



TESSA Annual Report 2017



TABLE OF CONTENTS

CHIEF EXECUTIVE OFFICER REPORT	2
GOVERNANCE	3
STRATEGIC PLAN PROGRESS REPORT	8
<i>Professional Learning (P/L)</i>	9
<i>Engagement Support Officer Placement Service</i>	10
<i>MAT Life Skills Program</i>	11
SPECIAL FEATURE	12
<i>Case Study October 2016</i>	12
FINANCIAL REPORTS	13
ACKNOWLEDGEMENTS	22

Chief Executive Officer Report

Welcome to the 2016-2017 TESSA Inc. Annual Report. This last year can best be described as being focused upon 'whatever it takes' to ensure the continuity of TESSA Inc. programs and services to support schools and agencies to assist children and young people in their engagement in education, through the dedicated and united efforts of the Board and our highly skilled staff.

Steve Golding resigned as the TESSA Inc. Chief Executive Officer, in order to avoid any perceived conflict of interest, after being the driving force behind the development of the range of valued programs and services offered, and the establishment of the not for profit entity with a duly constituted governing body. His enthusiasm for making a difference to the lives of young people at risk by giving each individual hope, and the skills, competencies and belief to pursue their desired future is truly remarkable.

In January 2017, the Board after detailed consideration and with financial support from MAT Pty Ltd, decided to continue with the delivery of MAT Life Skills programs. A key strategy was to create a Program Manager position to coordinate and extend the program delivery. This has resulted in significant growth in this core area of support, primarily to groups of children and young people.

In February 2017, the Board adopted by special resolution a revised Constitution, to better reflect the increased breadth and range of programs and services being developed and delivered.

The inaugural Board composition was significantly changed when Bronwyn Harcourt and Mark Heuston resigned, in order to comply with Department of Education and Training (DET) requirements. Bronwyn, as an inaugural Director and founding partner nominee from Croydon Community School, provided guidance and focused effort that was pivotal in the establishment of TESSA Inc, and in consolidating the work of the MAT Pilot. She brought expert knowledge of DET policies and procedures which facilitated the work of TESSA Inc and enhanced its presence and reputation in the education community as a well-respected leader. Her focus upon strategic planning for improvement and accountability was much appreciated. Mark, as an inaugural Director and subsequent Chairperson, was a strong advocate for TESSA Inc. programs and services at the local, network, regional and central DET level, contributing significantly to their promotion and success. His work as a Director and Chair was always characterised by a genuine interest in the views and perspectives of all members, conducting Board business in accordance with its policies and guidelines, and enlivening meetings with his sense of humour and valued contribution.

The evolution of TESSA Inc. will continue building upon the strong foundations established by these three inaugural Directors and Executive position holders. The Board also acknowledges the service of Sue Tait and Clint Cassell as Directors, and Leon Bishop as the Company Secretary, who each enriched the work of TESSA Inc. by ensuring that decisions were reached after thorough and informed consideration. TESSA Inc. welcomes Alan James and Aimy McAninly as founding partner nominees.

Mostly importantly the staff, members and supporters of TESSA Inc. are sincerely thanked for their passion and commitment to making a difference to the present and futures of the children and young people we aim to serve.

Victoria Triggs
Chief Executive Officer

Governance

The Therapeutic Engagement Support Services Association Incorporated (TESSA Inc.) is a not for profit organisation established on 12 April 2013, with a Board composition of seven Directors.

The TESSA Inc. Constitution, 28 February 2017, specifies the Board composition as two founding partner representatives, and five elected member representatives. To provide continuity, only two or three of the elected positions fall vacant each year. Directors receive no remuneration for their services and pay the full membership fee annually.

The purposes of the Association were broadened by special resolution to reflect the continuing evolution of programs and services provided by TESSA Inc.

Purposes:

To provide a framework for the creation and delivery of therapeutic engagement support programs and services in Victoria and beyond,

To licence therapeutic engagement support programs and services that assist individuals and groups within the wider community to develop personal skills to improve the quality of their lives,

To support members in the creation and delivery of new applications of therapeutic engagement support programs and services,

To set and maintain standards for all therapeutic engagement support programs and services licenced and supported by the Association, and

To promote the health and welfare of Association members, staff and volunteers.

