



TESSA Annual Report 2014



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Our office is on the Traditional lands for the Wurundjeri People of the Kulin Nation and we pay our respects to their Elders past, present and future. We acknowledge their spiritual relationship to their country.

Chairperson Report

The past 12 months have helped to reinforce the aims of our association particularly under the light of education and media events that are shaping the way we offer our services to the community. It has been also a great year to confirm our purpose to become a fully independent and sustainable organization that encourages the exploration of new opportunities to bring more positive change to more students, schools and our members.

At the center of the strategy to achieve and fulfill these opportunities has been the renaming of our organization from Therapeutic Martial Arts Association Incorporated to Therapeutic Engagement Support Services Association Incorporated. Although the martial arts component of our services is all-pervasive in the philosophy of resilience, tranquility, kindness and effort that characterizes all our activities, the Board identified as a prudent and strategic change to use a name that reflected the underlying reason of why we do what we do: to engage young people and in doing so, help them to better manage challenges in their lives.

This semester marks the release of the "MAT Program 2010-2013" report giving a comprehensive and evaluative

overview of the outcomes of the four year pilot conducted for the Department Of Education and Early Childhood Development (DEECD).

DEECD has been a significant benefactor to the delivery of MAT programs and services in schools, particularly in the inner and outer metropolitan areas of Victoria. The report substantiates the return on the Department's investment, through a cost effective model, delivering a range of outcomes: including improved student engagement in learning, improved student and staff wellbeing and improved safety in schools. The pilot established the applicability of therapeutic engagement support services for access by school across Victoria on an as needed basis.

TESSA Inc. is pleased that DEECD is continuing to financially support the delivery of therapeutic support services, whilst a transition is made to self-sustainability by 2017.

But this year has not been without its challenges which we have chosen to address as opportunities TESSA Inc. has consolidated its position as a quality assurance and training organization in the delivery of key services such as MAT Life Skills Programs and Engagement Support Officers Services and has also

identified a new and exciting segment of services that has been developed in response to the change of landscape in the education sector.

The first of these changes is the significant shift in DEECD policy and funding parameters resulting in schools having to utilise their budgets to train existing staff (teachers and aides) in managing students with challenging behaviours, rather than accessing external services (such as Engagement Support Officers employment).

Consequently, TESSA in consultation with the DEECD Policy Unit tailored Managing Challenging Behavior training and developed the Protective Practice Model to fit the needs and circumstances of schools. The development of these professional development services was possible thanks to the financial contribution of The Hugh D. T. Williamson Foundation since it enabled pilot programs to be conducted at no cost to schools in Ballarat. Currently a suite of three key programs exist under the umbrella of TESSA Professional Development Services: 3 day Managing Challenging Behavior Course, a 2 Day Protective Practice Course and a 90 Minutes Protective Practice Workshop. We expect 2015 to be running at least 3-4 of these workshops every term.

Another outcome was the need to identify and trial a cost effective and

sustainable model for recruitment, training and placement of Engagement Support Officers (ESO).

This has been achieved by actively engaging with Tertiary and Further Education (TAFE) students undergoing Community Services and Youth Work Services courses who need to arrange placement options for a predefined period of time, to satisfactorily complete their studies. TESSA Inc. strong relationships with schools and community agencies is the platform for coordinating placement of such students, once they have successfully completed Engagement Support Officer training, whilst being constantly and directly supervised by TESSA Inc., partnering community agencies and host schools. This model is currently being trialed involving 10 TAFE students and 4 schools.

Once again, the Hugh D. T. Williamson Foundation funding has assisted to develop this model, partnerships and quality assurance tools and to implement this model across rural Victoria and metropolitan Melbourne.

Due to the rotation of TAFE students it is expected that this model will provide sustainable and ongoing source of ESO personnel at the lowest possible cost for schools, while also benefitting the TAFE students by providing placement opportunities and industry specific training to enhance their personal and

professional development as youth workers.

All these opportunities and exciting developments mean that in 2014 TESSA services and programs, in collaboration with Croydon Community School, have reached over 200 schools and benefited 2,000+ young people. Similarly, this year 10 professional development workshops and training sessions have been delivered benefiting dozens of DECCD staff.

