

Annual Report 2012 AAMT A
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AAMT Annual Report 2012

The Australian Association of Mathematics Teachers Inc.



supporting and promoting mathematics education

President's report



Kim Beswick
President

"... recognised and respected for the major role it plays in all facets of mathematics education in Australia through its representation and support for teachers of mathematics at all levels."

The Australian Association of Mathematics Teachers (AAMT) has as its vision to be *"recognised and respected for the major role it plays in all facets of mathematics education in Australia through its representation and support for teachers of mathematics at all levels."* (AAMT Strategic Plan, 2001–2013.) This vision formed the basis for AAMT's strategic plan 2011–2013 and the concomitant change to the structure and operation of Council. Crucial to realising this vision is close alignment between the activities and plans of Affiliates in each state and territory, and active engagement with them. The new Council structure that features a smaller, more stable membership is yet to realise its potential fully in achieving this aim. I am aware of the limits on Councillors' time and on the resources of the Affiliates and AAMT. Nevertheless, it is my hope that the coming year will see significant further progress in relation to AAMT providing a strong and coherent voice for mathematics teachers throughout Australia.

This is not to say that the past year has been without success. AAMT has continued to provide a voice for mathematics teachers in a number of forums and to strengthen its links with professional associations and groups with an interest in mathematics. A particular highlight was the completion of the Make it Count project, and the conference of Indigenous students and Mathematics learning held in October 2012. These provided the impetus for the AAMT's Blueprint – *Supporting best teaching of mathematics for Indigenous learners* – which has been acknowledged as a forward looking document that embodies the kind of proactive engagement with important issues that must be the hallmark of AAMT's work as we pursue our vision.

The current national climate in relation to education presents opportunities on which AAMT can capitalise. In particular the focus on Science, Technology, Engineering and Mathematics (STEM) education is a national priority that is likely to be maintained for some time. AAMT is working to position itself as the voice of mathematics teachers in this space and an organisation with ideas and capacity to make a significant contribution to progressing agendas that benefit teachers of mathematics.

Kim Beswick

President

councillors



Peter Sullivan
Immediate past President

David Keanan-Brown
Treasurer

John Bament
Northern Territory

Rodney Anderson
Queensland

Allason McNamara
Victoria

Mary Coupland
New South Wales

Christine Slattery
South Australia

Sylvia Eadie
Tasmania

Richard Korbosky
Western Australia

Jurek Paradowski
Australian Capital Territory

Chief Executive Officer's report



Will Morony
CEO

The AAMT Council provides the strategic leadership and oversight of the work of the Association. My role is to lead and manage the operations of AAMT. In this, I am supported by a small, highly skilled and committed group of paid staff in the Association's Adelaide office. We, in turn, connect and work with a large number of members and others who are involved with AAMT's program of support, projects and relationships. By any measure, it is a huge enterprise of national activity in school mathematics.

The advent of a national curriculum through the work of the Australian Curriculum, Assessment and Reporting Authority (ACARA), national approaches to curriculum support through the work of Education Services Australia (ESA), and national approaches to professional standards and associated processes through the work of the Australian Institute for Teaching and School Leadership (AITSL) provide a much more strongly national orientation in school education than ever before. In this context 2012 saw AAMT actively engaging with these organisations and their work:

- advice and input to the *Australian Curriculum: Mathematics* – particularly for the senior years – with ACARA;
- working with ESA on a number of projects, including establishing the Top Drawer Teachers project to develop online professional resources; and
- projects and responses to developments from AITSL, including framing the findings from the Make it Count project against their *National Professional Standards for Teachers*.

2012 saw the tenth anniversary of the Reach for the Stars project. Reach for the Stars provides an annual opportunity for teachers and students to be part of a national data gathering activity. It is designed as a mass-participation event for students of all ages as part of the Australian Government's National Literacy and Numeracy Week in August each year. For 2012 the theme of More 2 Books was linked to the International Year of Reading and again provided a fun-oriented activity with meaningful learning for tens of thousands of students around the country.

AAMT's leadership of a consortium to develop classroom and professional materials on financial literacy resulted in the production of the first phase of primary materials in English, mathematics, science and Enterprise. Unfortunately, the Australian Securities and Investment Commission chose not to continue involvement with these professional groups for the subsequent phases of the project, with the contract being terminated in the middle of the year.

An allocation of funds in the federal budget saw the development of a project to build online professional learning communities for teachers of mathematics. The Connect with Maths project is a four year project until mid-2016 that will provide networking and support for teachers grappling with the implementation of the *Australian Curriculum: Mathematics*.