Strategic focus:

The Board developed the inaugural TESSA Inc. Strategic Plan 2015-2018, which was updated in June 2016 as the framework for Business Improvement Plans for 2016 and 2017. This provides key improvement strategies, actions and measures which direct the Board's focus upon achievement of our Vision and Mission, in accordance with our organisational Values of the Code.

Vision

Young people will be engaged and enriched through learning and empowered to realise their life goals.

Mission

To develop and implement support services for young people, which are sustainable, effective and accessible.

Values

Be Strong 力

Be Calm 穩

Be Kind 慈

Try Hard 努

The Board oversees the Association's performance by meeting at least four times a year, with the quorum being a majority of Directors holding office being present.

The Board presents the Association's Annual Report at the Annual General Meeting, which is then publicly accessible via the TESSA Inc. website.

Board of Directors



Mark Heuston

Chairperson TESSA Inc.
25 January to 19 April 2017

As a teacher with over 30 year's experience, Mark has specialised in working with young people who have experienced difficulties in main stream school education. Between 1993 and 2000, Mark was instrumental in developing Wilderness programs for young people with social and emotional challenges.

Mark entered the Principal class at Berengarra School in 2000 as Deputy Principal taking on the Principal role in 2004. Since 2009 he has been the Campus Principal at Croydon Community School and Options. During this time Mark has contributed significantly to the development of a variety of programs working with at risk youth, not the least of these has been the introduction of the Big Picture Education model at Croydon Community School.

Mark continues to work passionately for young people who demand an alternative approach to education.

Qualifications

- Bachelor of Education in Post Primary Physical Education and Recreation
- Post Graduate in Outdoor Education



Victoria Triggs G.A.I.C.D

Company Secretary to 25 January
Chief Executive Officer, 25 January 2017

Victoria is an educational and leadership consultant, engaging in pro bono and paid employment to support school and community leaders in leadership development, governance and strategic planning.

She is an accredited school reviewer, assisting primary, secondary and specialist schools to examine student outcomes and develop directions for improvement. She conducts School Council training and induction programs.

She is an appointed lay member of the Ethics Committee of the Australian Institute of Family Studies.

Victoria is researching and preparing a publication for Women's Housing Limited to acknowledge their 20 years of service to women and children in providing safe, secure and affordable housing choices.

She is a regular presenter to Leadership Victoria Board Leadership programs, for business and community leaders.

Victoria held key educational leadership roles as a secondary school principal and as a Regional Director of Education.

Qualifications:

- Accidental Company Secretary, Governance Institute of Australia
- Corporate Governance Course, Australian Institute of Company Directors
- Graduate Diploma Educational Administration, University of Melbourne
- Leadership Victoria Fellow
- Bachelor Science Education, University of Melbourne



Bronwyn Harcourt

Founding Member Representative
12 April 2013 to 22 March 2017

Bronwyn is Principal at Croydon Community School and also manages a wide range of re-engagement programs across Melbourne's eastern suburbs on behalf of DE&T.

In 2013 she was winner of the Secondary Principal of the Year award and in 2012 was a Victorian finalist in the Herald Sun Pride of Australia Inspiration category. She is widely recognised for her depth of knowledge in issues relating to the effective education of disengaged children and young people.

Bronwyn is a member of the North Eastern Victoria Region Principals Reference Group. She is currently also involved in the establishment of the Great Schools Network.

Bronwyn sits on a number of community boards, including the Outer Eastern Youth Connections, Outer Eastern Local Learning and Employment Network, and atEAST.

Qualifications

- Masters in Educational Administration
- Graduate Diploma in Special Education, (Physical Education and Recreation)
- Bachelor in Health, Physical Education and Recreation. Double major in History and Geography.



