



Therapeutic Engagement Support Services Association Incorporated

Annual report 2018



TESSA Inc. is proud to work on the Traditional lands for the Wurundjeri People of the Kulin Nation.
We pay respect to Elders past, present and future, and recognise that sovereignty was never ceded.

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Chair's report

2017–2018 has been an exciting year for TESSA Inc. Our evolution to become an independent organisation is reflected in our revised Constitution. We wish to thank Croydon Community School for their support as an initial Founding partner. We have strengthened our foundations for expanding TESSA Inc. work in education and community environments, and contributing more in schools and recreation bodies.

We have welcomed new members, and unfortunately had to farewell others.

I would like to thank the following TESSA Inc members for all their work and commitment; Alan James as Treasurer in 2017, and Aimy McAninly, our previous chair. Also, Victoria Triggs, as CEO is driving the uplift for TESSA Inc. to succeed into the future.

Welcome to Darek Lebek as a Director. Darek has established the Child Safe policies and procedures. Welcome also to Ash Heriot as the MAT Pty Ltd representative. Ash brings contemporary knowledge of the education system. Welcome back to Rodrigo Castellanos as Treasurer in 2018. Thanks to Jane Weston for being the assistant Company Secretary and the other directors for all their work in guiding TESSA Inc. in this phase of transformation.

I would also like to thank Clint Cassell, Rodrigo Castellanos as Program Managers, and all the Education Support Officers and Life Skills Instructors, for their passion and commitment, and for creating the difference that TESSA Inc. makes to children, young people and their families every day.

Robyn Webb

Co-Chair, Acting Chairperson

TESSA Inc. Board of Directors

Chief Executive Officer report

Welcome to the 2017–2018 TESSA Inc. Annual Report. This last financial year has focussed on growth and a continuing pathway towards sustainability of our highly respected suite of programs and services.

The successful growth of the MAT Life Skills programs in 2017 enabled the employment of Rodrigo Castellanos as a fulltime Program Coordinator from January 2018. The 2017 Community Development Pilot led by Alan James expanded our engagement with community agencies involved in providing support to young people. A Smart Circuit Life Skills program was successfully trialled by Ash Heriot. The establishment of a MAT Program Facebook page has enhanced our public profile and reach, beyond our word of mouth promotion.

“The life skills program works with personal and social capabilities which are reportable through the Victorian Curriculum. Our students have learnt self-awareness and management through the life skills program.”

“The program uses life skills to teach skills to our children that they can carry throughout their life. As the class teacher is present throughout the program the skills can be reinforced and practiced in the classroom.”

In 2017, we accepted the opportunity from the Croydon Community School Council for TESSA Inc. to assume sole responsibility for the delivery of Engagement Support Services (ESS) and Professional Learning (PL) Programs. This transition was underpinned by financial support from our founding partner MAT Pty. Ltd., which enabled a fulltime combined position of ESS Program Manager and PL Coordinator to be established in January 2018. These programs are led by Clint Cassell.

Danielle Nielsen is thanked for her significant support as the inaugural TESSA Inc. Administrative Officer, and subsequent mentor to Felicity Cassell taking up the role on a part-time basis in 2018. We are very pleased that Danielle has continued working with us as a book keeper.

In May we received a grant from The R E Ross Trust for our project Sustainable Student to Student Support. “The R E Ross Trust is a perpetual charitable trust established in 1970 in Victoria by the will of the late Roy Everard Ross.” Through this support, Natalie Deacon was employed on a part time basis as the Engagement Support Officer Placement (ESOP) coordinator, with the aim of increasing the number of schools involved in our innovative program. Also, Dr John Owen was engaged as an independent evaluator of the ESOP model. Dr Owen commenced his research in June 2018.

The establishment of an Operations team comprising the Chief Executive Officer and Program Managers has strengthened our implementation monitoring and enabled greater sharing of ideas and approaches across our core streams of MAT Life Skills, Engagement Support Services and Professional Learning.

Directors have willingly taken on extra responsibilities to ensure that TESSA Inc. governance is in accordance with our Constitution, including Robyn Webb as Acting Chairperson and Communications Officer.

Mostly importantly the staff, members, volunteers and supporters of TESSA Inc. are sincerely thanked for their passion and commitment to making a difference to the present and future 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, 13 June 2018, specifies the Board composition as one founding partner nominee, and six 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 revised constitution also designated a Board Director portfolio of Child Safe Officer.

The purposes of the Association reflect the scope of programs and services provided by TESSA Inc. and support to members, staff and volunteers.

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 the 2017 Business Improvement Plan. 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	稳
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 members



Robyn Webb GAICD

Co-chair, Communications Officer

Robyn is a technology consultant with over 30 years' experience in a number of capacities with enabling businesses, government agencies and not for profits by aligning their technology services to their business objectives.

She has also advised business and government on various issues regarding business practices, procurement and technology and has delivered strategies, governance and projects that have transformed business productivity. She is passionate about equality in society and people having the opportunity to create their lives.