With this clear strategy and the blueprint of processes and tools that have been developed during this year, I am confident that 2015 will be the year to bring to market the unique approach of services and programs of our organization, as we progress toward full sustainability.

Finally I will like to mention that the strength of TESSA Inc. is its members. In their commitment to work with young people and their initiative in the development of programs and services to meet the different needs of our communities. TESSA Inc. remains committed to supporting its members in the creation and implementation of programs aligned with the mission of engaging young people and help them to identify ways of better manage changes in their lives.

But all this wouldn't be possible without the continuing support of our funders, supporters, Board of Directors and

members. To all of you thank you very much.

Steve Golding

Chairperson

TESSA Inc.



Governance

The Therapeutic Engagement Support Association Inc. (TESSA) is a not for profit organisation established on the 12 April 2013, with a Board of seven Directors. The TESSA Inc. Constitution specifies the Board composition as five elected member representatives and two founding partner representatives holding office for two years. To provide continuity, only two or three of the five elected positions fall vacant each year.

The TESSA mission is to promote and grow martial arts therapy programs at different levels of society with a holistic approach while delivering positive impacts and outcomes for young people's lives.

The purposes of the association are:

- (1) To provide a framework for the creation and delivery of therapeutic martial arts in Victoria and beyond,
- (2) To licence therapeutic martial arts programs that assist individuals and groups within the wider community to develop personal skills to improve the quality of their lives,
- (3) To support members in the creation and delivery of new applications of therapeutic martial arts,
- (4) To set and maintain standards for all therapeutic martial arts programs licensed and supported by the Association, and

- (5) To promote the health and welfare of Association members, staff and volunteers.

The Board initially established six working groups to assist with the Association's development. In 2014, two have continued: Membership and Communications; with the POD Initiative working group becoming the Ballarat POD project.

The Board oversees the Association's performance by meeting at least four times a year with quorum being a majority of Directors holding office being present. The Board presents the Therapeutic Engagement Support Services Association Inc. Annual Report at the Annual General Meeting which is then available for viewing on our website.

Directors receive no remuneration for their services to the Board and pay the full membership fee annually.

Board of Directors

Steve Golding

**Chairperson
TESSA Inc.**



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 Chairman of the Therapeutic Engagement Support Services Association Inc.

**Victoria
Triggs
G.A.I.C.D**

**Co-Chair
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 and strategic planning for improvement.

In 2014 she was appointed as a lay member of the Ethics Committee of the Australian Institute of Family Studies. Victoria recently completed a research project for the St Vincent de Paul Society “More than a Meal” which examined ‘Soup Van’ services nationally, to identify opportunities for extension of support provided to clients. She is also assisting a Leadership Victoria Alumni with his Arts and Healing publications.

Victoria held key educational leadership roles as a secondary school principal and as a Regional Director of Education. She developed the acclaimed Leadership Victoria ExperienceBank program in 2006.

**Bronwyn
Harcourt**

**Treasurer
TESSA Inc.**



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 DEECD.

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.

**Rodrigo
Castellanos**

**Secretary
TESSA Inc.**



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 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.

**Guy
Rhynsburger**

**Director
TESSA Inc.**



experience has been based in residential care with teenagers and young adults as well as in educational settings, where Guy has been delivering martial arts based life skill programs (MAT Program) for over a decade.

From 2010-2014 Guy has led a team of specialised ES staff based at Croydon Community School working directly with high risk children in classroom settings across Melbourne. Increasingly over the last three years Guy has been sought by schools and networks to deliver Professional Learning to teachers and ES staff around conflict de-escalation and safety within classroom settings.

Guy also holds positions on his local Scouting group committee and also as the vice president of the Victorian Kung Fu and Tai Chi Inc. which is a not for profit martial arts club in Melbourne's northern suburbs. Guy has a passionate interest in chinese internal martial arts and has been training for 20 years and teaching for 15. He is currently one of only 2 westerners to hold senior positions in the art of Wuji I Liq Chuan (infinite mind strength form).