Rodrigo Castellanos

Treasurer TESSA Inc. to 25 January 2017
Co Chair, 25 January

Rodrigo has over 15 years' experience in project management, sustainability and environmental markets. In 2010 Rodrigo co-founded RAMP Carbon Pty Ltd while leading the development of a series of major environmental and social programs in Latin America and Africa such as distribution off-grid lighting technologies, avoided deforestation and ecological restoration projects and energy efficiency solutions for commercial buildings.

Prior to founding RAMP, Rodrigo worked as the Head of Latin America for Cool nrg, developing a successful carbon finance business model in Mexico, and overseeing the development and implementation of 10 the world's largest energy efficient programs for households.

In 2005 Rodrigo joined as Director of Research the corporate social responsibility ratings agency Reputex in Melbourne, Australia focusing on Risk Assessment and Carbon Finance. Prior to this he worked in the Citigroup Private Bank in New York and Mexico City. Rodrigo has been training in the Japanese martial art of Aikido for 20 years and is currently the National Representative for the Children Program for Aikikai Australia.

In February 2017 Rodrigo was employed as the inaugural MAT Life Skills Program Manager for TESSA Inc.

Qualifications

- Bachelor of Economics (BEC)



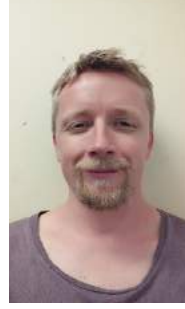
Steve Golding

Chief Executive Officer

12 April 2013 to 14 December 2016

For over 25 years Steve has worked with disengaged and at risk individuals in a variety of settings including emergency accommodation, substance abuse and psychiatric services, custody and justice programs and alternative education settings. It was with this wealth of experience that in 2002 Steve founded the Martial Arts Therapy program combining the principles of psychosocial competency with those of traditional martial arts training techniques as a way of communicating and engaging with at risk individuals, primarily young people. Since then, the MAT Program has benefited thousands of children across hundreds of schools and community agencies in Victoria with its value base and therapeutic approach to managing challenging behaviours. Having worked in Croydon Community School since 2004 first as an independent sessional contractor establishing relationships with schools across metropolitan Melbourne and currently as manager of the Engagement Support Services Unit, Steve has successfully developed and grown the use of innovative approaches to work with and positively change the life of disengaged adolescents.

With a passion for martial arts and its therapeutic benefits Steve has trained in a variety of martial arts for the past 30 years. In 2013 Steve was mentioned positively in the Victorian Parliament for his contribution to the community in working with young people. This mention resulted in a ministerial visit to Croydon Community School. In the same year, Steve became the inaugural Chairman TESSA Inc.



Clint Cassell

Founding Member Nominee, to 25 January 2017

Clint has worked as a full time Engagement Support Officer from 2012 – 2014, working with students exhibiting various levels of high degree challenging behaviour. Having worked in a wide range of schools and settings across the greater Melbourne area, Clint uses this experience and knowledge to assist schools struggling with behaviours of concern on an operational level by coordinating the ESO program.

As TESSA's lead trainer Clint is primarily responsible for session delivery as well as designing training programs to fit school needs around management of challenging behaviour. Clint's insightful and practical approach in this area has been well received by the schools he has worked with.

Clint is passionate about making as much of a positive difference as possible for both students and the schools they attend. As a believer in the importance of education and creating opportunities for positive change Clint has a vested interest in continuing to learn and sharpen his skills in this area.

Qualification:

Certificate IV in training and assessment



Alan James

Treasurer, 25 January 2017

Founding Member Nominee

Alan has had more than 11 years experience serving in complex case management and leadership roles within Community organisations servicing both Young People & Adults. Alan has considerable talent in providing care and support to clients and their families, with co-occurring severe mental health and substance use issues (dual diagnosis) and their engagement in service delivery. Expertise has also been honed in cultivating engaging relationships, anticipating problems and communicating with warm, persuasive conviction.

Alan's began in UK primary education, where he felt the limitations & focus of the then National Curriculum would have potentially detrimental effects both upon children & staff, and be unable to support or nurture the whole human being. Since then Alan has been a passionate advocate for social change. Alan's most recent role was Assistant Manager of YSAS's Residential Youth Rehabilitation program in Melbourne's North East. He was a key member of the steering committee for the Ways & Means café in Melbourne's CBD, a social enterprise for disadvantaged young people for work experience & training in a supportive & real working environment.