These are significant highlights of AAMT's year in 2012. In the background – but by no means less important – is the suite of the Association's regular activities. A number of these are outlined in this report to give a summary of the scope of what AAMT does to support the teaching of mathematics in this country. The whole Association should be proud of what we achieve. I am honoured to have this leadership position in a great organisation, and sincerely humbled by my appreciation of the extent of the expertise and commitment of all those involved.

Will Morony

A handwritten signature in black ink, appearing to read 'Will Morony'.

Chief Executive Officer

Activities for students

Each year there are three important national events for students on the AAMT calendar.

The 44th National Mathematics Summer School (NMSS) was held in Canberra in January. Long term Director Terry Gagen retired from that position after NMSS 2012. Terry's has been an outstanding contribution to mathematics education in this country and all in AAMT thank him sincerely for his work. The new Director is Leon Poladian, who attended the school as a student and has been a member of the NMSS staff for a number of years.

National Mathematics Day 2012 was held on 18 May. A range of classroom activities celebrated the centenary of the birth of Alan Turing by looking at codes.

The best of the best of entries in mathematics 'talent quests' around the country were again judged in the National Mathematics Talent Quest. These are competitions in which students – individually and in groups – produce a piece of work over time on their investigation of a topic of interest to themselves. In 2012, the Mathematical Association of Victoria (MAV) undertook the complex task of coordinating the judging and awards.

Make it Count project: 2009 and beyond



The Make it Count: numeracy and mathematics for Indigenous learners project, has been, by far the Association's largest and most complex project to date. The project concluded at the end of 2012 after four years of intense work with nearly 40 schools across the country.

Make it Count was a project designed to identify, develop and document practices that demonstrate success in improving the mathematics experiences and outcomes for Indigenous students in metropolitan and regional schools.

The major legacy of Make it Count is the 'assets' that it has produced:

- the findings from the seven clusters – approaches to teaching and ways of doing things in the school and with the community – that they have found to work in their schools;
- the online resource that brings together the findings with classroom and professional resources that capture and share what the Make it Count clusters; and
- the network of the many people who have worked on the project – none would claim that they have all the answers, but they are doing some things differently that they know are making a difference.

AAMT Council is determined that the work of this project becomes widely known and used to help 'close the gap' in achievement in mathematics between Indigenous students and their non-Indigenous peers. The Make it Count 'brand' will be an important part of the school mathematics landscape for many years to come.

The experience of Make it Count identified that this whole area lacks the sort of national collaboration and coordination that is needed. Consequently, AAMT has launched a campaign to take on a national leadership role in bringing together governments, education authorities, universities and industry to work together on improving Indigenous students' achievement in mathematics. This initiative is outlined in the *Blueprint: Supporting best teaching of mathematics for Indigenous learners* (<http://www.aamt.edu.au/Activities-and-projects/Make-it-Count>). This is a bold move for a professional association like AAMT, but one which the Council sees as an essential component in achieving equity in school mathematics.



Support for teachers

Resources

Since the 1980s, AAMT has sold high quality professional and teaching resources to members and others. Some of these are published by AAMT while others are sourced from Australia and overseas and on sold. The intention is not to compete with commercial publishing houses or booksellers, but rather to provide access to a variety of print and other resources that would otherwise not be easily available to Australian mathematics educators and schools.

Resources can be browsed online (www.aamt.edu.au/Webshop) and then purchased online or by contacting the AAMT office. New resources are regularly added to the catalogue which members receive in hard copy at least once per year.

Journals

AAMT also has a long history of providing teachers with professional reading. The three journals are aimed at different levels of schooling to help ensure relevance of the contents. The editors of the journals do the work in a voluntary capacity – theirs is an outstanding contribution to the profession.

- *Australian Primary Classroom* (F-7) was edited in 2012 by Paul Swan and Linda Marshall from WA.
- *The Australian Mathematics Teacher* (6-10) was edited in 2012 by Bruce White from SA.
- *Australian Senior Mathematics Journal* (10-12+) was edited in 2012 by Jill Brown and Gloria Stillman from Victoria.