Guy has been working with vulnerable young people for the last 12 years. His

**Pat
Mannix**



**Director
TESSA Inc.**

Pat has 24 years' experience in tax, accounting and property, including structures for clients in self-managed superannuation and small business.

He has held voluntary positions in Church and School Treasury roles as well as 12 years coaching Junior Sports teams. Pat is the current Blackburn Junior Football Club President.

Over the last 5 years Pat and his Financial business Paris Financial have been providing pro bono work for TESSA and related entities.

**Mark
Heuston**



**Director
TESSA Inc.**

As a teacher with over 30 years 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.

Nature of Therapeutic Engagement Support Services and Programs

The range of programs and services offered under the auspice of the Therapeutic Engagement Support Services Association Inc. (TESSA) has been consolidated into three core streams of: MAT Life Skills Programs; Engagement Support Officer Services; Managing Challenging Behaviours and Protective Practices training. The platform for these is an active therapeutic approach and set of processes that combine the principles of psychosocial rehabilitation (such as an emphasis on developing self-competence and self-mastery, the belief new behaviour can be learned and a focus on personal strengths) with those of traditional martial arts training techniques as a means of engaging young people.

The suite of programs and services is provided to schools and organisations on an opt in and cost recovery basis, including:

- Government and independent schools (primary and secondary)
- Community schools
- Employment and training programs
- Specialist education settings
- Parent and child groups

- Government Departments and Agencies (DHS, Juvenile Justice, Eastern Health)
- Child and youth mental health service programs (Headspace, CYMHS)
- Family support, Youth services, Homelessness and Foster care organisations.

MAT Life Skills Program

The therapeutic martial arts based program that assists children and young adults to learn essential skills required to more effectively manage challenges arising in their life. The program utilises intervention and prevention approaches, including values of respect and responsibility.

There is increased recognition that many young people are not competent in the skills needed for decision making, growing a positive future, managing emotions and behaviours. They either lack the support required to reinforce and build on essential life skills from family and significant others or it may be that traditional mechanisms for passing on life skills (family and cultural

factors, role models) are not sufficient given today's stressors.

The actual practice of skills in an active, experiential way is a vital component in integrating new knowledge for young people. These skills can then be generalised to other environments such as in the home, playground and classroom settings.

Life skills are developed through a range of modalities including:

- Interactive lectures.
- Exercises focusing on fitness and strength (developing responsibility for self and resilience).
- Games and play.
- Martial arts drills and skills (fun and challenging).
- Behaviour rehearsal (using games/role play to practice life skills).
- Relaxation and breathing techniques (managing frustration, anger and anxiety/ worry and to develop focus, happiness/calmness).
- Story telling (metaphors to teach a life lesson by engaging young peoples' imagination).
- Guided visualisation (an imaginary journey to discover new qualities/abilities or to use the skills learnt to address a previously experienced stressful/challenging situation).
- Small group discussions (utilising worksheets to guide the flow of discussions).

Programs are conducted by qualified and accredited life skill instructors, who can be accompanied by Peer Educator assistants.

Peer Educators are graduates of a 6-8 week school situ 'Life Skills' Program and are drawn from Years 8 to VCAL senior students. Peer Educators are required to model appropriate behaviour to their younger peers in other groups held at their own school or they may be part of Life Skills groups in other schools. The Peer Educator role provides young people with structured and supervised opportunities for personal development. Peer Educators experience success through the development of leadership skills, self-esteem and self-confidence as role models for their younger peers.

Engagement Support Officer Services

The Engagement Support Officer (ESO) role is designed to support schools manage students who are struggling with moderate to severe behaviour challenges and who may be, or currently are, at risk to the safety of themselves or others.

Research has shown children and young people who are struggling with ADHD, autism spectrum disorders, severe behaviour disorders or other behavioural difficulties, benefit from a

variety of learning modalities and in particular, through the coordination of body and mind through active and calming activities. Applying the ideas from research into sensory integration; learning and developmental theories; trauma; and group theory, a variety of martial arts techniques that support student engagement and learning are utilised by the qualified and accredited ESOs.

