THE MATHEMATICAL
ASSOCIATION OF VICTORIA

THE MATHEMATICAL ASSOCIATION OF VICTORIA ANNUAL REPORT 2024-2025

www.mav.vic.edu.au

MAV BUILDS CONFIDENT, CAPABLE, AND ENGAGED LIFELONG LEARNERS OF MATHEMATICS

MAV EMPOWERS AND SUPPORTS OUR MEMBERS, MATHEMATICS EDUCATORS AND SCHOOLS TO IMPROVE MATHEMATICS EDUCATION FOR EVERY STUDENT.

MAV HIGHLIGHTS 2024

MEMBERSHIP

MAV proudly represents 917 schools, including over 17,000 teachers, leaders, academics, and associated friends.

RESOURCES

MAV SHOP

Achieved over 800 sales over the year, supporting our professional with approximately 280 high quality resources.

VCE RESOURCES

Over 120 resources designed to support VCE teachers implement SACs and VCE exam preparation across all four study designs.

LESSON PLANS

Contributed to 830 lesson plans and 2700 resources for the Victorian Lesson Plan project.

PROFESSIONAL LEARNING

SCHOOL CONSULTING

Engaged with 43 schools over 211 days, providing tailored consulting services.

MELBOURNE MATHEMATICS CONFERENCE

Successfully hosted a two-day conference with 350 registrations, introducing an Early Childhood stream.

REGIONAL CONFERENCES

Conducted a regional conference in Bendigo, with over 130 registrations across F-10 and VCE streams.

VCE CONFERENCE

Hosted face to face and virtual events with over 500 delegates, integrating all VCE resources online.

ANNUAL CONFERENCE

655 on Thursday and 592 on Friday delegates, 211 presenters, 42 exhibitors, 10 keynotes. 172 workshops and 1274 participants over both days.

RESPONSIVE WEBINARS

Delivered 16 webinars and events for approximately 350 teachers.

EARLY CHILDHOOD INITIATIVES

Re-established the committee and strategy, hosted 2 webinars.

BUILD ME UP PROGRAM

Filmed 8 modules for Levels 7–10, with 4 more in progress; over 200 teachers enrolled.

STUDENT ACTIVITIES

VICTORIAN CODING CHALLENGE

Improved the challenge with 2406 student participants.

VCES GAMES DAYS

Over 2000 students participated in regional and rural, metro and online events.

MAV GAMES DAYS

Organised events for 393 teams and over 1700 students.

MATHS TALENT QUEST

Enhanced the online registration and judging, involving over 450 students from 45 schools with many more participating at a school level.

VCE REVISION PROGRAM

Produced VCAA exam solutions, added new content, and supported revision for 1239 students.

PARTNERSHIPS

Thank you to our 2024 annual partners: Cambridge, Casio, Texas Instruments, Victorian Department of Education and those organisations who supported MAV on specific events: ABC, Meet Pi Festival, Hellenic Museum, and The Huddle.

PRESIDENT'S REPORT
KERRYN SANDFORD

In 2024, the Mathematical Association of Victoria continued to provide leadership, guidance, and advocacy for mathematics education across the state. This year marked the first phase of our new strategic plan and saw MAV respond to both ongoing and emerging challenges with innovative projects and programs that demonstrate our adaptability and vision.

Significant change occurred at the board level in 2024, with three long-serving members — Max Stephens, Kate Copping, and Mei Ong — retiring. On behalf of the MAV board, I extend my sincere thanks to each of them for their outstanding contributions to the organisation. Their deep commitment to mathematics education has helped shape MAV's direction, and we look forward to seeing them continue their advocacy in other capacities, including at future MAV events.

We also welcomed new board members Jessica Kurzman, Dr Matt Sexton, Dr Scott Cameron, Paul Staniscia, and Kim Stoddard. Each brings valuable expertise and fresh perspectives that will support MAV's work into the future.

On the staffing front, we farewelled Larissa Raymond, who has embarked on a new chapter in her mathematics education journey and returned to study. We thank Larissa for her many contributions and wish her every success in the future.

In 2024, we were pleased to welcome Leonie Anstey to the education team. Leonie has taken a lead role in a major project in partnership with the Department of Education, developing key resources to support implementation of the Victorian Curriculum 2.0 and the VTLM 2.0. Leonie brings extensive experience from roles in school leadership, mathematics education scholarship, and system leadership, and we are fortunate to have her on board.

The Lesson Plan project was a major focus for MAV this year, drawing on significant staff and contractor expertise. This landmark initiative contributed substantially to the organisation's revenue and demonstrated the high level of trust and regard MAV holds with the Department of Education and other key partners. I extend my heartfelt thanks to all the staff and contractors involved in this work. Their dedication, professionalism, and persistence were key to the project's success. I would especially like to acknowledge Jen Bowden and Leonie Anstey for their exceptional leadership and for navigating the complexities of such a large scale project.

Teacher shortages continued to be a challenge across the education sector in 2024, particularly impacting early career and out-of-field teachers. In response, MAV developed and launched the Build Me Up program, designed to provide much needed support to these educators. Under the leadership of Danijella Draskovic, the team produced high quality resources now being accessed by schools across Victoria.

As we reflect on 2024, we do so with pride in what has been achieved and optimism for what lies ahead. MAV remains steadfast in its mission to support and advance mathematics education. I would like to thank our members, partners, staff, and stakeholders for their continued support. Together, we look forward to building on this year's successes and embracing new opportunities to strengthen mathematics education across Victoria and beyond.

CEO REPORT
JENNIFER BOWDEN

2024 marked the first year of MAV's three-year strategic plan. The groundwork completed in 2023 provided staff, the board and committees with a clear framework to guide planning and practice. This plan has been an invaluable resource, guiding decision making regarding professional learning, resource development, and activities delivered to members and teachers across Victoria.

Despite ongoing challenges within the profession, including increasing workloads, out-of-field teaching, a revised curriculum, and diverse teaching models, MAV has successfully tailored its offerings to support educators. Initiatives such as the Level 7–10 Build Me Up program and strengthened in-school consulting services, have provided targeted support.

A key focus was the development of Lesson Plans for the Department of Education, ensuring teachers had access to high quality resources to support planning and assessment. This project meant MAV had the opportunity to increase our team and add a new portfolio to our offerings. Along with writing resources, MAV has actively worked in schools to promote the integration of quality materials as part of a balanced approach to teaching and learning.

MAV's conferences were highly successful, including the VCE Conference, regional offerings, the Melbourne Mathematics Conference in June, and the Annual Conference in December. These events provided valuable professional learning opportunities and fostered collaboration across the sector.

Collaboration has been central to MAV's success. In 2024, MAV worked with partners including AAMT and ATSIMA to develop a National Commitment Statement for Aboriginal and Torres Strait Islander education. Additionally, MAV has engaged with academics from Victorian universities to support research and best practices in mathematics education. As CEO, I have strengthened MAV's relationships with state mathematics association affiliates, the Council of Professional Teachers in Victoria, and other professional associations. These connections have reinforced MAV's position as a leader in mathematics education and advocacy.

I extend my gratitude to the board for their commitment to governance and strategic oversight, volunteer committees for their invaluable contributions, and the dedicated MAV staff who have delivered an outstanding program in 2024. Their collective efforts continue to empower and support our members, mathematics educators, and schools, ultimately enhancing mathematics education for every student.

MAV PERSONNEL

Chief Executive Officer	Jennifer Bowden
Mathematics education staff	Di Liddell (Primary) Renee Ladner (Primary) Larissa Raymond (Primary) Danijela Draskovic (Secondary) Jess Mount (Secondary) Leonie Anstey (Leadership)
Community and Content Manager	Claire Embregts
Membership Officer	Michael Green
Office Manager	Darinka Rob
Events Manager	Jacqui Diamond
Project Manager	Mel Savic, MS Events
Marketing	Louise Gray, Stitch Marketing
Finance Officer	Rachel Boyden, Carruss Consulting

SPONSORSHIP, PARTNERSHIP AND SUPPORT

MAV would like to acknowledge and thank our annual partners for 2024, Casio, Cambridge, Texas Instruments, and the Department of Education. Their support, along with contributions from a wide range of organisations that sponsor our events, enables MAV to provide its members and the wider professional community with an extensive range of resources, professional learning opportunities, and student activities.

MAV sincerely thanks all organisations that have sponsored our events, provided in-kind support, or contributed to specific projects. We appreciate your involvement and look forward to future collaborations.

We would also like to acknowledge MAV's extensive collaborations with organisations across mathematics education, universities, and subject associations in Victoria and Australia. While the full scope of these partnerships extends beyond this report, they highlight MAV's strength as an association and its contribution to the broader professional community.

MAV'S SERVICES

FINANCE

COMMITTEE MEMBERS

Kim Stoddart (Chair), Justin de Lacy, Jess Kurzman, Jay Tay, Jennifer Bowden (Executive Officer)

MAV had a strong 2024, producing a profit of $200,170, compared to a deficit the prior year. The overall increase in revenue for the year was a 60% improvement on the prior year. The Lesson Plan project contributed to this increase in revenue, offset by an increase in expenses, primarily being the engagement of lesson plan writers.

Annual Conference revenue is a strong income stream with over $340,000 in registrations and $100,000 in sponsorships. Professional development revenue was notably lower with a focus on the Lesson Plan project. Student activities revenue is steady, keeping in mind that the focus is on support work with students and has a small profit margin. Bookshop sales were high for the year, with overall publications contributing a profit of around $180,000. Membership revenue saw a slight increase with a total of $430,000 for the year.

Department of Education funding for special programs of $230,000 has allowed MAV to upskill the workforce through the Build Me Up Program and support both students and teacher knowledge of coding through the Victorian Coding Challenge. These programs do require specialist skills from external contractors, yet a considerable amount of this work is undertaken by MAV staff. The funding has enabled MAV to improve the online learning management system.

A focus on strong financial processes has been the priority and has included a detailed review of the fixed asset register to ensure it represents assets that are identifiable and on hand. MAV continues to manage receivables effectively.

MAV is in a solid position financially, with an improved cash ratio (cash to current liabilities), an increase in cash reserves of $250,000 and has budgeted a profit for the upcoming financial year.

A focus for the year ahead is to maximise its revenue streams, including return on assets. In addition, there will be a continued focus on building its professional learning deliverables ensuring the sustainability of smaller conferences, webinars, responsive professional learning and in school consulting.

