivery of ACM content, ensuring strong cultural connections through the FIRST framework
- Creating and publishing student work samples that illustrate how the elaborations can be enacted in classrooms and provide teachers with concrete examples of practice
- Producing school illustrations of practice that showcase successful implementation of the FIRST framework and offer valuable insights for teachers nationwide
- These outputs collectively provide high-quality, practical support for educators seeking to deliver culturally grounded mathematics teaching aligned with ACM.





PROGRAMS AND INITIATIVES CONT.

THE 'M' IN STEM CAMPS FOR ABORIGINAL AND TORRES STRAIT ISLANDER LEARNERS 2023-2025

This project, funded by Schneider Electric Foundation, provided a three-year grant to support the development of one STEM camp per year for YEARS 5-10 Aboriginal and Torres Strait Islander learners. ATSIMA delivered the first camp in partnership with the ACT Education Directorate in October 2024 at the Birrigai Outdoor School with 50 students participating. The program featured workshops facilitated by Aboriginal and Torres Strait Islander STEM Presenters. The project is led by Prof. Chris Matthews.

In September, ATSIMA organised and facilitated the 2025 STEM Camp in Lombadina, located in the Kimberley region of Western Australia. The camp engaged 80 Aboriginal and Torres Strait Islander learners, representing various schools and communities. Workshops were delivered by Aboriginal and Torres Strait Islander academics, role models, industry leaders, educators, and Community members, offering practical, hands-on STEM learning experiences. Sessions explored real-world challenges through a cultural lens, demonstrating the strong connections between Aboriginal and Torres Strait Islander Knowledge Systems and STEM disciplines. Workshops included:

- Deadly Coders digital technologies
- Winyama mapping and geospatial skills
- Murujuga Rock Art Monitoring Program marine science activities
- Animation
- Trigonometry



Learners at the ATSIMA STEM Camp 2025
in Lombadina WA



PROGRAMS AND INITIATIVES CONT.

THE 'M' IN STEM CAMPS FOR ABORIGINAL AND TORRES STRAIT ISLANDER LEARNERS 2023-2025 CONT.

Learners also took part in a full on-Country day led by Elders from the Lombadina Community, who shared cultural knowledge, stories, and local histories that supported deep, place-based STEM learning.

The three-day program combined cultural excursions with interactive workshops, whereby groups of learners rotated through a series of one-hour sessions.

ATSIMA acknowledges and thanks our STEM Camp 2025 partners, Schneider Electric Foundation, The Mathematical Analysis of Cellular Systems (MACSYS) and Catholic Education Western Australia, as well as the Lombadina Community for hosting the camp and contributing so significantly to its success.

Planning is now underway for the 2026 camp in Victoria.

View the [STEM Camp video](#) (3 minutes) and the [photos](#).



Learners at the ATSIMA STEM Camp 2025
in Lombadina WA

PROGRAMS AND INITIATIVES CONT.



MATHEMATICS ASSOCIATION OF VICTORIA (MAV)

This project collaborated with the Mathematical Association of Victoria to deliver four virtual sessions to the Victorian Academy of Teaching and Leadership to broaden and strengthen participants' understanding of the learning needs of Aboriginal and Torres Strait Islander children through examples of culturally responsive mathematics education. The project was managed by Dr Caty Morris.

The sessions shared content within the 9 rich contexts in the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in the Australian Curriculum: Mathematics and Prof. Chris Matthews' Goompi Model as a way of implementing this content.



PROFESSIONAL LEARNING

ATSIMA 2025 CONFERENCE PLANNING



ATSIMA undertook extensive planning and coordination for its major event, the 5th Biennial Conference, held from 1–3 October 2025 in partnership with Wayti Culture and Knowledge and Weetapoonna Aboriginal Corporation on Lunawuni (Bruny Island), Lutruwita (Tasmania). Organisational work included Community engagement and liaison, program design, partnerships, logistics and delegate support. As ATSIMA's major event, the Biennial Conference represents a significant milestone for the organisation, providing a national platform to bring together educators, community members, and partners committed to improving mathematics education for First Nations learners. Oversight of the conference was managed by Melinda Pearson.

