



THE MATHEMATICAL
ASSOCIATION OF VICTORIA



THE MATHEMATICAL ASSOCIATION OF VICTORIA ANNUAL REPORT 2020-2021

www.mav.vic.edu.au



VALUING MATHEMATICS IN SOCIETY

**MAV PROVIDES A VOICE, LEADERSHIP
AND PROFESSIONAL SUPPORT
FOR MATHEMATICS EDUCATION.**

PRESIDENT'S REPORT - MICHAEL O'CONNOR



The last year has been one of challenges and adversity for everyone. For a professional subject association that is primarily focussed on delivering professional learning for teachers and student enhancement opportunities, being confined to lockdown for nine months looked,

at first, to be a disaster. However, determination and diversity of approach saw the year end with the Association's financial position improve modestly. More importantly, we found that in diversifying our standard offerings, such as revision lectures, and embracing online formats, we managed to reach a larger audience than in previous years.

This is in large part due to the dedication of the MAV staff, led by Peter Saffin. The education consultants expanded their online presence and even built a light-board from scratch.

The showcase event of MAV's year is always the December conference. With so many unknowns it was clear very early in April that a normal conference would not be possible. Indeed several other state conferences around the country and internationally were cancelled. Having our conference in December gave the conference committee, under the guidance of Ann Downton (Conference Committee Convenor) and Jacqui Diamond (Events Manager), enough time to plan and deliver a fully online event.

We found that this decision also provided us with the opportunity to provide increased and ongoing access to all of the sessions as recordings, rather than just the keynotes as in previous years. Within days of the conference concluding schools were planning this year's professional learning around the conference sessions. It is pleasing to see this growth and the enthusiasm with which teachers and schools have taken to it.

Over the last two or three years, the Board has been discussing how to make the MAV more sustainable. Last year provided a perfect example of why such planning is necessary. As with almost every other organisation MAV income shrank over much of 2020. This was accompanied by comparable reductions in costs and there were several months where the prospect of redundancies was possible. The Federal Government's Job Keeper program certainly helped avoid this but so did the careful management of finances in the previous years to establish a reserve fund. I thank the finance committee for their dedication and foresight in this area.

Looking to the future there is still much to be done. Our beloved Cliveden is in need of some TLC and over the next few years maintenance works will need to be conducted so that, as good stewards, we continue to maintain this valued resource. Educationally we are also due for changes, revisions and updates to both the F-10 curriculum and the VCE. Being able to support teaching and learning into the future remains as always, our key concern. Thank you for supporting us in this work.





We all know that 2020 was an unexpected and unusual experience for us all. All across the education sector we saw governments, leaders, teachers, schools, parents and students adapt to what are likely some of the most extreme pressures the education system has

experienced. Usually change is slow, but 2020 saw many initiatives fast-tracked and accelerated. This was in order to ensure that teachers and students were supported effectively during the COVID-19 lockdowns and restrictions, and caused us to rethink how we deliver educational experiences, and also in MAV's case its programs and services.

I am extremely proud of how the MAV – Board, staff and consultants – have responded to these challenges. Looking back, I don't think we faltered, but instead we rallied and supported each other to move forward as best as the circumstances allowed. Although some programs were eventually cancelled for the year, many initiatives were expanded and reinvented to ensure success. Here are a few highlights:

MAV's student programs continued where possible during 2020 to ensure opportunities for students to step beyond the classroom and develop their interest and skill in mathematics:

- MAV's VCE revision lectures were redesigned into online modules. This substantially increased student enrolments, access to all students across the state, and MAV's revenue from this program.
- The Maths Talent Quest (MTQ) was completed by schools and submitted and judged virtually for the first time with great success.
- The maths camp for high potential mathematics students, funded by the Strategic Partnerships Program from the Victorian Department of Education and Training was delivered virtually in collaboration with industry partners. This event provided a number of students with an opportunity that would have been sorely missed if this program could not proceed.

MAV took a number of its events into the virtual realm, which expanded accessibility for all educators across the state. Feedback has indicated that such programs are highly valued, and we recognise that they provide a more equitable approach for all educators to be involved regardless of location:

- The annual conference MAV20 was an enormous success, with over 850 total attendees over two days. There was a significant investment from MAV to ensure success, and a professional experience for all delegates.

We now have an enormous number of recorded sessions that delegates are able to access for the coming year to continue to undertake professional learning in their school.

- The MAV-ISV New Frontiers of Learning conference also pivoted to a virtual event in September, providing a great opportunity for networking and learning during the lockdown period.
- Using the Strategic Partnerships Program funding provided by the Victorian Department of Education and Training, MAV delivered more than double the number of required online learning sessions for teachers. Attendance increased substantially and networks of teachers were engaged with our professional staff.

You will find many other highlights throughout this report, which indicate that MAV provided an enormous value across the education sector in Victoria during 2020.

Financially the MAV has continued to rebound and strengthen its position. Job keeper and government grants during 2020 supported MAV to ensure a strong financial position at the end of the financial year. MAV has nearly reached its reserves target, ensuring that it will be more sustainable in times to come. Hopefully it won't be long before MAV also has enough funds to begin investing in new initiatives and strategies to ensure long-term financial sustainability.

I would like to thank all the MAV staff, consultants and the MAV Board for their support and hard work during 2020. I would like to also thank all those contractors, sponsors, partners and others who worked with MAV to ensure MAV's impact was as strong and broad as possible. Well done and thank you!

Another significant change during 2020, was that MAV successfully applied to become a registered charity with the Australian Charities and Not-for-profits Commission (ACNC). A substantial amount of work and governance time was spent in undertaking this important work. MAV's charitable status provides more certainty for MAV around its tax status, and also some financial and other benefits for the future that will underpin MAV's governance in future.

Finally, during 2020 MAV also worked on developing the new Strategic Plan for 2021 to 2023 (see page 5). The ambitious strategic plan expands and extends upon the work done in the previous three years. Its implementation will ensure that MAV is focused on adding value to both members and all mathematics educators.

I look forward to working with the MAV staff and Board to guide the implementation of this next strategic plan, and to continue to ensure that MAV benefits future generations of students and teachers.

Strategic plan overview 2021-2023

VISION

Valuing mathematics in society

MISSION

MAV provides a voice, leadership and professional support for mathematics education.

CONTEXT





Education is changing, and MAV must lead the way in supporting mathematics educators to have the best impact possible.

The mathematics curriculum needs to respond to these changes: from VCE and VCAL to the early years of school, and early childhood education.

Teachers require professional support and resources to develop in students the numeracy capabilities needed in their personal, professional and civic lives.

It is critical that students are prepared for life after school, progression to further study and for career pathways in a world that is data and information rich and technologically advanced.

MAV must grow, evolve and become a sustainable organisation in a changing not-for-profit sector.

	Community engagement 	Collaboration 	Advocacy 	Operations and culture 
Objective	To provide increased value for all mathematics educators in MAV's community.	To strategically develop and embed high profile collaborations that support MAV in delivering products and services that amplify the impact of the association's work.	To strengthen MAV's position as a key stakeholder in mathematics education through strategic advocacy and engagement with key stakeholders.	To refine operations and resources to maximise efficiency, enhance workplace culture and improve organisational capacity.
Strategic intent	To expand MAV's reach, grow MAV's community of educators through community building approaches, backed by improved and more targeted communications and engagement opportunities.	To enhance benefits to educators and society by collaborating with partners aligned to MAV's vision and mission. Collaboration allows MAV to expand influence and impact in delivering programs.	To ensure MAV is the prominent voice in mathematics education in Victoria, and nationally where appropriate. MAV's view must be heard and sought out on matters of importance related to its mission and vision.	To maximise efficiency and prepare MAV's skills, systems and culture for future opportunities in a changing not-for-profit sector.
Strategies	<p>1.1 Review and strengthen the foundations required to build a stronger mathematics educator community, ensuring MAV provides tangible and compelling value.</p> <p>1.2 Build a strong, engaged and sustainable community of mathematics educators and evolve membership models for the future.</p> <p>1.3 Focus on expanding MAV's services in early childhood.</p> <p>1.4 Investigate opportunities for recognition of experienced and accomplished mathematics educators.</p>	<p>2.1. Develop new and ongoing partnerships with key stakeholders to provide sustainability, enhancement and expansion of MAV's vision, programs and services.</p> <p>2.2 Develop deeper relationships with AAMT and affiliates to create new opportunities for the mathematics community in Victoria, nationally and for international events within Australia.</p> <p>2.3. Engage with industry-related educational providers to bridge the gap between mathematics education and the wider workplace and society.</p>	<p>3.1 Seek input and data from members to better represent their views and put forward a voice for educators.</p> <p>3.2 Strategically develop discussion and position papers to articulate and communicate MAV views to stakeholders.</p> <p>3.3. Actively engage with government and government authorities to represent the interests of mathematics educators, and seek funding for mathematics education initiatives on priority areas.</p> <p>3.4 Increase support to out of field teachers.</p>	<p>4.1 Align resources to strategic plan and programs to ensure success.</p> <p>4.2 Diversify MAV's programs and services to reduce dependence on face-to-face approaches.</p> <p>4.3 Develop values and behaviours, and use these to build and strengthen MAV's culture.</p>
Measures	<ul style="list-style-type: none"> Increased membership Increased engagement with mathematics educator community. New systems for community interaction are implemented. Approaches to membership and engagement evolving to include new models. 	<ul style="list-style-type: none"> MAV's voice and reputation is strengthened by expanded programs and active collaboration with key partners and stakeholders including: AAMT and state-based affiliates, AMSI and AMT, Industry, Universities and Principals across sectors. 	<ul style="list-style-type: none"> Increased advocacy is evident. Partners and stakeholder engagement around issues increases. Members and educator views are accurately represented to stakeholders. Out of field teachers are better supported. 	<ul style="list-style-type: none"> Initiatives are delivered on time, to budget, and with appropriate skilled staff and experts. Delivery models evolve and respond to mathematics educator needs. MAV culture is strong and based on agreed values and behaviours.

The full version of the MAV Strategic Plan is available at www.mav.vic.edu.au/About-Us/Strategic-Plan

MAV PERSONNEL

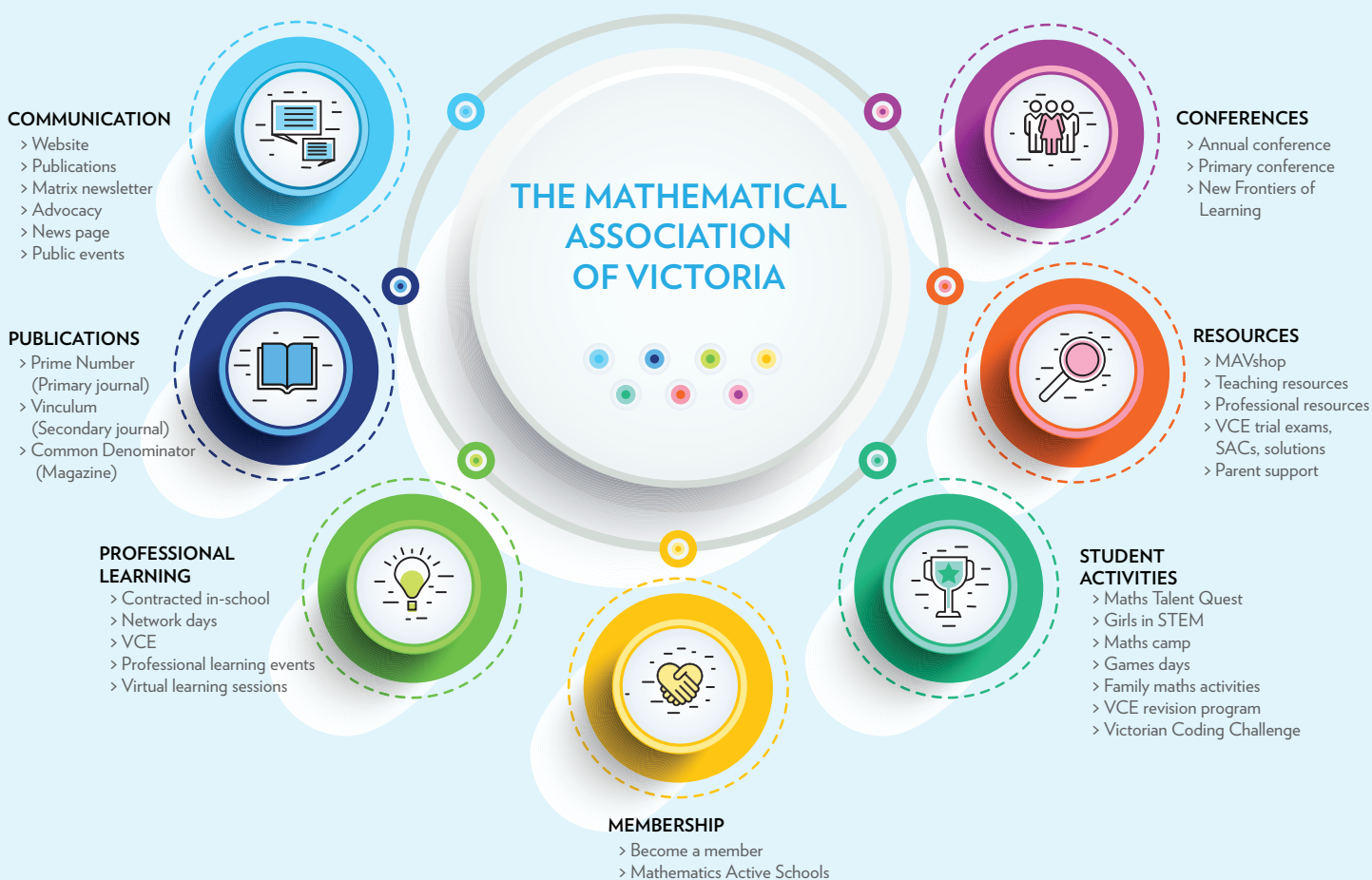
Chief Executive Officer	Peter Saffin
Mathematics Education Consultants	Jennifer Bowden (Primary) Ellen Corovic (Primary) Helen Haralambous (Secondary) Danijela Draskovic (Secondary)
Membership Officer	Michael Green
Administration Assistant	Darinka Rob
Events Manager	Jacqui Diamond
Marketing	Louise Gray, Stitch Marketing