Alan has been a qualified Martial Arts Therapist & Lead instructor since 2006; has a deferred Bachelor of Education degree; Cert IV Mental Health & 2 young children. Alan has enjoyed martial arts since childhood including Judo & Boxing, before studying Chinese Kung fu & Tai Chi for the past 12 yrs - During this period he also spent time training Russian Systema. Currently Alan is Studying Wuji I Liq Chuan under the tutelage of Grandmaster Jimmy Heow of Malaysia.



Aimy McAninly

Chairperson, June 2017

Founding Member Nominee

Aimy has worked in a wide range of educational environments over the last 6 years. Her passion lies in working with young people who have experienced difficulties in main stream school education.

Recently she has been working at Croydon Community school in a range of roles, taking on Learning Teacher responsibilities and a new role as Project Manager: Domestic Violence Transitions and Enrolments, Respectful Relationships Lead School.

She has been driven by a focus on trauma-informed practice, working in environments requiring flexible delivery and an understanding of a range of trauma.

She enjoys working with Indigenous young people, particularly in the arts.

Aimy also teaches at Deakin University, teaching pre-service teachers with a focus on Inclusive Education. Aimy continues to work avidly for young people who demand an alternative approach to education.

Qualifications

- Graduate Diploma, Adolescent Health and Wellbeing
- Masters of teaching (Secondary/Applied Learning)
- Bachelor of Interactive Media (Graphic Design/Animation)

Strategic Plan Progress Report

The Goal for TESSA Inc. Strategic Plan 2015-2018 is to achieve sustainability of program and service delivery that is independent of direct funding from the Department of Education and Training, and from the Department of Health and Human Services.

The first key improvement strategy is to build our customer base.

The reach and footprint of TESSA Inc. services and programs has increased in the 2016-2017 financial year.

The data provided in the following reports of TESSA Inc. Programs and Services demonstrates strong growth in MAT Life Skills programs, with both new and continuing schools and agencies being supported. Continued evolution of the unique TESSA Inc. Engagement Support Officer Placement Service model, and growth in the targeted delivery of Professional Learning programs, is also evident. All of which has been achieved by word of mouth recommendations.

The second key improvement strategy is to broaden our income sources.

A key action has been the adaptation of programs and services to meet emerging needs in schools and community agencies, through the development of specialised and targeted responses.

This effective approach will be continued, and the association with programs and services that accord with the TESSA Inc. Vision, Mission and Values, in a partnership arrangement is to be further pursued.

The third key improvement strategy is to strengthen TESSA Inc. as a well governed not for profit organisation.

Board Governance was strengthened by:

- New policy development (Director Attendance, Director Confidentiality, Board Grievance and Dispute Resolution); and updated Delegations Policy and procedures
- The introduction of an inaugural Board Planner, approved on 22 March, 2017. This identified Key Tasks and timeline to January 2018
- Further development of Executive position descriptions (Secretary, Treasurer) and update (Chairperson).

Director professional development was engaged in as a key learning action and to ensure the latest Government policy requirements were reflected in TESSA Inc. programs and services, as a compliance focus. The outcomes of which were reported on at each monthly Board meeting, with associated professional reading and web links circulated across Directors

Financial accountability has been strengthened by the enhancement of financial reports, to monitor performance. This is in the context of keeping fee for service at an affordable level for schools and agencies.

Therapeutic Engagement Support Services and Programs

Professional Learning (P/L)

Number of schools using TESSA P/L:	Terms 3 & 4 2016	Terms 1 & 2 2017
	8	13

Number of P/L sessions delivered:	2016		2017	
	Term 3	Term 4	Term 1	Term 2
	4	4	13	7

Additional TESSA P/L sessions of note:	
August 2016:	'Managing Challenging Behaviour' 2-day staff training for a community school ES staff
September 2016:	'Managing Challenging Behaviour' 3-day training
February 2017:	'Protective Practice' regional review session
March 2017:	'Raising Kids together' conference (2 workshops delivered)
April 2017:	'Managing Challenging Behaviour' 3-day training

Due to refining its approach in working with schools more effectively, TESSA Inc. has shifted the focus from separate 'Managing Challenging Behaviour' and 'Protective Practice' multiple day training courses for placement students and school staff.