The theme, *palawa kani pumili waranta rrala – Our Language, Our Strength*, was developed in close collaboration with Palawa people. This theme reflects the central place of language in Palawa strength, resistance, and resilience. It acknowledges the foresight of ancestors who sustained language, culture, and connection to Country, as well as the ongoing leadership of Elders who continue to uphold and share this knowledge.

Throughout the planning process, ATSIMA worked alongside Palawa community members to ensure the conference would centre Palawa culture, history, and voice. This collaboration shaped a program that guided delegates through an experience interweaving Palawa cultural knowledge and mathematics education. Workshops and presentations were curated to prompt deep reflection and to encourage participants to consider how these insights could influence their practice. The final day was designed to support delegates to consolidate their learning and identify actions to strengthen mathematics education for First Nations Australian learners.



Grandmother Fanny Cochrane Smith
Palawa Cultural Leader

PROFESSIONAL LEARNING

ATSIMA 2025 CONFERENCE PLANNING CONT.



The conference committee consisted of Bronwyn Dillon from Wayti Culture and Knowledge, Ben Smethurst from the Mathematical Association of Tasmania, Sarah Lackey from Tasmania's Department for Education, Children and Young People, and ATSIMA team members Melinda Pearson, Chris Matthews, Caty Morris, Louise McGeorge and Brock Pearson.

ATSIMA acknowledges and thanks our ATSIMA 2025 partners, Wayti Culture and Knowledge, Weetapoon Aboriginal Corporation, BHP Foundation, The Mathematical Analysis of Cellular Systems (MACSYS), Catholic Education Tasmania, University of Adelaide CSER STEM Professional Learning, Mathematics Education Research Group of Australasia (MERGA), Mathematical Association Victoria (MAV), The Australian Association of Mathematics Teachers (AAMT) St Johns Ambulance, SeaLink.

The delivery of the ATSIMA 2025 Conference falls within the next reporting period, October 2025 to September 2026, and further details will be provided in that report.



Artwork created for ATSIMA 2025 Conference by Reuben Oates



PROFESSIONAL LEARNING CONT.



LAKE MACQUARIE HIGH SCHOOL AND BOORAGUL PUBLIC SCHOOL

Lake Macquarie High School and Booragul Public School are participating in an 18-month joint professional learning program facilitated by Prof. Chris Matthews. The program brings together educators to reflect on their current practices and explore new approaches to supporting Indigenous learners in mathematics.

Chris introduced a range of classroom strategies designed to build students' sense of ownership, relevance, and connection to mathematics. These strategies emphasised culturally informed ways of thinking, the importance of contextualising mathematical concepts, and the role of relationships in creating meaningful learning experiences.

Educators were encouraged to consider how these approaches could be adapted to their own classrooms to better engage and empower Indigenous students.

The feedback from participants was overwhelmingly positive. Many described the professional learning as fascinating, insightful, and inspiring, challenging them to think differently about their teaching, and provided practical tools they could implement immediately. The sessions strengthened the schools' commitment to improving outcomes for Indigenous learners and highlighted the value of ongoing professional learning that centres cultural understanding and student voice.



“fascinating and inspiring day”



Educators from Lake Macquarie High School and Booragul Public School working with Prof. Chris Matthews



PROFESSIONAL LEARNING CONT.

PURNULULU ABORIGINAL INDEPENDENT COMMUNITY SCHOOL

This project, funded by the school, represents a significant and meaningful collaboration between ATSIMA and Purnululu School, located on Gija Country in the East Kimberley region of Western Australia. Central to the project is a co-creation approach that brings together Gija Elders, school leadership, educators, and ATSIMA staff. This partnership model ensures that cultural authority, Community knowledge, student learning needs and local aspirations guide every stage of the work.