AAMT's connections

One of the key goals of AAMT is to '*represent the interests of teachers of mathematics*', and this sees the Association making representations to governments and education authorities during periods of consultation, and when particular issues arise. Ongoing contact with other groups in education allows ongoing means for bringing teachers' perspectives to a variety of organisations in education. Some of the key connections are with important and influential groups including:

- **Australian Mathematics Trust:** AAMT is represented on the Board, thus having input to the strategic direction of the organisation responsible for Australia's enviable system of talent development in mathematics and informatics.
- **National Committee on Mathematics,** a sub-committee of the **Australian Academy of Sciences:** that takes on responsibility for mathematics. 2012 saw the committee begin the development of a ten year plan to secure the health of the mathematical sciences in Australia.
- **International Assessments National Advisory Committee:** through its membership of this committee, AAMT advises government on Australia's involvement and results in international assessments including PISA and TIMSS.
- **National Education Forum:** membership of this group gives AAMT connections with key national professional associations across the spectrum of interests in education.
- **Australian Council of Heads Mathematical Sciences:** observer status with this group enables connections with the mathematics faculties in the nation's universities.

Internationally, AAMT was represented at the **12th International Congress on Mathematics Education** in Seoul in July through an official delegation and as part of a stand displaying the work of several Australian mathematics education organisations. In fact, AAMT has been formally represented at each of these major quadrennial events since 1980, and this has helped forge and maintain contacts and connections with a wide range of colleagues and groups around the world.





MTANT Mathematics Teachers Association of the Northern Territory

In February, Josie Roberts presented a prize sponsored by MTANT to the NT Board of Studies' outstanding Mathematics student from the 2012 NTCE. The student received a \$1000 cheque from MTANT. This award is in memory of Vic Czernezkyj.

No student from the NT attended the National Mathematics Summer School in January 2013. In response to this, the selection process has been adopted to that used interstate, with students self-nominating, along with affirming statements from key teachers. John Bament is playing a key role in this area.

MTANT now has a 'continuous eNewsletter' via a WordPress blog at <http://mtantematters.wordpress.com>. Acknowledgement is due to Shelley Worthington for her significant efforts in developing this resource.

A more concerted effort to generate membership and provide professional learning events is needed for MTANT to remain viable as a professional association. Recent moves by the NT Dept of Education to remove a range of curriculum positions from the Curriculum branch, including Mathematics/Numeracy, has diminished MTANT's capacity to fulfil association activities. Historically, occupants of these positions have been a driving force for organising MTANT events.

MTANT members have continued to participate in Maths Enrichment activities with students, culminating in the annual Maths Enrichment Camps in the Top End and Central Australia. Acknowledgement is due to Dr Ian Roberts for his continued leadership in this arena. The camps this year are the fifth event to be held in each region, and are well supported by students and teachers from all sectors.



MASA Mathematical Association of South Australia

In 2012 MASA has continued to offer a range of activities that are designed to achieve better outcomes for students. The appointment of a primary professional officer to work in conjunction with the middle school/secondary officer has not only boosted MASA membership but also filled a need for many primary teachers who were seeking to build their capacity in the areas of mathematical knowledge and mathematical pedagogical knowledge. There have been numerous workshops centred on the *Australian Curriculum: Mathematics*.

This year MASA's Annual Conference included a wide range of sessions for primary teachers and was well received by the 140 attendees. MASA continues to work with the South Australian Science Teachers Association (SASTA) to hold an annual conference for middle years teachers.

There have been many comments from teachers of Year 11 and 12 recognising the value of the sessions that are run to support the dissemination of information in regard to SACE. To further support these teachers the professional officer has published a number of materials related to this section of schooling.

The support MASA provides to Heads of Mathematics and those new to such a position has enabled these attendees to receive information on new initiatives in mathematics and to network with those in similar circumstances.

The professional officers have delivered a number of sessions in regional areas. These workshops have acknowledged the special circumstances that often only relate to these locations. The popularity of these sessions has resulted in further bookings.

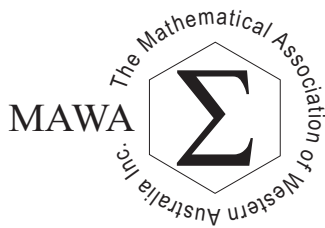
MASA has been active in providing a range of activities that focus on students. The Student Enrichment sessions have been so popular that extra sessions have been run. Other successful activities include the

Schools Maths Competition sponsored by the Society of Petroleum Engineers, the MASA Quiz Night, MathSearch, South Australian Mathematics Talent Quest and sending students to the National Mathematics Summer School.

There have been a range of resources published by MASA, including the popular revision guides.

Each year, assistance is provided to a young mathematics teacher through the John Gaffney Award.

The MASA president has provided pivotal input into a SA Government and Department of Education and Child Development (DECD) initiative to prepare a strategy for improving the numeracy and literacy outcomes for all students.