SPONSORSHIP, PARTNERSHIP AND SUPPORT

MAV works with many other organisations across the education and industry sectors. There are too many to mention all of them in this report.

Therefore, to all other organisations that sponsored our events and services, provided in kind support in various way, or partnered on specific projects, MAV says 'thank you' and we look forward to working with you again in the future.

MAV'S SERVICES



FINANCE

COMMITTEE MEMBERS

Juan Ospina León (Chair of Finance Committee), Dan Cloney, Michaela Epstein, Mei Ong, Peter Saffin (Executive Officer)

KEY ACHIEVEMENTS

- Reserves increasing and close to operating reserves target
- Continuing work to increase financial accountability and accuracy
- Significant work on investment policy undertaken.

The Finance Committee continued to work in support of MAV and the Board, monitoring and investigating the Association's financial activities. The committee's work plan involves a number of tasks each year to ensure a focus on MAV's performance, and compliance in regard to financial matters.

During the year a new independent finance professional, Mei Ong, joined the Finance Committee. Mei has been familiarising herself with the Association's finances and considering how to best support the Finance Committee in future. Mei is currently working on developing reporting dashboards that will allow Board members a quick overview to ensure further clarity on MAV's financial position and financial reports.

Throughout the year the committee continued to monitor MAV's financial position, advised on opportunities to build on the past few years of success, and assessed and monitored MAV's risk factors in relation to the budget under COVID-19 related pressure.

As MAV progressed through the year the Association saw a significant reduction in income, and this was countered by various cost savings across all areas. MAV was eligible to receive Job Keeper for staff in the second and third quarters of 2020, and again in January 2021. Further, MAV was supported by Federal and Victorian Government subsidies when it met the relevant criteria.

The overall result of income reduction, cost savings and subsidies saw MAV make a surplus, which has resulted in an increase in reserves. In January 2021 reserves increased to \$541,000 against a target of \$600,000, with the target being based on about 6 months of operating expenses. This increase in reserves demonstrates that MAV has to date weathered the COVID-19 pressures well. MAV now has close to 6 months reserves and is able to retain a robust position as the economy and our services continue to be pressured by the change of circumstances in this COVID-normal Victoria.

The retained subsidies are important to ensure success through 2021 when there are various unknowns as MAV rebuilds towards normal services where possible, while also considering how to support our members and educators at this time. The MAV Board is also considering how some of the government subsidies received and held as reserves may be used to fast track or implement projects that are of benefit to members and mathematics educators, especially in relation to the new strategic plan. A summary of the government subsidies and MAV surplus contribution is summarised in the table below.

For more information on MAV's finances see the Audited financial reports.

Total surplus 2021	\$345,078	
Total government subsidies	\$297,000	
Breakdown of subsidies:		
Job Keeper, paid to employees as required	\$172,000	Paid to employees
Fed govt cash boost	\$100,000	Retained in reserves
Vic govt grants	\$25,000	Retained in reserves
Total retained Govt subsidies in reserves	\$125,000	
MAV generated surplus less retained subsidies removed	\$220,078	Total surplus less retained subsidies

MEMBERSHIP

COMMITTEE MEMBERS

Michaela Epstein (Convenor), Christiana David, Peter Karakoussis, Rhiannon Lowry, Michael O'Connor, Peter Saffin (Executive Officer)

MEMBERSHIP

KEY ACHIEVEMENTS

- Overall, MAV has now achieved membership growth year-on-year since 2017
- There has been significant growth in primary school members with 36 new members in 2020
- There was a slight decrease in overall individual members, mainly due to student members dropping during COVID-19. Other individual member categories either remained steady or showed an increase
- During the COVID-19 period, there were increased member activities and support, resulting in greater member engagement and impact for many mathematics educators.

In response to COVID-19 and the needs of schools, teachers and students, MAV put a significant effort into producing additional resources and support. These have been made available for free through MAV's newsletters and website. The resources included the writing and production of over 130 tasks, games and investigations, in addition to tip sheets to support educators to implement remote learning.

Increased membership and engagement with all mathematics educators has continued to lead to an increase in our contact database, with MAV's MATRIX newsletter now being received by over 25,000 mathematics educators across the state.

During 2020, the Membership Committee continued planning for how MAV can increase engagement with mathematics educators, including its members. The new



Strategic Plan 2021 to 2023 included on page 5, has an objective to increase value for all mathematics educators in MAV's community. MAV is beginning to look at future membership and engagement models, to ensure that as many individuals and institutions involved in mathematics education across the state – including from early childhood through to VCE – are able to access the services and support available from MAV. As membership models evolve throughout the association sector, MAV is responding and will implement the most appropriate approaches for ensuring that it continues to add value in response to future educator needs.

	2015	2016	2017	2018	2019	2020
INDIVIDUAL MEMBERS	523	514	461	583	738	711
Associate members	27	28	27	28	33	31
Early childhood centres	9	9	0	0	1	2
P-12 schools	137	136	133	137	141	136
Secondary schools	310	315	312	322	321	331
Primary schools	376	382	403	395	437	483
INSTITUTIONAL MEMBERS	859	870	885	872	933	983
TOTAL	1382	1384	1346	1455	1671	1694

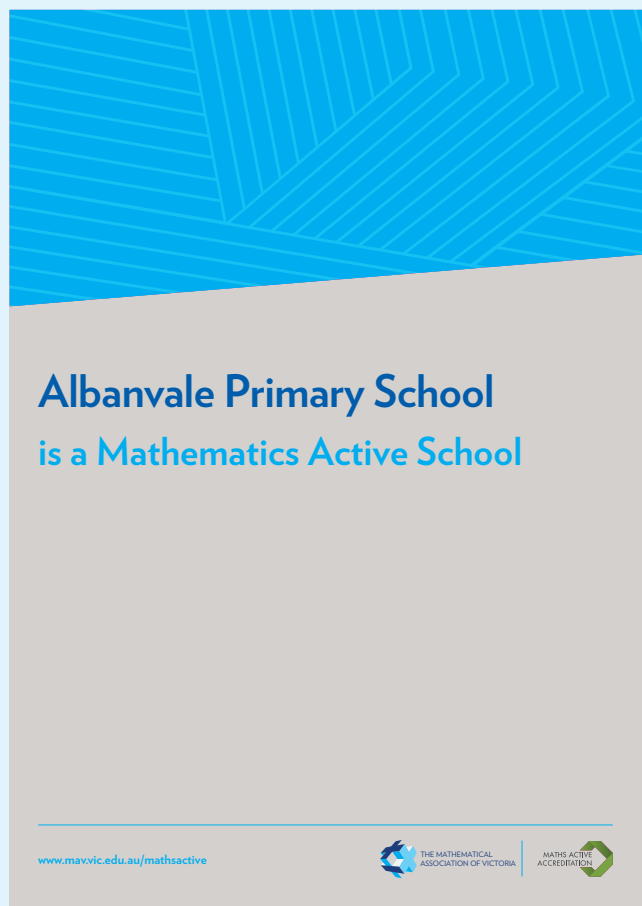
MATHS ACTIVE SCHOOLS

KEY ACHIEVEMENTS

- Two new MAS accredited schools
- Two purposely designed MAS school resource kits developed, one for Primary and one for Secondary level.

Maths Active School (MAS) accreditation was awarded to two new schools in the 2020 to 2021 financial year. The accreditation process required schools to submit a written application addressing the seven MAS criteria. The applications were reviewed by two MAV education consultants who provided recommendations to MAV Board for their consideration. Congratulations to Albanvale Primary School and Noble Park Secondary College on their successful applications.

The relationship between Maths Active Schools and MAV is an important relationship for all parties. MAS teachers are frequent authors of articles published in Common Denominator to showcase excellence in MAV member schools. MAS commonly host Games Days, are involved in MTQ, and are called upon to host other special events. For example, in 2020 Templestowe Park Primary School would have hosted two professional learning sessions should COVID-19 not have disrupted the year. In addition, MAS teachers are actively involved in MAV's annual conference as delegates and presenters and are drawn upon to present at the Primary Conference.



Albanvale Primary School's Maths Active School application highlights the systematic professional learning and teaching structures the leadership team have in developed, aimed at support teachers to enhance student learning. 'Albanvale Primary School has intentionally adopted a structured, focused and disciplined approach to implementing and refining Professional Learning Teams (PLT's) to bring about effective collaboration amongst teachers, which has led to tailored teaching and learning strategies and approaches for individual teachers, including graduate and new to the school teachers. PLT's are guided by the Timperley Action Research Model. PLT meetings follow a prescribed process of reflection, analysis and planning guided by five key questions to assess and build teachers' capacity to provide rich learning experiences for all students.'

PROFESSIONAL DEVELOPMENT

COMMITTEE MEMBERS

Clare Delaney (Convenor), Johnson Alagappan, Elizabeth Burns, Kerry Driscoll, Peter Karakoussis, James Mott, Helen Haralambous (Executive Officer).

1. In-school professional learning, including consulting services
2. General professional learning across all levels, including online and face to face sessions
3. VCE professional learning program
4. Specialised conferences:
 - New Frontiers of Learning Conference, in partnership with Independent Schools Victoria
 - Primary and Early Childhood Mathematics Education Conference, in partnership with the University of Melbourne, and the Graduate School of Education. Unfortunately, due to COVID-19 this event was cancelled for 2020 and will return in 2021 as a virtual event
 - Regional conferences. Due to COVID, one regional conference was held in 2020. The Sunraysia Conference was held on 10th March at The Lake School with 120 delegates from 18 schools.

IN-SCHOOL PROFESSIONAL LEARNING

KEY ACHIEVEMENTS

- 26 onsite days of primary mathematics professional learning delivered
- 1 onsite day of secondary mathematics professional learning delivered
- MAV Education Consultants (MECs) and contracted primary consultants were engaged to run professional learning workshops in a number of schools, at all levels, from all sectors and from all regions.

Due to COVID-19, delivery of primary mathematics professional learning by Primary Mathematics Education Consultants was significantly down from previous years. Primary Mathematics Education Consultants delivered the equivalent of 26 days of primary mathematics professional learning onsite. These were delivered across 9 different primary schools across all sectors. Primary Mathematics Education Consultants delivered a half day virtual session as a continuum for one of the schools for whom they had delivered 4 days onsite in Term 1 prior to lockdown. A 1.5 hr workshop that had been planned in Term 3 was delivered

virtually for another primary school due to the continuation of lockdown.