The project has two core aims. The first is to develop a mathematics curriculum that is deeply connected to the local cultural curriculum, knowledge systems, and lived experiences of the Gija people. This involves working alongside Elders to embed Gija ways of knowing, being, and doing into classroom learning, ensuring that mathematics is taught in ways that are meaningful, contextual, and culturally grounded for students.

The iterative process of the project has allowed for an adaption now involving a focus on working with Elders and Gija Staff around Gija Curriculum.

ATSIMA extends thanks to the Purnululu Community for welcoming us and allowing this important work to take place on Country.



Prof. Chris Matthews works alongside of Elders and Gija Staff at Purnululu Aboriginal Independent Community School



PROFESSIONAL LEARNING CONT.

INDIGENISING UNIVERSITY MATHEMATICS 3 CONFERENCE

In November 2024, Prof. Chris Matthews was a key facilitator in the online session for Indigenising University Mathematics 3 (IUM3) at LaTrobe University. The aim of the conference was to continue the learning journey from sessions IUM1 and IUM2, sharing a growing understanding that Indigenising Mathematics is not just about inserting particular pieces of information into a curriculum, but about engaging with different knowledge systems and ways of knowing.



RECONCILIATION AUSTRALIA NATIONAL RAP CONFERENCE: NOW MORE THAN EVER

In November 2024, Prof. Chris Matthews, together with Anja Bonnard, a highly regarded First Nations engagement professional and a trusted advisor with a background advocating for First Nations people and Leanne Bell a very proud Gangalidda, Birri Gubba Bindal woman with family ties to Burketown and Cherbourg an Executive Director for Education and Training at TAFE Queensland north region based in Gimuy (Cairns), facilitated the session 'Building young First Nations futures'.

TAYLOR PRIMARY SCHOOL ACT

In January 2025, Prof. Chris Matthews worked with educators from Taylor Primary School in the ACT on an introductory professional learning workshop about the connection between mathematics education and culture, the GOOMPI Model including examples on how all of this can be integrated with the mathematics curriculum.



PROFESSIONAL LEARNING CONT.

GUMBAYNGGIRR GIINGANA FREEDOM SCHOOL

Prof. Chris Matthews had the privilege of working with the team of dedicated educators at Gumbaynggirr Giingana Freedom School in Coffs Harbour, NSW's first bilingual school to teach through an Aboriginal language. Over two full days, Chris delivered tailored professional learning focused on strengthening mathematics teaching through culturally responsive and community-informed approaches.

The sessions were designed to support the school's commitment to embedding Gumbaynggirr language, knowledge, and ways of learning across the curriculum. Educators engaged deeply with the content, exploring strategies that enhance and respect cultural perspectives through mathematics education and understanding for their students.

The team provided thoughtful and generous feedback, noting the positive impact the professional learning had on their confidence, practice, and ongoing development. Their reflections highlighted the value of sustained engagement with approaches that centre First Nations knowledge systems and reinforce the school's vision for a strong, culturally grounded learning environment.



“We found the professional learning so beneficial, and it really got us thinking about what we could do out on Country to bring those learning links back into the classroom.”

The team of educators from Gumbaynggirr Giingana Freedom School working with Prof. Chris Matthews

PROFESSIONAL LEARNING CONT.



VICTORIAN ACADEMY OF TEACHING AND LEADERSHIP BALLARAT

In February, Prof. Chris Matthews delivered a professional learning session 'Teaching Culture = Deep Learning' which explored the following themes:

- The GOOMPI Model and culturally responsive mathematics education
- Supporting Indigenous cultural identity and strengthening community partnerships
- Localising learning to meet the needs of individual schools.
- This session supported the Academy's broader professional learning program developed for the Koorie Education Workforce to support schools across the region to implement their Marrung Aboriginal Education Plan.



CANBERRA MATHEMATICAL ASSOCIATION KEYNOTE

Prof. Chris Matthews delivered a keynote address at the Canberra Mathematical Association Conference in March. His keynote, 'Maths as Storytelling: Only the Beginning for Indigenous Education', explored the transformative role of storytelling in mathematics and its significance for Indigenous education.