Qualifications

- Bachelor of Applied Science in Computer Studies
- Certification in Production and Inventory Management
- Graduate Diploma in the Arts (Classical Studies)
- Company Director's Course
- Masters in Business Administration (Executive)



Victoria Triggs GAICD

Chief Executive Officer and Company Secretary TESSA Inc.

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 recently researched and documented Women's Housing Limited support to women and children in providing safe, secure and affordable housing choices, in acknowledgement of their 21 years of service.

She is a regular presenter to Leadership Victoria Board Leadership and specialised 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
- Graduate Australian Institute of Company Directors Course
- Graduate Diploma Educational Administration, University of Melbourne
- Leadership Victoria Fellow
- Bachelor Science Education, University of Melbourne



Rodrigo Castellanos

Treasurer, MAT Life Skills Program Manager

Rodrigo has over 15 years' experience in project management, sustainability and environmental markets. In 2010 Rodrigo cofounded 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)



Jane Weston

Assistant Company Secretary

Jane Weston is an experienced educator, writer and project manager. Jane's 35 year education career includes work as a teacher, policy maker, manager and resource developer. Jane has managed a range of national and international education initiatives, and has extensive experience in developing resources for teachers and school leaders in areas of considerable educational significance, including Indigenous education, Studies of Society and Environment, body image, values, conflict resolution and peace education. Jane is currently an education consultant and writer. Jane co-wrote the 2014 publication 'Understanding and Addressing the Needs of Children and Young People Living With Fetal Alcohol Spectrum Disorders (FASD) - a resource for teachers'.

Qualifications

- Most Significant Change evaluation methodology - Accredited Facilitator
- Graduate Diploma in Education (University of Melbourne)
- Graduate Diploma in Librarianship (University of NSW)
- Bachelor of Arts, Hons (La Trobe University)



Darek Lebek

Child Safe Officer

Darek has extensive teaching and coaching experience with men, women and children of all ages in a variety of settings, including designing and teaching self-defence professionally in South Africa. He has also run his own businesses for a number of years and has been involved in delivering projects around the world.

Darek has been involved with the MAT program since 2013. He was introduced to meditation and personal development in his early teenage years and the exploration of mind and personal development quickly became one of his passions.

Darek began studying martial arts in 1986 and has been running a karate school for the last 15 years. He currently holds the rank of 5th degree Black Belt in Karate and has taken part in many national and international tournaments. Some of the highlights of his martial art include:

- winning team in the World Seido Karate tournaments in New York in 2006

- winning first place in Kata competition in the world tournament in New Zealand in 1998
- winning the Australian SOGO Title in the Overall Australian Seido Championship in 2013.

His life mottos are 'Life is a path of continuous learning' and 'If you fall down 7 times, get up 8 times.'

His qualifications include a Diploma in Building and Construction and Project Management.



Ash Heriot

Director and Founding partner nominee

Ash has been involved with youth as a Sports Coach and Fitness Instructor for over 15 years. In 2016, he qualified as a Youth Worker in addition to completing the TESSA Inc. "Managing Challenging Behaviours" and "Protective Practices" courses.

During 2016, Ash began working in educational support through TESSA and was able to see first hand the excellent results achieved through working with students.

In 2017, Ash conducted therapeutic life skills programs through TESSA and these experiences gave him great insight into the fantastic work the organisation does.

As a board member I look forward to continuing to support the great work they do.



Clint Cassell

Engagement Support Services Program Manager Professional Learning Coordinator

Clint has a certificate IV in Training and Assessment and is the coordinator and lead facilitator of TESSA's Professional Learning program. Clint works with all levels of school staff through both Professional Learning sessions and 1:1 coaching. Training areas include 'Managing Challenging Behaviour' and 'Protective Practice'

where Clint draws upon his skills and experiences when working with those with challenging behaviours.

Clint also manages TESSA's Engagement Support Officer (ESO) program, where skilled support staff work with mainstream schools to better cope with and manage students presenting high level behaviours of concern.

Clint is passionate about making a positive difference in the world and is a strong believer that having an impact for the better isn't easy; however, it is important to do.

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 government departmental funding.

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 2017–2018 financial year.

The continued strong growth in MAT Life Skills programs, with both new and returning schools and agencies being supported is evident in the following report. Highlights include significant demand for services in regional Victoria, and extension of programs to enable instructors to support sustainability of the gains made by children and young people. Evaluations and feedback from schools and agencies show that the Program is an effective intervention approach to retain children and young persons' engagement in their education by enabling them to meet the challenges in their life.

“We were really pleased that students who don't normally participate much in the classroom were getting involved, answering questions and beginning to show leadership. Definitely would recommend it to other schools.”

The data and analysis of the Engagement Support Services shows their evolution and adaptation in response to school, agencies need, and the policy compliance requirements of the Department of Education and the Department of Health and Human Services. Highlights include building of teacher and aide capacity, enacting the aim of supporting the school to support the child. The transitioning of Engagement Support Officer Placement tertiary students onto employment as Engagement Support Officer roles.