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

ADVOCACY

VICTORIAN CURRICULUM AND TEACHING AND LEARNING MODELS

In 2024, MAV collaborated with VCAA to support schools in implementing the Victorian Curriculum 2.0 for the full implementation commencing in 2025.

Additionally, in the second half of the year the Department of Education introduced the new Victorian Teaching and Learning Model 2.0, with a specific focus on Explicit Teaching component within the model. The Department Lesson Plan team focused on the gradual release of responsibility as their lesson plan structure. The introduction of this structure for mathematics teaching has and will require extensive support for teachers and the profession moving forward. The building of understanding of the model and the intersection with the Victorian Curriculum mathematics and the related capabilities will continue to be a focus in coming years.

Throughout 2024, there was significant debate and discussion drawing on stated research and forms of evidence-based pedagogies. MAV worked to ensure that we provided a platform for our members, delivering accurate information and resources. We extend our gratitude to our members, including academics and practitioners, for their support and guidance during this time.

NATIONAL COMMITMENT STATEMENT

MAV was proud to be part of a summit led by ATSIMA and AAMT, in which members from each state affiliation worked together to create a National Commitment Statement driving a cultural shift to make a systematic difference in mathematics education for Aboriginal and Torres Strait Islander learners. The statement was developed on Kaurna Yerta (Kaurna Country). As a part of the agreement MAV made a commitment be unwavering and accountable in creating and executing a plan to achieve positive outcomes for Aboriginal and Torres Strait Islander learners.


Commitment Statement from the Mathematics Associations of Australia

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

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

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

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

MEMBERSHIP AND COMMUNITY

COMMITTEE MEMBERS

Adrienne English (Convener) Louise Gray, Max Stephens, Renee Ladner, Paul Staniscia, Laveena Kukanesan , Claire Embregts (Executive officer), Renee Ladner (MAV staff)

MEMBERSHIP

MAV membership holds steady, in an industry where many associations are experiencing declining membership. 2024 saw a drop in primary school memberships with many of the schools who were offered complimentary membership as a part of the Big Ideas program not taking out paid membership. MAV worked to promote our student affiliate membership with an increase in the year, this will continue to be an area of focus in 2025 to support the professions growth. Despite a slight decline in individual memberships, the overall number of members accessing benefits was estimated at 17 288 in 2024. The primary source of membership remains institutes with school affiliations, enabling teachers to avail themselves of benefits through their employment. While individual memberships decrease for various reasons, MAV will focus on the expansion of institutional memberships, facilitating greater access to benefits for teachers.

	2019	2020	2021	2022	2023	2024
Life members	14	17	17	19	19	21
Individual members	350	390	342	326	235	241
Student members	0	23	13	10	12	7
Student affiliates	374	281	515	420	344	400
INDIVIDUAL MEMBERS	738	711	877	775	610	669
Associate members	33	31	35	35	39	30
Early childhood centres	1	2	1	2	1	15*
P-12 schools	141	136	146	140	141	142
Secondary schools	321	331	306	285	294	300
Primary schools	437	483	475	509	515	444
INSTITUTIONAL MEMBERS	933	983	963	971	990	916
TOTAL	**1671**	**1694**	**1840**	**1746**	**1600**	**1585**

Individuals eligible for member benefits	2019	2020	2021	2022	2023	2024
Total individuals in **institutions** accessing member benefits.	15,050	16,424	16,257	17,014	17,398	16,559
Total individuals in **institutions** and **individual members** accessing member benefits.	15,788	17,135	17,153	17,789	17,991	17,288

** complimentary, with benefits equivalent to membership*

MAV COMMUNITY AND COMMUNICATIONS

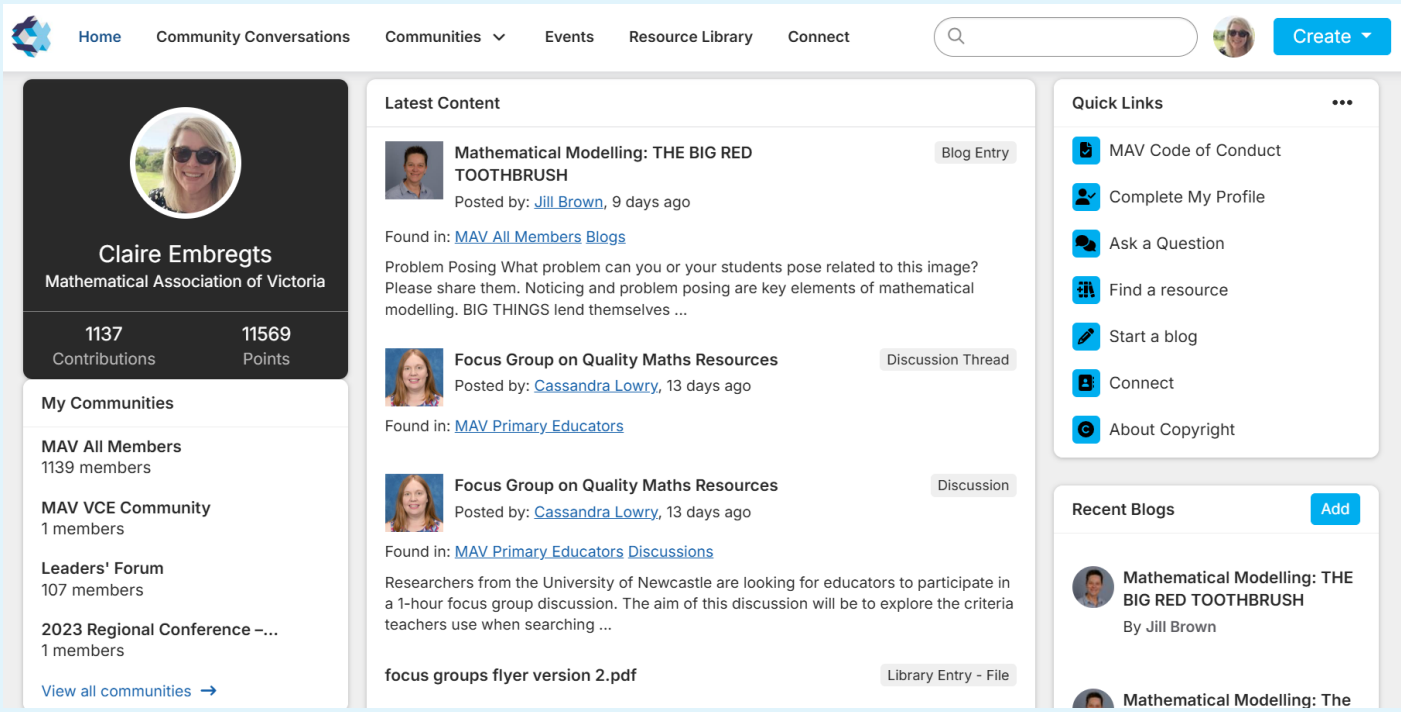
Throughout 2024, we continued strengthening our commitment to a supportive, vibrant, inclusive and purpose-driven MAV community.

In 2024, the Membership Committee began formally overseeing the MAV online community as part of its expanded responsibilities, now formally the Membership and Community Committee. Revised terms of reference were drafted and approved by the Board, positioning the committee to lead strategic initiatives that connect membership, communications, and community engagement more holistically.

In 2024, we also undertook a review of our marketing segments and newsletter formats to better align with our members' interests and communication preferences. Updating our subscriber categories and introducing more tailored content streams gives members greater control over what they receive from us. This shift supports a more personalised experience and helps reduce content fatigue and increase engagement. These changes mark an essential step in improving how we connect with our community – delivering the right information to the right people at the right time.

Looking ahead, a major focus for 2025 is the redesign of the MAV website. This project is driven by our commitment to delivering an improved user experience, making it easier for members and visitors to find what they need. A key aim of the redesign is to reduce the steps it takes for members to access online professional learning, teaching resources, and our online community – bringing everything together in a more streamlined, connected experience. The process will be grounded in user feedback and best practice design principles, ensuring the updated site is intuitive, accessible, and aligned with the evolving needs of our community. This work represents an exciting opportunity to modernise our digital presence and better support educators across all touchpoints.

At MAV, our focus remains on cultivating meaningful connections, supporting professional growth, and fostering a sense of belonging. As we look ahead, we are exploring new tools and approaches to enhance our digital engagement and support a dynamic, thriving community of mathematics educators.



MAV's online community is a rich source of connection for mathematics educators.

LIFE MEMBERS

MATHS ACTIVE SCHOOLS

MAV's Maths Active Schools initiative is a way to recognise and support schools who demonstrate effective learning and teaching practices in mathematics. Maths Active Schools are provided with a termly resource pack and opportunity to participate in various programs often with further discounts to attend. 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.

During 2024 no new schools applied to be a Maths Active School. Towards the end of 2024 a partnership was developed with volunteer, David Cook, to assist in the review of the MAS program and its offerings as well as reaching out to new schools to assist in the application process and to visit current MAS schools to showcase their wonderful work. MAS continues to be a priority for MAV, and it is intended that we raise the profile in 2025 and 2026

THE MATHEMATICAL ASSOCIATION OF VICTORIA | MATHS ACTIVE ACCREDITATION

COMMITTEE MEMBERS

Max Stephens (Convenor), David Tout, Ann Downton, Jennifer Bowden (Executive officer)

Helen Haralambous and Peter Saffin were inducted as Life Members at the 2024 Annual General Meeting.

Helen was recognised for her distinguished career in mathematics education, starting as a respected secondary school teacher and leader in Victorian schools before joining MAV as an education consultant. Throughout her career, she significantly enhanced professional learning and student activities. Helen's long-term support and leadership have driven curriculum changes, professional development, and initiatives such as the MYLANDS projects, Regional Maths Camps, and Maths Games Days, with a notable impact on the VCE program. Her efforts have greatly elevated the value of mathematics in Victorian society, showcasing her dedication to educators and students.

Peter was recognised for his leadership as CEO of MAV for over six years, significantly enhancing the organisation, especially during COVID-19. He led initiatives in professional development, conferences, policy, and governance, increasing MAV's impact and membership. His leadership saw the integration of new technologies and digital formats, fostering partnerships and influencing curriculum reforms. Peter promoted the importance of mathematics in society and ensured equitable access to MAV's resources. His contributions have substantially advanced mathematics education in Victoria.

Kerryn Sandford, Peter Saffin, Max Stephens, Helen Haralambous and Jennifer Bowden.

"Over the past few years, our collaboration with MAV has had a significant impact on our school's approach to mathematics teaching and learning.