Prof. Chris Matthews delivering a keynote address at CMA conference 2025

PROFESSIONAL LEARNING CONT.

DEPARTMENT OF EDUCATION NSW OC CONFERENCE

In April, Prof. Chris Matthews presented at the NSW Education Department OC (Opportunity Class) Conference exploring the connection between mathematics and culture and its implications for the teaching and learning of mathematics. Participants were introduced to the GOOMPI Model and explored the connection between creativity and cultural expression as powerful ways to teach mathematics. Indigenous mathematics, and how this can inform the education of Indigenous students, was also discussed.



MATHEMATICAL ASSOCIATION OF NSW KEYNOTE

In May, Prof. Chris Matthews, together with Clarke Webb from Gumbaynggirr Giingana Freedom School, delivered a keynote address at the MANSW (Mathematical Association of New South Wales) Regional Conference in Coffs Harbour. Their presentation highlighted the development of Gumbaynggirr Giingana Freedom School and the creation of its curriculum grounded in Gumbaynggirr language and culture. They discussed the ways mathematics education is currently being delivered through the Gumbaynggirr curriculum and considered future opportunities for developing a dedicated Gumbaynggirr mathematics curriculum.



PROFESSIONAL LEARNING CONT.



UNIVERSITY OF QUEENSLAND WORKSHOP

In July, Prof. Chris Matthews facilitated a discussion with lecturers and academics from the University of Queensland on the theme of learning from Indigenous wisdom. The session explored how Indigenous ways of knowing can enrich and inform teaching practices in higher education. This was followed by a practical workshop on co-designing and constructing mathematics tasks, with a focus on embedding Indigenous perspectives into course curriculum and assessment.



CATHOLIC EDUCATION WESTERN AUSTRALIA

In September, Dr Caty Morris delivered the keynote address, 'Why Teach First Nations' Perspectives in Mathematics Education', at the First Nations Teaching Assistants Conference in Perth. Following the keynote, Caty led two workshops on mathematics: one focused on First Nations navigation and mapping, and the other on caring for Country. These sessions provided participants with practical strategies and culturally responsive approaches for embedding First Nations' perspectives in mathematics education.



Dr Caty Morris engaging with the First Nations Teaching Assistants in WA

RESOURCES



WEBINAR SERIES 2025

ATSIMA delivered a two-part webinar series in 2025, further strengthening professional learning opportunities for educators across Australia. Designed to deepen understanding, inspire reflective practice, and support the integration of culturally responsive approaches, the webinars attracted strong participation from teachers, school leaders, and education professionals. Each session offered practical strategies, fresh perspectives, and space for meaningful dialogue about improving outcomes for Aboriginal and Torres Strait Islander learners.

SESSION 1

REDEFINING INDIGENOUS SUCCESS IN EDUCATION

Jesse King: Chair ATSIMA Board and Head of Policy and Programs, Aurora Education Foundation

SESSION 2

CULTURALLY RESPONSIVE MATHEMATICS IN VICTORIA

Jen Bowden and Kerry Sandford: CEO, and President of Mathematical Association of Victoria

These sessions are available on the [ATSIMA website](#) for ATSIMA partnering members.



RESOURCES CONT.

GHD FOUNDATION PROJECT - CULTURALLY RESPONSIVE MATHS RESOURCES



This project supported ATSIMA to progress its strategic plan to develop Years Foundation-10 professional learning resources for educators. The project involved three key stages: resource development, expert review, and soon-to-be publication on the ATSIMA website. The project was led by Prof. Chris Matthews.

A set of videos, developed featuring Prof. Chris Matthews in collaboration with Firefly Education, cover a range of topics including: place value, applying the GOOMPI Model, Aboriginal perspectives on mathematics, and kinship.

The set of completed resources strengthens ATSIMA's online professional learning program for both pre-service and in-service teachers and expands the range of materials available to our partnering members.

These resources will be launched in early 2026.