Due to COVID-19, only one day of secondary mathematics professional learning was delivered by Secondary Mathematics Consultants. This was delivered to the Royal Children's Hospital education staff and hence instigated a new membership. Dates that had been booked from March onwards had to be cancelled.

There were plans in place for MAV contracted consultants to deliver workshops to secondary schools who requested consultancy by an assessor for their whole cohort of Year 12 students during the school day as opposed to the MAV's Revision Lecture program held during school holidays. The first of these was scheduled in mid - March but was cancelled due to COVID-19 as were subsequent planned events.

GENERAL PROFESSIONAL LEARNING

Due to COVID, the majority of Professional Learning events were held as virtual online events across a range of topics.

The four MAV Education Consultants put a lot of resources into surveying teacher needs from P - 12, organising weekly workshops when schools first moved to remote learning as of 16th March and throughout Terms 2 and 3. The workshops were delivered across a range of topics and were delivered by both MAV Education Consultants and a range of experts in various fields. (See also SPP funded Online PD under Partnerships Page 22).

KEY ACHIEVEMENTS

The following list details a number of sessions delivered by MAV during the past year. Due to COVID-19 all workshops held after mid-March were held as virtual events, indicated by 'V', with the number of attendees in brackets at the end.

F - 10

- Exploring mathematical reasoning in the middle years (Years 5 - 9) V (164)
- Enhancing number skills through games (Years 3 - 9) V (78)
- Maths Talent Quest: How do we run MTQ in 2020? V (22)
- The problem with numbers F - 12 V (42)
- Engaging Number and Algebra open-ended activities (Years 5-10) V (205)

Primary

- Maths and digital technologies connections for primary (6)

- Developing numeracy in the real world - ideas for tasks using real world situations and environments. (Years 3 - Yr 6) – V (162)
- Differentiation for remote learning with open-ended tasks (Years F - 6) with Michael Minas V (132)
- Geometry ain't square (Years F - 6) V (127)
- Interpreting statistics and probability (Years F - 6) V (79)
- More with measurement (Years F - 6) V (155)
- School and home - Engaging maths games to develop fluency (Foundation - Year 2) V (93)
- School and home - Engaging maths games to develop fluency (Years 3 - 6) V (137)
- Six critical concepts to focus on with F-2 students during, and after, remote learning (Years F - 2) V (52)
- The literacies of mathematics: The missing link with Dr Paul Swan V (48)
- Using picture books to inspire and develop mathematics (Foundation - Year 4) V (193)
- Connecting measurement with number and geometry: engaging and worthwhile activities with Rob Vingerhoets V (127)

Secondary

- Applying digital resources to the secondary mathematics classroom (Years 7-12) V (33)
- EAL & secondary mathematics (Years 7 - 12) V (52)
- Developing multiplicative thinking (Years 7 - 10 students working below expected level) V (132)
- Engaging students with learning difficulties and/or maths anxiety (Years 7 - 12) V (97)
- Number talks, including fraction talks! (Years 7 - 10) V (68)
- Teaching algebra through manipulatives; both concrete and virtual (Years 7 - 10) V (125)
- Unpacking mathematics in the AFL with TI-Nspire (Years 10 - 12) V (34)
- Warm-ups (Years 7 - 9) V (123)
- Grading is painful: How digitisation and artificial intelligence can enable assessment in maths V (34)

Whole day PD

The following whole day PD Days were held, with a variety of workshops:

- Mathematics proficiencies - holding our maths curriculum together with Dr Paul Swan – onsite (Community at the Dock) (54)

MAV had run some virtual workshops in the previous year, however demand and attendance during 2020 far exceeded MAV expectations, with approximately 2500 teachers accessing at least one virtual PL session from March –

October. Feedback for these sessions was very positive, with a number of teachers requesting MAV continue delivering more workshops virtually in future.

VCE PROFESSIONAL LEARNING

KEY ACHIEVEMENTS

- Total attendees at VCE events for 2020 was 726
- Three whole day VCE PD days, with a total of 371 attendees, at:
 - Melbourne University (281)
 - La Trobe University, Bendigo (58)
 - Federation University, Gippsland (32)
- Four after school SAC workshops, were planned, however due to COVID and lockdown all events that were planned from Mon 16th March 2020 were cancelled as onsite events and instead offered as virtual events. A total of 58 attendees, at the onsite events:
 - Hoppers Crossing (new venue for 2020) (23)
 - Burwood - Methods (21)
 - Burwood - Further (14)
 - Terang - cancelled due to COVID-19
- Seven after school Meet the Assessors (MTA) workshops had been planned, however due to COVID-19 and lockdown all events that were planned from Monday 16 March 2020 were cancelled as onsite events and instead offered as virtual events. A total attendance over both presentation modes was 297 attendees, as per below:
 - Wangaratta - onsite event (17)
 - Geelong - onsite event (43)

The MTA VCE events below had been planned as onsite events however, they proceeded as virtual events with three evenings held, one per stream:

- MTA Further Mathematics (120)
- MTA Mathematical Methods (94)
- MTA Specialist Mathematics (32)

The highly in demand VCE PD series was very successful in 2020, with whole day workshops again being offered, along with the after school Meet the Assessors and SAC workshops. These were offered across DET and both regional and metropolitan workshops again offered.

Suzanne Cory High School in Hoppers Crossing was a new venue for a VCE SAC evening in 2020, accommodating teachers in the western suburbs.

NEW FRONTIERS OF LEARNING CONFERENCE

KEY ACHIEVEMENTS

- Collaboration with Independent Schools Victoria (ISV) for second year running
- Successfully held in virtual format in 2020
- Theme focused, interactive conference with excellent engagement and 65 delegates

This was run as a virtual conference delivered via zoom. The theme was New Frontiers of Learning and began with a keynote *Learner Agency and The Agile Learner* delivered by James Anderson.

This was then followed by two workshop sessions, the first with a focus on student agency in Maths (a primary and a secondary stream of these was offered) and the second workshop session with a focus - *using the Proficiencies as a basis for learning design to make maths accessible to all* (again a primary and a secondary stream of these was offered).

In both session times two conversation options were also offered, with themes such as *What are we capturing, and building on from remote learning?*, and *Leadership in a time of change*.

Overall, this collaboration was a great success, and one of MAV's first virtual conferences. The conference portal was developed to ensure resources and access for delegates were in one place and the conference was professionally presented. This portal has been used for various events since to ensure a consistent approach to MAV professional learning.

MATHEMATICS COLLABORATIVE

KEY ACHIEVEMENTS

- Successfully delivered second year of the Maths Collaborative leadership and whole school development program, second year running
- Engaged with over 180 maths and school leaders from 37 primary schools across the state
- Successful collaboration with the University of Melbourne Graduate School of Education

37 primary schools from across the state continued to participate in this two-year program which began in 2019. A further five professional learning days were held across the year each with approximately 180 primary mathematics educational leaders in attendance. The final three days were held virtually, with all related resources provided via an online portal.

Schools sent representative leadership teams, and developed their maths leadership, content and pedagogical content knowledge in a structured way. The program assisted schools in the development of a clear and practical focus on school improvement, the tools and techniques to implement and measure improvement, a practical understanding of the structures to support improved practice by working collaboratively within their school, and a deep understanding of the maths proficiency strands and the teaching practices to support student development in mathematics. Each school also received two days of in-school consulting delivered by MAV consultants to support their ongoing implementation and change program.



However, some of this work was not able to continue due to COVID-19, and some days were delivered virtually to schools as agreed.

The initiative has been highly successful, with staff from both MAV and the University of Melbourne Graduate School of Education collaborating in delivery. Formal evaluation of the program outcomes is being undertaken by the University of Melbourne to prove the efficacy of this program.

The final professional learning day of the year culminated in the celebration of each school's change journey. Schools presented their projects, and the outcomes achieved across the two years to all participants. It was amazing to see the progress that many schools made on their journey to improve mathematics education for their students and school community. Congratulations to all schools that were involved:

Altona Green Primary School

Ascot Vale West Primary School

Athol Road Primary School

Bethal Primary School

Birralee Primary School

Broadmeadows Primary School

Brunswick East Primary School

Bulleen Heights School

Clayton North Primary School

Cranbourne West Primary School

Dandenong Primary School

Dandenong West Primary School

Derrimut Primary School

Donburn Primary School

Eaglehawk Primary School

Eltham East Primary School

Hampton Primary School

Kingsville Primary School

Korowa Anglican Girls' School

Lalor North Primary School

Lyndale Greens Primary School

Malvern Valley Primary School

Mernda Primary School

Mitcham Primary School

Ocean Grove Primary School

Ormond Primary School

Ranfurly Primary School

Silverton Primary School

St Anthony's Primary School

St Mark's Primary School

Stevensville Primary School

Swan Hill Specialist School

Templestowe Park Primary School

Toorak Primary School

Wallarano Primary School

Wesley College Elsternwick

Wodonga South Primary School

MAV20 ANNUAL CONFERENCE: A 2020 VISION - ENGAGING MATHEMATICS

COMMITTEE MEMBERS

Ann Downton (Convenor), Dr Leicha Bragg, Kate Copping, Danijela Draskovic, Trish Jelbart, Thomas Moore, Peter Saffin, Max Stephens, Leigh Thompson, Jacqui Diamond (Events Manager).

KEY ACHIEVEMENTS

- Provision of an exceptional educational virtual conference experience for the delegates and presenters during the COVID-19 pandemic
- An outstanding program and range of keynote presenters
- Innovation with the inclusion of a primary and secondary panels for keynotes
- Provision of live stream and pre-recorded sessions, which delegates can access for 12 months post conference
- A profit was achieved even though it was lower than budgeted

The 57th (MAV20) annual conference, 'A 2020 vision: Engaging mathematics' our first virtual conference was held on December 3 and 4, 2020. The aim was to provide an exceptional educational virtual conference for all our delegates and presenters, which judging from the feedback we received from delegates, presenters and volunteers, we achieved.

Whilst our main goal at the start of the year was to increase the number of paying delegates and our profit margin, this

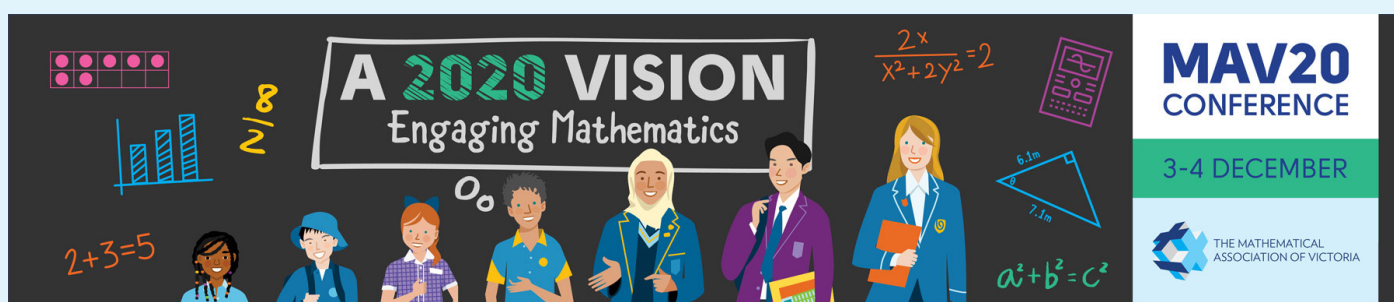
took a major turn when we realised that if we were to present a conference at the end of the year it would need to be a virtual format. A key to the success of our first virtual conference was the preparatory research, planning and organising carried out by our Events Manager, Jacqui Diamond. Jacqui's research into virtual conferences and online platforms other providers used assisted MAV in choosing Delegate Connect. Delegate Connect worked with MAV behind the scenes prior to and at the conference to support MAV in working successfully with presenters, sponsors and exhibitors to set up an exciting event. The use of volunteers to host each of the live rooms and facilitate the 'online chat' enabled the participants to engage with the presenters, thus contributing to the success of the conference sessions.

Due to the nature of the situation in 2020 we accepted that the number of delegates would not reflect the numbers in previous years. Overall, we had 886 participants across the two days. The total comprised of:

- 640 paying delegates
- 27 complimentary registrations
- 145 presenters
- 64 exhibitors, and
- 10 volunteers.