Professional Learning programs of Managing Challenging Behaviour Training (MCB) and Protective Practice Training (PP) delivered during school terms and during the school vacations show increased uptake across schools and in participation levels. Highlights include development of a third base module for PP and the engagement of schools in both PP and MCB training. Extended support to schools is offered through Professional Learning Coaching enabling the application of theory and approaches to daily practice of staff.

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

A strategic 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.



Partner teisho

The 2017 Annual General Meeting of 15 November included the launch of the CODE Apparel as sale items.

In the latter part of 2018 initiatives are being designed for trialling and implementation in 2019.

These include CORE (Compassion, Openness, Respect, Endurance/Empathy), Mindfulness in Motion as new programs. There are also New Projects and New Service users, including Eastern Football League and Headspace.

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 and procedures development (Conflict of Interest policy and procedures; review social media policy and procedures)
- Documentation of corporate memory as flowcharts of key processes
- Risk Management Plan, reviewed as a Standard Agenda item by the Board and the Operations Team
- Compliance requirements of the Commission for Children and Young People in Child Safe Standards (CSS) (Policy, Procedures, Code of Conduct). Darek Lebek was appointed as the Child Safe Officer, with the revised Constitution having this as a Board Executive position with a defined position description. The Standards are reflected upon by the Board and the Operations Team at each meeting. Board and staff professional development was led by the Child Safe Officer.

Director professional learning was engaged in as an important capacity building action, the outcomes of which were reported on at monthly Board meetings, with associated professional reading and web links circulated across all Directors.

Financial accountability has continued to be a vital Board responsibility, in light of taking on increased solo responsibility for programs and services. This is in the context of keeping fee for service at an affordable level for schools, agencies and families.

We will be engaging in a collaborative process to develop the TESSA Inc. Strategic Plan 2019–2022 and welcome all input.

Therapeutic engagement support services and programs

Engagement support services

Engagement Support Officer (ESO) program

	2017		2018	
	Term 3	Term 4	Term 1	Term 2
ESO shifts delivered to schools:	185	170	59	173
Number of schools using ESO Support:	9	7	4	6

2017–2018 has seen a change in the way schools are using ESOs with less emphasis on volume and more on quality of service. ESOs are now being used far more as part of a targeted intervention program to complement on overall school approach encompassing a range of support services, including TESSA Inc. professional learning in many cases.

While this has meant less employment opportunity as an ESO through TESSA Inc. it is leading to a positive change in the way ESOs are being used, with schools receiving more benefit through the intended approach of leading to an increase in staff capacity for schools.

Engagement Support Officer Placement (ESOP) program

	2017		2018	
	Term 3	Term 4	Term 1	Term 2
Placement shifts delivered to schools:	400	654	139	363
Number of schools using ESOP Support:	9	9	4	15
Number of placement students during 2017–2018:				62
Number of placement students going on to do ESO work during 2017–2018:				10

The ESOP program has continued to develop in schools leading to positive outcomes for both schools, that benefit from having the support of appropriately minded and motivated individuals, and the placement students who benefit from a wide variety and range of experience as they do placement in various schools with TESSA's guidance.

Term 3 2017 saw the inception of a new element to the placement model – Social work placement students. TESSA Inc. has trialled this for two terms in 2017, with encouraging successes. This more wellbeing focused aspect of the model so far has shown good promise and potential to assist schools not just with 1:1 engagement work under the supervision of staff, but also to add more to the development of support documentation, networks and tools that schools use to improve overall student behaviour and engagement in school.

During this time, TESSA Inc. has had some notable success stories with tertiary students who have gone on to be employed as ESOs working with targeted intervention programs for challenging students in select schools.

We would like to take this opportunity to thank all ESO and ESOP students for their tremendous work this year. Much has been achieved as we continue to focus on improvement within all programs.

MAT Life Skills program

MAT Life Skills	2014–2015	2015–2016	2016–2017	2017–2018
Students	1,716	1,620	1,812	2,068
Schools	143	135	151	162
Sessions	1,144	1,080	1,208	1,408
Hours	1,716	1,296	1,459	1,690

MAT Life Skills	2017		2018	
	Term 3	Term 4	Term 1	Term 2
Students	580	540	336	612
Schools	52	45	26	39
Sessions	416	360	224	408
Hours	499	432	269	490
Programs	58	54	28	51

191 MAT Life Skills programs 2017–2018

This year we have seen a significant consolidation of the MAT Life Skills Program, particularly when it is deployed as a targeted intervention for young people at risk of disengaging from education.

Completed school and agency feedback demonstrate that our program has been particularly successful in addressing the following personal and social capabilities:

- Express emotions appropriately
- Recognise Emotions
- Become confident, resilient and adaptable
- Negotiate and resolve conflict
- Communicate effectively

“It has helped our students understand emotional regulation and how that ties into real life. They have had the chance to practice this which is usually a difficult exercise to have them engage with.”