ESOs play an important role within an integrated education and behavioural management approach for students. ESOs are in a unique position to be a positive, calm, consistent and reliable influence in a young person's life while working as part of a learning support team in the school and managed by the teacher in the classroom. Equally, ESOs work closely with the school psychologist and other aides in the school.

A component of ESO services provides one to one support to students who have disengaged from education or are at risk of disengagement, or unable to connect socially is designed to assist young people to re-engage with peers, education and/ or employment. The aims are to:

- » engage young people in fun and fitness
- » work on goal setting and problem solving for education/employment
- » provide pathways for socially isolated young people to become 'group ready'.

TESSA Inc. Professional Development Services

Under this umbrella there are currently three main programs of Managing Challenging Behaviour Course, Protective Practice Course and Protective Practice Workshop. These sessions provide practical, effective ideas and techniques that educators can use in working with students with challenging behaviours and to increase their sense of personal safety in schools. The focus is upon implementing pre-cursor strategies (for example de-escalation) thus enabling and empowering staff to have a 'front foot' approach to behavioural management, rather than being drawn into reactive patterns.

The material covered includes:

- » Understanding of DEECD policy requirements
- » Understanding Conflict (verbal, emotional and physical contexts)
- » Principles of Movement (deflection, relaxation under pressure)
- » Effective use of body language and positioning, vocal tones and the environment
- » Breath, time and self-care
- » Scenario training and assessment

The feedback from these sessions is exceptionally positive with teachers, aides and carers stating that they learned useful and empowering skills, gained relevant information whilst

having fun. Many said that the sessions have changed their lives by reducing stress levels; physically, strategically and mentally empowering them with skills and through awareness to be able to manage physically dangerous students.

Participant input is used to continually improve and target sessions enabling program development to evolve in a flexible manner to address emerging needs of staff.



2014-2015 Ballarat POD Initiative

In September 2013, The Hugh D. T. Williamson Foundation provided a grant of \$170,000 to the Therapeutic Engagement Support Services Association Inc. (TESSA) to enable the establishment and implementation of a *“Martial Arts Therapy (MAT) Program: POD pilot in Ballarat”* for the 2014 school year.

The expected outcomes of the project are to:

- Understand the needs of the local stakeholders in Ballarat and educate them about the benefits of therapeutic martial arts service to children and youth in school and community settings
- Leave an operational footprint for these services
- Establish the basis for a sustainable business model for future service delivery.

In September 2014, TESSA Inc. (formerly TMAA) provided an interim report to the Trustees outlining the significant progress made in developing the POD concept (stages one to three below).

An extension of the project timeline to 30th June 2015 has been sought to enable full implementation of the pilot program, with stage four (below) having commenced.

Stage One: Key Stakeholder Engagement

Contact and visits to the range of organisations identified as key stakeholders from education, community and youth work sectors (refer below) commenced in Term 4, 2013. Discussion confirmed that support services to assist young people engage in community, social and physical activities is an area of high need in the City of Ballarat. The nature of support services to be provided through the MAT Program POD pilot was deemed to be highly appropriate by key stakeholders.

1. Department of Education and Early Childhood Development (DEECD)

1.1 Schools

Secondary: Ballarat HS, Ballarat SC, Mount Clear SC, Phoenix CC, Ballarat SS
Primary: Phoenix CC, Yuille Park CC, Sebastopol, Forest St, Canadian Lead, Wendouree, Delacombe.

1.2 South Western Victoria Region

Regional Director, Senior Advisor, DOTS
(Outreach Program for kids at risk)
Coordinator, Student Support Services
Officers (SSO) Network Coordinator

1.3 Policy Unit, DEECD Central Office

2. Community

Child and Family Services, Highlands
LLEN, Federation University Australia,
Leadership Ballarat & Western Region,
City of Ballarat-Youth Services, Ballarat
Martial Arts clubs, School Focussed
Youth Services (SFYS)

Stage Two: Demonstration of MAT Services

A critical component of this project was
to showcase the approach and benefits
of therapeutic martial arts based
programs in engaging young people.