Whilst the COVID-19 pandemic impacted on our initial targets we were pleased overall with 372 one-day participants and 268 two-day participants.

KEYNOTE	YEAR LEVEL	TITLE
THURSDAY 3 DECEMBER		
Paul Swan	Early Years	Maximising the natural curiosity of young children: leading to engagement
James Tanton	Primary	Exploding dots; A global phenomenon (Focus on primary school mathematics)
Adam Kruger and Scott Rumble	Secondary	Teach like a star
Secondary Panel	Secondary	Online teaching of mathematics during Coronavirus: What have we learned?
Leicha Bragg	All levels	Teaching mathematics for social justice
FRIDAY 4 DECEMBER		
Ann Gervasoni	Early Years	A 2020 vision for engaging all children and families mathematics learning
Primary Panel	Primary	Ways to organize your classroom to cater for all students in mathematics lessons.
James Tanton	Secondary	Exploding dots; A global phenomenon (Focus on secondary school mathematics)
Carly Sawatzki	Secondary	A new vision for a financial capable citizenry: The role of mathematics education
Tony Vallance	All levels	'Agents of change' building student agency in mathematical learning



MAV20
CONFERENCE

3-4 DECEMBER

THE MATHEMATICAL ASSOCIATION OF VICTORIA

The lower number of paying delegates impacted the anticipated revenue from the conference, however our expenses were also reduced. We had an overall estimated profit of \$167,835, which was a good outcome, all things considered. This data will provide us with a benchmark for planning our budget for future virtual conferences.

Having a virtual conference also impacted sponsorship and exhibition income. However, we revised the budget for sponsorship to \$40,667 and exhibition to \$13,750 to compensate for moving to a virtual conference and achieved \$52,354 in sponsorship and \$10,450 in exhibition income. We thank and acknowledge the Victorian Department of Education and Training for sponsoring our international keynote and 12 regional participants to attend the conference.

The decision to shift from a face-to-face to a virtual conference resulted in the program being reduced to 5 keynotes and 50 sessions each day (10 in each time slot). Keynote speakers were selected for their expertise in early years, primary, secondary, or across all levels and linked to a key aspect of our conference theme and sub themes 'engaging numeracy, engaging society, engaging students, engaging teachers, engaging technology'. Our international speaker was James Tanton, an ambassador for the Mathematical Association of America in Washington DC, who presented a keynote each day. The table on the previous page shows each of the keynotes and the focus of their presentation.

The keynotes provided a mix of current research, thought provoking ideas and practical implications for engaging with mathematics. The feedback from delegates was positive and many commented on how much they enjoyed the range of presenters.

Overall, the Keynote presentations were well received, as were the two panels. An integral part of the success of the panels was due to the selection of the panel members and the facilitation of the session by the panel chairs Tom Moore (Secondary) and Kate Copping (Primary) who both did a great deal of work behind the scenes prior to the day.

Once again, this year we were privileged to have a wide variety of presentations for our delegates to attend, and we were particularly grateful with the way they adapted to delivering their workshops and seminars on the virtual platform. Delegates were invited to complete a survey about the conference, and their responses will inform our planning for MAV21. A cross section of the responses are included in the 'Delegate feedback' box.

As Conference Convenor I would like to sincerely thank Jacqui Diamond (Events Manager) and Peter Saffin (CEO), our hard-working conference committee, and MAV staff for

Delegate feedback

- *Thank you, Paul, very engaging and provided lots of examples to take back to my setting*
- *James was brilliant! Extremely engaging and reinvigorated me after such a stressful, challenging year!*
- *James is such a dynamic, captivating, and fun presenter. You are afraid if you look away you will miss something. Full of WOW moments and he engages and motivates his audience.*
- *Excellent session, informative and pitched at the classroom level (Adam and Scott)*
- *Fantastically relevant! (Secondary panel)*
- *The content was thought-provoking and provided several useful links to organisations for actual data and activities. (Leicha)*
- *There was so much food for thought. I loved the mantra-experience before instruction. (Primary panel)*
- *He was great. I was all revved up ready to teach again. (Tony)*
- *I really liked the virtual platform. Regardless of COVID, it allows many more teachers/leaders to attend and to catch up on any sessions missed.*
- *I think this virtual style is excellent, a greater use of time for teachers (no driving, parking, lining up for food etc). Still has opportunities for interaction if that is what you are after.*
- *Virtual conference was effective and well implemented to the point that I would prefer virtual conference than the traditional face to face mode in the future.*
- *The whole experience was very professional and ending the day with the trivia was fun!*

their time, expertise, enthusiasm, and effort in developing an outstanding program.

I am particularly proud of our efforts to provide such a professional virtual conference experience for our delegates and presenters. My thanks also to all the presenters who committed their time, energy, and expertise to presenting such high quality and thought-provoking sessions. It was indeed a privilege to be Convenor of the committee, for MAV20.

- Ann Downton, Convenor

MAV20 ANNUAL CONFERENCE

ANNUAL SPONSORS



The Mathematical Association of Victoria

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SUB-THEMES PROGRAM SPEAKERS SESSIONS VIRTUAL DELEGATE SATCHEL PASSPORT COMPETITION VIRTUAL SPONSORS VIRTUAL EXHIBITORS MAV SHOP ANNOUNCEMENTS

A 2020 VISION
Engaging Mathematics

Chat messages:
Margaret Signorini 09:40: I think that it would be a great way to really develop place value... really powerful stuff. If you haven't looked at exploding dots and James' work online, then do yourself and your students a favor and take a look.
Dianne Towers 09:40: Oooh yes, just realised i added an extra 10 thousand!
Leanne McMahon 09:40: I have done exploding dots with grade 4 and 5 and it's been great. How young do you think you could start this?
Shannon Hayes 09:42: Although, there is a pattern to the way to read the larger values, reading in groups of 3 digits at a time, then labelling that group as thousands, millions, billions etc...
Jason Cribbin 09:42: yes, secondary place value pattern
Shannon Hayes 09:43: Reply



STUDENT ACTIVITIES

Unfortunately, due to COVID-19 Games days and Girls in STEM events were cancelled for 2020. These will return in 2021.

MATHS TALENT QUEST

KEY ACHIEVEMENTS

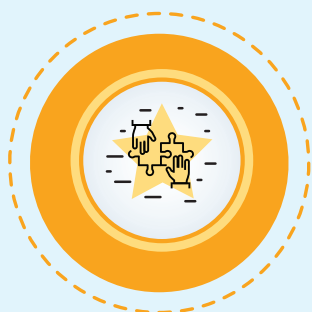
- Efficient move to online and virtual judging
- 180 entries from 50 schools (this is much lower than previous year but positive given the education climate)



In 2020 we had over 180 entries from 50 schools, along with a high number of entries that were judged at a school-level. Given MTQ was completed in a remote learning context we were very impressed by the quality of entries and had very positive feedback about the uploading of entries and online judging. Students, judges, and MAV staff showed flexibility and agility to ensure this important event continued giving children the opportunity to work like mathematicians in a new learning environment.

Volunteer judges, including fourth year university students completed judging successfully online. In general, those investigations that received High Distinction had in-depth investigative processes with clear indications of the mathematics involved at a level above expectation. Distinctions followed the investigative process and students used mathematics that was expected at their level. Credits showed strengths in the investigations or mathematics used.

Encouragements needed to build on both the investigative process and mathematics involved.



COLLABORATE



COMMUNICATE



INVESTIGATE



WORK LIKE A MATHEMATICIAN

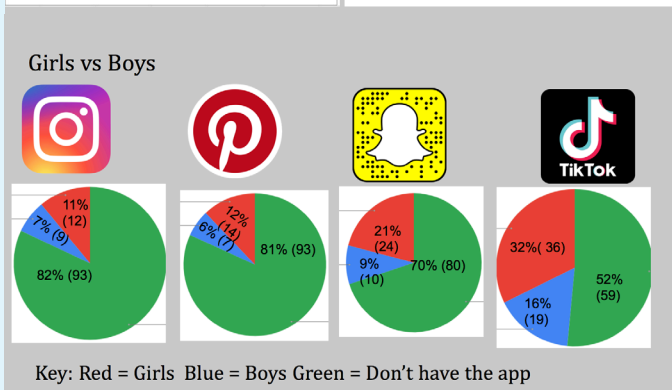
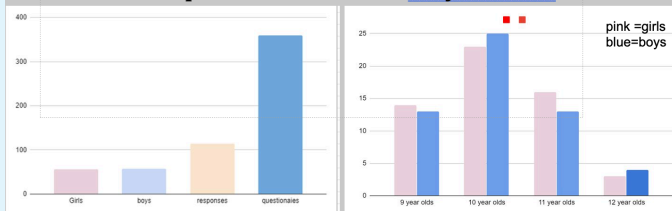
MTQ SPONSORS



LA TROBE
UNIVERSITY



We sent the form to approximately 360 students (questionnaires) we received 114 responses with 56 girls and 58 boys. Most responses were from 10 year olds.



Lumen Christie School Year 5's investigate social media use.

The National Maths Talent Quest was hosted virtually by the Mathematical Association of Western Australia. This was a great success and there was excellent collaboration across the states.

Each school was sent a personalised message as an award ceremony in lieu of a face-to-face ceremony. We continued our sponsorship agreement with La Trobe University and started a new sponsorship relationship with Casio. Due to this success, we will continue with a virtual platform for the Maths Talent Quest in 2021.

VCE REVISION PROGRAM

KEY ACHIEVEMENTS

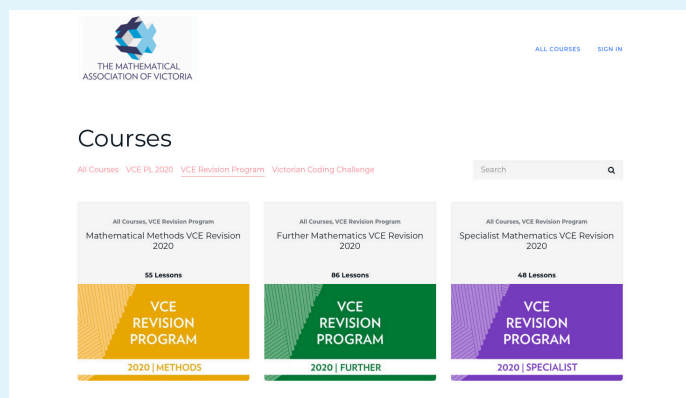
- New online course created during COVID-19 when face-to-face events were not possible
- An increase in student engagement, with over 3200 students taking part; Further Mathematics had over 1900 enrolments, Mathematical Methods over 1000 enrolments and Specialist Mathematics nearly 300 enrolments.
- Online course to be updated for 2021 and beyond

Due to COVID-19 halting the ability to deliver face-to-face VCE revision lectures, MAV quickly pivoted to develop an online revision program for Mathematical Methods, Specialist Mathematics and Further Mathematics. This course was delivered via the Thinkific learning management system that MAV implemented, which can now also be used to develop further courses for teachers and students.

MAV's revision program consisted of over three hours of presentation videos from the VCAA assessors, videos from TI-Nspire and Casio experts, and a comprehensive e-book of revision notes including tips for exam success, past exam questions with solutions and common exam questions with solutions. The videos were similar to what is usually delivered in person at on site revision lectures, however a benefit of the online delivery is students could listen to the videos whenever they needed to and as often as required.

In support of the online program, students were also able to join exclusive live follow up webinars with VCAA assessors where they were able to ask questions. This is not usually a feature of the VCE revision lectures as students often choose to ask questions privately at the end so giving all students the opportunity to listen to all the questions was a great benefit.

Feedback was overwhelmingly positive, and MAV will be working in future to upgrade and improve these courses to ensure the best possible experience for students and support for teachers in preparing their students for exams.



The Thinkific learning management system.