MAWA Mathematical Association of Western Australia

2012 has been very interesting and successful year. A number of issues facing the association have been looked at and solved so that MAWA could maintain its position to serve the community of teachers, students, parents and all others involved in mathematics education.

During 2012 work was finished on the new look MAWA Inc. webpage. This went live in early 2012. The reconstruction of the website was developed to bring the association into line with digital processing and offering members easier ways of interacting with MAWA. We are continually developing our catalogue and members should access the website to see the changes that are taking place. During the year we continued with 'Have Sum Fun Online'. In late 2011 we decided to look at this strategy and made some changes to the number of competitions we ran during 2012. Thank you to all those who were involved in this process. AAMT still endorses the product and now you will see not only the MAWA logo on our site and advertising pamphlets but also the AAMT logo.

In 2012 MAWA maintained the highly successful Primary Convention, the Secondary Convention and the Regional State Mathematics Conference at Abbey Beach. The committee and I cannot thank Paula McMahon enough for the time and energy that she put into the State Conference and the Secondary Convention. The Primary Convention relocation to the Boulevard Centre in Floreat in 2012 was a successful strategy and the venue was appreciated by the presenters and teacher participants.

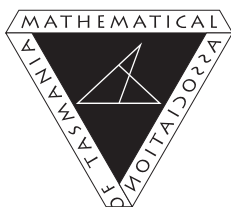
In 2012 MAWA continued to develop and support the Maths Active Schools initiative. We awarded schools that actively extend students and teachers beyond the normal mathematics classroom. We believe that such schools deserve more recognition at a time when the school culture has become more competitive and parents are looking to Myschool and other metrics for comparing schools. The scheme is recognised by the Australian Association of Mathematics Teachers and is already in operation in two other states. Further information about the program and how to apply can be found on the MAWA website.

I'd like to take the opportunity to thank all of our volunteers for our student activities and our sponsors. Your contributions and continued support are always welcomed and help us to provide our members with opportunities that wouldn't exist without you. The office staff is an integral part of the success of MAWA and their commitment to the Association does not go unnoticed. I would like to thank the office staff for their hard work, commitment and cheerful approach to everything we throw at them on a daily basis. I would particularly like to thank Dr Jack Bana for all the organisation he has had to do in keeping the Student Activities going and seeing the smooth transition of the MAWA office organisation.

Richard Korbosky

President

MAT Mathematical Association of Tasmania



2012 was a particularly satisfying year for MAT. Our annual conference was exceptionally well attended with over 220 participants converging on Newstead College for an impressive array of presentations.

In October a small group met to draft a position paper for AAMT on Professional Learning. Further work will be completed in the middle part of the 2013 with a view to publishing it before the end of 2014.

The annual 'think tank' proved to be a very successful day with a couple of new ideas pursued. The group looked at our forward development and decided that the association needed to develop both a vision statement and a mission statement. At the end of the discussion we had developed these draft statements;

- **Draft Vision Statement:** MAT unites all mathematics educators by representing and supporting them to ensure an engaging and high quality education in mathematics is provided.
- **Draft Mission Statement:** MAT aims to provide leadership and support that reflects current research and contemporary education practices. MAT promotes high quality mathematics teaching that fosters an enjoyment of mathematics across Tasmania.

Curriculum support is an ongoing concern as the vast majority of the Literacy and Numeracy funding in the state is directed towards Literacy development. Ongoing advocacy for Mathematics is a key role of the organisation and we must continue to aggressively pursue this at every opportunity.

MANSW Mathematical Association of New South Wales



Quality Mathematics Education for All

The Mathematical Association of NSW (MANSW) provides a voice for teachers, opportunities for the exchange of ideas, and supports mathematics education by:

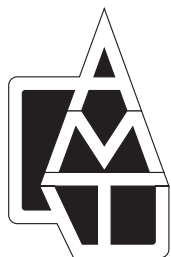
- assisting in professional development;
- providing quality teaching resources;
- providing quality resources for students;
- supplying activities to enrich student learning.

The activities of the association are managed by a voluntary executive committee consisting of the four office bearers – president, vice president, secretary and treasurer – and ten other members. The executive committee meets approximately once a month to oversee the many facets of the association's activities – primary publications, primary program, secondary publications, secondary program, student services, post-secondary services, annual conference – as well as to ensure the efficient administration of the association. The executive also discusses current issues in mathematics education, and maintains our relationships with AAMT and PTC NSW. Members contribute to the work of the association through subcommittees that meet as required. The Primary Association of Mathematics has its own committee and provides professional learning activities, conferences, and publications for teachers of mathematics in primary schools.