The planning support, coaching, and in-class modelling provided by our MAV consultant have been incredibly valuable in building teacher confidence and strengthening instructional practice."

- Matthew Markmann (Assistant Principal)
Roxburgh Homestead Primary School

PROFESSIONAL LEARNING

COMMITTEE MEMBERS

Patty Mete (Convenor), Patty Mete, Andrea O'Connor, David Leigh-Lancaster, Kerryn Driscoll, James Mott, Paul Howard, Claire Delaney, Johnson Alagappan, Kylie Slaney, Elizabeth Burns, Peter Karakoussis, Danijela Draskovic (Executive officer)

MAV's professional learning is focused in three key areas:

- In-school professional learning, including consulting services.
- Responsive webinars.
- Specialised conferences including:
    - Melbourne Mathematics Conference, in partnership with the Faculty of Education, University of Melbourne.
    - Regional Conferences (VCE Conferences and F-10 Conferences) – Bass Coast and Bendigo.
    - MAV played a pivotal role in hosting a series of professional learning conferences across Victoria. These conferences catered to teachers spanning from Foundation to Year 12, illustrating a commitment to addressing the diverse needs of educators across different educational levels.

IN-SCHOOL CONSULTING

In 2024, MAV facilitated professional learning across approximately 200 days in over 40 schools, including four secondary schools, two English language schools, and 34 primary schools. In-school consulting remains below pre COVID levels, with additional challenges arising from schools' difficulties in engaging CRTs, staff recruitment, and attrition.

The professional learning sessions conducted throughout the year were tailored to meet the specific needs of each school and included modelled teaching, classroom observations, collaborative planning, and whole school or faculty professional learning sessions.

Our partnership with MAV has empowered our staff to engage more deeply with the mathematics curriculum and adopt evidence based strategies that promote reasoning, problem solving, and student agency. Teachers have particularly appreciated the practical, classroom focused support, which has led to more purposeful planning and greater consistency across year levels.

As a result, we've seen a clear improvement in student engagement and mathematical thinking. MAV's support has been a key driver in building a culture of collaboration and continuous improvement in our mathematics program, and we are very grateful for the expertise and guidance they've provided.

Matthew Markmann (Assistant Principal) Roxburgh Homestead Primary School

Our work with MAV over the past year has trained us, who are not maths trained teachers, to understand the concepts of mathematics so that we can then make informed decisions about which aspects of all of mathematics are appropriate for us, in a new arrival setting, to teach to our students.

We have learnt this through engaging activities that have both provided us with a deeper understanding of the concepts and also given us ideas about how to teach these concepts.

Finally, the introduction to the Big Ideas of Number has revolutionised our thinking about the teaching and learning, and scope and sequence of mathematics education.

Laurence Guttmann (Principal)
Western English Language School

MELBOURNE MATHEMATICS CONFERENCE

In 2024 MAV in collaboration with The University of Melbourne's Faculty of Education presented a conference, *Transformations: An opportunity to reflect upon and redefine our practice*. The in-person event attracted 165 (F-12) leaders, 134 (F-6) teachers and 35 early childhood educators.

The conference supported schools implementing the newly released Victorian Curriculum Mathematics 2.0 providing a timely opportunity to pause, reflect, and evaluate teaching methodologies. Delegates engaged in discussions and workshops, examined their current practices, identified areas for growth, and explored ways to refine and enhance mathematics education.

The conference featured a dedicated leadership day and a primary educators' day, both of which reached full capacity. The thoughtfully designed program brought together experts from the University of Melbourne, MAV consultants, researchers, staff, and other leaders in mathematics education. Through these diverse perspectives, educators gained valuable insights into the evolving landscape of mathematics education, exploring innovative approaches and transformative practices to enhance teaching and learning.

The conference reintroduced an invitation only Early Childhood stream, highlighting the vital role of mathematics in early education. It provided specialised professional learning tailored to educators' unique needs and their students' developmental stages. Through collaborative workshops and networking, participants gained a deep understanding of mathematical concepts and effective teaching strategies to create engaging, developmentally appropriate learning experiences, laying a strong foundation for children's future success.

PROFESSIONAL LEARNING EVENTS AND RESPONSIVE WEBINARS

In 2024, MAV delivered 16 webinars to over 350 teachers, 300 being members and 54 non members. The webinars included early years through to VCE participants, covering pedagogical practices, mathematical content knowledge, updates from the Department of Education around the VTLM 2.0 and academic response and interpretation of the VTLM 2.0, in correlation with the revised Mathematics Curriculum V 2.0. We believe the uptake on the webinars was a success, representing teachers across Victoria (Regional, rural, and metro) and at times interstate partaking in the webinars to enhance their own learning.

MAV hosted Pam Harris from the USA (pictured below with MAV staff), who shared her knowledge on problem strings and challenging students thinking in the classroom. This saw an intake of almost 40 MAV members who gathered at Cliveden for an intimate day of learning.

We strive to continue to plan for responsive professional learning opportunities that can engage as many of our members as possible at their point of need.

MAV SUPPORT OF AFFILIATE CONFERENCES

Mathematical Assocation of Tasmania (MAT)

In May, Renee Ladner and Leonie Anstey flew to Hobart to present their pedagogical and mathematical content knowledge with the Mathematical Association of Tasmania's team. Renee and Leonie networked with the teachers, leaders and representatives from other states during the visit. Discussions were held with the MAT team about how MAV can continue to support them into 2025 through invitations to webinars held, invites to the Annual Conference and support of the NMTQ.

Mathematical Association of Western Australia (MAWA)

In November, Renee Ladner, Jessica Mount and board member, Jessica Kurzman supported MAWA's conference held in Perth, presenting sessions around explicit teaching in an inquiry model, how to move students from additive to multiplicative thinkers and how to use and assess open-ended tasks in senior secondary levels. MAV staff networked with teachers, MAWA staff, staff from other associations including AAMT as well as exhibitors.

REGIONAL CONFERENCES: BASS COAST AND BENDIGO

Bass Coast

MAV kicked off the year by expanding into regional areas, hosting the Bass Coast Regional Conference at Leongatha Primary School in March. The conference focused on innovative approaches to engaging mathematics pedagogy, offering a full agenda of interactive sessions. Teachers had the opportunity to explore new strategies, share insights, and strengthen their practice in a dynamic and collaborative learning environment.

Bendigo

The second conference was held at Eaglehawk North Primary School in May. The conference featured a range of engaging sessions aimed at enhancing mathematics education through innovative pedagogy and practical strategies. Leonie Anstey's keynote, *Unlocking mathematics potential*, emphasised the importance of explicit teaching, reasoning, and feedback in fostering deep numeracy understanding. Andrew Lorimer-Derham's session on *Playful maths to combat anxiety* explored hands-on activities to build confidence and engagement, while Danijela Draskovic's *Cultivating a classroom of critical thinkers* introduced Liljedahl's techniques for fostering problem solving and deeper mathematical thinking. Leonie also led *Unleashing the power of anticipation and spotlighting*, sharing insights from the EMC^3 project on enhancing collaborative planning and rich tasks. The day concluded with Lorimer-Derham's *Low-floor, high-ceiling games and activities* which highlighted differentiation strategies, offering educators practical, adaptable tasks to engage students of all levels. Together, these sessions provided valuable insights and tools to support meaningful mathematics learning in classrooms.

Eaglehawk North Primary School hosted MAV's Bendigo regional conference.

MAV24 ANNUAL CONFERENCE
CURRICULUM, PEDAGOGY AND BEYOND

COMMITTEE MEMBERS

Dr Ann Downton (Convenor), Jennifer Bowden, Scott Cameron, Kate Copping, Claire Delaney, Hayley Dureau, Trish Jelbart, Renee Ladner, Jess Mount, Matt Sexton, Max Stephens, Leigh Thompson, Jacqui Diamond (Executive Officer).

The 61st Annual Conference, *Curriculum, Pedagogy, and Beyond: Supporting Our Teachers and Students into the Future*, was held on 5 and 6 December 2024 at La Trobe University, Bundoora.

Conference attendance exceeded expectations, with a total of 1,602 attendees over the two days. This included 1,274 paying participants, 211 presenters, and 144 sponsors, exhibitors, volunteers, and staff. The event welcomed both members and non members, reflecting its inclusive nature and broad appeal within the community.

The annual sponsors for the event included our annual partners: Casio, Cambridge University Press, the Department of Education, and Texas Instruments. As in previous years, Cambridge University Press was our satchel (lunch bag) sponsor. The Department of Education and Jacaranda were our keynote sponsors, and this year, ANZUK sponsored Thursday's morning tea, while Mathspace became our new Thursday networking sponsor. Additionally, the event featured an impressive lineup of 39 exhibitors, further enhancing the experience for attendees.

Expanded program and keynote presentations

MAV24 featured an expanded program compared to MAV23, incorporating five keynote presentations on each day, 84 sessions, and 22 topic discussion sessions on Thursday, and 112 sessions across 28 rooms on Friday — an increase from MAV23.

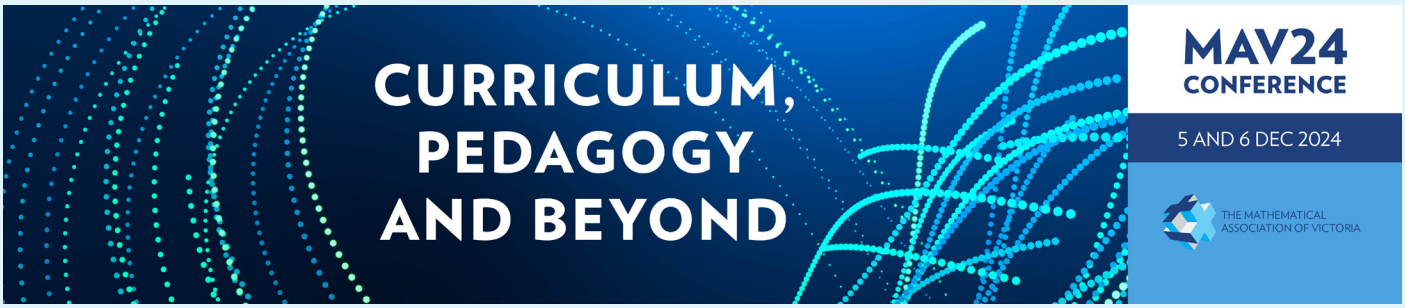
We introduced topic discussion groups to be held across the final session on Thursday afternoon. This was an opportunity for delegates to join a group and share knowledge, experiences and resources on a specific topic. Delegates actively contributed and collaborated, building valuable networks.