VCE revision program testimonials

Students:

- *I found this course very helpful! I love how the presenters go through past exam questions and areas where students went wrong by breaking them down into steps that are easy to grasp.*
- *The MAV Revision Series provided me with highly thorough and comprehensive notes and walkthroughs, helping me consolidate and revise what I had learnt throughout the year. Would highly recommend!*
- *As somebody who isn't the best at Methods or Maths subjects in general, this revision program was probably the best thing I could've gotten in exam season. It's easy to navigate, it goes through the entire course and has presenters who KNOW what they're talking about and how to explain it in easy-to-understand terms. It also gave me a structure for how to approach Methods each day - instead of waking up and thinking 'Ugh, I have to do something for Methods', I had this program to guide me on the areas I was strong in and the areas of Methods I needed to pay more attention to. An amazing revision resource, and absolutely worth it!*

Teachers

- *The MAV VCE revision program has given my students the opportunity to have access to multiple content videos made by VCE assessors. This online format allows the students to work through at their own pace and quiz questions along the way give the students an indication of how well they understood the content. I also as a teacher have loved learning more about how and what the assessors look for when marking the exams.*

A promotional graphic for the VCE Revision Program 2020. It features a blue background with a grid pattern. At the top, it says 'VCE REVISION PROGRAM 2020'. Below this, there's a photo of a student using a laptop. To the right of the photo, text describes the program as self-paced and interactive, delivered by VCAA assessors. A 'WHAT'S INCLUDED?' section lists features like 3 hours of presentation videos, exam tips, and access to live webinars. A 'DETAILED REVISION NOTES' section mentions a comprehensive book of notes with exam tips and solutions. A 'REGISTER NOW AT' section provides the website URL. Two circular callouts highlight pricing: 'One subject for \$60 -OR- two subjects for \$100' and 'VCAA exam assessors, TI and CASIO expert presenters.' At the bottom, there's a 'TO REGISTER' section with the website and phone number.

PUBLICATIONS

COMMITTEE MEMBERS

Louise Gray (Editor, *Common Denominator* and design layout and marketing for all publications), Michael Minas (Editor, *Prime Number*), Roger Walter (Editor, *Vinculum*), Ellen Corovic (Executive Officer).

JOURNALS

KEY ACHIEVEMENTS

Prime Number

- Let's Play series: a new regular article that features in the front of each edition of the journal. Each article highlights a specific game that teachers can use with their students, while also serving to promote the important role that games can play in primary mathematics classrooms.
- A new series of four articles from Paul Swan is in development for 2021. Each article puts the spotlight on a different manipulative - sharing practical classroom tasks that teachers can use with their students.

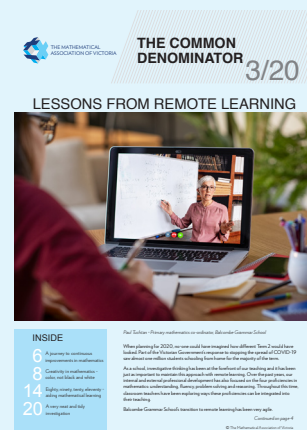
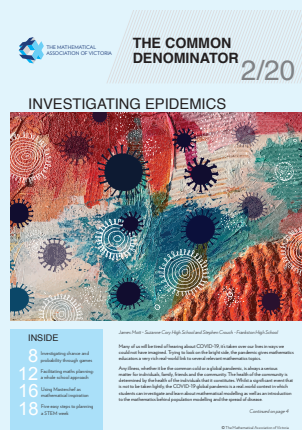
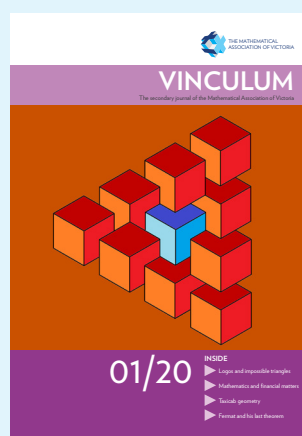
Vinculum

- Roger Walter celebrated ten years as editor of *Vinculum* this year. Well done to Roger on a tremendous service to the MAV and mathematics education.
- A wide variety of articles have been sourced from an array of authors from first-year university students to retired teachers and academics including a timely piece on the spread of the pandemic authored by Stephen Clarke and Roger Walter.
- Front cover images supplied by amateur photographers have been an aesthetic highlight.

Common Denominator

- The COVID-19 pandemic presented a rich opportunity to explore the mathematics of exponential growth.
- Remote learning was a special feature of the Term 3 edition. The experience of delivering remote learning encouraged new authors to submit articles to the magazine. These articles were honest accounts of how different schools managed the challenge. It was pleasing to see how many schools were keen to share their experiences in the spirit of collaboration and shared understanding.
- A new column *One Minute With* was introduced in 2020. This series invites mathematics educators and mathematicians (for example Peter Sullivan and Asha Rao) to share their experiences with the MAV community in a concise piece.

The Publications Committee have continued to meet virtually throughout the 2020-2021 financial year. Discussions at the meetings focus on providing a quality resource and communication with MAV members and mathematics



educators by showcasing dynamic and contemporary mathematics education research, ideas and practice.

One highlight of the committee's collaboration has been the inclusion of a series of articles that have simultaneously been published in both *Prime Number* and *Vinculum*. The five-part series, focusing on the mathematical proficiencies in action was authored by Peter Burrows and Larissa Raymond. The first article, an introduction to the proficiencies, was published verbatim in both publications. This was followed by articles focusing on the same proficiency idea but with differentiated practical ideas suited to the target audience of the publication.

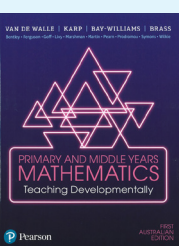
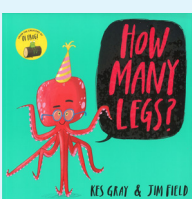
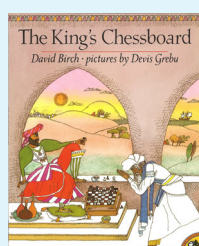
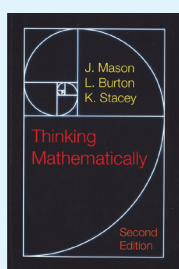
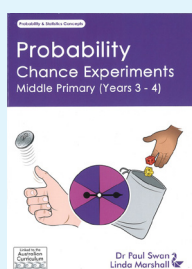
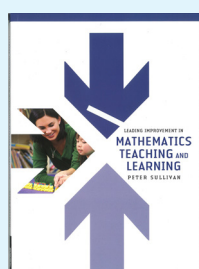
This year the committee began to consider the diversity of author voices being heard in each of the journals. Data from two-years' worth of journals was categorised to ascertain the background of the authors writing for the publications. Categories included gender, career stage, education sector, and year level focus. The initial stages of the committee's investigation began to uncover common voices of authors along with voices that are more rarely heard. Further work is needed to discuss the outcomes and any implications for the journals going forward.

MAV SHOP

KEY ACHIEVEMENTS

- Revenue stable and in line with 2019
- 15 new titles introduced, plus:
 - Access to MAV20 Conference recordings
 - MAV 2019 Exam Solutions
 - MAV 2020 SAC Suggesting Starting Points and Practice Exams

Despite a difficult financial year due to COVID-19, MAV sales income was only a little down on the previous year. Some factors that may have contributed to this slight drop are the lack of face-to-face conferences and therefore no physical MAVshop sales at various events. Also, teachers relied on various resources for their students during remote teaching and learning which meant that sales overall held up well during a difficult year.



VCE RESOURCES

KEY ACHIEVEMENTS

MAV continued to produce quality and much sought-after resources for VCE. The sales of VCE products continued to be a very important part of the MAVshop with 12 new resources published, including:

- Solutions to 2019 VCAA exams published for Further Mathematics, Mathematical Methods and Specialist Mathematics and All Studies
- 2020 SAC: SAC Suggested Starting points, Further Mathematics, Mathematical Methods and Specialist Mathematics and All Studies
- 2020 VCE Trial exams for Further Mathematics, Mathematical Methods and Specialist Mathematics and All Studies
- Sales aligned to previous years at just over \$105,000 revenue.

Presales of some of these materials, in particular trial exams, begin months in advance, and solutions to VCAA exams and SAC starting points are integral to the VCE professional learning program. Hence, they are included as part of the PL program package and also sold as stand-alone items. MAV understands that these highly regarded resources are a key member benefit for many secondary schools and therefore puts a lot of effort into ensuring a quality product that meets teachers' needs. This was particularly the case in 2020, as due to COVID and home schooling, the VCAA had made significant changes to the three studies and published an Adjusted Study Design. Secondary schools relied on MAV to produce quality Trial Exams that were aligned to the Adjusted Study Design and accurately reflected the 2020 VCAA exams.



ADVOCACY

KEY ACHIEVEMENTS

- Numerous articles published in media, on topical issues
- New parent support web pages and resources launched
- MAV representatives involved as expert advisors for various programs including:
 - GAT redevelopment program, VCAA (CEO and Helen Haralambous)
 - Tech School Learning Advisory Panel, Victorian Department of Education and Training (CEO)
 - VCE Mathematics Expert review panel, VCAA (CEO)
 - Foundation Mathematics review panel, VCAA (CEO)
 - International Mathematical Modelling Challenge (IM2C) (Michaela Epstein)

During 2020 MAV was involved in various projects and advisory groups in support of improving mathematics education outcomes. Some of these are listed above, and in addition MAV also provided a written response to the NAPLAN review, with the CEO attending a consultation meeting with the NAPLAN review panel including Emeritus Professor Barry McGaw (Chair), Emeritus Professor Bill Loudon (Panel Member) and Professor Claire Wyatt-Smith (Panel Member) to further discuss MAV's views on NAPLAN and future directions.

The CEO also had three editorials published during the year in *The Age* and was quoted in further articles when advice was sought from the media. These opportunities allowed MAV to speak more publicly about some key issues in mathematics education, as MAV continues to become a trusted source of information.

Peter Saffin (CEO) continued to attend a number of Tech School Learning Programs Advisory Panel meetings throughout the year with other panel members including representatives from DET, VCAA and other selected subject associations and industry representatives. Presentations were made to the panel by the leaders of various Tech Schools, explaining their pedagogical approach and program information. Feedback to each Tech School was supportive and designed to add value to programs, enabling Tech Schools to evolve their programs over time with constructive feedback. Feedback is informed by the Tech Schools Learning Program Design Framework and by each person's respective areas of expertise.

For more information on the advocacy work of MAV, visit the advocacy webpage on the MAV website. Advocacy is also a further focus of the new strategic plan 2021 to 2023.

PROJECTS AND PARTNERSHIPS

VICTORIAN DEPARTMENT OF EDUCATION AND TRAINING

MAV was pleased to continue the delivery of the maths camp for high potential rural and regional students and online professional learning under funding from the Victorian Department of Education and Training (DET), through the Strategic Partnerships Program (SPP).

MAV also received funding for the junior initiatives through the Victorian challenge and enrichment series. This includes a series of games days around the state and the Victorian Coding Challenge. These significant programs are running through to the end of 2022.

MAV also worked with the Department in various other projects throughout the year, as outlined below. MAV would like to thank the Department for their ongoing support as a funding partner and sponsor for MAV events as we continue to work to improve educational outcomes throughout Victoria.



SPECIAL PARTNERSHIP PROJECTS MATHS CAMPS

KEY ACHIEVEMENTS

- successfully transitioned to hold a virtual camp for the first time
- 24 regional and rural students attended
- industry partners highly engaged.

In 2020 the MAV hosted the popular and successful Mathematics Camp for Year 10 Regional students. However, due to COVID-19, the 2020 camp was conducted virtually. The mathematics camp brings together high potential rural and regional students to experience what a career in some of the most exciting organisations in the STEM industry look like.

24 Year 10 regional students were selected via an application process to participate in a Virtual Mathematics Camp held during the second week of the Term 3 school holidays.

The aim of the program is to provide a opportunity for students to gather, in a virtual environment, with like-minded peers and work in small groups to explore hands-on, industry problems. Students work in a team to complete a real-world mathematics project.

MAV partnered with four mathematical industries: Ford, Reserve Bank Australia, Texas Instruments, and the Victorian Space Science Education Centre (VSSEC). Each industry provided students with a project investigation and delivered

many opportunities for students to be exposed to people from various facets of the industry. Presentations featured speakers from not only different parts of Australia but also from around the world - TI presenters were from Melbourne, Western Australia and Dallas, Texas. Students also received daily mentoring by mathematicians from La Trobe University and RMIT University and from industry representatives.

Students developed their project presentation and solution as a team, developing 21st century skills including communication, problem solving and creative and critical thinking. The open-ended projects stretched the application of mathematics past students' usual experience and challenged them to come up with innovative solutions. The week culminated in students presenting their project findings in the presence of the industry partners, invited guests and parents.