Highlights of 2012 included the Annual Conference, discussions about the *National Curriculum (Mathematics)* and responses to related documents, including the *NSW Mathematics Syllabus K-10*, gaining endorsement from the NSW Institute of Teachers as a provider of professional development, presenting Talented Students Day, and hosting the 2012 National Mathematics Talent Quest.

For details, please see the MANSW website: <http://www.mansw.nsw.edu.au/>

QAMT Queensland Association of Mathematics Teachers



In 2012, the QAMT conducted conferences and student activities. These included Early Years Conference ('Active Maths'), Problem Solving Competition (open to all secondary school students in Queensland), Annual Conference ('Motivating Mathematics' – residential conference at Sea World on the Gold Coast), Year 8 Quiz (a quiz style competition for teams of three year 8 students) and a one-day forum with the major focus on how to implement the National Curriculum.

A major component of the quarterly journal that is sent to members is a Teaching Ideas section. Members submit articles that are focussed on resources and teaching strategies that allow teachers to immediately implement in the classroom. Another popular section in the journal is the Student Problems page. Each journal contains five questions and students submit solutions and there are two book prizes awarded for the correct solutions.

QAMT offers a Novice Teacher Night for student teachers and first year teachers. Experienced teachers and teachers who have been teaching for one and two years conduct free workshops on a Friday night in term one.

Sub-branches (Toowoomba, Cairns, Rockhampton and Townsville) are supported through assistance with their local conferences.

MAV Mathematical Association of Victoria



THE MATHEMATICAL
ASSOCIATION OF VICTORIA

Valuing Mathematics in Society

The MAV is a membership-driven not-for-profit association which provides a voice, leadership and professional support for mathematics education. Its mission is the promotion of the mathematical sciences and to advocate for the continual review and improvement of mathematics education and the profession of mathematics teaching.

During 2012 the MAV Council reviewed the MAV's 2007 to 2012 *Strategic Plan* and laid the ground-work for the 2013 to 2017 Plan. Six fresh key improvement strategies were developed, including plans to develop a wider audience for the work of the MAV.

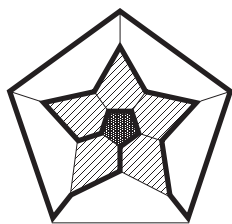
The MAV annual conference, It's My Maths: Personalised Mathematics Learning, was a huge success with more than 1750 participants including many attendees from around Australia and overseas. The Maths Talent Quest Awards ceremony at La Trobe University was once again a very professional event and was well received by both students and proud parents. In addition the MAV hosted the National Mathematics Talent Quest (NMTQ) in 2013. Victoria's State-wide Mathematics Games Days were fully booked and enjoyed by all, while the VCE students appreciated the MAV's Revision Lectures.

Early in 2012 the MAV gave a formal response to the *Australian Curriculum Draft Senior Secondary Mathematics*, producing reports for Specialist Mathematics, Mathematical Methods, General Mathematics and Essential Mathematics.

The MAV website now receives over 50,000 'unique' visitors with over 1.4 million page views annually.

Allason McNamara

2012 MAV President and AAMT Councillor.



We continue to be a small association, our membership holding similar numbers from 2011. Our membership base is a combination of both individual and institutional memberships. Of growing concern is the low number of individual memberships. This could be related to the growing numbers of teachers teaching mathematics out of area and therefore their passion or affiliation resides with another area. By continuing to promote how we can support all teachers teaching mathematics, including those for whom Maths is a second or third teaching area, we can make ourselves appealing to teachers. A further challenge into 2013 will be teacher registrations. As of 2013, teachers will all have to pay \$100 for teaching registration in Canberra (this will be the first year this has occurred). We may find ourselves competing in a market of teachers, especially new teachers, with limited funds who may not be able to continue to afford association membership alongside compulsory teacher registration fees.

