



## TESSA Annual Report 2015



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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 TESSA Inc. way of turning challenges into opportunities has been truly evident throughout this financial year. The capacity to be strategic, flexible and innovative has resulted in the growth and development of our services and programs aligned with our Vision that young people will be engaged and enriched through learning, and empowered to realise their life goals.

### Governance

Key achievements include: the development of our inaugural Strategic Plan 2015-2018 which gives us clear directions required for TESSA Inc. to become an independent and sustainable organisation. The Strategic Plan identifies three key pathways: Build the Customer Base, Broaden Income Sources and Strengthen TESSA Inc. as an organisation.

### Three Core Streams

Consolidation of programs and services into three core streams of Engagement Support Officers (ESO); MAT Life Skills; and Professional Development has provided the basis for monitoring the effectiveness and impact of their delivery.

Meeting the challenge to continue and indeed extend the reach of our programs and services, in the context of reducing Department of Education and Training direct funding, as we seek independent sustainability, prompted the identification of threshold levels of delivery and income generation which will be a focus for the coming financial year.

Another key development is the building of networks with a range of potential stakeholders and partners in the wider community such as when Kildonan Strengthening Families Service engaged MAT Life Skills in a successful 1:1 program with a student from Collingwood Community College.

Meeting the challenge to provide a cost effective and sustainable source for the recruitment, training and placement of Engagement Support Officers (ESO), has seen the refinement and implementation of the ESO tertiary student placement model. This has involved more than 40 placement students from 6 tertiary institutes and a waiting list of schools willing to host students.

*“Working with children in a learning environment with challenging behaviours is great. It is so rewarding to know you are helping a child who needs support”.* ESO Placement Student

## Ballarat POD Initiative

The grant from The Hugh D. T. Williamson Foundation was instrumental to the success of this pilot and our final report to the Trustees, 30 June 2015, demonstrated achievement of the intended project outcomes:

1. To understand the needs of the local stakeholders and educate them about the benefits a therapeutic approach to support the engagement and retention in education of at risk young people;
2. To leave an operational footprint in Ballarat for Therapeutic Engagement Support Services core programs;
3. To set the basis for sustainable business model for future operations.

Local employment pathways have also been created.

*“My placement at Phoenix CC led directly to me applying for and receiving a position at this school for 2015. I will join the team in the Student welfare Department at Phoenix, working*

*directly with students with challenging behaviours at the secondary campus.”*

### *ESO Placement Student*

The Ballarat POD pilot is in the final stage of implementation, with continuing delivery to be supported through gaining additional philanthropic funding.



*Jodi (ESO Placement student), Hon Martin Foley MP, Tracey (ESO Placement Project worker), Kim (ESO Placement student)*

## VCAL Partnership Award

The Phoenix Community College, Ballarat, Student Peer Educators program was a significant component of the TESSA Inc. 2014 VCAL Partnership Award, in conjunction with Croydon Community School, which was presented in May 2015. In part the citation reads:

*“The results of MAT/VCAL partnership have been remarkable. VCAL students*

*have become self-assured and confident young people. They go out to work in other schools as leaders and peer educators and have become amazing ambassadors for the value of VCAL as an educational pathway.”*



*VCAL Award Ceremony*

To reflect on the past year is to be inspired for the next year. While the challenges TESSA has faced have been many they are so easily put in perspective when we think of the challenges faced by so many of the at risk students our activities support.

By being part of TESSA Inc. all of us have the opportunity to assist students, staff, school, agencies and the broader community to experience positive change. Indeed inside the cover of the earliest MAT Life Skills and ESO Training manuals there is the quote from Gandhi that still rings true, *“Be the change you want to see in the world”*.

It once again is my absolute privilege to acknowledge and thank all the TESSA Inc. Directors, Members, Staff and Supporters for another year of tireless, passionate input at every level and at every opportunity as we look forward to another year of challenging, stimulating and genuinely rewarding activity.