This has now come together under the banner of 'TESSA Inc. Professional Learning', the primary focus of now which is individual 90-minute modules.

These have been developed over the course of school terms and take the form of pre-packed professional learning 90-minute sessions or tailored sessions designed to target particular identified school needs.

The Primary focus of schools upskilling their staff in this period has been in the areas of Protective Practice staff safety training. The most used element of MCB theory has been the 'Dreikurs Mistaken Goals' module, which is planned to be further modified and streamlined with a view to becoming as useful and practical as possible as a valuable tool for staff in schools.

The first trial run of a 3-session course for staff at a North Eastern Victoria primary school was deemed a success. These included elements of Protective Practice, Managing Challenging Theory and concluded with a tailored session as the finale. TESSA Inc. plans to continue with this style of approach and work more with schools around targeted needs and how best to address these over a series of sessions.

Other sessions of note were TESSA Inc. involvement with the 'Raising Kids Together' conference – delivering two sessions of protective Practice around de-escalation and real time practical behaviour management strategies. Also, the opportunity to work with experienced education support staff at a North Eastern Victoria community school, who gave very positive feedback on the learning delivered by Clint Cassell and youth worker Tahlia MacNab.

Therapeutic Engagement Support Services and Programs

Engagement Support Officer Placement Service

Number of schools using ESOP support:	Terms 3 & 4 2016	Terms 1 & 2 2017
	6	6

Number of ESOP shifts delivered to schools:	2016		2017	
	Term 3	Term 4	Term 1	Term 2
	203	227	115	119

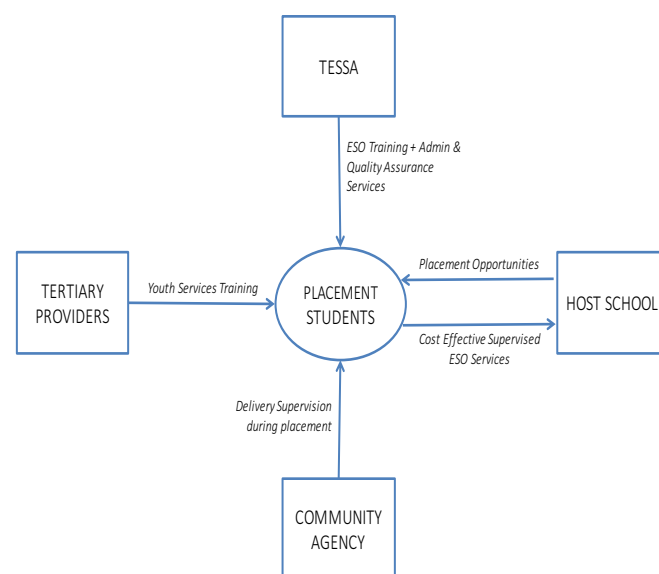
Number of Placement Students during 2016 – 2017:	44
Number of placement students going on to become successful ESOs:	8

The 2016-2017 financial year saw the continuation of the Engagement Support Officer Placement (ESOP) model in targeted placement schools. The model has continued to evolve since its inception as a pilot in late 2014 with notable successes in primary schools.

The schools have benefitted from having placement student support, and have effectively integrated ESOP students into their day to day operations as an effective part of the overall support they are offering targeted to student needs. In turn this has almost unanimously been a positive learning experience for the ESOP students who have reported they have enjoyed the challenges, working with staff and of course notably the chance to directly engage with students on their placement learning journey.

Term 2 in 2017 saw the first Monash University social work students come onboard for placement with TESSA Inc. This new area of placements through TESSA has shown some good potential in not only directly supporting students in school, but also in assisting schools and teachers in developing documentation that may have the potential to greatly assist schools in how they can better support students at risk.