A series of 8 week Life Skills programs
aligned to the Victorian Certificate of
Applied Learning (VCAL) strands of
Personal Development and Work
Related Skills, covering specific student
learning outcome requirements,
commenced in Term 2, 2014. The Hugh
D. T. Williamson Foundation funding
enabled these programs to be
conducted at no cost to the schools
involved.

Successful delivery of these programs
has demonstrated the therapeutic
benefits of somatic education and
gained respected exposure for TESSA
Inc. services amongst the Ballarat
community.



Table One: Life Skills Programs Delivered

School	Program Focus	Number participants	Student Age	Student Peer Educators (SPE) involved	Period
Ballarat SC	VCAL PD	12	16-18	No	Term 2 2014
Ballarat HS	VCAL WRS	22 Students trained as peer educators	16-17	Yes *SPE worked with 56 Year 7 students	Terms 2 & 3 2014
Phoenix CC	VCAL PD boys	12	16-18	Yes SPE worked with Year 4 (x6)	Terms 2 & 3 2014
Phoenix CC	VCAL PD girls	10	16-17	Yes will be SPE in Term 4	Term 3 & 4 2014

Key:

VCAL - Victorian Certificate of Applied Learning;

PD - Personal Development

WRS - Work Related Skills

Stage Three: Managing Challenging Behaviour Professional Development Delivery

A significant shift in DEECD policy and funding parameters resulted in schools having to utilise their budgets to train existing staff (teachers and aides) in managing students with challenging behaviours, rather than accessing external services (such as Engagement Support Officers employment).

Consequently, TESSA Inc. in consultation with the DEECD Policy Unit tailored Managing Challenging Behaviour training and developed the Protective Practice Model to fit the needs and circumstances of schools. The Hugh D. T. Williamson Foundation funding enabled these programs to be conducted at no cost to the Ballarat schools involved. Refer Table Two, Three and Four.

Professional Development Training Delivered

A. Managing Challenging Behaviour (MCB) Training (3 day workshop)

This workshop provides the body of knowledge that serves as the theoretical basis for working with young people with challenging behaviour such as functional behavioural analysis, emotional awareness and regulation, development of behavioural management plans, understanding conduct disorders and the path of self-regulation amongst others. Refer Table Two.

Table Two		
MCB Training- Theory component DEECD staff		
Schools	Number of participants	Period
Yuille Park CC P-8	6	Term 3 2014
Phoenix CC P-12	3	Term 3 2014
MCB Training- Theory component Engagement Support Officers (ESO)		
Institute	Number of participants	Period
Federation University Australia (FUA) Ballarat	12	Term 3, 2014

B. Protective Practice (PP) Training

Introductory session (90 Minutes), which covers the basic principles of *Physical Protective Behaviour* including key DEECD policies, understanding psychological, emotional and physical conflict, principles of movement, de-escalation cycle, body language and positioning and control of situations.

Protective Practice Training (2 Day Workshop) this in-depth workshop expands upon the principles of *Physical Protective Behaviour* required to manage young people with challenging behaviours as well as different techniques and applications to ensure the safety of both the students and the staff.

Table Three		
PP Training- Introductory DEECD staff		
Schools	Number of participants	Period
Yuille Park CC P-8	46	Term 3 2014
Phoenix CC P-12	21	Term 3 2014

Table Four		
PP Training Workshop- DEECD staff		
Schools	Number of participants	Period
Yuille Park CC P-8	6	Term 3 2014
Phoenix CC P-12	3	Term 3 2014
PP Training Workshop- Engagement Support Officers		
Institute	Number of participants	Period
Federation University Australia (FUA) Ballarat	8	Term 3 2014

Testimonials:

*To: Golding, Stephen M
Monday, 7 July 2014*

Hi Steve,

I am writing to request the possibility of running a girls group for the MAT program. I am extremely happy with the amazing progress you have made with our boys and feel this would be just as beneficial for girls.

I have noticed more focus and respect from all the male participants and have enjoyed watching the enthusiasm they show towards the program. As you know there is a range of personalities in this group and I feel that they are becoming confident leaders and coming out of their shells. Some of the boys are even letting down walls and this having a positive impact in their work across the college. Similarly we have a diverse group of young ladies who I feel will gain many personal successes from this program.