Once again feedback was overwhelmingly positive, with students highly engaged in the mathematics and projects, and also with each other in a like-minded community of learners.

Industry partners



Thank you so much for running the camp even with COVID. I had a great time and met some great people. Thank you!

I would just like to send a thank you to all involved in the Virtual Maths Camp. My daughter appears to have enjoyed herself and has been keeping us informed of her learnings during the camp. Well done to all.

ONLINE PROFESSIONAL LEARNING

KEY ACHIEVEMENTS

- targets for online learning attendance and sessions exceeded enormously
- 32 separate professional learning opportunities delivered
- 4,775 teachers involved in online professional learning delivered by MAV

COVID-19 provided an amazing opportunity for expanding MAV's online professional learning. Teachers were seeking support and we responded by increasing the number of sessions delivered and we saw increased attendance across all professional learning undertaken.

These programs provided great exposure and access for regional and rural teachers to professional learning who would otherwise not have access to such experiences. Two thirds of participants were from regional and rural schools. Feedback from this cohort was extremely positive suggesting that MAV should continue to offer such programs in future.

Our targets for delivering this were to increase professional knowledge, and how this can be applied in classroom settings to enhance mathematics learning. Feedback indicated that our professional learning was meeting the requirements for teachers which is a great outcome.

We also saw more people returning for further events over time, resulting in the beginning of an online learning community. This was especially apparent in primary education.

MAV staff have also upskilled enormously in delivery of such professional learning. We aim to ensure that professional learning online is engaging, interactive and meaningful for teachers. This practical approach has received very positive feedback.

This has been an invaluable series of presentations. Well done. You need to ensure ongoing funding to continue online presentations.

I really enjoyed these online sessions. Sometimes I sit in a PD and find it intimidating to participate (face-to-face), so I enjoy participating in a way (virtually) that is less intimidating!

I would happily go to any session provided by MAV; thank you for offering these sessions, they are great little nuggets that I can include in my classroom immediately. I have really appreciated these webinars, I have learnt something from every single one.

VICTORIAN MATHS CHALLENGE AND ENRICHMENT SERIES

KEY ACHIEVEMENTS

- Funding received for two projects; the Victorian Coding Challenge (VCC) and Games Days
- Round one of the Victorian Coding Challenge completed during 2020
- Games Days kick off in 2021, and the Victorian Coding Challenge round two begins.

MAV was pleased to deliver the Victorian Coding Challenge in 2020 as part of the Victorian Challenge and Enrichment Series funded by the Victorian Department of Education and Training.

The Coding Challenge consists of two stages. In stage 1 students receive a virtual kit with a series of fun and engaging coding tasks. Students participate in these tasks via a user-friendly online platform – accessible from school or home. The challenges require students to apply coding and algorithmic thinking in order to solve interesting problems. These tasks can be conducted either at school or during school holidays, at the student's pace. Scaffolding and coding resources are provided in case students need some support along the way. Teachers also have access to suggested solutions.

Stage 2 allows students to compete with others in a state-wide coding competition. In this competition, students will be competing in groups of 2-4, in an open-ended challenge, with an engaging, 'real-world' application. They present their entries to be judged and will be eligible to win some prizes.

MAV delivered the Victorian Coding Challenge in collaboration with Digital Learning and Teaching Victoria (DLTV). MAV and DLTV were extremely impressed with the level of engagement and participation in the 2020 VCC. Over 3000 students from government schools across Year 5-10 took part. The feedback we have received from teachers and students alike has been wonderful, and we look forward to next year's VCC.



Victorian
coding
Challenge



MIDDLE YEARS MATHS CHALLENGES (MYMC)

KEY ACHIEVEMENTS

- 75 activities written focussing on student interests, and using the proficiencies as a basis of pedagogy
- 10 activities adapted to support below level students
- MAV currently running a pilot of activities in schools

The Middle Years Maths Challenges (MYMC) aims to support student engagement in mathematics across Years 5–9. MYMC - Stage 1 involved designing a series of 75 highly engaging mathematics challenges topics with which students identified. The MYMC comprises 13 Challenges for each year level as well as 10 Challenges designed specifically for students working below level. All MYMC are aligned to the Victorian Curriculum, incorporate the proficiencies and demonstrate best practice in applying these to the teaching of mathematics.

In addition, the MYMC support teachers to assess student learning against the curriculum and support students to engage positively with mathematics learning and reduce mathematics anxiety in students across the middle years.

MAV was pleased to support the Department in developing these fantastic resources. Currently a pilot is underway to test all the activities in schools and assess their effectiveness from the point of view of student engagement, teacher pedagogy, assessment, and alignment to the curriculum.

We look forward to launching these activities with the Department in the second half of 2021.

MIDDLE YEARS LITERACY AND NUMERACY STRATEGY (MYLNS)

KEY ACHIEVEMENTS

- Successful consortium delivering in collaboration with VALAD Solution
- Extensive online courses produced for teachers to help them successfully deliver interventions to MYLNS students
- Contract renewed for 2021

The Middle Years Literacy and Numeracy Support (MYLNS) initiative provides funding to government secondary schools to improve outcomes for students who are at risk of finishing school without the literacy or numeracy skills they need for future work, education and training. Students are identified as being below national minimum standards in NAPLAN. Through the MYLNS initiative, schools are provided funding to release existing teachers as Literacy Improvement Teachers and/or Numeracy Improvement Teachers. In a small number of cases, schools may instead have access to a Network Teacher who works across up to four schools in place of a Literacy or Numeracy Improvement Teacher.

Face-to-face workshops were held across Victoria at the start of the year, but due to COVID the remaining face-to-face workshops did not proceed. Valad Solutions and MAV instead worked in collaboration with the Department to produce innovative online content and courses to support MYLNS teachers. MAV also ran a number of online sessions to provide further support as required.

This work continues in 2021 as we again collaborate with VALAD solutions to implement this important initiative.

THE MATHEMATICAL ASSOCIATION OF VICTORIA

FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JANUARY 2021
ACN 004 892 755

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The Mathematical Association of Victoria

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Directors' Report 31 January 2021

The directors present their report on The Mathematical Association of Victoria for the financial year ended 31 January 2021.

1. General information

Information on directors

The names of each person who has been a director during the year and to the date of this report are:

Ms Claire Delaney

Qualifications Teacher

Dr Ann Downton

Qualifications University Lecturer

Ms Patricia Jelbart

(Retired on 26 May 2020)
Qualifications University Lecturer, Education Developer and Consultant

Mrs Kate Copping

Qualifications University Lecturer

Special responsibilities Vice President

Dr Dan Cloney

Qualifications Senior Research Fellow

Ms Michaela Epstein

Qualifications Mathematics Education Specialist

Mrs Louise Gray

(Appointed 4 September 2019)

Qualifications Marketing/Sponsorship

Mr Peter Karakoussis

Qualifications Teacher

Ms Allason McNamara

Qualifications Teacher

Mr Michael O'Connor

Qualifications Schools Outreach Manager/Teacher

Special responsibilities President

Mr Juan Ospina Leon

Qualifications Teacher

Special responsibilities Chair of Finance Committee

Ms Kathryn Rodriguez

Qualifications Teacher, School Leader

Ms Kylie Slaney

(Retired on 26 May 2020)

Qualifications Teacher

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Directors' Report

31 January 2021

1. General information

Information on directors

Dr Max Stephens

Qualifications

University Research Fellow

Directors have been in office since the start of the financial year to the date of this report unless otherwise stated.

Company secretary

The following person held the position of Company secretary at the end of the financial year:

Mr Peter Saffin (Chief Executive Officer)

Principal activities

The principal activity of The Mathematical Association of Victoria during the financial year was the provision of services aimed at promoting mathematics within the community.

No significant changes in the nature of the Company's activity occurred during the financial year.

Members' guarantee

The Mathematical Association of Victoria is a company limited by guarantee. In the event of, and for the purpose of winding up of the company, the amount capable of being called up from each member and any person or association who ceased to be a member in the year prior to the winding up, is limited to \$ 20 for each member, subject to the provisions of the company's constitution.

At 31 January 2021 the collective liability of members was \$ 28,260 (2020: \$ 40,900).

2. Operating results and review of operations for the year

Operating results

The profit of the Company after providing for income tax amounted to \$ 345,078 (2020: \$ 150,135).

Review of operations

The results of the operations of the Company during the financial year reflect decisions taken by directors to further refine the mix of the entity's services within the ongoing framework of strategic planning and priority setting.

3. Other items

Significant changes in state of affairs

There have been no significant changes in the state of affairs of the Company during the year.

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Directors' Report

31 January 2021

3. Other items

Events after the reporting date

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the Company, the results of those operations or the state of affairs of the Company in future financial years.

Future developments and results

The Company expects to maintain the present status and level of operations and hence there are no likely developments in the Company's operations.

Environmental issues

The Company's operations are not regulated by any significant environmental regulations under a law of the Commonwealth or of a state or territory of Australia.

4. Options

No options over issued shares or interests in the Company were granted during or since the end of the financial year and there were no options outstanding at the date of this report.

5. Meetings of directors

During the financial year, 6 meetings of directors (including committees of directors) were held. Attendances by each director during the year were as follows:

	Directors' Meetings	
	Number eligible to attend	Number attended
Ms Claire Delaney	6	6
Dr Ann Downton	6	6
Ms Patricia Jelbart	2	2
Mrs Kate Copping	6	6
Dr Dan Cloney	6	5
Ms Michaela Epstein	6	6
Mrs Louise Gray	6	5
Mr Peter Karakoussis	6	4
Ms Allason McNamara	6	6
Mr Michael O'Connor	6	6
Mr Juan Ospina Leon	6	5
Ms Kathryn Rodriguez	4	2
Ms Kylie Slaney	2	2
Dr Max Stephens	6	6

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Directors' Report

31 January 2021

6. Indemnification and insurance of officers and auditors

The company has paid an insurance premium to indemnify the officers acting in their capacity as officers of the company. During or since the end of the financial year, no other indemnities have been given in relation to the officers of the company.

No indemnities have been given or insurance premiums paid, during or since the end of the financial year, for any person who is or has been an officer or auditor of The Mathematical Association of Victoria.

7. Proceedings on behalf of company


No person has applied for leave of court to bring proceedings on behalf of the Company or intervene in any proceedings to which the Company is a party for the purpose of taking responsibility on behalf of the Company for all or any part of those proceedings.

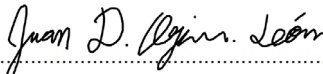
The entity was not a party to any such proceedings during the year.

8. Auditor's independence declaration

The lead auditor's independence declaration in accordance with section 307C of the *Corporations Act 2001*, for the year ended 31 January 2021 has been received and can be found on page 5 of the financial report.

Signed in accordance with a resolution of the Board of Directors:

Director: 
Mr Michael O'Connor

Director: 
Mr Juan Ospina Leon

Dated this 23 day of April 2021

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Auditor's Independence Declaration under Subdivision 60-40 of the Australian Charities and Not-for-profits Commission Act 2012 to the Directors of The Mathematical Association of Victoria

As lead audit partner for the audit of the financial statements of The Mathematical Association of Victoria for the financial year ended 31 January 2021, I declare that to the best of my knowledge and belief, there have been no contraventions of any applicable code of professional conduct in relation to the audit.

*Nexia***Nexia Melbourne Audit Pty Ltd
Melbourne****Dated: this 23rd day of April 2021***A. Wehrens***Andrew S. Wehrens
Director**

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Statement of Profit or Loss and Other Comprehensive Income For the Year Ended 31 January 2021

		2021	2020
	Note	\$	\$
Revenue	4	2,063,852	2,520,113
Other income	4	313,104	20,194
Employee benefits expense		(856,030)	(818,645)
Depreciation and amortisation expense		(57,600)	(51,834)
Impairment losses on financial assets		(1,275)	(7,232)
Membership expenses		(97,366)	(96,227)
Publications and journals		(216,161)	(295,759)
Annual conference		(145,277)	(213,983)
Student activities		(16,090)	(70,650)
Professional development		(133,238)	(264,359)
Other expenses		(508,841)	(571,483)
Profit for the year		345,078	150,135
Other comprehensive income for the year		-	-
Total comprehensive income for the year		345,078	150,135

The accompanying notes form part of these financial statements.