A particular innovation this year was the introduction of the Sustainability Life Skills Program. This program aims to maintain longer term contact with young people by delivering a core set of sessions (e.g. 8) in one particular school term with strategically placed follow up sessions in the following months. This allows instructors to touch base

with young people over an extended period of time, assess the long-term impact of the program and reinforce the life skills learned through it. It also offers the opportunity to maintain the positive relationships that have been formed during program delivery.

Another point worth noting this year has been the high demand of services in regional Victoria. MAT Instructors have travelled to regional areas such as Seymour, Shepparton, Wodonga, Corryong, Yea, Broadford and Alexandra to deliver programs. The demand of services in regional areas is significant and our program has been extremely well received by schools and agencies in these areas.



Building trust in a safe environment

Our newly created Professional Wellbeing Program has been well received by schools. These sessions have focused on providing stress management, teamwork and self-care tools and strategies to the teachers and ES staff within several Victorian schools. The format of the program complements our existing Professional Learning model and offers a wellbeing focus with a particular emphasis on personal self-care rather than the more content focused professional development.

This year, we consolidated important programs in partnership with key community agencies such as Headspace, Berry Street, Bunjilwarra, Birribi, Camcare, Eastern Health, Monash Health and YSAS. All these programs support young people with different therapeutic needs to those within the education system and require innovative and collaborative relationship building between TESSA and our partner agencies.

Thank you to all staff involved in our programs this year. As we grow, learn and connect with like-minded people and programs, we look forward to continuing engagement with a broader base and continuing program improvement.

“The MAT program is helping our students to understand that being CALM is key to getting things done and achieving positive outcomes. It is also helping them develop the idea that ‘I can only control myself. This has aligned perfectly with the school’s work with these students.’”

TESSA professional learning

Managing Challenging Behaviour training

TESSA's Managing Challenging Behaviour training has been running since 2010, and was developed for the purposes of training Engagement Support Officers (ESOs) to work successfully with challenging student behaviour in schools. The context of this training has since been broadened to working with challenging behaviour of people in general. It is suitable for all contexts ranging from agency workers, care workers and school aides working with children, to those working with adults and parents and, indeed, any working professional required to work with people in situations that may be or become challenging.



Managing Challenging Behaviour training

This broadening of the audience has met with more and more success with the training now regularly including ESO trainees, placement students, social workers, both teachers and aides from schools as well as TAFE teachers.

TESSA Inc's 3 day Managing Challenging Behaviour training continues to be run at the end of each school term with increasing success and attendance as the training is becoming better known. Demand for the ninety-minute modules for school staff are also increasing, which is encouraging, as the aim of this training is to better facilitate a pre-emptive approach to working with challenging behaviour and avoiding critical incident situations that may otherwise occur.

In recognition of their training expertise, TESSA Inc. was approached by the Knox Principal Network to conduct a 5 session course for staff from 11 different schools in the network. This training was cited as a success with strong positive feedback and leading to a number of the schools becoming more aware of what TESSA does and engaging more of its services as a result.

3 day training		90 minute sessions	
Sessions:	4	Sessions:	17
Participants:	82	Schools:	21
		Participants:	323

Protective Practice training

90 minute modules	
Sessions:	41
Schools:	16
Agencies:	2
Participants:	516

Professional learning coaching

TESSA Inc. has continued to develop what was originally the ‘ESO coaching’ pilot into professional learning coaching. The program was originally set up as a targeted intervention program designed to work directly with individuals to small groups of teachers and/or ES staff. The program has grown to include ESO skills combined with Professional Learning knowledge and delivery skills to benefit schools and help them to assimilate practical behaviour management and theory approaches into their day-to-day operations.

The professional learning coaching program uses a collaborative and reflective approach to better work with a variety of school approaches and staff experiencing challenges. Programs range from a minimum of 4 to 8 weeks or more, designed to organically adapt to the individual situations TESSA Inc. has been called upon to support. So far the program’s customised approach has been deemed successful with a number of schools reporting improvement in student behaviour, most notably with far less critical incidents occurring.

“It was just what we needed! One of the teachers said you saved her life, bringing a realisation in to her home world with an analogy to explain her experience. We also made sure we did some broccoli breathing in our meeting tonight.”

Using this program in conjunction with TESSA Inc. professional learning modules has also been reported as successful in facilitating staffs’ ability to more effectively apply learned theory and strategies to their day-to-day practice.