RESOURCE DEVELOPMENT WITH CAMBRIDGE UNIVERSITY PRESS & ASSESSMENT

ATSIMA partnered with Cambridge University Press & Assessment to develop 12 learning activities aligned with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority elaborations in the Years 7–10 Australian Curriculum: Mathematics. Prof. Chris Matthews worked closely with the Cambridge team to design the activities, and ATSIMA engaged educator Fiona Lugnan to develop accompanying assessment components, including marking rubrics.

These resources were launched through a national webinar <https://www.youtube.com/watch?v=-0vpiCQh8r8> showcasing the new textbook which featured the ATSIMA-developed activities. The event attracted more than 100 educators, and the textbooks will reach classrooms across Australia.

Teachers using Essential Mathematics for the Victorian Curriculum Third Edition can access these resources in their Online Teaching Suite. Each investigation is accompanied by teacher notes, assessment rubrics, and guidance on adapting the resources to the specific Country on which you are teaching: <https://eduaus.cambridge.org/essentialmathsvic-3ed/#lp-pom-block-1004>



RESOURCES CONT.

UNIVERSITY OF ADELAIDE COLLABORATION



ATSIMA continued its collaboration with the University of Adelaide in the Maths in Schools project and created two webinars with accompanying Teacher Background Information based on two of the 9 rich contexts in the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in the Australian Curriculum: Mathematics. The webinars and associated resources were delivered throughout the year. Contact Caty Morris (catymorris@atsima.org) if you would like further information.

PODCASTS WITH PROF. CHRIS MATTHEWS

ANCESTRAL SCIENCE PODCAST

In August, Chris featured on the Ancestral Science Podcast in a powerful episode exploring movement, kinship, and action in mathematics education. The conversation weaved together story, culture, and Community in a compelling and thought-provoking way.

[Link to podcast](#)

TECH TRANSFER TALK PODCAST

In August, Chris featured on the Tech Transfer Talk Podcast. Chris outlined how Aboriginal knowledge systems, grounded in kinship and connection to Country, shape learning, technology, and knowledge transfer. Chris highlighted the enduring role of story and songlines in carrying knowledge across generations and shared examples of Indigenous innovation such as bush mechanics and early automotive adoption. The discussion also contrasted Western and Indigenous approaches to technology transfer, noting opportunities to embed Indigenous knowledge within Australia's National Science Priorities.

[Link to podcast](#)



PARTNERING WITH OTHER ORGANISATIONS

STA SCIENCE MEETS PARLIAMENT

In February, Prof. Chris Matthews had the privilege of attending Science Meets Parliament where he served as MC for a plenary session presented by John Paul Janke, a proud Wuthathi and Meriam man and respected historian, researcher, and cultural storyteller dedicated to unearthing the untold stories of Australia's past.

Science Meets Parliament, hosted by Science & Technology Australia, is Australia's premier initiative for building meaningful connections between the STEM sector and policymakers.



ADVISORY SERVICES

Prof. Chris Matthews continues to play a significant leadership role in national conversations on education, curriculum, and Indigenous excellence. His expertise is recognised through ongoing appointments to several key bodies where he contributes to shaping policy, guiding strategic directions, and strengthening the inclusion of Indigenous knowledges in STEM and education systems. During the reporting period, Prof. Matthews remained an active member of the following groups:

- Science Technology Australia Board, where he provides strategic advice to support a strong, inclusive and future-focused national STEM ecosystem
- National Indigenous Youth Education Coalition Design Steering Group, contributing to the development of approaches that elevate Indigenous youth leadership and advocate for educational equity
- Australian Curriculum, Assessment and Reporting Authority (ACARA) First Nations Australian Advisory Group, where he supports the integration of First Nations' perspectives across the Australian Curriculum, and ensures culturally respectful and accurate representation.

Through these roles, Prof. Matthews continues to strengthen ATSIMA's national presence and champion the importance of Indigenous voices in mathematics and STEM education.



VOLUNTEERS

1935

Members have been informed of the upcoming development of a Volunteer Database, planned for release in 2026. This initiative will enhance opportunities for member involvement across ATSIMA's projects and programs and provide a structured way to match volunteer expertise with organisational needs.