Thank you to the delegates and presenters who facilitated these groups.

The keynote speakers were carefully selected for their expertise in early years, primary, secondary, and cross-level mathematics education. Two of the keynotes were panel discussions, fostering dialogue on contemporary challenges in the field.

Highlights of the keynote presentations

- Emeritus Professor Doug Clarke, who delivered a keynote and workshop on the importance of mathematics in early years education and building connections between mathematics in the classroom and the real world.
- Dr Chrissy Monteleone, who explored how critical mathematical thinking (CMT) plays a pivotal role in nurturing students' mathematical reasoning abilities.
- Associate Professor Naomi Ingram, who discussed the importance of teachers developing a positive relationship with mathematics and fostering an appreciation of the subject's beauty, value, and significance.
- Leonie Anstey, who emphasised how resources can enhance expertise in teaching and learning in schools and classrooms.
- Panel discussion: A lively panel discussion on *Addressing Contemporary Challenges in Mathematics Education*. Panellists included David Howes, Penny Addison, Michael MacNeill, and Rachael Whitney-Smith.
- Dr Katherin Cartwright, who offered valuable insights into classroom practices and pedagogy.
- Associate Professor Jodie Miller, who discussed computational thinking — what's new and where to start in primary mathematics classrooms.
- Associate Professor Jill Brown unpacked mathematical modelling in the Victorian Curriculum: Mathematics V2.0.



- Professor Wee Tiong Seah, who explored supporting teachers and students into the future, emphasising teacher-student relationships, mathematical proficiency, and student wellbeing.
- Panel Discussion featuring James Dann, Julia Hill, Mark McLay, Rohani Mohamad, and Kerryn Sandford. The panel tackled *Navigating Pressing Issues in Mathematics Education* in 2024 and beyond, offering a broad spectrum of ideas and strategies.

The feedback from delegates was overwhelmingly positive, with many commenting on the engaging presentations and keynote sessions. Attendees also noted the variety and abundance of resources available. Overall, the keynote presentations were well received, with delegates expressing appreciation for the diversity of presenters and perspectives.

I would like to sincerely thank Jacqui Diamond (Events Manager), Jennifer Bowden (CEO), the MAV board and staff for their outstanding support, as well as our dedicated conference committee for their time, expertise, enthusiasm, and hard work in shaping a truly exceptional and ever expanding program.

I'm especially proud of our collective efforts to deliver a professional conference experience for both delegates and presenters. The two day event was filled with energy, offering abundant networking opportunities. It was a privilege to serve as Convenor for MAV24.

My thanks also extend to all the presenters who generously shared their time, energy, and expertise, delivering high-quality, thought provoking sessions.

- Ann Downton, Convenor of conference committee

MAVCON keynote speaker, Professor Wee Tiong Seah.

STUDENT ACTIVITIES

MATHS TALENT QUEST

In 2024, significant developments were made to the MTQ module on our website, registration system and judging system. We improved the user experience, streamlining workflows, and reducing the administrative burden and risk of human error. These enhancements resulted in a smoother operation and decreased reliance on external contractors for administrative tasks.

MTQ participation remained strong, with MAV receiving 434 submissions from 45 schools for state judging — a slight decrease from the previous year. This decline may be attributed the discontinuation of the FLIP award for Financial Literacy in Practice.

A highlight of the year was the awards ceremony at Story Hall, RMIT, attended by representatives from our valued sponsors: EY, The Huddle, Kumon, RMIT University, and Code for Schools.

MAV also hosted the National MTQ in 2024, delivering a seamless and well organised program. Victoria submitted 13 entries for national judging, with outstanding results: six entries won a national prize, and three received highly commended awards. Victoria led affiliate states in both participation and performance.

Looking ahead to 2025, further enhancements to the MTQ registration and judging systems are planned to refine the user experience, optimise processes, and improve efficiency. These initiatives reinforce MAV's ongoing commitment to fostering mathematical talent and promoting educational excellence across Victoria and beyond.

COLLABORATE

COMMUNICATE

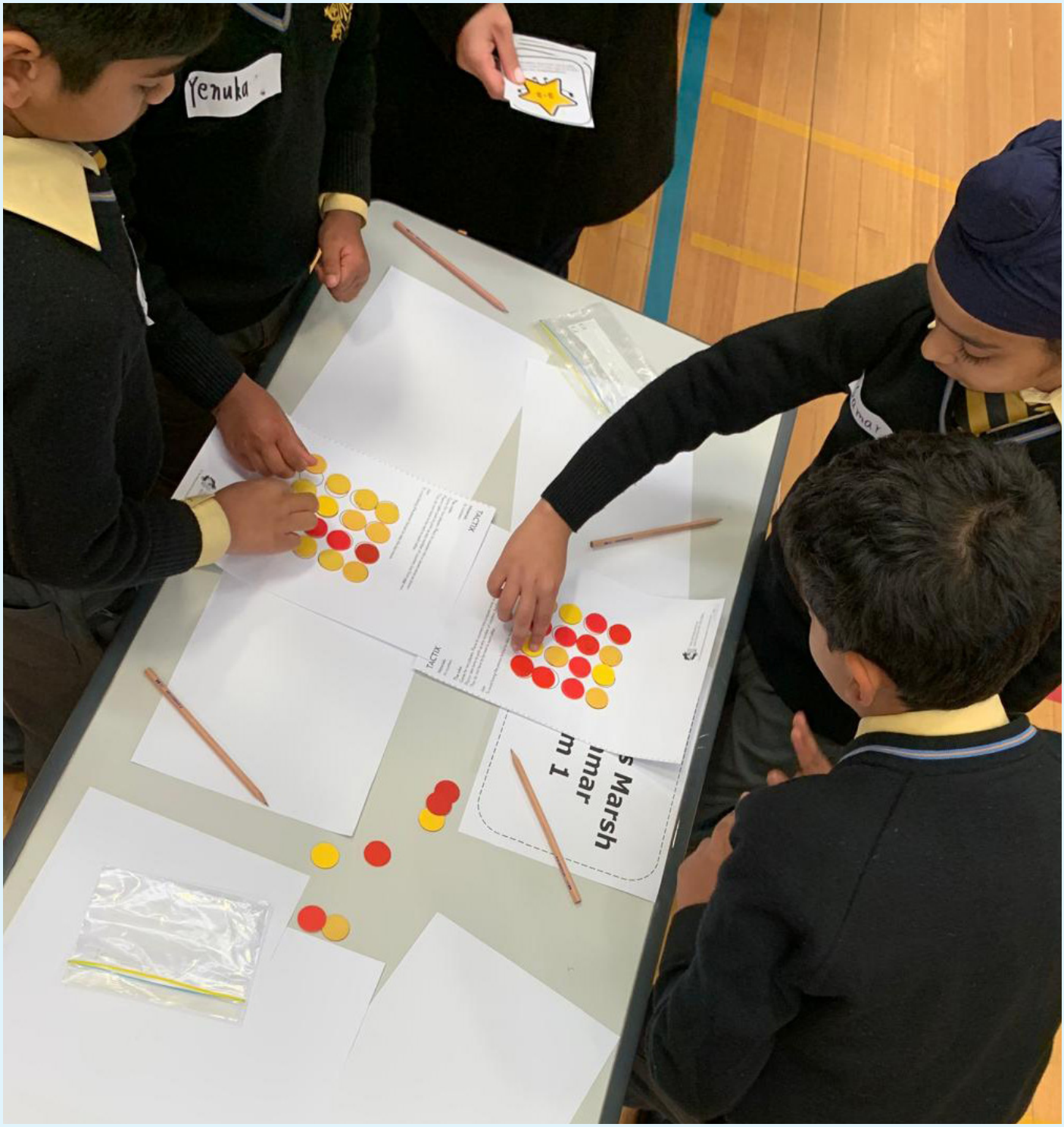
INVESTIGATE

WORK LIKE A MATHEMATICIAN

MATHS GAMES DAYS

In 2024, we had 11 venues offering to host Maths Games Days, accommodating 422 teams and 1688 students. The success and enthusiasm for Maths Games Days in 2024 resulted in all host schools renewing their hosting rights for 2025. Additionally, three new school venues have expressed interest in hosting in 2025. These venues will hopefully engage more students and continue to foster interest in mathematics in alternative settings.

Maths Games Days provided a platform for students to develop their mathematical abilities in an enjoyable and rewarding atmosphere, fostering collaboration with peers from various schools and alleviating classroom pressures. Each team comprised of four students, enhancing excitement for mathematics. These events effectively sparked enthusiasm for maths amongst young learners, aligning with the Victorian Curriculum's proficiency strands. MAV extends heartfelt appreciation to the host schools for their collaboration in delivering these enriching events.



VCE REVISION PROGRAM

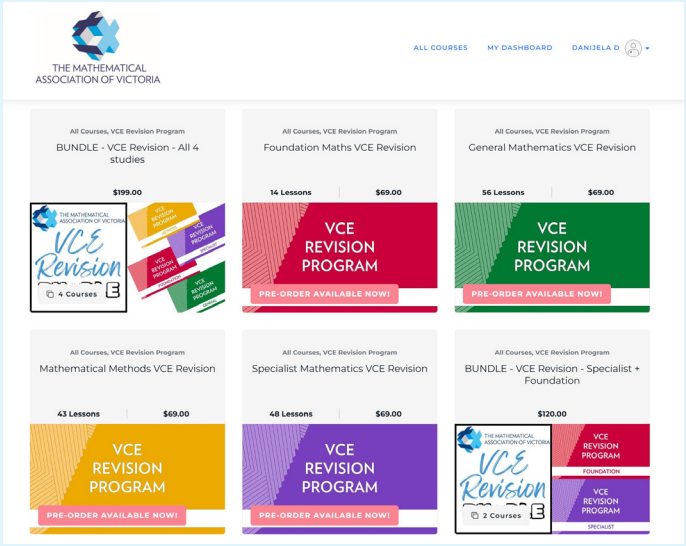
The VCE Revision Program experienced remarkable growth in 2024, with 1,239 students enrolling — a 45% increase from 2023. This figure is approaching the participation levels seen in 2021 and 2022, when large bulk bookings from network schools accounted for over 30% of enrolments. While these networks have since disengaged, the steady rise in individual student bookings is an encouraging trend.