Activities and representations

CMA was involved in or represented at the following events in the past 12 months:

- Australian Mathematics Trust Advisory Committee (President)
- Reach for the Stars (Sue Wilson and Theresa Shellshear)
- Maths and Numeracy for Indigenous Learners (Special Conference by the AAMT, attended by Evelyn Ashcroft)
- COACTEA (Sue Wilson)
- AAMT Council (Jurek Paradowski)
- Australian Curriculum workshops (Numerous council members)
- Moderation of Australian Maths Competition (Evelyn Ashcroft)

The CMA conducted the following professional activities:

- Annual Conference: Making Mathematics Accessible. Keynote speakers were Catherine Attard and Collin Pask and a full workshop program was included. Attendance at the conference continues to be strong. Support from sponsors including trade representation was encouraging. I sincerely thank the ACU for hosting our 2012 Conference.
- Four professional development afternoons were offered free for members. Topics included Manipulatives for Fractional Understanding, ICT in Mathematics, Scootle in the Maths classroom and Fractional development in the Australian Curriculum. Much thanks goes to our presenters, including Stephen Hood, and the host venues including Belconnen High School, University of Canberra, Kaleen High School.

Communications

The facebook page is still active and its "likes" are increasing. CMA also now has a twitter account with handle @canberramaths. Social network communication could be a source of encouraging more new and beginning teachers, and teachers in general to be involved and partake in CMA activities. This needs to be a more strategic and conscious effort. I will endeavour for 2013 to make better use of these communication tools. The AAMT uses twitter regularly to promote interesting news and developments in the world of mathematics and seems to be developing quite the following.

Three *Short Circuit* newsletters were also published, and continue to be one of the most reliable methods for communicating with our membership.

Awards

The Maths Active Schools initiative continues to draw some interest, although less than in previous years. More publicity should be undertaken to promote this within our system for future years. Currently we have Hawker College, Erindale College, Lake Tuggeranong College, Daramalan College, Calwell High School and Alfred Deakin High School; all have Silver Level. Medals were made available by the CMA for presentation to the top mathematics student in Year 12 across every school in the ACT. These were enthusiastically accepted by each recipient.

A substantial financial contribution was once again offered to each ACT student attending the National Mathematics Summer School.

Challenges for 2013

These remain similar to past years. Issues that the CMA should continue to involve itself obviously involve the Australian Curriculum, NAP LAN numeracy and effective use of ICT. These are matters where our membership expects us to be representing them. As mentioned above, sustaining and growing our membership, and communication issues are also a challenge. I hope that you, as members of this organisation, will get behind the efforts of the next Council to make our profession more informed, skilled and effective in the classroom. I thank those of you who have already done so in the past.

Erin Gallagher

President

AAMT income and expenditure statement for the year ended 31st January 2013

These are the key extracts from the Audited Accounts that give a snapshot of AAMT's finances during 2012 and position at the end of the financial year. Members can obtain a full copy of the Audited Accounts by contacting office@aamt.edu.au

	2011/12	2012/13
INCOME		
Capitation fees	121,582	113,673
Gross profit on sale of products and publications	130,664	111,348
AAMT project contracts	279,590	237,283
Add-on education project contracts	11,190	24,776
AAMT conference	70,049	16,201
Interest received	61,526	25,844
Sundry income	62,709	61,973
GROSS INCOME	737,310	591,098
EXPENDITURE		
Auditor's remuneration	2,500	1,500
Accounting fees	1,700	1,800
Depreciation and write-offs	8,984	5,420
Salaries and superannuation	318,780	256,077
Postage, printing, photocopying, stationery	62,124	60,941
Travelling and meeting expenses	66,732	63,320
Consultancy fees	33,498	28,997
Telephone, fax, email and website	8,305	14,055
Rent	28,207	26,488
Other expenses	42,339	69,607
TOTAL EXPENDITURE	573,169	528,205
NET INCOME /(LOSS)	164,141	62,893

Balance sheet as at 31st January 2013

	2011/12	2012/13
CURRENT ASSETS		
Cash at bank	640,020	674,957
Receivables	175,660	192,888
Stock on hand	46,703	41,210
Prepayments	300	200
TOTAL CURRENT ASSETS	862,683	909,255
NONCURRENT ASSETS		
Computer equipment	23,222	23,163
Less depreciation provision	13,596	15,264
	9,626	7,899
Office furniture and equipment	20,370	20,370
Less depreciation provision	9,253	10,785
	11,117	9,585
TOTAL NONCURRENT ASSETS	20,743	17,484
TOTAL ASSETS	883,426	926,739
CURRENT LIABILITIES		
Creditors	73,260	67,194
Provision for long service leave	9,439	9,439
Un-expensed project advance	94,026	79,080
TOTAL CURRENT LIABILITIES	176,725	155,713
NET ASSETS	706,701	771,026
MEMBERS FUNDS		
Accumulated funds at beginning of year	542,560	706,701
Profit /(Loss)	164,141	62,893
Accumulated funds at end of year	706,701	769,594