1935

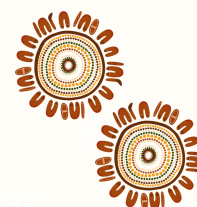
MEMBERS

ATSIMA's membership reached 1,327 during the reporting period reflecting the growing national interest in culturally responsive mathematics education. The membership base represents a diverse cross-section of people committed to improving outcomes for Aboriginal and Torres Strait Islander learners. Members include Aboriginal educators, classroom teachers, higher education students, academics, advisors, school leaders, consultants, and representatives from business and industry. This breadth of membership underscores ATSIMA's role as a unifying voice for those seeking to transform mathematics education through Indigenous perspectives.

Upon joining, all members are invited to complete a short survey to help ATSIMA better understand their interests and professional needs. Analysis of this data shows that the overwhelming majority of members are seeking high-quality classroom resources and access to meaningful professional learning. Many also expressed strong interest in opportunities to connect with peers, as well as in deepening their understanding of cultural perspectives that can enrich classroom practice and inform school leadership. This member feedback continues to guide ATSIMA's programs, resources, and services. It ensures that the organisation remains responsive to the evolving needs of educators and communities, and that its work remains grounded in both evidence and lived experience.

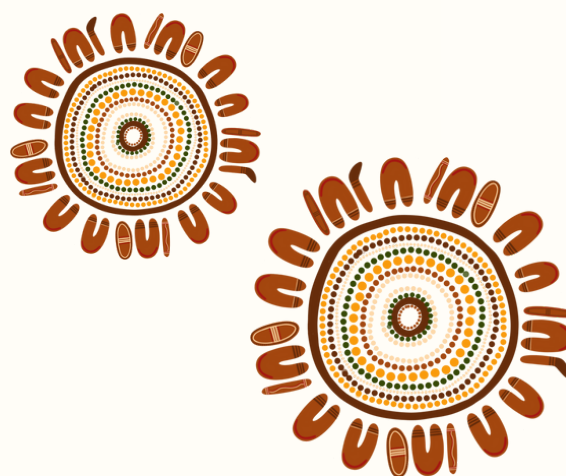


MEMBER BREAKDOWN



ATSIMA offers three categories of membership: Individual, Student, and Organisation.

Non Paid Members		1327
Paid Members		201
Total		1528
Breakdown of Paid Members		
Membership Category	Membership Type	Number
Associate (non-Indigenous)	Individual	62
	Student	8
	Organisation	23
	Organisation Team Member	77
Ordinary (Indigenous)	Individual	25
	Student	2
	Orgnisational Team Member	4



TECHNOLOGY STRATEGY

Significant progress was made in strengthening ATSIMA's digital capability to better support members, partners, and the broader community. ATSIMA's technology strategy focused on improving accessibility, streamlining internal processes, and ensuring our digital platforms are aligned with the organisation's long-term goals.

A major achievement will be the launch of our new website. Designed with user experience at the forefront, the website provides clearer pathways to resources, improved navigation, and a more contemporary visual identity. This upgrade ensures that stakeholders can more easily access information and engage with our programs, resources, and initiatives.

To strengthen organisational efficiency, we have also introduced a new Customer Relationship Management (CRM) system. The CRM improves how we manage interactions across our network, providing a centralised system for communication, event management, membership engagement, and reporting. By consolidating data into one secure platform, we can better understand stakeholder needs, streamline workflows, and support more strategic decision-making. This system also enhances our capacity to track participation, measure impact, and maintain strong relationships with schools, communities, and partners.

Together, the new website and CRM form the foundation of a more connected, data-informed, and future-focused digital ecosystem. They help position ATSIMA to deliver improved services, strengthen engagement, and support sustainable growth in the years ahead.

REVENUE MODEL AND PRODUCT STRATEGY

ATSIMA continues to progress its revenue model as ongoing funding is secured for key projects and contract work. Over the past year, ATSIMA has secured new project-based funding agreements, renewed existing partnerships, and expanded our scope of services delivered to schools, communities, and government agencies.