P/L coaching programs	
Programs:	4
Sessions:	24
Schools:	4
Participants:	13

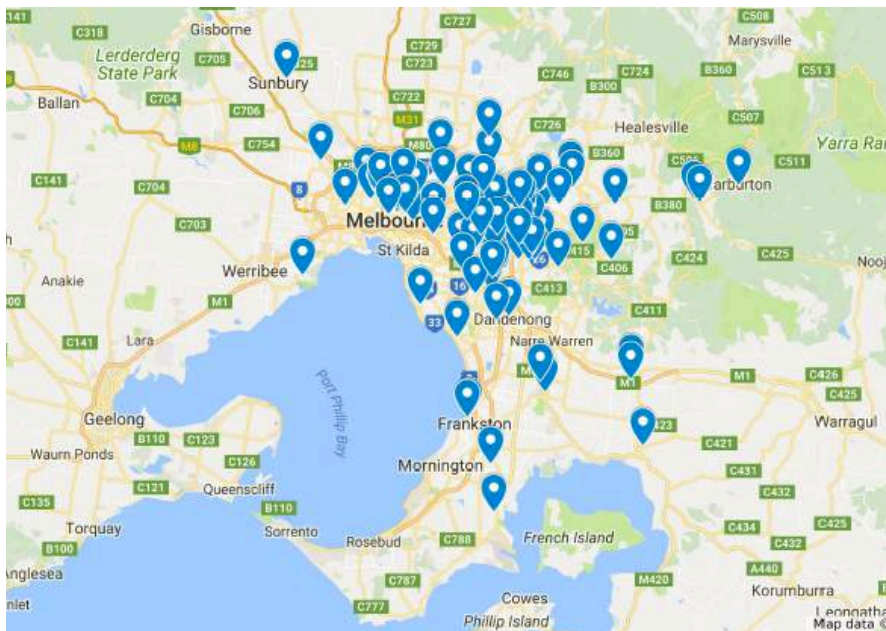
Professional learning program approach and development

The increase of TESSA Inc. Protective Practice training from 2 to 3 base modules has led to consistent improvement in the outcomes of training delivered to school staff. The increases time has facilitated everything from having another session for staff to return to with troubleshooting questions and thoughts to having more time to explore particular scenarios and for staff to go over how to apply the training elements to individual situations.

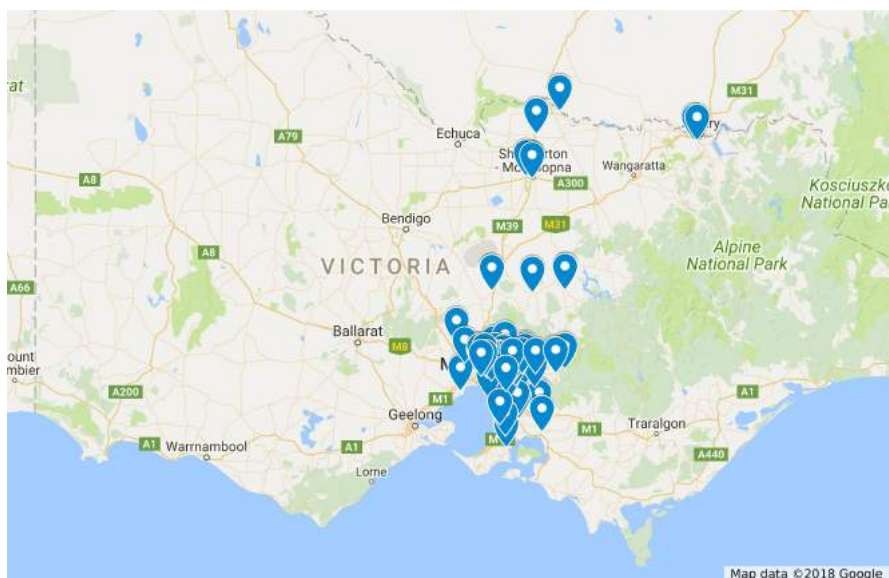
In addition to this the Professional Learning program is putting more emphasis on schools engaging elements of the Managing Challenging Behaviour training to complement the more commonly used Protective Practice training. Feedback from schools has shown how training is more successful when complemented with trauma informed understanding, the ‘why’ of a different approach being needed and having a more pre-emptive rather than reactive, approach to behaviour management.

TESSA Inc. programs: In summary

The two maps below show the spread of TESSA Inc. programs delivered during the 2017–18 financial year.



TESSA Inc. programs delivered in metropolitan Melbourne



TESSA Inc. programs delivered in regional Victoria

Thank you to all TESSA Inc. staff and volunteers for their important and high quality inputs throughout the year. Evaluation data, including very positive testimonials attest to the success of the programs delivered with passion and energy.

Special feature

Research learning placement projects

Reflections from students undertaking Social Work at Monash University

Inclusion, engagement, wellbeing, trauma informed practice and experiencing success are key concepts when reflecting about successful teaching and learning interventions in schools. Bonnie Munday and Ben Dunn were two students undertaking Social Work degrees at Monash University. At the Therapeutic Engagement Support Services Association Inc. (TESSA Inc.) Annual General Meeting in November 2017, participants were privileged to listen to reflections about their placement experiences at Croydon Community School (CCS) as Engagement Support Officers (ESO).