I feel that often the leadership and self-belief our students have in their ability is the one thing that stops them from reaching their full potential. We have many students that would fall into this category and I am eager to discuss this with you further.

Thanks

Maree Hall

VET \ VCAL Coordinator

Phoenix P-12 Community College
+ Hertford St. Sebastopol Vic
335 (03 5329 3246)

*To: Golding, Stephen M
Thursday, 18 September 2014*

Hi Steve,

The program you ran over the course of about 8 weeks was fantastic. I believe we've covered at least 4 learning outcomes in WRS. We were not entirely sure how it would turn out but after the first lesson we were very confident that this would work. Your enthusiasm and professionalism were a real credit to you and the success of this program. There was a great balance of practical and theory sessions which really suited the students, basing the program around two periods a week worked well. It would be great to see this run next year.

The students and I look forward to seeing you next term for a session.

Joshua Boon

Ballarat High School

5338 9000



Stage Four: Development of a unique Recruitment and Placement Model

A further consequence of the DEECD changes was the need to identify and trial a cost effective (for schools) and sustainable model for recruitment, training and placement of Engagement Support Officers (ESO).

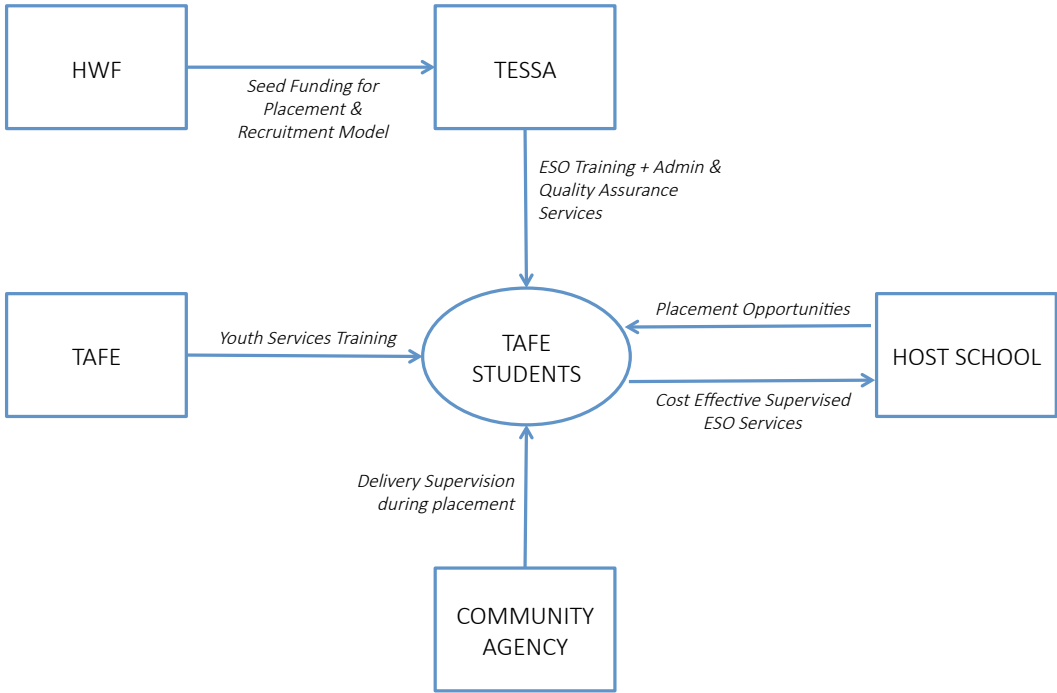
Tertiary and Further Education (TAFE) students undergoing Community Services and Youth Work Services courses need to arrange placement options for a predefined period of time, to satisfactorily complete their studies. TESSA Inc. strong relationships with schools and community agencies is the platform for coordinating placement of such students, once they have successfully completed Engagement Support Officer training, whilst being constantly and directly supervised by TESSA Inc., partnering community agencies and host schools. This model is currently being trialled involving 10 TAFE students and 4 schools.

The Hugh D. T. Williamson Foundation funding has assisted to develop the model, partnerships and quality assurance tools to implement this model across rural Victoria.