Based on success so far TESSA Inc will be hosting more Monash University social work students in the terms to come as part of the continued evolution of the model. Exciting times.



Therapeutic Engagement Support Services and Programs

MAT Life Skills Program

MAT Life Skills	2014 - 2015	2015 - 2016	2016-2017
Students	1,716	1,620	1,812
Schools	143	135	151
Sessions	1,144	1,080	1,208
Hours	1,716	1,296	1,459

MAT Life Skills	2016		2017	
	Term 3	Term 4	Term 1	Term 2
Students	456	468	372	516
Schools	38	39	31	43
Sessions	304	312	248	344
Hours	365	374	298	413
Programs	43	44	35	148

169 MAT Life Skills Programs 2016-2017

This year has been a very exciting time for the MAT Life Skills Program.

We have supported schools all over metropolitan Melbourne including several programs in the Western and Northern suburbs as well as in regional Victoria including Shepparton, Yea, Alexandra, Broadford and Seymour. This in addition to our solid base of program delivery in the Eastern suburbs.

Special work has been given to supporting targeted interventions with young people at risk of disengaging of education.

To support schools in maintaining the lessons and messages of the MAT Life Skills Program, we created a Professional Development module (90-minute workshops). This links the non-martial art based activities used in the MAT Life Skills Program, the Personal and Social Capabilities Victorian Curriculum and how this is supported by the theoretical framework used by MAT Instructors for understanding and managing behavioural issues in groups.

Development continues in the areas of community-based programs and corporate programs which will commence delivery in 2018.

Special Feature

Case Study October 2016

TESSA Inc. working together with NEV Primary School.

Executive Summary:

The Therapeutic Engagement Support Services Association Inc. (TESSA Inc.) and a *North Eastern Victoria Primary School (NEVPS) worked together to support a Year 5 student at risk of expulsion in December 2015. The School Principal was honest with his community and reassured them, the school would invite additional support from TESSA Inc., introduce new approaches and set aside funds to address *Rey's behaviour.

Rey is a traumatised student and despite the school's well-planned intervention, he exhibited really low self-esteem and an inability to self-regulate his actions or establish relationships with his peers or staff. His behaviour was considered very violent and unpredictable and he would return to school in 2016. NEVPS has an enduring history of support for students, particularly emphasising early intervention and differentiation of individual needs to change behaviour.

NEVPS sought to truly understand 'trauma'. To this end, the school requested the expertise of TESSA Inc. to provide a wrap-around service to this student and staff. Engagement Support Officers (ESOs) were employed to work with Rey five days a week during semester one, 2016. Their approach was seen as "calm and different".

The MAT Life Skills program was arranged one to one for Rey and subsequently, for other specific groups of students during term time. Managing Challenging Behaviours training was scheduled for staff working directly with Rey and then for all staff.

*Pseudonyms (privacy)

Extra planning time was organised for Rey's classroom and physical education (PE) teacher and a Functional Behaviour Assessment was undertaken by a consultant to further inform the Behaviour Management Plan (BMP).

Interviews were conducted with key staff from TESSA Inc. and NEVPS to determine if TESSA Inc. services made a difference to the outcomes for Rey and his teachers. Four key questions were considered: "What was done for Rey, his classmates, his teachers and the community"?

After this partnership and intervention, NEVPS found Rey improved his 'in class' time and would work on an individualised program. He participated in a literacy intervention program and his reading improved from Foundation level 5 to 18 by June 2016. Rey self-regulated his behaviour better during minor incidents and his social interactions with peers and younger children have improved. With prior preparation, Rey joined his class in other classrooms and some year level activities. Now Rey takes a few risks, plays two square games with other children in the yard and plays in the school's soccer team. He has formed bonds with some peers and sees them outside school. Rey also developed positive relationships with teachers and Education Support Officers.

The wrap-around service to this student and staff from TESSA Inc. working in partnership with the NEVPS school leadership team, regional student support staff, an external consultant and a family agency made a significant difference to the participation and safety of Rey, his peers and staff at the school.
Trudy Thomson, Researcher

Financial Reports

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Committee's Report

For the year ended 30 June 2017

Your committee members submit the financial accounts of the Therapeutic Engagement Support Services Association Incorporated for the financial year ended 30 June 2017.