In 2024, the program expanded to include Foundation Mathematics, broadening the suite of course offerings. Of the 1,239 students enrolled:

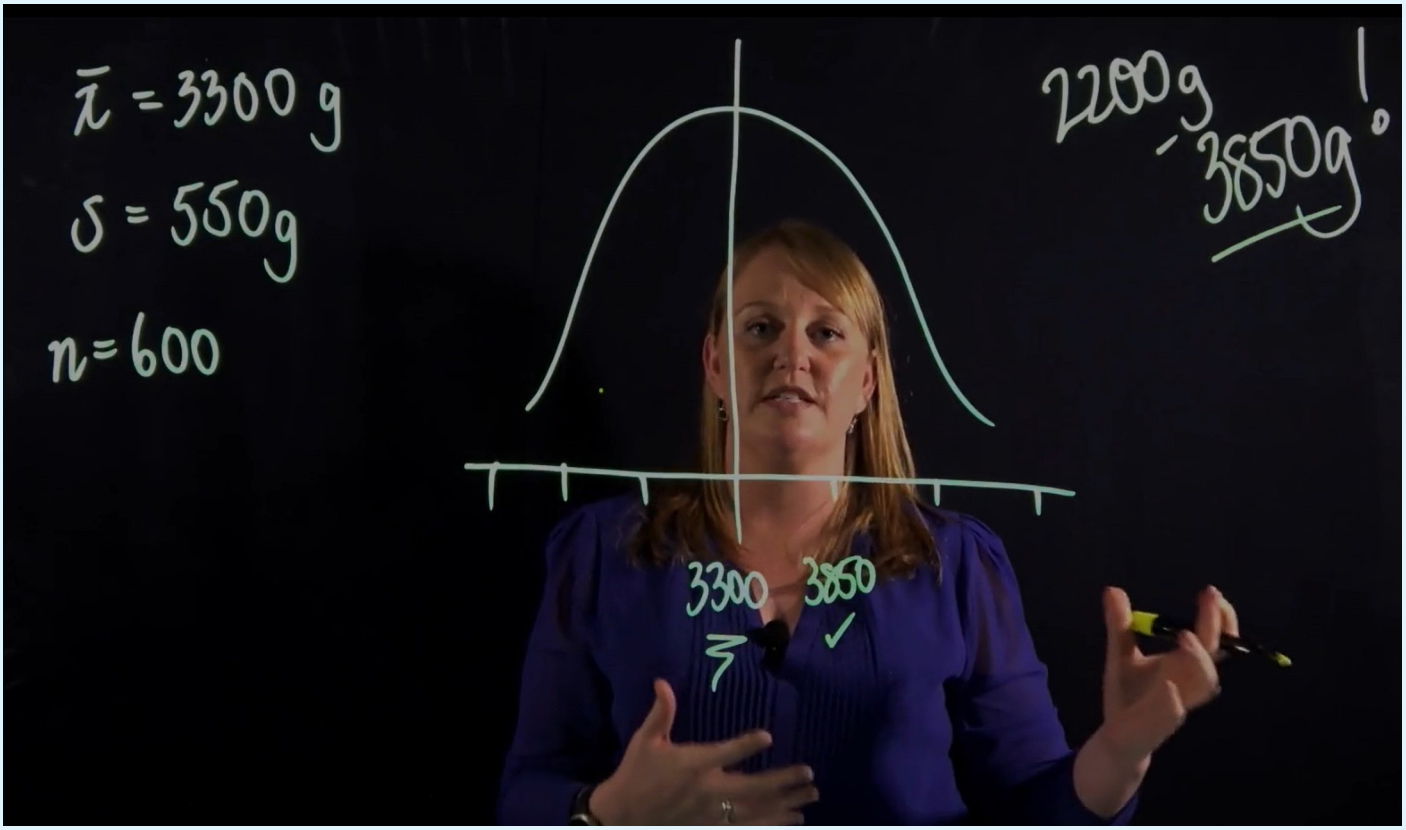
- 765 participated in General Mathematics,
- 515 in Mathematical Methods,
- 191 in Specialist Mathematics, and
- 66 in Foundation Mathematics.

Many students enrolled in multiple subjects, meaning total course enrolments exceeded the number of individual participants.

Looking ahead, 2025 will bring a much needed update to the VCE Revision Program's videos and materials. This investment is particularly significant, as content for General Mathematics, Mathematical Methods, and Specialist Mathematics has not been refreshed since 2021. These updates will ensure the program continues to provide high quality and relevant revision resources for students.



Example of interface from Thinkific platform.



EARLY CHILDHOOD

COMMITTEE MEMBERS

Dianne Liddell (Convenor), Ann Downton, Rachel Pollitt, Caroline Cohrssen, Leigh Disney, Dan Cloney, Sakan Pyseth.

The Early Childhood Committee was re-established at the end of 2023 and hit the ground running in 2024. One of its first initiatives was developing an invitation for early childhood practitioners to join MAV with 12 month benefits equivalent to membership. This invitation was shared through committee members' networks, resulting in engaging 15 new early childhood centres.

As part of its contributions, the committee co-designed and implemented an early childhood stream at the Melbourne Mathematics Conference. The conference was offered free of charge to MAV early childhood educators, with 15 delegates attending the sessions.

In addition, two early childhood webinars were delivered to members:

- *Nurturing numerical fluency in young minds through playful exploration*, presented by Dr Rachel Pollitt and Sakan Pyseth.
- *Charting the course: mapping in early childhood education*, presented by Dr Rachel Pollitt.

Further supporting early childhood mathematics education, two articles were published in *The Common Denominator*:

- *Play-based mathematics – Learning and assessment*, authored by Dr Rachel Pollitt (University of Melbourne).
- *Mathematical thinking in the early years: making the connections*, authored by Dr Caroline Cohrssen (University of New England).

The Early Childhood committee members and MAV staff are pleased with the progress achieved and are eager to explore future opportunities for MAV to further support early childhood educators in developing expertise in mathematics education.

Melbourne Mathematics Conference testimonials

- *It was all wonderful, each and every presenter was fantastic. I learnt to make mathematics implicit and use the language of mathematics everyday. I also learnt to be confident in what we're doing and share with families. And so, so much more! Loved it and thank you to all.*
- *I took away so many teaching ideas to take back to my team. I learnt the importance of having confidence in what I'm doing - I'm on the right track.*
- *I LOVED the play-based maths and the proficiencies .... the sessions today gave us some really amazing ideas!!! I am going to try some of these ideas with my group of children - thank you!*

PUBLICATIONS

COMMITTEE MEMBERS

Louise Gray (Editor, Common Denominator, design and marketing for all publications), Aylie Davidson (Editor, Prime Number), Justine Sakurai (Editor, Vinculum), Jennifer Bowden (Executive Officer).

JOURNALS

MAV's journals and magazine remain highly valued resources, frequently incorporated into university course materials for pre-service teachers. Contributors from diverse backgrounds enrich the publications with a wide array of content, catering to the interests and needs of our readership.

Prime Number

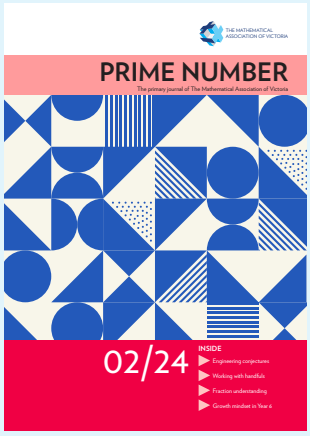
This year, *Prime Number* has maintained its tradition of offering a diverse range of articles tailored for primary school educators and leaders. The journal has remained inclusive, welcoming contributions from both novice writers and seasoned researchers, facilitating the sharing of expertise and experiences. Some of the journal highlights include:

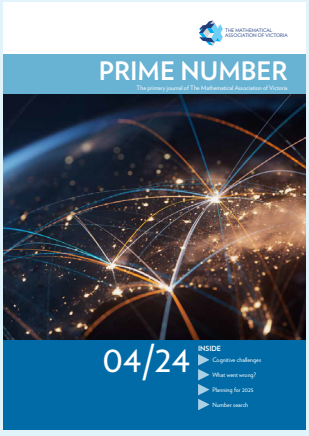
- *Empowering non-verbal students with autism* by Sumati Randhawa (additional learning needs)
- *The importance of renaming* by Ange Rogers (knowledge of mathematical concepts)
- *Take sum risks* by Warren Beckwith (mathematical games)
- *Yearly planning: an opportunity to identify mathematical connections* by Cindy Dussoye and Tanya Harvey (planning)
- *Activating understanding, challenge, and cognition* by Dr Peter Burrows (bigger picture of maths education)
- *Engaging students in thinking mathematically* by Peter Sullivan and Josh Hurn (translating research into practice)
- Regular columns – *Numeracy Leader's Corner* was a great way to highlight the diverse experiences of maths leaders and *Maths in the workplace*, which was highly valued by teachers who enjoyed sharing the workplace stories with their students.

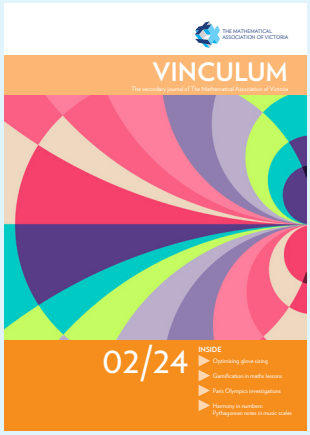
Thank you to our regular contributors Michale Minas (picture stimulus) and Michaela Epstein (investigations). Looking ahead, *Prime Number* will mark its 60th anniversary in 2025.

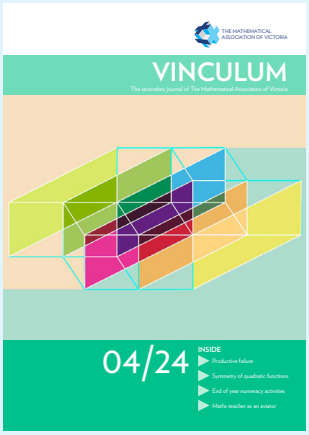
Vinculum

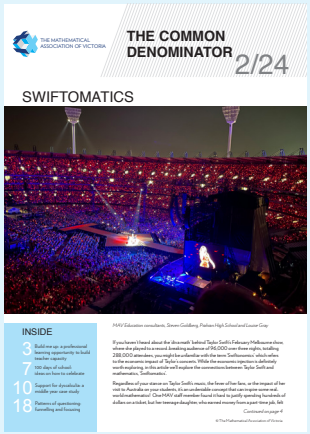
Vinculum maintained excellence throughout 2024, publishing four comprehensive issues that served as valuable resources for mathematics educators across Victoria and beyond.