Yours Sincerely,

**Steve Golding**

**Chairperson**

**TESSA Inc.**



*Steve Golding and MAT Life Skills Program students and peer educators from Phoenix College in Ballarat*

## Governance

The Therapeutic Engagement Support services Association Incorporated (TESSA Inc.) is a not for profit organisation established on the 12<sup>th</sup> April 2013, with a Board of seven Directors.

The TESSA Inc. Constitution, 2 October 2014, specifies the Board composition as two founding partner representatives, and five elected member representatives. To provide continuity, only two or three of the elected positions fall vacant each year. Directors receive no remuneration for their services and pay the full membership fee annually.

In February 2015, the Board commenced a process to develop the inaugural TESSA Inc. Strategic Plan 2015-2018, to reflect the Constitution.

### Purposes:

- To provide a framework for the creation and delivery of therapeutic martial arts in Victoria and beyond,
- 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,

- To support members in the creation and delivery of new applications of therapeutic martial arts,
- To promote the health and welfare of Association members, staff and volunteers.

This involved defining the TESSA Inc.:

### Vision

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

### Mission

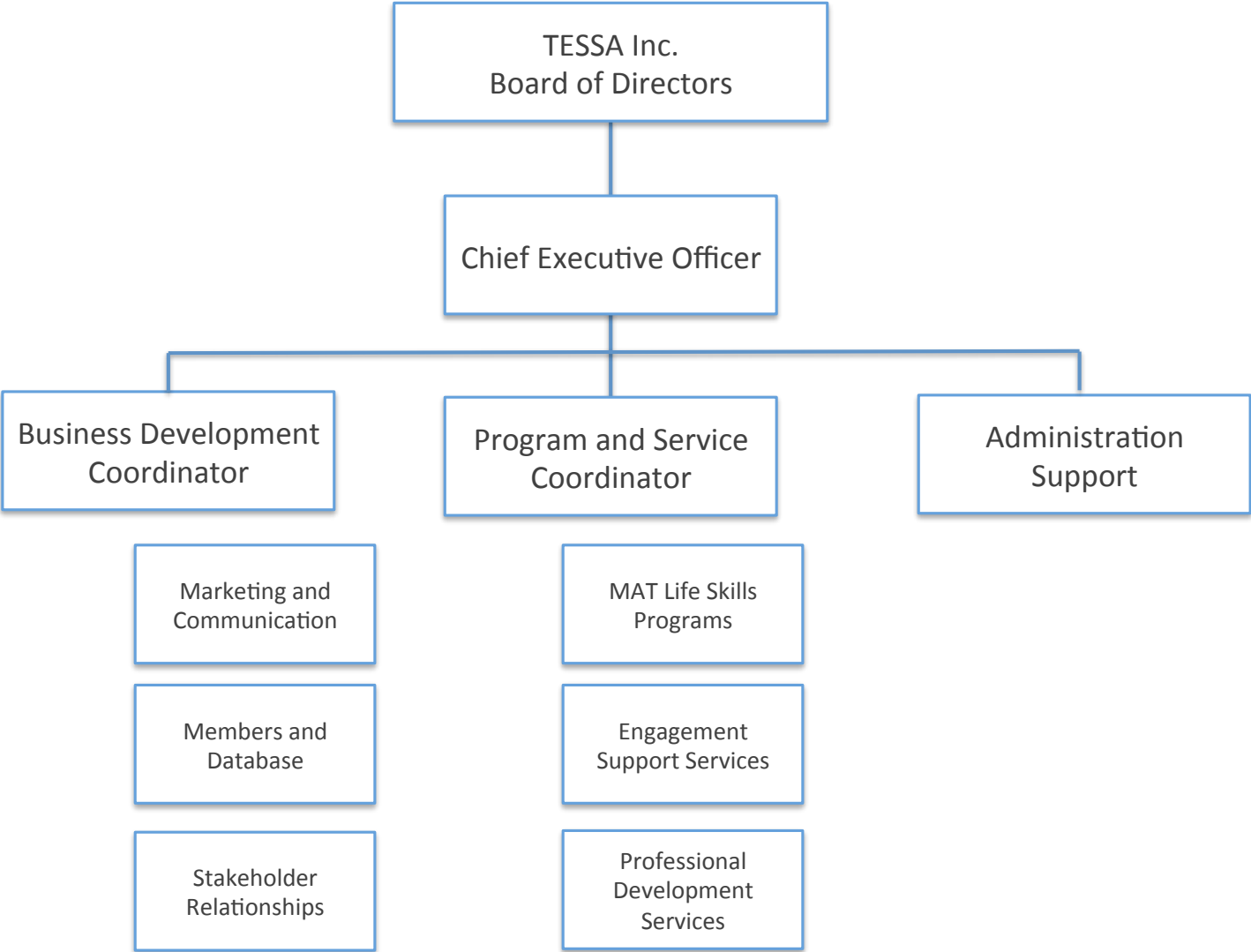
To develop and implement support services for young people, which are sustainable, effective and accessible.