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Statement of Financial Position As At 31 January 2021

	Note	2021 \$	2020 \$
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents	6	889,964	584,389
Trade and other receivables	7	158,323	122,295
Inventories	8	54,782	45,888
Other assets	11	44,478	37,874
TOTAL CURRENT ASSETS		<u>1,147,547</u>	<u>790,446</u>
NON-CURRENT ASSETS			
Property, plant and equipment	9	1,677,710	1,690,696
Intangible assets	10	108,285	135,547
TOTAL NON-CURRENT ASSETS		<u>1,785,995</u>	<u>1,826,243</u>
TOTAL ASSETS		<u><u>2,933,542</u></u>	<u><u>2,616,689</u></u>
LIABILITIES			
CURRENT LIABILITIES			
Trade and other payables	12	119,844	141,640
Employee benefits	14	108,084	112,166
Other liabilities	13	297,657	298,141
TOTAL CURRENT LIABILITIES		<u>525,585</u>	<u>551,947</u>
NON-CURRENT LIABILITIES			
Employee benefits	14	11,804	13,667
TOTAL NON-CURRENT LIABILITIES		<u>11,804</u>	<u>13,667</u>
TOTAL LIABILITIES		<u>537,389</u>	<u>565,614</u>
NET ASSETS		<u><u>2,396,153</u></u>	<u><u>2,051,075</u></u>
EQUITY			
Reserves	15	1,346,531	1,346,531
Retained earnings		1,049,622	704,544
TOTAL EQUITY		<u><u>2,396,153</u></u>	<u><u>2,051,075</u></u>

The accompanying notes form part of these financial statements.

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Statement of Changes in Equity For the Year Ended 31 January 2021

2021

	Asset Revaluation Surplus	Capital Profits Reserve	Total
	\$	\$	\$
Balance at 1 February 2020	1,346,531	704,544	2,051,075
Profit for the year	-	345,078	345,078
Balance at 31 January 2021	1,346,531	1,049,622	2,396,153

2020

	Asset Revaluation Surplus	Capital Profits Reserve	Total
	\$	\$	\$
Balance at 1 February 2019	1,346,531	554,409	1,900,940
Profit for the year	-	150,135	150,135
Balance at 31 January 2020	1,346,531	704,544	2,051,075

The accompanying notes form part of these financial statements.

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Statement of Cash Flows For the Year Ended 31 January 2021

	2021	2020
Note	\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES:		
Receipts from customers	2,338,104	2,646,445
Payments to suppliers and employees	(2,017,518)	(2,319,522)
Interest received	2,340	2,840
	<u>322,926</u>	<u>329,763</u>
Net cash provided by operating activities	19 <u>322,926</u>	329,763
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property, plant and equipment	<u>(17,351)</u>	(108,046)
Net cash (used in) investing activities	<u>(17,351)</u>	(108,046)
CASH FLOWS FROM FINANCING ACTIVITIES:		
Net increase / (decrease) in cash and cash equivalents held	305,575	221,717
Cash and cash equivalents at beginning of year	<u>584,389</u>	362,672
Cash and cash equivalents at end of financial year	6 <u><u>889,964</u></u>	<u><u>584,389</u></u>

The accompanying notes form part of these financial statements.

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Notes to the Financial Statements For the Year Ended 31 January 2021

The financial report covers The Mathematical Association of Victoria as an individual entity. The Mathematical Association of Victoria is a not-for-profit Company limited by guarantee, incorporated and domiciled in Australia.

The functional and presentation currency of The Mathematical Association of Victoria is Australian dollars.

Comparatives are consistent with prior years, unless otherwise stated.

1 Basis of Preparation

In the Directors' opinion, the Company is not a reporting entity since there are unlikely to exist users of the financial statements who are not able to command the preparation of reports tailored so as to satisfy specifically all of their information needs. This special purpose financial report has been prepared to meet the reporting requirements of the *Australian Charities and Not-for-profits Commission Act 2012*.

The financial statements have been prepared in accordance with the recognition and measurement requirements of the Australian Accounting Standards and Accounting Interpretations, and the disclosure requirements of AASB 101 *Presentation of Financial Statements*, AASB 107 *Statement of Cash Flows*, AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors* and AASB 1054 *Australian Additional Disclosures*.

The financial statements have been prepared on an accruals basis and are based on historical costs modified, where applicable, by the measurement at fair value of selected non-current assets, financial assets and financial liabilities.

Significant accounting policies adopted in the preparation of these financial statements are presented below and are consistent with prior reporting periods unless otherwise stated.

2 Summary of Significant Accounting Policies

(a) Revenue and other income

Revenue from contracts with customers

The core principle of AASB 15 is that revenue is recognised on a basis that reflects the transfer of promised goods or services to customers at an amount that reflects the consideration the Company expects to receive in exchange for those goods or services. Revenue is recognised by applying a five-step model as follows:

1. Identify the contract with the customer
2. Identify the performance obligations
3. Determine the transaction price
4. Allocate the transaction price to the performance obligations
5. Recognise revenue as and when control of the performance obligations is transferred

Generally the timing of the payment for sale of goods and rendering of services corresponds closely to the timing of satisfaction of the performance obligations, however where there is a difference, it will result in the recognition of a receivable, contract asset or contract liability.

None of the revenue streams of the Company have any significant financing terms as there is less than 12 months between receipt of funds and satisfaction of performance obligations.

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Notes to the Financial Statements For the Year Ended 31 January 2021

2 Summary of Significant Accounting Policies

(a) Revenue and other income

Specific revenue streams

The revenue recognition policies for the principal revenue streams of the Company are:

Sale of goods

Revenue from the sale of goods is recognised upon the delivery of goods to customers.

Rendering of services

Revenue from the rendering of a service is recognised upon the delivery of the service to the customers.

Membership fees

Membership fees are recognised when invoiced.

Government grants

Government grants are recognised at fair value where there is reasonable assurance that the grant will be received and all grant conditions will be met. Grants relating to expense items are recognised as income over the periods necessary to match the grant to the costs they are compensating. Grants relating to assets are credited to deferred income at fair value and are credited to income over the expected useful life of the asset on a straight-line basis.

Government assistance

Government assistance has been received during the year under the JobKeeper, Cash Flow Boost and Victorian Government grant programs. Payments under these programs are recognised as revenue once the entity is entitled to receive the payments. A receivable is recognised at year end for any payments that the entity is entitled to that have not been received.

Other income

Other income is recognised on an accruals basis when the Company is entitled to it.

(b) Goods and services tax (GST)

Revenue, expenses and assets are recognised net of the amount of goods and services tax (GST), except where the amount of GST incurred is not recoverable from the Australian Taxation Office (ATO).

Receivables and payable are stated inclusive of GST.

(c) Inventories

Inventories are measured at the lower of cost and net realisable value.

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Notes to the Financial Statements For the Year Ended 31 January 2021

2 Summary of Significant Accounting Policies

(d) Property, plant and equipment

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment.

Land and buildings

Land and buildings are measured using the revaluation model.

Assets measured using the revaluation model are carried at fair value at the revaluation date less any subsequent accumulated depreciation and impairment losses. Revaluations are performed whenever there is a material movement in the value of an asset under the revaluation model.

Plant and equipment

Plant and equipment are measured using the cost model.

Depreciation

Property, plant and equipment is depreciated on a straight-line basis over the assets useful life to the Company, commencing when the asset is ready for use.

The depreciation rates used for each class of depreciable asset are shown below:

Fixed asset class	Depreciation rate
Buildings	2-12%
Plant and Equipment	12-25%
Furniture, Fixtures and Fittings	9%
Computer Software	20-25%

At the end of each annual reporting period, the depreciation method, useful life and residual value of each asset is reviewed. Any revisions are accounted for prospectively as a change in estimate.

Gains and losses on disposals are determined by comparing proceeds with the carrying amount. These gains or losses are included in the statement of profit or loss and other comprehensive income. When revalued assets are sold, amounts included in the revaluation reserve relating to that asset are transferred to retained earnings.

(e) Financial instruments

Financial instruments are recognised initially on the date that the Company becomes party to the contractual provisions of the instrument.

On initial recognition, all financial instruments are measured at fair value plus transaction costs (except for instruments measured at fair value through profit or loss where transaction costs are expensed as incurred).

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Notes to the Financial Statements

For the Year Ended 31 January 2021

2 Summary of Significant Accounting Policies

(e) Financial instruments

Financial assets

All recognised financial assets are subsequently measured in their entirety at either amortised cost or fair value, depending on the classification of the financial assets.

Classification

On initial recognition, the Company classifies its financial assets into the following categories, those measured at:

- amortised cost

Financial assets are not reclassified subsequent to their initial recognition unless the Company changes its business model for managing financial assets.

Amortised cost

Assets measured at amortised cost are financial assets where:

- the business model is to hold assets to collect contractual cash flows; and
- the contractual terms give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

The Company's financial assets measured at amortised cost comprise trade and other receivables and cash and cash equivalents in the statement of financial position.

Subsequent to initial recognition, these assets are carried at amortised cost using the effective interest rate method less provision for impairment.

Interest income, foreign exchange gains or losses and impairment are recognised in profit or loss. Gain or loss on derecognition is recognised in profit or loss.

Impairment of financial assets

Impairment of financial assets is recognised on an expected credit loss (ECL) basis for the following assets:

- financial assets measured at amortised cost

When determining whether the credit risk of a financial asset has increased significantly since initial recognition and when estimating ECL, the Company considers reasonable and supportable information that is relevant and available without undue cost or effort. This includes both quantitative and qualitative information and analysis based on the Company's historical experience and informed credit assessment and including forward looking information.

The Company uses the presumption that an asset which is more than 30 days past due has seen a significant increase in credit risk.

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Notes to the Financial Statements For the Year Ended 31 January 2021

2 Summary of Significant Accounting Policies

(e) Financial instruments

Financial assets

The Company uses the presumption that a financial asset is in default when:

- the other party is unlikely to pay its credit obligations to the Company in full, without recourse to the Company to actions such as realising security (if any is held); or
- the financial assets is more than 90 days past due.

Credit losses are measured as the present value of the difference between the cash flows due to the Company in accordance with the contract and the cash flows expected to be received. This is applied using a probability weighted approach.

Trade receivables

Impairment of trade receivables have been determined using the simplified approach in AASB 9 which uses an estimation of lifetime expected credit losses. The Company has determined the probability of non-payment of the receivable and multiplied this by the amount of the expected loss arising from default.

The amount of the impairment is recorded in a separate allowance account with the loss being recognised in finance expense. Once the receivable is determined to be uncollectable then the gross carrying amount is written off against the associated allowance.

Where the Company renegotiates the terms of trade receivables due from certain customers, the new expected cash flows are discounted at the original effective interest rate and any resulting difference to the carrying value is recognised in profit or loss.

Other financial assets measured at amortised cost

Impairment of other financial assets measured at amortised cost are determined using the expected credit loss model in AASB 9. On initial recognition of the asset, an estimate of the expected credit losses for the next 12 months is recognised. Where the asset has experienced significant increase in credit risk then the lifetime losses are estimated and recognised.

Financial liabilities

The Company measures all financial liabilities initially at fair value less transaction costs, subsequently financial liabilities are measured at amortised cost using the effective interest rate method.

The financial liabilities of the Company comprise trade payables, bank and other loans and lease liabilities.

(f) Impairment of non-financial assets

At the end of each reporting period the Company determines whether there is an evidence of an impairment indicator for non-financial assets.

Where an indicator exists and regardless for indefinite life intangible assets and intangible assets not yet available for use, the recoverable amount of the asset is estimated.

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Notes to the Financial Statements

For the Year Ended 31 January 2021

2 Summary of Significant Accounting Policies

(f) Impairment of non-financial assets

Where assets do not operate independently of other assets, the recoverable amount of the relevant cash-generating unit (CGU) is estimated.

The recoverable amount of an asset or CGU is the higher of the fair value less costs of disposal and the value in use. Value in use is the present value of the future cash flows expected to be derived from an asset or cash-generating unit.

Where the recoverable amount is less than the carrying amount, an impairment loss is recognised in profit or loss.

Reversal indicators are considered in subsequent periods for all assets which have suffered an impairment loss.

(g) Intangible assets

Software

Software has a finite life and is carried at cost less any accumulated amortisation and impairment losses. It has an estimated useful life of between one and four years.

(h) Cash and cash equivalents

Cash and cash equivalents comprises cash on hand, demand deposits and short-term investments which are readily convertible to known amounts of cash and which are subject to an insignificant risk of change in value.