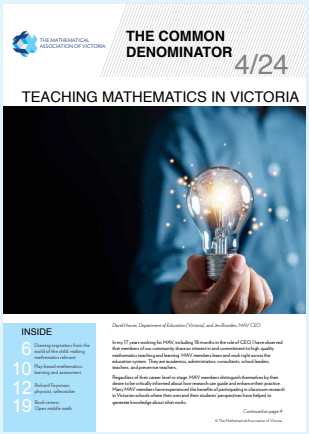












Each issue featured a diverse range of articles supporting innovative pedagogical practices, including mathematical modelling and problem-based learning approaches, computational thinking strategies, and regular articles to support educators teaching VCE mathematics. These included articles from George Galanis targeting Specialist mathematics, through to ready-to-use classroom ideas for Foundation Mathematics by Corey Campbell. *Vinculum* has strived to be inclusive of the entirety of the school mathematics spectrum in Victoria.

The journal successfully brought together perspectives from both Australian and international academics. Notable contributions came from Melbourne University

researchers on developing number sense in low performing students, alongside articles from educators in Singapore exploring gamification and argumentation techniques. A series on problem solving by Derek Holton and Wendy Taylor, provided clear directions for teachers of Year 7-10 mathematics to use.

The popular back page *Investigations* by Lindy Sharkey continued to provide ready-to-implement classroom activities, allowing teachers to directly apply research-based approaches with their students. These included explorations of geometric reasoning, statistical literacy, and mathematical modelling.

Overall, we believe that journals continue to bridge theory and practice, supporting the professional development of mathematics teachers throughout Victoria.

Common Denominator

Common Denominator is MAV's magazine and is a tangible benefit that every MAV member receives. The magazine is a showcase of MAV's work in schools and beyond. In 2024, many teachers proactively contacted MAV with article submissions and the magazine featured numerous articles where teachers shared their classroom experiences, highlights - and of course, on occasion, the things that didn't work!

Common Denominator generates significant advertising revenue for MAV and continues to be valued by members as a go-to resource for digestible, interesting content that celebrates the very best in mathematics education.

Academics, classroom teachers, mathematics education leaders and MAV staff contribute to the magazine regularly and this diversity of voices and thought contributes to the creation of a strong and widely read publication.

MAV continues to uphold its commitment to delivering high-quality content and fostering a supportive environment for contributions with a balance between academic and practitioner authored articles the mathematics education sector.

Larissa Raymond worked with editors to manage the administration of the journals. Towards the end of 2024, Leonie Anstey assumed this responsibility, ensuring a strategic plan is in place to maintain the publications' relevance into the future. The publications remain one of MAVs most valued membership offerings.

VCE RESOURCES

The sale of VCE products remains a crucial component of MAVshop, providing essential support for VCE teachers and students.

- 2023 VCAA Exam Solutions: published solutions for Foundation Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics, and all studies.
- 2024 SAC Resources: suggested starting points for SACs in Foundation Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics, and all studies.
- MAV SACs Presentations: recordings and resources from the virtual workshop.
- MAV 2024 Meet the Assessors: presentations, recordings, and resources from the virtual workshop.
- 2024 VCE Trial Exams: available for Foundation Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics, and all studies.

MAV is adopting a contemporary approach to publishing these resources through an easy access Learning Management System, further enhancing support for teachers and students.

MAV SHOP

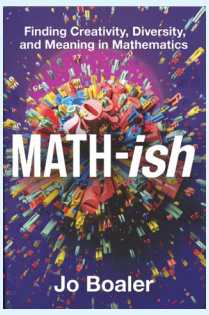
MAVshop achieved strong sales performance in 2024, with over 800 sales, demonstrating the high value educators place on the resources available through MAV's online store. While slightly lower than the record sales of 2023, customer feedback consistently highlights satisfaction with the quality of products and the efficiency of order processing and delivery.

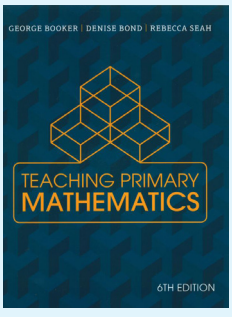
Increased visibility through onsite representation at various affiliate and partner events, such as the Love Maths conferences, contributed to the success of the bookshop. The continued physical presence of a store at major events, including the Melbourne Mathematics Conference and the Annual Conference, positively impacts sales and provides educators with opportunities to explore and select resources suited to their needs.

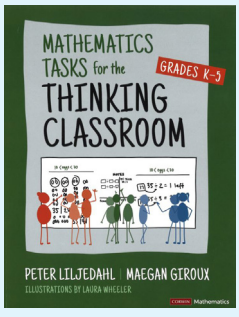
In 2024, MAVshop offered a catalogue of over 280 products. This year, 35 new resources were introduced, including picture books, hands-on materials, and teacher resources, along with 36 new online resources, primarily VCE hard copy and digital materials.

MAV education staff actively collaborate with the bookshop manager to identify and recommend new, relevant resources that support members in enhancing their teaching practice.

The top selling resources for 2024 included *Mindset Mathematics* (various year levels) with 160 copies sold, *Maths Sequences for the Early Years* (129 copies), *Engaging Maths: 21 More Favourite Lessons* (89 copies), *Building Thinking Classrooms, K-12* (106 copies), *Challenging Mathematical Tasks* (61 copies), and *School Friendly Playing Cards*, which proved particularly popular with 1,730 sold. These figures reflect the diverse range of teaching resources available through MAVshop.







PROJECTS AND PARTNERSHIPS

VICTORIAN DEPARTMENT OF EDUCATION

MAV is delighted to have continued delivering various projects in collaboration with funding from the Department of Education (DE). These projects include meeting the requirements for the Strategic Partnerships Program (SPP) and the Victorian Challenge and Enrichment Series (VCES). Additionally, MAV secured funding for initiatives aimed at developing resources for mathematics educators in both primary and secondary schools, as detailed below.

Throughout the year, MAV collaborated with the department on several other projects. We extend our sincere appreciation to the department for its ongoing support as a funding partner and sponsor for MAV events. Together, we remain committed to enhancing educational outcomes across Victoria.

VICTORIA State Government | Department of Education

SPECIAL PARTNERSHIP PROJECTS (SPP): BUILD ME UP

In 2024, we began creating and launched the Build Me Up (BMU) 7–10A Program to strengthen teachers' mathematical content knowledge and address the shortage of qualified mathematics teachers, particularly in regional areas. This on-demand professional learning program includes 14 online modules, instructional videos, resources, and access to a Victorian maths teacher community, with live Q&A sessions each term.

With 324 teacher enrolments from 65 schools, we have already exceeded our teacher participation target and are nearing our school target. So far, 8 of the 14 modules have been launched, with the remaining 6 set to go live in early 2025.

Face-to-face professional learning is a challenge as we live in regional Victoria. The way the Build Me Up program is broken up into different topics also makes it appealing as teachers can focus on the areas most relevant to them.

Currently, 13 out of our 25 maths teachers have signed up and I imagine this number will increase. When appropriate, we will use some of our meeting time to view and discuss particular modules. We have developed a culture of continuous improvement within our maths team, so this is a perfect opportunity for us to continue improving our content knowledge to help us best meet the needs of our students.

- Tara Richardson, Mathematics domain leader, Greater Shepparton Secondary College

“The Build Me Up program is a fantastic initiative that is giving myself and my team opportunities to improve our content knowledge that we otherwise wouldn’t have had.

The virtual and on demand style of the program really suits our needs, as we are a large team and are unable to undertake significant professional learning in groups due to our staffing shortages.”

- Tara Richardson,
Mathematics domain leader,
Greater Shepparton Secondary College

VICTORIAN CHALLENGE AND ENRICHMENT SERIES

The Victorian Coding Challenge (VCC) and VCES Games Days projects remain funded through the Department of Education's Victorian Challenge and Enrichment Series (VCES), now entering the second year of a three year commitment. This initiative seeks to support high ability students at various educational stages, promoting academic excellence.

Games Days

Our VCES games days continued to grow and attracted over 1000 students from 40 government schools, showcasing a diverse participation base across from regional and metro schools. Andrew Lorimer-Derham of Think Square led the majority events, introducing highly engaging games that challenged and extended students. The offer of smaller regional and rural, along with online events, ensured high-ability students from priority cohorts could participate.

The evident enthusiasm and teamwork displayed during the events highlighted the effectiveness of our approach. With most venues already secured for 2025, we are excited to continue these events into 2026!

The Victorian Coding Challenge

The 2024 Victorian Coding Challenge (VCC) saw strong engagement, with 2,442 students from Years 5–10 participating. This included 2,025 students from government schools, 407 from non-government schools in Victoria, and 10 interstate participants through promotion by MAWA. Despite continued high registrations and positive feedback from teachers and students, overall participation declined by 29% compared to 2023. Feedback from schools that participated in 2023 but not in 2024 cited teacher shortages, time constraints, and the demands of implementing a revised curriculum as key challenges, limiting engagement in, what is perceived as extracurricular initiatives.

The VCC consists of two stages:

1. A virtual coding challenge accessible from school or home, fostering algorithmic thinking.
2. A statewide competition for each year level category, culminating in three face-to-face competition days.

The challenge continues to offer students an engaging experience with dynamic themes, thought provoking tasks, and a spirit of healthy competition. With funding secured through 2025, the program remains well positioned for continued impact and sustainability.

Victorian Coding Challenge Year 9 and 10, statewide competition

LESSON PLAN PROJECT

Kimberlin Education engaged with MAV to develop and curate 830 lesson plans aligned with the Victorian Curriculum 2.0. This initiative was designed to support educators with adaptable lesson plans that could be tailored to various classroom needs while adhering to best practice pedagogical models.

Phase 1: Development and delivery

The first phase of the project focused on creating lesson sequence maps guided by the Launch, Explore, Summarise (LES) pedagogical model. MAV selected a team of 33 mathematics education experts, including university academics and school-based mathematics leaders, to develop lesson plans for Levels Foundation, 1, 2, 7, and 8.

In June 2024, the MAV successfully delivered 380 lessons and supporting resources, which were accepted by the department after thorough review.