The continued implementation of this revenue model supports greater long-term stability and enables ATSIMA to plan strategically for future growth. As we build on these foundations, ATSIMA is better positioned to ensure financial resilience and deliver sustained impact across the education sector.



ANNUAL COMMUNICATIONS AND OPERATION PLAN

ATSIMA maintains an annual communications plan designed to attract new schools, partners, stakeholders, funders, supporters, and members. The plan is monitored and reviewed regularly to ensure strategies remain relevant and effective.

Communications are shared through multiple channels, including ATSIMA's networks, social media platforms, member-only communication streams, and the ATSIMA website. This multi-channel approach has resulted in strong engagement, including increased interest from new schools and growth in membership numbers. The communications plan continues to play a key role in strengthening ATSIMA's visibility, reputation, and reach across the education and wider community sectors. Implementation of the communication plan has been boosted by the employment of a Media and Communications Manager and has an immediate and significant impact on interactions on our social media platforms.

ATSIMA continues to strengthen its organisational effectiveness through the development and regular monitoring of its operational plan. All projects are guided by this plan to ensure clear alignment with strategic priorities, defined timelines, and measurable outcomes. Regular team meetings provide a consistent mechanism for tracking progress, addressing emerging issues, and coordinating project activities. In addition, quarterly board meetings offer structured oversight of key deliverables, ensuring accountability and transparent reporting across ATSIMA.

Looking ahead, ATSIMA will seek funding that will enable ATSIMA to grow organisational and operational capacity. These efforts align closely with ATSIMA's strategic plan which will enable ATSIMA to deliver high-quality programs, and pursue strategic initiatives that further its mission and impact.



ANNUAL SURVEY



In 2026, ATSIMA plans to conduct an annual member survey to ensure the organisation remains responsive to the needs and priorities of its growing community. The survey will collect feedback on member experiences, program engagement, priorities for professional learning, and emerging needs in culturally responsive mathematics education. This process will support the curation of a rich data set that will directly inform the ongoing development of ATSIMA. Insights gained from the survey will support evidence-based decision-making, guide the refinement of programs and resources, and help identify opportunities including partnerships for future initiatives. The continued use of this data will strengthen ATSIMA's capacity to deliver relevant, high-impact support to educators, schools, education systems and partners across Australia.

STRATEGIC PARTNERSHIPS

- National Aboriginal and Torres Strait Islander Education Corporation
- Science Technology Australia (STA)
- University Technology Sydney
- University of Melbourne
- Computer Science Education Research, University of Adelaide
- BHP Foundation
- GHD Foundation
- Toyota Foundation
- Schneider Electric Foundation
- Mathematical Analysis of Cellular Systems (MACSYS)
- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Reconciliation Australia
- Firefly Education
- Cambridge University Press & Assessment
- University of Queensland
- Curtin University
- Murujuga Aboriginal Corporation (MAC)
- Deadly Coders
- Winyama Indigenous Geospatial Consultancy



STRATEGIC PARTNERSHIPS CONT.

- Wayti Culture and Knowledge
- Weetapoonna Aboriginal Corporation
- Catholic Education Western Australia (CEWA)
- Catholic Education Tasmania
- Department of Education, Children and Young People, Tasmania
- Mathematics Education Research Group of Australasia (MERGA)
- Australian Association of Mathematics Teachers (AAMT)
- State and Territory Mathematics Associations
 - Canberra Mathematical Association (CMA)
 - Mathematical Association of New South Wales (MANSW)
 - Mathematical Association of South Australia (MASA)
 - Mathematical Association of Tasmania (MAT)
 - Mathematical Association of Victoria (MAV)
 - Mathematical Association of Western Australia (MAWA)
 - Mathematics Teachers Association of Northern Territory (MTANT)
 - Queensland Association of Mathematics Teachers (QAMT)

PARTNERS

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

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Profit and Loss

Aboriginal & Torres Strait Islander Mathematics Alliance For the year ended 30 September 2025