Committee Members

The names of committee members at the date of this report are:

Position	Director
Chairperson Founding Member Nominee	Aimy McAninly
Co- Chairperson Elected Director	Rodrigo Castellanos
Treasurer Founding Member Nominee	Alan James
Secretary Elected Director	Victoria Triggs

Principal Activities

The principal activities of the association during the financial year were to provide programs and services in three core streams:

- MAT Life Skills Programs;
- Engagement Support Officer Services Training;
- Professional Learning: Managing Challenging Behaviours and Protective Practices

Significant Changes

No significant change in the nature of these activities occurred during the year.

Signed in accordance with a resolution of the Members of the Committee on:

 _____ Date 18/10/17

 _____ Date 18.10.17

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Detailed Profit and Loss Statement

For the year ended 30 June 2017

	2017	2016
	\$	\$
Income		
Sales of Goods		323
Membership Fees	4,980	5,734
Training Income		
Training Income - ESO	1,320	24,148
Training Income - LS Program	211,357	153,769
Training Income - PD	6,650	13,319
Training Income - Workplace		2,660
Interest received	46	114
Total income	<u>224,353</u>	<u>200,067</u>
Expenses		
Accountancy	2,157	3,119
Audit Fee	2,888	
Bank Fees And Charges	122	125
Consultants fees - IT & Process developmt	1,069	1,063
License & Registration Fees	167	
Insurance	1,829	1,743
Life Skills Program Manager	20,558	
Life Skills Administration	9,295	
MAT Community Development Pilot	4,000	
Mat Admin Fees		
MAT Admin Fees - Life Skills	7,469	6,737
MAT Admin Fees - ESO	311	5,167
Printing & stationery	1,309	370
Rent on land & buildings	68	
Staff training		
Staff Training - ESO	460	5,426
Staff Training - PD	561	551
Subcontractors		
Subcontractors	37,859	70,914
Subcontractors - ESO		3,643
Subcontractors - LS	139,212	122,342
Subcontractors - PD	4,844	2,102
Travel, accom & conference	38	239

The accompanying notes form part of these financial statements.

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Detailed Profit and Loss Statement

For the year ended 30 June 2017

	2017	2016
	\$	\$
Total expenses	234,218	223,541
Profit (loss) from ordinary activities before income tax	(9,865)	(23,474)
Income tax revenue relating to ordinary activities		
Net profit (loss) attributable to the association	(9,865)	(23,474)
Total changes in equity of the association	(9,865)	(23,474)
Opening retained profits	18,127	41,600
Net profit (loss) attributable to the association	(9,865)	(23,474)
Closing retained profits	8,261	18,127

The accompanying notes form part of these financial statements.

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Detailed Balance Sheet as at 30 June 2017

	Note	2017	2016
		\$	\$
Current Assets			
Cash Assets			
Cash at bank - CBA Business Trans #2713		7,807	17,441
Cash at bank - CBA Online Saver #4461		30,043	
		<u>37,851</u>	<u>17,441</u>
Current Tax Assets			
GST payable control account		(7,769)	(3,837)
Input tax credit control account		8,181	4,524
		<u>412</u>	<u>687</u>
Total Current Assets		<u>38,262</u>	<u>18,128</u>
Total Assets		<u>38,262</u>	<u>18,128</u>
Non-Current Liabilities			
Financial Liabilities			
Unsecured:			
Loans from related companies		30,000	
		<u>30,000</u>	
Total Non-Current Liabilities		<u>30,000</u>	
Total Liabilities		<u>30,000</u>	
Net Assets		<u>8,262</u>	<u>18,128</u>

The accompanying notes form part of these financial statements.

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Detailed Balance Sheet as at 30 June 2017

	Note	2017	2016
		\$	\$
<hr/>			
Members' Funds			
Issued Capital			
Issued & paid up capital		1	1
Accumulated surplus (deficit)		8,261	18,127
Total Members' Funds		<u>8,262</u>	<u>18,128</u>

The accompanying notes form part of these financial statements.