Phase 2: Adapting to updated models

The second phase began in August 2024, following significant updates to the pedagogical model to align with the first three phases of the Victorian Teaching and Learning Model (VTLM 2.0) with a specific focus in explicit teaching. MAV re-engaged its team, selecting 25 writers to create lesson plans for Levels 3, 4, 5, 6, 9, 10, and 10A.

By December 2024, MAV completed and delivered the remaining 500 lesson plans.

Project highlights and outputs

A total of 830 lessons were developed, encompassing all levels of the Victorian Curriculum 2.0 (see table).

The project also incorporated supplementary teaching resources, such as picture storybooks and information texts for statistical investigations.

Collaborative efforts

MAV writers worked collaboratively to ensure the draft lesson plans and resources met the high standards required by the Victorian Mathematics Curriculum 2.0. This partnership exemplifies the commitment of both Kimberlin Education and MAV at enhancing mathematics education in Victoria.

Level	Number of sequences	Number of lessons
Foundation	9	64
Year 1	8	60
Year 2	8	64
Year 3	8	67
Year 4	8	58
Year 5	9	67
Year 6	10	75
Year 7	12	95
Year 8	11	97
Year 9	8	66
Year 10 and 10A	11	117
Total	**102**	**830**

ABC PROJECT WRITING

In 2024, Di Liddell and Renee Ladner worked closely with Justine Oh from ABC Education to provide support around the development of three short mathematical content videos for the ABC Education web page.

The partnership involved reviewing scripts to explain geometry concepts giving feedback on the vocabulary used and the process of explaining how to find missing angles within shapes, properties of shapes and the names of shapes.

Once the review was completed, Di and Renee attended the ABC studios in Melbourne to record voice overs for the short videos. These were then applied to the videos created and published on the ABC education webpage at the end of August and can now be used in classrooms across Australia.

FUTURE PLANNING

MAV concludes 2024 in a strong financial position, reflecting our commitment to association sustainability and effective resource management. Throughout the year, MAV has continued to support Victorian teachers, our members, and the broader profession by delivering high-quality professional learning, resources, and advocacy in mathematics education.

The achievements of 2024 highlight the dedication and expertise of MAV staff, who have worked tirelessly to enhance teaching and learning outcomes. As we look ahead to 2025, we remain focused on advancing MAV's vision — to build confident, capable, and engaged lifelong learners of mathematics. We are committed to further strengthening our support for educators and the profession, ensuring that mathematics education in Victoria continues to thrive into the future.

THE MATHEMATICAL ASSOCIATION OF VICTORIA

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 JANUARY 2025

ACN 004 892 755

FINANCIAL CONTENTS

THE MATHEMATICAL ASSOCIATION OF VICTORIA

ABN 34 004 892 755

DIRECTORS' REPORT

Your directors present this report on The Mathematical Association of Victoria for the year ended 31 January 2025.

Directors

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

Ms Kerryn Sandford	
Qualifications	Teacher, School Leader/Principal
Special responsibilities	President and Chair of Executive Committee
Mr Justin De Lacy	
Qualifications	Teacher
Dr Ann Downton	
Qualifications	University Lecturer
Special responsibilities	Conference Committee convenor
Ms Adrienne English	
Qualifications	Teacher, School Leader, Gifted Education
Special responsibilities	Membership committee convenor
Mrs Louise Gray	
Qualifications	Marketing/Sponsorship
Mr Patrick Mete	
Qualifications	Teacher, School Leader
Special responsibilities	Professional Development convenor
Ms Andrea O'Connor	
Qualifications	Teacher, Senior Education Officer
Mr David Leigh-Lancaster	
Qualifications	Education Consultant
Ms Aylie Davidson	
Qualifications	University Lecturer
Ms Mei Ong	(resigned 22 May 2024)
Qualifications	Commerce, accounting, finance
Special responsibilities	Chair of Finance Committee
Dr Max Stephens	(resigned 22 May 2024)
Qualifications	University Research Fellow
Special responsibilities	Life membership committee convenor

 The accompanying notes form part of these financial statements.

DIRECTORS' REPORT (cont.)

Directors (cont.)

Mrs Kate Copping	(resigned 22 May 2024)
Qualifications	University Lecturer
Special responsibilities	Vice President
Mrs Kim Stoddart	(appointed/coopted 17 June 2024)
Qualifications	Accountant CPA, GAICD
Special responsibilities	Treasurer, Chair of Finance Committee
Dr Matthew Sexton	(appointed 22 May 2024)
Qualifications	University Lecturer
Dr Scott Cameron	(appointed 22 May 2024)
Qualifications	University Lecturer
Mrs Jessica Kurzman	(appointed 22 May 2024)
Qualifications	Teacher, Mathematics Leader
Mr Paul Staniscia	(appointed 22 May 2024)
Qualifications	Teacher, School Leader

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:

Mrs Jennifer Bowden (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 2025 the collective liability of members was $27,460 (2024: $26,520).

Operating results and review of operations for the year

The surplus from ordinary activities after income tax amounted to $200,170 (2024: loss $175,260).

The accompanying notes form part of these financial statements.

DIRECTORS' REPORT (cont.)

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.

Significant changes in state of affairs

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

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.

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.

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:

Board Member	Meetings eligible to attend		Meetings attended
Ms Kerryn Sandford	6		6
Mrs Kate Copping	2		2
Mr Justin De Lacy	6		5
Dr Ann Downton	6		5
Ms Adrienne English	6		4
Mrs Louise Gray	6		4
Mr Patrick Mete	6		5
Ms Andrea O'Connor	6		3
Ms Mei Ong	2		0
Mr David Leigh-Lancaster	6		6
Ms Aylie Davidson	6		6
Mrs Kim Stoddart	3		3
Dr Matthew Sexton	4		3
Dr Scott Cameron	4		4
Mrs Jessica Kurzman	4		4
Mr Paul Staniscia	4		3

The accompanying notes form part of these financial statements.

DIRECTORS' REPORT (cont.)

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.

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.

Auditor's Independence Declaration

A copy of the auditor's independence declaration as required under section 307C of the *Corporations Act 2001* is set out on page 5.

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

Kerryn Sandford (Apr 14, 2025 20:59 GMT+10)

Director

14/04/2025

Dated: 14/04/2025

Director

14/04/2025

Dated:

The accompanying notes form part of these financial statements.

THE MATHEMATICAL ASSOCIATION OF VICTORIA

ABN 34 004 892 755

AUDITOR'S INDEPENDENCE DECLARATION UNDER SECTION 307C OF THE CORPORATION ACT 2001

I declare that to the best of my knowledge and belief, during the year ended 31 January 2025 there have been:

i. no contraventions of the auditor independence requirements as set out in the *Corporations Act 2001* in relation to the audit; and

ii. no contraventions of any applicable code of professional conduct in relation to the audit.

Sean Denham

Dated: 15 April 2025

Sean Denham & Associates

Suite 1, 707 Mt Alexander Road

Moonee Ponds VIC 3039

THE MATHEMATICAL ASSOCIATION OF VICTORIA

ABN 34 004 892 755

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

FOR THE YEAR ENDED

31 JANUARY 2025

	Note	2025	2024
		$	$
Revenue	2	3,738,862	2,338,417
Other revenue	2	50,711	22,435
Employee benefits expense		(1,314,465)	(1,022,760)
Depreciation and amortisation expense		(30,938)	(45,681)
Membership expenses		(90,403)	(95,847)
Publications and journals		(257,422)	(327,702)
Annual Conference		(224,165)	(220,620)
Student activities		(69,133)	(72,547)
Professional development		(172,945)	(290,667)
Other expenses		(1,429,932)	(460,288)
Profit (loss) for the year		200,170	(175,260)
Other comprehensive income for the year		-	-
Total comprehensive income/(loss) for the period		200,170	(175,260)

The accompanying notes form part of these financial statements.

THE MATHEMATICAL ASSOCIATION OF VICTORIA

ABN 34 004 892 755

STATEMENT OF FINANCIAL POSITION

AS AT 31 JANUARY 2025

	Note	2025	2024
		$	$
CURRENT ASSETS			
Cash and cash equivalents	3	1,174,850	920,052
Trade and other receivables	4	82,242	108,937
Inventories	5	74,239	46,724
Other assets	6	86,333	46,926
TOTAL CURRENT ASSETS		1,417,664	1,122,639
NON-CURRENT ASSETS			
Property, plant and equipment	7	2,728,731	2,739,799
Intangible assets	8	3,856	21,318
TOTAL NON-CURRENT ASSETS		2,732,587	2,761,117
TOTAL ASSETS		4,150,251	3,883,756
CURRENT LIABILITIES			
Trade and other payables	9	143,652	142,128
Other liabilities	10	339,930	316,458
Employee benefits	11	163,237	126,447
TOTAL CURRENT LIABILITIES		646,819	585,033
NON-CURRENT LIABILITIES			
Employee benefits	11	9,759	5,220
TOTAL NON-CURRENT LIABILITIES		9,759	5,220
TOTAL LIABILITIES		656,578	590,253
NET ASSETS		3,493,673	3,293,503
MEMBERS' FUNDS			
Retained surplus/(deficit)		1,079,264	879,094
Reserves	12	2,414,409	2,414,409
TOTAL MEMBERS' FUNDS		3,493,673	3,293,503

The accompanying notes form part of these financial statements.

THE MATHEMATICAL ASSOCIATION OF VICTORIA

ABN 34 004 892 755

STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED
31 JANUARY 2025

	Asset Revaluation Reserve	Retained Earnings	Total
	$	$	$
Balance at 1 February 2023	1,380,269	1,054,354	2,434,623
Comprehensive Income			
Profit for the year	-	(175,260)	(175,260)
Other comprehensive income	1,034,140	-	1,034,140
Total comprehensive income	1,034,140	(175,260)	858,880
Balance at 31 January 2024	2,414,409	879,094	3,293,503
Comprehensive Income			
Surplus attributable to the entity	-	200,170	200,170
Other comprehensive income	-	-	-
Total comprehensive income	-	200,170	200,170
Balance at 31 January 2025	2,414,409	1,079,264	3,493,673

The accompanying notes form part of these financial statements.

THE MATHEMATICAL ASSOCIATION OF VICTORIA

ABN 34 004 892 755

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED
31 JANUARY 2025

	Note	2025	2024
		$	$
Cash flows from operating activities			
Receipts from customers		3,812,470	2,396,652
Payments to suppliers and employees		(3,582,534)	(2,514,906)
Interest received		27,270	20,470
Net cash provided by/(used in) operating activities	13	257,206	(97,784)
Cash flows from investing activities			
Payments for purchase of property and equipment		(2,408)	(14,733)
Net cash used in investing activities		(2,408)	(14,733)
Net cash increase/(decrease) cash held		254,798	(112,517)
Cash at the beginning of the year		920,052	1,032,569
Cash at the end of the year	3	1,174,850	920,052

The accompanying notes form part of these financial statements.