(i) Employee benefits

Provision is made for the Company's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits that are expected to be wholly settled within one year have been measured at the amounts expected to be paid when the liability is settled.

Employee benefits expected to be settled more than one year after the end of the reporting period have been measured at the present value of the estimated future cash outflows to be made for those benefits.

Obligations for contributions to defined contribution superannuation plans are recognised as an employee benefit expense in profit or loss in the periods in which services are provided by employees.

(j) Adoption of new and revised accounting standards

The Company has adopted all standards which became effective for the first time at 31 January 2021, the adoption of these standards has not caused any material adjustments to the reported financial position, performance or cash flow of the Company.

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Notes to the Financial Statements For the Year Ended 31 January 2021

3 Critical Accounting Estimates and Judgments

The directors make estimates and judgements during the preparation of these financial statements regarding assumptions about current and future events affecting transactions and balances.

These estimates and judgements are based on the best information available at the time of preparing the financial statements, however as additional information is known then the actual results may differ from the estimates.

4 Revenue and Other Income

Revenue from continuing operations

	2021	2020
	\$	\$
Revenue		
- Membership fees	393,838	359,781
- Seminars and conferences	304,415	542,494
- Student activities	142,467	113,151
- Publications and solutions	328,975	380,355
- Professional development	223,296	589,161
- Grants and sponsorships	670,861	535,171
	<u>2,063,852</u>	<u>2,520,113</u>

Other Income

- Interest	2,340	4,918
- Miscellaneous	14,764	15,276
- Government assistance	296,000	-
	<u>313,104</u>	<u>20,194</u>

Included in the above amounts are the following amounts received from Government;
Commonwealth Government Australian Taxation Office

	291,000	-
Victorian Department of Education and Training	213,831	83,218
	<u>504,831</u>	<u>83,218</u>

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Notes to the Financial Statements For the Year Ended 31 January 2021

5 Result for the Year

The result for the year includes the following specific expenses:

	2021	2020
	\$	\$
Other expenses:		
Provision for long service leave	(2,987)	7,998
Depreciation and amortisation expense		
- buildings	5,577	5,572
- plant and equipment, furniture and fittings	20,843	18,365
- software	31,181	27,897
Auditors remuneration		
- auditing the accounts	8,800	8,380
- assistance with preparation of the financial report	2,300	2,210
Impairment losses on financial assets	1,275	7,232

6 Cash and Cash Equivalents

Cash on hand	231	381
Bank balances	889,733	584,008
	<u>889,964</u>	<u>584,389</u>

Cash and Cash equivalents reported in the statement of cash flows are reconciled to the equivalent items in the statement of financial position as follows:

Cash and cash equivalents	<u>889,964</u>	<u>584,389</u>
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7 Trade and other receivables

CURRENT		
Trade receivables	<u>158,323</u>	<u>122,295</u>

The carrying value of trade receivables is considered a reasonable approximation of fair value due to the short-term nature of the balances.

The maximum exposure to credit risk at the reporting date is the fair value of each class of receivable in the financial statements.

8 Inventories

CURRENT		
At cost:		
Publications	<u>54,782</u>	<u>45,888</u>

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Notes to the Financial Statements For the Year Ended 31 January 2021

9 Property, plant and equipment

	2021	2020
	\$	\$
LAND AND BUILDINGS		
Freehold land		
At fair value	<u>1,346,531</u>	1,346,531
Buildings		
At cost	482,457	482,457
Accumulated depreciation	<u>(209,389)</u>	(203,812)
Total buildings	<u>273,068</u>	278,645
Total land and buildings	<u>1,619,599</u>	1,625,176
PLANT AND EQUIPMENT		
Plant and equipment		
At cost	402,104	388,670
Accumulated depreciation	<u>(343,993)</u>	(323,150)
Total plant and equipment	<u>58,111</u>	65,520
Total property, plant and equipment	<u>1,677,710</u>	1,690,696

10 Intangible Assets

Software		
Cost	746,434	742,516
Accumulated amortisation and impairment	<u>(638,149)</u>	(606,969)
Net carrying value	<u>108,285</u>	135,547
Total Intangible assets	<u>108,285</u>	135,547

11 Other Assets

CURRENT		
Prepayments	44,454	37,705
Accrued income	24	169
	<u>44,478</u>	37,874

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Notes to the Financial Statements For the Year Ended 31 January 2021

12 Trade and Other Payables

	2021	2020
	\$	\$
CURRENT		
Trade payables	20,728	17,602
GST payable	33,037	39,494
Accrued expenses	28,642	49,941
Other liabilities	37,437	34,603
	<u>119,844</u>	<u>141,640</u>

13 Other Liabilities

CURRENT		
Memberships received in advance (net of subscriptions)	<u>297,657</u>	<u>298,141</u>

Included in the 2021 figure is an amount of \$50,278 received in advance from the Victorian Department of Education and Training, no income was received in advance from a Government department in 2020.

14 Employee Benefits

Current liabilities		
Long service leave	47,869	48,993
Annual leave	60,215	63,173
	<u>108,084</u>	<u>112,166</u>
Non-current liabilities		
Long service leave	<u>11,804</u>	<u>13,667</u>

15 Reserves

Revaluation surplus		
Opening balance	<u>1,346,531</u>	<u>1,346,531</u>

The asset revaluation reserve records fair value movements on freehold land and building located in 61 Blyth Street, Brunswick held under the revaluation model.

16 Members' Guarantee

The Company is incorporated under the *Corporations Act 2001* and is a Company limited by guarantee. If the Company is wound up, the constitution states that each member is required to contribute a maximum of \$ 20 each towards meeting any outstandings and obligations of the Company. At 31 January 2021 the number of members was 1,413 (2020: 2,045).

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Notes to the Financial Statements For the Year Ended 31 January 2021

17 Auditors' Remuneration

	2021	2020
	\$	\$
Remuneration of the auditor of the company, Nexia Melbourne Audit Pty Ltd, for:)		
- auditing of the financial statements	8,800	8,380
- preparation of the financial report	2,300	2,210
Total	11,100	10,590

18 Contingencies

In the opinion of the Directors, the Company did not have any contingencies at 31 January 2021 (31 January 2020:None).

19 Cash Flow Information

(a) Reconciliation of result for the year to cashflows from operating activities

Reconciliation of net income to net cash provided by operating activities:		
Profit for the year	345,078	150,135
Cash flows excluded from profit attributable to operating activities		
Non-cash flows in profit:		
- depreciation and amortisation	57,600	51,834
Changes in assets and liabilities:		
- (increase) / decrease in trade and other receivables	(36,029)	78,629
- (increase) / decrease in prepayments	(6,604)	16,987
- (increase) / decrease in inventories	(8,894)	(3,674)
- increase / (decrease) in income in advance	(484)	30,349
- increase / (decrease) in trade and other payables	(21,796)	(13,123)
- increase / (decrease) in employee benefits	(5,945)	18,626
Cashflows from operating activities	322,926	329,763

20 Events after the end of the Reporting Period

The financial report was authorised for issue on 20 April 2021 by the Board of Directors.

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the Company, the results of those operations or the state of affairs of the Company in future financial years.

The Mathematical Association of Victoria

ACN 004 892 755

Notes to the Financial Statements

For the Year Ended 31 January 2021

21 Statutory Information

The registered office and principal place of business of the company is:

The Mathematical Association of Victoria

61 Blyth Street

BRUNSWICK VIC 3056

The Mathematical Association of Victoria

ACN 004 892 755

Directors' Declaration

The directors have determined that the Company is not a reporting entity and that these special purpose financial statements should be prepared in accordance with the accounting policies described in Note 2 of the financial statements.

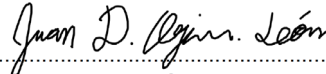
The directors of the Company declare that:

1. The financial statements and notes, as set out on pages 6, are in accordance with the *Corporations Act 2001* and:
 - (a) comply with Australian Accounting Standards as stated in Note 1; and
 - (b) give a true and fair view of the financial position as at 31 January 2021 and of the performance for the year ended on that date of is in accordance with the accounting policy described in Note 2 of the financial statements.
2. In the directors' opinion, there are reasonable grounds to believe that the Company will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a resolution of the Board of Directors.



Director
Mr Michael O'Connor



Director
Mr Juan Ospina Leon

Dated this 23 day of April 2021

Independent Auditor's Report To the Members of The Mathematical Association of Victoria

Report on the Audit of the Financial Report

Opinion

We have audited the financial report, being a special purpose financial report, of The Mathematical Association of Victoria (the Company), which comprises the statement of financial position as at 31 January 2021, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the directors' declaration.

In our opinion, the accompanying financial report of The Mathematical Association of Victoria is in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- (i) giving a true and fair view of the Company's financial position as at 31 January 2021 and of its financial performance for the year then ended; and
- (ii) complying with Australian Accounting Standards to the extent described in Note 1, and the *Corporations Regulations 2001*.

Basis for opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Company in accordance with the auditor independence requirements of the *Corporations Act 2001* and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We confirm that the independence declaration required by the *Corporations Act 2001*, which has been given to the directors of the Company, would be in the same terms if given to the directors as at the time of this auditor's report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of matter regarding basis of accounting

Without modifying our opinion, we draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the directors' financial reporting responsibilities under the *Corporations Act 2001*. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Directors' responsibility for the financial report

The directors of the company are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial statements is appropriate to meet the requirements of the ACNC Act and is appropriate to meet the needs of the members. The directors are also responsible for such internal control as the directors determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Independent Auditor's Report To the Members of The Mathematical Association of Victoria

Report on the Audit of the Financial Report

Auditor's responsibility for the audit of the financial report

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

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

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

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



**Nexia Melbourne Audit Pty Ltd
Melbourne**



**Andrew S. Wehrens
Director**

Dated this 23rd day of April 2021

Disclaimer of Opinion on Detailed income and expenditure statement for the year ended 31 January 2021

The additional financial data presented on page 26 is in accordance with the books and records of the Company which have been subjected to the auditing procedures applied in our statutory audit of the Company for the year ended 31 January 2021.

It will be appreciated that our statutory audit did not cover all details of the additional financial data. Accordingly, we do not express an opinion on such financial data, and we give no warranty of accuracy or reliability in respect of the data provided.

Neither the firm nor any member or employee of the firm undertakes responsibility in any way whatsoever to any person (other than The Mathematical Association of Victoria) in respect of such data, including any errors or omissions therein however caused.



**Nexia Melbourne Audit Pty Ltd
Melbourne**



**Andrew S. Wehrens
Director**

Dated this 23rd day of April 2021

Detailed Income Statement

	2021	2020
	\$	\$
Sales		
Membership fees	393,838	359,781
Seminars and conferences	304,415	542,494
Student activities	142,467	113,151
Publications and solutions	328,975	380,355
Services revenue	223,296	589,161
Grants and sponsorships	670,861	535,171
Interest	2,340	4,918
Miscellaneous	14,764	15,276
Government assistance	296,000	-
Total sales	2,376,956	2,540,307
Less: Expenses		
Advertising and promotion	17,832	98,279
Affiliation fees	56,609	48,100
Auditors remuneration	11,100	10,590
Impairments	1,275	7,232
Bank Charges	3,732	5,299
Catering expenses	35,172	122,075
Cleaning	4,746	13,099
Consultants and presenters	329,487	344,904
Depreciation	57,600	51,834
Equipment rental	121,533	24,537
Facilities - external	5,917	69,442
Heat, light and power	2,769	4,026
Courier service	2,483	3,521
Insurance	17,776	16,857
Legal fees	5,205	10,181
Long service leave	(2,987)	7,998
Office expenses	23,561	43,862
Postage and freight	26,809	29,354
Publications, printing and stationery	149,708	205,285
Rates and taxes	5,646	5,139
Repairs and maintenance	7,917	3,500
Royalties and authors fees	79,804	96,291
Wages	777,586	742,839
Staff training	(3,336)	8,515
Staff and members amenities	1,190	1,902
Subscriptions	32,710	27,026
Superannuation contributions	77,529	67,137
Telephone and fax	10,550	10,796
Travelling and accommodation	14,368	80,548
Workcover	3,902	3,901
Training program	153,685	226,103
Total Expenses	2,031,878	2,390,172
Profit from ordinary activities	345,078	150,135



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