Due to the rotation of TAFE students it is expected that this model will provide sustainable and ongoing source of ESO personnel at the lowest possible cost for schools, while also benefitting the TAFE students by providing placement opportunities and industry specific training to enhance their personal and professional development as youth workers.



ESO Recruitment & Placement Model Development



Financial Report

Therapeutic Martial Arts Association Inc
 ABN 19 730 722 494
 Income and Expenditure Statement
 For the year ended 30 June 2014

Therapeutic Martial Arts Association Inc
 ABN 19 730 722 494
 Balance Sheet as at 30 June 2014

	2014 \$
Income	
Sales of Goods	118
Membership Fees	5,452
Training income	3,300
Interest received	1,285
Grant & Donation received	170,000
Total Income	180,155
Expenses	
Advertising and promotion	1,951
Bank Fees And Charges	91
Consultants fees - IT & Process developmt	29,812
Donations	2,285
Contr, s/contr and commissn	2,519
Insurance	789
Staff training	1,349
Travel, accom & conference	4,032
Uniform	451
Total expenses	43,257
Net profit attributable to the association	136,898
Total changes in equity of the association	136,898
Opening retained profits	
Net profit attributable to the association	136,898
Closing retained profits	136,898

	Note	2014 \$
Assets		
Current Assets		
Cash assets		134,380
Current tax assets		2,518
Total Current Assets		136,898
Total Assets		136,898
Net Assets		136,898
Members' Funds		
Retained profits		136,898
Total Members' Funds		136,898

Therapeutic Martial Arts Association Inc

ABN 19 730 722 494

Statement by Members of the Committee

For the year ended 30 June 2014

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 Income and Expenditure Statement, Balance Sheet, and Notes to the Financial Statements:

1. Presents fairly the financial position of Therapeutic Martial Arts Association Inc as at 30 June 2014 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 27/11/14

_____  Date 27/11/14

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ABN: 59 123 774 569 ACN:123 774 569
1-3 Albert Street, Blackburn VIC 3130
PO Box 550, Blackburn VIC 3130
Telephone 03 9875 2900
Facsimile 03 9875 2999
www.ldb.com.au



Therapeutic Martial Arts Association

Independent Audit Report to the members of Therapeutic Martial Arts Association

Report on the Financial Report

We have audited the accompanying financial report being a special purpose financial report, of Therapeutic Martial Arts Association, which comprises the balance sheet as at 30 June 2014, 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 Martial Arts 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 Martial Arts Association as at 30 June 2014, 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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www.ldb.com.au



Therapeutic Martial Arts Association

Independent Audit Report to the members of Therapeutic Martial Arts 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 Martial Arts 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
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1-3 Albert Street
BLACKBURN VIC 3130


CRAIG LUTWYCHE
DIRECTOR

Dated this 28 day of November, 2014

Acknowledgements

The Therapeutic Engagement Support Services Association Inc. would like to acknowledge the following individuals and organizations for the ongoing support provided during this year:

- MAT Program Pty Ltd
- Croydon Community School
- Options Network
- Department of Education and Early Childhood Development
- Therapeutic Martial Arts Association Inc. (TMAA)
- Department of Human Services
- Outer Eastern Local Learning and Employment Network
- School Focused Youth Service
- Child & Youth Mental Health Service (CYMHS)
- Uniting Care Connections
- Paris Consulting Financial Services
- Chris Bennett, Partner Price Waterhouse Coopers (retired)
- Virginia Golding, Child and Family Therapist
- Victoria Triggs, Director Leading Lady Consultancy
- Jenny Ward
- Katherine Legg, Bachelor of Occupational Therapy (Honours) Graduate, Monash University
- Dr Primrose Lentin, Monash University
- Eastern Health and Rebecca Allchin, Bronwyn Sanders (FaPMI)
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- atEast VET and School Based Apprenticeships
- Birdman Accessories
- Hollywood Panels
- Shukokai Karate Victoria
- Ultimate Martial Arts
- Victorian Kung Fu and Tai Chi Association
- Warrandyte Aikido
- Fudoshin Martial Arts
- Tans Martial Arts supplies