Bonnie began her placement by completing Managing Challenging Behaviours (MCB) and Protective Practices (PP) training. These two programs gave her skills, understandings and strategies to work with a range of behaviours. Importantly, Bonnie reflected that when confronted with a range of challenging situations, she had a number of techniques to draw upon, including de-escalation, conflict resolution and redirection strategies. Bonnie also reflected on how important it was to understand what was happening for individual students during meltdowns and in terms of having the confidence to deal with a range of situations. She also reflected on the importance of casting interventions in the wellbeing space and the centrality of building meaningful and positive relationships with students. She spoke about the efficacy of the wellbeing team at CCS and its ability to build and foster these relationships between students, educators and the broader community.

Whilst on placement, Bonnie also conducted research about Department policies around the therapeutic use of animals in schools. She identified a gap in the current policy frameworks and drafted a policy for both local and wider use. Her interest was in initiating a 'Dogs for Life' program at CCS, more specifically, in introducing Maggie (a therapy dog) into the school community. Animals have been shown to calm young people affected by trauma. Bonnie also conducted an evaluation of the program in order to demonstrate a range of positive benefits on both individual students as well as the broader school community. She found that students suffering anxiety became relaxed and calm when holding, patting or sitting with Maggie. She also reported that communication with strangers was easier for students when they took Maggie for walks through the main streets of Croydon.

Ben Dunn also undertook a two-month placement at CCS as well as a few days at Carrington Primary School. As an Engagement Support Officer, Ben spoke about the centrality of focusing on wellbeing and of acknowledging the individuality of each student. He cooked with students to build rapport and trust and provided an opportunity for students to develop their social skills. He also worked one-on-one with a student returning from suspension.

Ben reflected on his experiences at Croydon Community School in terms of the 'paradox of schooling', that is, the need for understanding of the individuality of all students (previous history with trauma, attachment and drug and alcohol use), as well as the

requirement of school needing structure and systems so that there is consistency. Ben saw the importance of individuality in wellbeing and the absolute requirement for structure in the classroom. Ben also noticed that being self-aware was important in his work with students, and that at times he needed to be different versions of himself to meet the needs of the moment. Above all, he realized how important rapport with student is in both wellbeing and ESO work, and that ultimately and most importantly, the power of meaningful relationships in being able to create significant and positive change.



*Bonnie Munday, Steve Golding, Benn Dunn and Dr Ben Whitburn
at the 2017 TESSA Inc. Annual General Meeting*

Inclusive education: Am I part of the problem or part of the solution?

Dr Ben Whitburn, Lecturer, Faculty of Arts and Education, Deakin University gave the keynote presentation at our 2017 TESSA Inc. Annual General Meeting. Ben asked us all to think about the significance of an inclusive education system. He challenged us to think about the question:

‘When we talk of including, into what do we seek to include?’ He posited that every person is an individual and brings strengths and challenges to a group-learning environment. There is no ‘normal’ in any given group, but rather individual potential that requires individual teaching and learning strategies in order to unlock that potential. In this context, the notion of inclusion is not all that it seems, for normative inclusion to be enacted, one must have a permanent under-cohort of the excluded. Ben explored these ideas by looking at disability in Australia. He cited Price Waterhouse Cooper research that found that in 2011, Australia ranked 27th out of 27 OECD countries for quality of life for people designated as living with disabilities. Approximately 45% of people with disabilities live either near or in poverty.

Ben proposed that inclusive education be reimagined and redefined in order to address the needs of all students in schools. He drew on the work of Roger Slee who argues that continuing to think in terms of the regular school or the special school obstructs progress

towards inclusive education. Like Slee, Ben contends that we need to build a better understanding of exclusion, of the foundations of the division between special and regular education, and of school reform as a precondition for more inclusive schooling in the future. Put succinctly,

‘Inclusive education ... requires that we seek understanding of exclusion from the perspectives of those who are devalued and rendered marginal or surplus by the dominant culture of the regular school.’

Ben challenged those present to think about a more innovative definition of inclusive education and a genuine commitment to school reform that steps aside from notions of regular schools and special schools.

Audited financial statement

Therapeutic Engagement Support Services Association Incorporated
ABN 19 730 722 494

Committee's Report For the year ended 30 June 2018

Your committee members submit the financial accounts of the Therapeutic Engagement Support Services Association Incorporated for the financial year ended 30 June 2018.

Committee Members

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

Position	Director
Co-Chairperson Elected Director	Robyn Webb
Treasurer Co-opted Director	Rodrigo Castellanos
Secretary Chief Executive Officer Elected Executive Director	Victoria Triggs
Founding Member Nominee	Ash Heriot
Elected Director Assistant Secretary	Jane Weston
Elected Director Child Safe Officer	Darek Lebek

Principal Activities

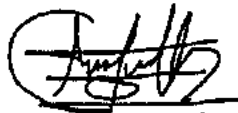
The principal activities of the association during the financial year were to provide programs and services in three core streams:

- MAT Life Skills Programs
- Engagement Support Services
- Professional Learning

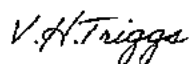
Significant Changes

The association assumed sole responsibility for the delivery of all Engagement Support Services from 1 January 2018.