THE MATHEMATICAL ASSOCIATION OF VICTORIA

ABN 34 004 892 755

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED

31 JANUARY 2025

Note 1: Statement of Material Accounting Policies

The Directors have prepared the financial statements on the basis that the company is a non-reporting entity because there are no users who are dependent on its general purpose financial reports. These financial statements are therefore special purpose financial statements that have been prepared in order to meet the requirements of the *Australian Charities and Not-for-profit Commission Act 2012* .

Statement of Compliance

The financial statements have been prepared in accordance with the mandatory Australian Accounting Standards applicable to entities reporting under the *Australian Charities and Not-for-profits Commission Act 2012* . These special purpose financial statements do not comply with all the recognition and measurement requirements in Australian Accounting Standards.

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, AASB 124 Related Party Disclosures, AASB 1048 Interpretation of Standards and AASB 1054 Australian Additional Disclosures.

The recognition and measurement requirements that have not been complied with are those specified in AASB 15 *Revenue from Contracts with Customers* and AASB 1058 *Income of Not-for-Profit Entities* as, in accounting for income, recognition of all grant income has been deferred until the related expenses are incurred without assessing whether there are enforceable performance obligations to transfer a good or service to a third party which are sufficiently specific to know when the performance obligation has been satisfied. Refer to Note 1(g) Revenue below.

The financial statements have been prepared on an accruals basis and are based on historical costs unless otherwise stated in the notes. The accounting policies that have been adopted in the preparation of this report are as follows:

a. Cash and Cash Equivalents

Cash and cash equivalents includes cash on hand, deposits held at call with banks, and other short-term highly liquid investment with original maturities of three months or less.

b. Income Tax

No provision for income tax has been raised, as the entity is exempt from income tax under Div 50 of the *Income Tax Assessment Act 1997.*

c. Property, Plant and Equipment

Plant and equipment are carried at cost less, where applicable, any accumulated depreciation. The depreciable amount of all furniture and equipment is depreciated over the useful lives of the assets to the company commencing from the time the asset is held ready for use.

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

Summary of Material Accounting Policies (cont.)

accumulated depreciation and impairment losses. Revaluations are performed whenever there is a material movement in the value of an asset under the revaluation model.

d. Employee Entitlements

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 settled within one year have been measured at the amount expected to be paid when the liability is settled. Employee benefits payable later than one year have been measured at the present value of estimated future cash outflows to be made for those benefits. Provision is made for the Company's liability for long service leave from commencement of employment.

e. Provisions

Provisions are recognised when the entity has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result and that outflow can be reliably measured.

f. Impairment of Assets

At the end of each reporting period, the entity reviews the carrying values of its tangible and intangible assets to determine whether there is an indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell and value in use, is compared to the asset's carrying value. Any excess of the asset's carrying value over its recoverable amount is expenses to the income statement.

g. Revenue

Revenue is brought to account when received and to the extent that it relates to the subsequent period it is disclosed as a liability.

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.

Summary of Material Accounting Policies (cont.)

h. 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.

i. Inventories

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

THE MATHEMATICAL ASSOCIATION OF VICTORIA

ABN 34 004 892 755

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED

31 JANUARY 2025

Note 2: Revenue and Other Income

Revenue from continuing operations

	2025	2024
	$	$
Revenue		
- Membership fees	431,218	411,109
- Seminars and conferences	449,508	433,487
- Student activities	129,601	156,728
- Publications and solutions	351,160	405,882
- Professional development	470,141	620,375
- Grants and sponsorship	1,907,234	310,836
	3,738,862	2,338,417
Other income		
- Interest	27,270	20,470
- Miscellaneous	23,441	1,965
	50,711	22,435
Included in the above amounts are the following amounts received from Government;		
Victorian Department of Education and Training	242,751	305,746

Note 3: Cash and cash equivalents

Cash at bank	110	110
Cash on hand	1,174,740	919,942
	1,174,850	920,052

Note 4: Trade and other receivables

Trade receivables	82,242	108,937

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.

Note 5: Inventories

CURRENT		
Publications - at cost	74,239	46,724

Note 6: Other assets

Prepayments	80,595	46,926
Accrued interest	5,738	-
	86,333	46,926

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED
31 JANUARY 2025

	2025	2024
	$	$
Note 7: Property, plant and equipment		
LAND AND BUILDINGS		
Freehold Land - at fair value	2,700,000	2,700,000
Total land and buildings	2,700,000	2,700,000
PLANT AND EQUIPMENT		
Plant and equipment - at cost	146,519	433,633
Less accumulated depreciation	(117,788)	(393,834)
	28,731	39,799
Total property, plant and equipment	2,728,731	2,739,799
Note 8: Intangible assets		
Software - at cost	216,058	756,672
Accumulated amortisation and impairment	(212,202)	(735,354)
	3,856	21,318
Note 9: Trade and other payables		
CURRENT		
Trade payables	12,606	12,368
GST payable	60,548	36,006
Accrued expenses	8,008	42,052
Other liabilities	62,490	51,702
	143,652	142,128
Note 10: Other liabilities		
CURRENT		
Memberships received in advance (net of subscriptions)	250,912	233,472
Income received in advance	89,018	82,986
	339,930	316,458
Note 11: Employee benefits		
Current		
Provision for annual leave	85,383	61,340
Provision for long service leave	77,854	65,107
	163,237	126,447

	2025	2024
	$	$
Non-current		
Provision for long service leave	9,759	5,220

Note 12: Reserves

Asset revaluation reserve	2,414,409	2,414,409

The asset revaluation reserve records fair value movements on freehold land and building located in 61 Blyth Street, Brunswick. Fair value of the land is estimated based on appraisals performed by independent, professionally-qualified property valuers. The land was revalued on 26 February 2024. The land was previously revalued in January 2023 to Council rates notice.

Note 13: Reconciliation of cash flow from operations with surplus from ordinary activities after income tax

Surplus/(deficit) after income tax expense	200,170	(175,260)
Non-cash flows in profit		
- depreciation	30,938	45,681
Changes in assets and liabilities:		
- Decrease in trade and other receivables	26,695	144,737
- (increase) / decrease in inventories	(27,515)	1,974
- (increase) / decrease in other assets	(39,407)	11,113
- Increase/(decrease) in trade and other payables	1,524	(8,544)
- Increase/(decrease) amounts in advance	23,472	(88,467)
- Increase / (decrease) in employee benefits	41,329	(29,018)
Net cash provided by operating activities	257,206	(97,784)

Note 14: Related Party Transactions

Louise Gray, Kerryn Sandford and Aylie Davidson (All Board Members) provided or were reimbursed for expenses during the year. Louise Gray was paid $43,246 for marketing and design services, Kerryn Sandford was paid $4,534 for the ATSIMA conference and accommodation costs, and Aylie Davidson was paid $1,939 for PD Facilitation. All services and costs were on commercial terms.

Note 15: Fair Value Measurement of non-financials instruments

The following table shows the non-financial assets measured at fair value on a recurring basis at 31 January 2025:

31 January 2025	
Property, plant and equipment::	
- Land	2,414,409

Note 16: Company Details

The registered office and principal place of business of the Company is:
16 Blyth Street, Brunswick VIC 3056.

THE MATHEMATICAL ASSOCIATION OF VICTORIA

ABN 34 004 892 755

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED

31 JANUARY 2025

	2025	2024
	$	$
Note 17: Auditor's Remuneration		
Fees for auditing the financial statements	8,400	8,000
Other audit services (grant acquittals)	-	-
	8,400	8,000

THE MATHEMATICAL ASSOCIATION OF VICTORIA

ABN 34 004 892 755

DIRECTORS' DECLARATION

The directors of the Company declare that:

1. The financial statements and notes, as set out on pages 1 to 15 are in accordance with the *Australian Charities and Not-for-profits Commission Act 2012* and:

   (a) comply with Australian Accounting Standards and the *Australian Charities and Not-for-profits Commission Regulations 2022* ; and

   (b) give a true and fair view of the financial position as at 31 January 2025 and of its performance for the year then ended on that date of the Company.

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.

Kerryn Sandford (Apr 14, 2025 20:59 GMT+10)

Director

14/04/2025

Dated:

Director

14/04/2025

Dated:

SEAN DENHAM
& ASSOCIATES

THE MATHEMATICAL ASSOCIATION OF VICTORIA

INDEPENDENT AUDIT REPORT TO THE MEMBERS OF
THE MATHEMATICAL ASSOCIATION OF VICTORIA

Opinion

I have audited the accompanying financial report, of The Mathematical Association of Victoria, which comprises the statement of financial position as at 31 January 2025, statement of changes in equity, statement of cash flows and the statement of profit or loss and other comprehensive income for the year then ended, notes comprising a summary of material accounting policies and the directors' declaration.

In my opinion, the accompanying financial report of The Mathematical Association of Victoria has been prepared in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012 (ACNC Act),* including:

a) gives a true and fair view of the Company's financial position as at 31 January 2025 and of its financial performance for the year then ended; and
b) complies with Australian Accounting Standards and Division 60 of the *Australian Charities and Not-for-profits Commission Regulations 2022.*

Basis for Opinion
I conducted my audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of my report. I am independent of the company in accordance with the *Australian Charities and Not-for-profits Commission Act 2012* and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of Matter - Basis of Accounting
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 Company's reporting responsibilities under the ACNC Act. As a result, the financial report may not be suitable for another purpose. My opinion is not modified in respect of this matter.

Responsibility of the Board for the Financial Report
The board 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 of the financial report is appropriate to meet the requirements of the ACNC Act and the needs of the members. The board's responsibility also includes such internal control as the board determine is necessary to enable the preparation of a 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 board are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the board either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibility for the Audit of the Financial Report

My 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 my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with 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 the financial report.

As part of an audit in accordance with Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I 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 my 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 the board.

- Conclude on the appropriateness of responsible entities' 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 I conclude that a material uncertainty exists, I am 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 my opinion. My conclusions are based on the audit evidence obtained up to the date of my 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.

I 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 I identify during my audit.

Sean Denham

Dated: 15 April 2025

Suite 1, 707 Mt Alexander Road

Moonee Ponds VIC 3039

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