	2025	2024
Trading Income		
ATSIMA Administration Revenue	40,928.91	131,044.26
ATSIMA Sponsorship/Donations	77,184.13	9,328.96
Consulting	57,345.00	6,735.90
Event Accommodation and Miscellaneous Income	20,938.55	-
Event Registration	81,312.65	862.73
Event Sponsorship Income	28,480.91	-
Membership Fees	13,309.04	20,363.58
Professional Development	81,848.15	54,460.49
Total Trading Income	401,347.34	222,795.92
Gross Profit	401,347.34	222,795.92
Other Income		
Prepayment - Drawdown	278,096.99	290,715.33
Total Other Income	278,096.99	290,715.33
Operating Expenses		
Accounting Services	1,560.00	1,425.00
Administration Expenses by Contractors	41,019.00	37,304.55
Administration Expenses for Projects	25,000.00	-
ATISMA Advertising and Marketing	16,980.40	-
ATISMA Social Events	-	13,174.94
Bank Fees	104.74	87.93
Conference Scholarship Expenses	2,500.00	-
Consultancy Expenses	29,467.50	16,050.00
Event Advertising and Marketing	-	1,430.00
Event Catering Expenses	77,504.65	3,309.09
Event Cultural Expense	2,400.00	-
Event Gifts of Appreciation	2,069.42	2,860.00
Event Materials Expenses	5,715.69	-
Event Presenter/Keynote expenses	19,185.00	-
Event Professional Expert services	53,314.01	-
Event Promotional expenses	8,385.50	-
Event Social Activities	1,103.27	-
Event Travel Expenses	77,148.27	46,247.38
Event Venue and Accommodation Hire	26,062.02	11,367.48
Insurance	8,847.26	8,072.66
Long Service Leave Expense	20,042.86	-
Office Admin/Subscription Expenses	7,346.74	4,932.76
Office Expenses	122.82	759.19
Payment Gateway Fees	1,339.43	359.23
Plant & Equipment - Temporary Full Expensing	2,323.59	2,028.00

	2025	2024
Professional Development ConsultingFee	27,989.20	68,928.45
Superannuation	18,715.93	18,901.62
Telephone & Internet	1,260.00	1,248.97
TRT Costs	-	1,500.00
Wages and Salaries	162,665.50	169,159.50
Wages and Salaries -Allowances	1,578.75	1,383.40
Website	14,989.99	4,613.23
Workplace Insurance	701.22	2,730.78
Total Operating Expenses	657,442.76	417,874.16
Operating Surplus / (Deficit)	22,001.57	95,637.09

Balance Sheet

Aboriginal & Torres Strait Islander Mathematics Alliance As at 30 September 2025

	30 SEPT 2025	30 SEPT 2024
Assets		
Bank		
ATSIMA	962,694.13	719,067.85
AUD PayPal	232.44	1,457.10
Total Bank	962,926.57	720,524.95
Current Assets		
Accounts Receivable	42,055.31	120.00
Total Current Assets	42,055.31	120.00
Total Assets	1,004,981.88	720,644.95
Liabilities		
Current Liabilities		
Accounts Payable	26,454.54	841.07
Funds Held on Behalf of NISTEMP	68,840.89	68,875.61
GST	25,916.47	23,023.54
PAYG Withholdings Payable	2,444.00	6,030.00
Prepayments	516,094.56	302,156.82
Superannuation Payable	2,545.84	-
Suspense	(95.94)	-
Wages Payable- Payroll	1,019.18	-
Total Current Liabilities	643,219.54	400,927.04
Non-current Liabilities		
Provision for Long Service Leave Liability	20,042.86	-
Total Non-current Liabilities	20,042.86	-
Total Liabilities	663,262.40	400,927.04
Net Assets	341,719.48	319,717.91
Equity		
Current Year Earnings	22,001.57	95,637.09
Retained Earnings	319,717.91	224,080.82
Total Equity	341,719.48	319,717.91

ATSIMA

is Transforming
Mathematics Education
for Aboriginal and
Torres Strait Islander
Learners