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



Date 26 September 2018



Date 26 September 2018

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Detailed Profit and Loss Statement

For the year ended 30 June 2018

	2018	2017
	\$	\$
Income		
Membership Fees	4,697	4,980
ESO Service Income	65,121	1,320
Life Skills Program	334,167	211,357
Professional Learning	12,440	6,650
ESO Training Fee	1,964	
Grants	26,000	
Interest received	94	46
Total income	444,482	224,353
Expenses		
Bookkeeping & Accounting	2,742	2,157
Audit Fee	1,942	2,888
Advertising and promotion	6,187	
Bank Fees And Charges	280	122
Consultants fees - IT & Process developmt	335	1,069
Depreciation - plant	1,086	
ESO Cost	26,704	
License & Registration Fees	57	167
Insurance	2,118	1,829
Life Skills Program Manager	65,039	20,558
Life Skills Administration	4,152	9,295
MAT Community Development Pilot	4,880	4,000
MAT Admin Fees		
MAT Admin Fees - Life Skills	10,719	7,469
MAT Admin Fees - ESO	209	311
Printing & stationery	1,260	1,309
Professional Services	1,847	
Rent on land & buildings		68
Staff training		
Staff Training - ESO		460
Staff Training - PD	4,200	561
Subcontractors		
Subcontractors		37,859
Subcontractors - LS	215,763	139,212

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 2018

	2018 \$	2017 \$
Subcontractors - PD	9,161	4,844
ESO Program Manager	26,424	
ESO Admin	4,191	
Travel, accom & conference		38
Total expenses	389,297	234,218
Profit from ordinary activities before income tax	55,185	(9,865)
Income tax revenue relating to ordinary activities		
Net profit attributable to the association	55,185	(9,865)
Total changes in equity of the association	55,185	(9,865)
Opening retained profits	8,261	18,127
Net profit attributable to the association	55,185	(9,865)
Closing retained profits	63,446	8,261

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 2018

	Note	2018	2017
		\$	\$
Current Assets			
Cash Assets			
Cash at bank - CBA Business Trans #2713		49,872	7,807
Cash at bank - CBA Online Saver #4461		24,242	30,043
		<u>74,114</u>	<u>37,851</u>
Total Current Assets		<u>74,114</u>	<u>37,851</u>
Non-Current Assets			
Property, Plant and Equipment			
Plant & equipment - at cost		1,086	
Less: Accumulated depreciation		<u>(1,086)</u>	
Total Non-Current Assets			
Total Assets		<u>74,114</u>	<u>37,851</u>
Current Liabilities			
Current Tax Liabilities			
GST payable control account		23,083	7,769
Input tax credit control account		<u>(21,871)</u>	<u>(8,181)</u>
		<u>1,212</u>	<u>(412)</u>
Total Current Liabilities		<u>1,212</u>	<u>(412)</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 2018

	Note	2018 \$	2017 \$
<hr/>			
Non-Current Liabilities			
Financial Liabilities			
Unsecured:			
Loans from related companies		9,454	30,000
		<u>9,454</u>	<u>30,000</u>
Total Non-Current Liabilities		<u>9,454</u>	<u>30,000</u>
Total Liabilities		<u>10,666</u>	<u>29,588</u>
Net Assets		<u>63,447</u>	<u>8,262</u>
Members' Funds			
Issued Capital			
Issued & paid up capital		1	1
Accumulated surplus (deficit)		<u>63,446</u>	<u>8,261</u>
Total Members' Funds		<u>63,447</u>	<u>8,262</u>

The accompanying notes form part of these financial statements.

Therapeutic Engagement Support Services Association Incorporated
ABN 19 730 722 494

Statement of Cash Flows
For the year ended 30 June 2018

	Note	2018 \$	2017 \$
CASH FLOWS FROM OPERATING ACTIVITIES:			
Receipts from customers		418,389	224,308
Payments to suppliers and employees		(386,308)	(233,821)
Grants received		26,000	-
Interest received		94	46
Interest paid		(280)	(123)
Net cash provided by/(used in) operating activities	4	<u>57,895</u>	<u>(9,590)</u>
CASH FLOWS FROM INVESTING ACTIVITIES:			
Purchase of property, plant and equipment		(1,086)	-
Loans to related parties		(20,546)	30,000
Net cash provided by/(used in) investing activities		<u>(21,632)</u>	<u>30,000</u>
CASH FLOWS FROM FINANCING ACTIVITIES:			
Net increase/(decrease) in cash and cash equivalents held		36,263	20,410
Cash and cash equivalents at beginning of year		37,851	17,441
Cash and cash equivalents at end of financial year		<u>74,114</u>	<u>37,851</u>

The accompanying notes form part of these financial statements.

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Notes to the Financial Statements

For the year ended 30 June 2018

Note 1: Summary of Significant Accounting Policies

This financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Associations Incorporations Reform Act 2012. The committee has determined that the association is not a reporting entity.