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Statement by Members of the Committee

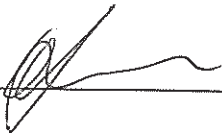
The Committee has determined that the association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements and the Associations Incorporations Reform Act 2012.


In the opinion of the Committee the Detailed Profit and Loss Statement, Detailed Balance Sheet, and Notes to the Financial Statements:

1. Presents fairly the financial position of Therapeutic Engagement Support Services Association Incorporated as at 30 June 2017 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that the association will be able to pay its debts as and when they fall due.

The Committee is responsible for the reliability, accuracy and completeness of the accounting records and the disclosure of all material and relevant information.

This statement is made in accordance with a resolution of the Committee and is signed for and on behalf of the Committee by:


_____ Date 18/10/17


_____ Date 18/10/17

LDB Audit Services Pty Ltd

ACN 123 774 569 ABN 59 123 774 569

1-3 Albert Street, Blackburn Vic 3130

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Working as One

Therapeutic Engagement Support Services Association

Independent Audit Report to the members of Therapeutic Engagement Support Services Association

Report on the Financial Report

We have audited the accompanying financial report being a special purpose financial report, of Therapeutic Engagement Support Services Association, which comprises the balance sheet as at 30 June 2017, the income and expenditure statement for the year then ended, and notes comprising a summary of significant accounting policies and other explanatory information.

Committee members' Responsibility for the Financial Report

The committee members of Therapeutic Engagement Support Services Association are responsible for the preparation of the financial report and have determined that the basis of preparation described in Note 1, is appropriate to meet the requirements of the Associations Incorporations Reform Act 2012 and is appropriate to meet the needs of the members. The committee members' responsibility also includes such internal control as the committee members determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by committee members, as well as evaluating the overall presentation of the financial report.

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

Opinion

In our opinion, the financial report presents fairly, in all material respects, the financial position of Therapeutic Engagement Support Services Association as at 30 June 2017, and its financial performance for the year then ended in accordance with Note 1 to the financial report and Associations Incorporations Reform Act 2012.

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Working as One

Therapeutic Engagement Support Services Association

Independent Audit Report to the members of Therapeutic Engagement Support Services Association

Basis of Accounting

Without modifying our opinion, we draw attention to Note 1 to the financial report which describes the basis of accounting. The financial report is prepared to assist Therapeutic Engagement Support Services Association to comply with the financial reporting provisions of Associations Incorporations Reform Act 2012. As a result, the financial report may not be suitable for another purpose.

LDB Audit Services Pty Ltd

LDB Audit Services Pty Ltd
1-3 Albert Street
BLACKBURN VIC 3130

HILTON MILLER
DIRECTOR

Dated this 7TH day of December 2017

Acknowledgements

The Therapeutic Engagement Support Services Association Inc. acknowledges the following organisations and individuals in appreciation of their valuable support during 2016-2017.

Founding Organisations

- MAT Program Pty Ltd
- Croydon Community School

Government Departments

- Department of Education and Training
- Department of Health and Human Services

Education Networks

- Outer Eastern Local Learning and Employment Network
- School Focused Youth Service (SFYS)
- atEAST School Based Apprenticeships & Traineeship

Community Agencies

- Child & Youth Mental Health Service (CYMHS)
- Uniting Care Connections
- Eastern Health
- Kildonan Strengthening Family Services
- Anglicare Victoria

Consultants

- Paris Financial Services
- Virginia Golding, Child and Family Therapist
- Victoria Triggs, Director Leading Lady Consultancy

Tertiary Institutes/Courses

- Chisholm TAFE Community Services and Youth Work
- Swinburne Institute Community Services
- RMIT Youth Services
- Box Hill Institute Youth Services
- Holmesglen Institute Community Services
- Victoria University Bachelor of Education
- Monash University Department of Social Work

Martial Arts

- Shukokai Karate Victoria
- Mindfulness in Motion
- Warrandyte Aikikai Aikido
- Tans Martial Arts supplies
- Seido Karate Bayside