



THE MATHEMATICAL SCIENCES IN AUSTRALIA: A VISION FOR 2025 Decadal plan for Mathematical Sciences (2016–2025)

Annual report: year 2 (2017–18)

In December 2016 the 60th annual meeting of the Australian Mathematical Society was held at the Australian National University. During this occasion, a meeting relating to the Decadal Plan was hosted by the Australian Academy of Science at Potter House. The NCMS Chair Professor Peter Forrester gave a presentation overviewing the recommendations of the Decadal Plan. There was an address by Professor Louise Ryan (UTS) relating to an initiative of the Statistical Society of Australia, via its Statistical Education Section, to ‘re-imagine’ the statistics curricula from K-12 to postgraduate, referred to in the Year 1 report as the event STEMS: putting statistics into STEM in the Age of Data. Professor Mary Myerscough (Sydney) spoke about fake news and information, and dangers it posed in swaying public opinion, while Professor Jan de Gier (Melbourne) spoke on the newly formed research station MATRIX, recorded in the Year 1 report in Section 3.1.

The December 2017 annual meeting of the Australian Mathematical Society, held at Macquarie University, had a session devoted to the Decadal Plan. Speakers on that occasion were NCMS Chair Peter Forrester, Decadal Plan Executive Committee members Professors Nalini Joshi and Geoff Prince, as well as the Australian Academy of Science Director of Communications and Outreach, Dr Melanie Bagg. As a consequence of that meeting, the AustMS President Professor Kate Smith-Miles set up a working party consisting of the President, Professor Geoff Prince (AMSI) and a representative of ANZIAM to examine recommendations in the Decadal Plan and to suggest how the Society should respond to them. This report was received in time for the annual face-to-face NCMS meeting in June. In relation to objective I, ‘Give all Australian schoolchildren access to outstanding mathematics teachers’, and its aim: ‘Our first strategic priority is to give all Australian students a globally competitive education in mathematics and statistics while at school’, Professor Kate Smith-Miles wrote a Gazette of the Australian Mathematical Society column, to encourage members to engage with school outreach activities, and so to support teachers to deliver highly engaging mathematical content to students, especially those recognised as gifted and talented.

In the first half of 2018, NCMS member Associate Professor Nicola Armstrong wrote a Gazette article relating to the details of initiatives within Western Australia to give intermediate and higher-level high school students entering university a bonus to their ATAR. This was recorded in the Year 1 report in Section 2.2.

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