The financial report has been prepared on a cash basis and is based on historical costs and does not take into account changing money values or, except where specifically stated, current valuations of non-current assets.

The financial statements have been rounded to the nearest one dollar.

(a) Cash and Cash Equivalents

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

(b) Revenue and Other Income

Revenue is measured when the entity receives the funds.

Interest revenue is recognised using the effective interest rate method, which for floating rate financial assets is the rate inherent in the instrument.

Training income and donation income is recognised when the entity obtains control over the funds, which is generally at the time of receipt.

All revenue is stated net of the amount of goods and services tax (GST).

(c) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Tax Office. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense. GST asset and/or liability is included in the Financial Report and recognised at the end of the financial year.

(d) Income Tax

The association is exempt from income tax under Section 50-5 of the Income Tax Assessment Act 1997.

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Notes to the Financial Statements

For the year ended 30 June 2018

Note 2: Contingent Liabilities

There is no contingent liabilities.

Note 3: Events Subsequent to Reporting Date

There is no subsequent events after the reporting date.

Note 4: Cash Flow Information

RECONCILIATION OF OPERATING PROFIT AFTER INCOME TAX TO NET CASH PROVIDED BY OPERATING ACTIVITIES

	2018	2017
	\$	\$
Operating profit/(Loss)	55,185	(9,865)
Add back non-cash items:		
Depreciation	1,086	-
Changes in operating assets and liabilities: (Decrease)/Increase in trade and other payables	1,624	275
Cash flows provided by operating activities	<u>57,895</u>	<u>(9,590)</u>

Therapeutic Engagement Support Services Association Incorporated
ABN 19 730 722 494

Statement by Members of the Committee

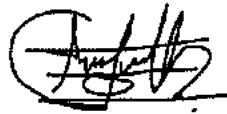
The Committee has determined that the association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements and the Associations Incorporations Reform Act 2012.

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

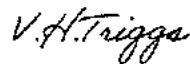
1. Presents fairly the financial position of Therapeutic Engagement Support Services Association Incorporated as at 30 June 2018 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that the association will be able to pay its 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 26 September 2018



Date 26 September 2018

LDB Audit Services Pty Ltd

ACN 123 774 569 ABN 59 123 774 569

1-3 Albert Street, Blackburn Vic 3130

PO Box 550, Blackburn Vic 3130

Telephone: 03 9875 2900

Facsimile: 03 9875 2999

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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 Audit of the Financial Report

Opinion

We have audited the accompanying financial report, being a special purpose financial report of Therapeutic Engagement Support Services Association (TESSA), which comprises the detailed balance sheet as at 30 June 2018, the detailed profit and loss statement for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial report of TESSA for the year ended 30 June 2018 is prepared, in all material respects, in accordance with the Associations Incorporation Reform Act 2012.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of TESSA in accordance with the auditor independence requirements of 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 our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 of the financial report, which describes the basis of accounting. The financial report is prepared to assist the Association for their reporting requirements under the Associations Incorporation Reform Act 2012. As a result, the financial report may not be suitable for another purpose. Our report is intended solely for TESSA and should not be distributed to or used by parties other than TESSA. Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance

Management is responsible for the preparation and fair presentation of the financial report in accordance with the Associations Incorporation Reform Act 2012, and for such internal control as management determines is necessary to enable the preparation of the financial report is free from material misstatement, whether due to fraud or error.

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

Those charged with governance are responsible for overseeing TESSA's financial reporting process.

LDB Audit Services Pty Ltd

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Working as One

Auditor's Responsibilities for the Audit of the Financial Report

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

LDB Audit Services Pty Ltd

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

HILTON MILLER
DIRECTOR

Dated this 27TH day of September 2018

Acknowledgements

The Therapeutic Engagement Support Services Association Inc. acknowledges the following organisations and individuals in appreciation of their valuable support during 2017–2018.

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 and Traineeship

Community agencies

Child and Youth Mental Health Service (CYMHS)
Uniting Care Connections
Eastern Health
Kildonan Strengthening Family Services
Brotherhood of St Lawrence
Headspace Frankston
YSAS Box Hill
Berry St, Noble Park
Monash Health

Philanthropic organisations

The R.E. Ross Trust

Consultants

Paris Financial Services
Virginia Golding, Child and Family Therapist
Dr John Owen
Tom Barton

Tertiary institutes/courses

Chisholm TAFE Community Services and Youth Work
Swinburne Institute Community Services
RMIT Youth Services
Box Hill Institute Youth Services
Victoria University Bachelor of Education
Monash University Department of Social Work
Royal Melbourne Institute of Technology (RMIT)
Holmesglen TAFE
Anglicare Victoria

Martial arts

Mindfulness in Motion
Rumblefish
Warrandyte Aikikai
Aikido
Trans Martial Arts supplies
Seido Karate Bayside

Administrative support

Felicity Cassell
Natalie Deacon
Danielle Nielsen