And, assigning the Code: **Be Strong, Be Calm, Be Kind, Try Hard**, as the organisational **Values**. These were elaborated by defining their meaning and describing aligned actions and behaviours.

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, and then makes it available for viewing via the website.

TESSA Organisational Chart



## 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

**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.

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

She developed the acclaimed Leadership Victoria Experience Bank program, which continues as the Folio Community Leadership Program. Victoria is a regular presenter to Igniting Leadership, Board Leadership and African Leadership Development programs, for aspiring business and community leaders. 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.

#### 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

**Bronwyn  
Harcourt**

**Co-Chair  
TESSA Inc.**



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

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

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

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

#### Qualifications

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

### Rodrigo Castellanos



#### Treasurer TESSA Inc.

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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.

#### Qualifications

- Bachelor of Economics (BEc)

**Guy  
Rhynsburger**



**Director  
TESSA Inc.**

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Guy has been working with vulnerable young people for the last 13 years. His 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.

In 2008 Guy began to develop a framework for training staff to better understand and work with young people from vulnerable settings. This has evolved over the years into a Professional Learning sessions and workshops for existing education staff as well as for youth and community work placement students focusing on DET policy as well as mindful practices to improve staffs ability to engage with 'at risk' youth.

Guy is passionate about working to ensure that young people are given every opportunity to learn and develop skills for life.

Guy also runs a small martial arts school in Melbourne's inner north teaching Chinese Internal Martial Arts and wellbeing to adults and children. Guy has been teaching since 2000. Guy is a qualified instructor in Wuji I Liq Chuan Kung Fu.

#### Qualifications

- 1993: VCE
- 2000: Black belt in Liin Waan Sarm Sao Kung Fu
- 2005: 1st Degree Black Belt, senior Instructor Hok Se Tong Long Kung Fu
- 2014: Level 6 Instructor Wuji I Liq Chuan Kung Fu

**Pat  
Mannix**



**Director  
TESSA Inc.**

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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 probono work for TESSA and related entities.

#### Qualifications

- Bachelor of Business
- Certified Practising Accountants (CPA)

**Mark  
Heuston**

**Director  
TESSA Inc.**



this time Mark has contributed significantly to the development of a variety of programs working with at risk youth, not the least of these has been the introduction of the Big Picture Education model at Croydon Community School.

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

#### Qualifications

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

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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

## Strategic Plan Progress Report

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

### The first key improvement

**strategy** is to build our customer base, with actions identified for 2015 as: Website development, Identify Patron, Publicity materials/kits, Write journal articles, target Government initiatives and increase number of trained and accredited personnel.

Achievements as of June 30 2015 include: website has been updated and is live, ESO Placement Model charts and kits, appointment of Communications Officer, TESSA Inc. introductory document, submission of Hugh Williamson Foundation final report, approval of Patron process.



Therapeutic Engagement  
Support Services Association

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Be Strong

Be Calm

Be Kind

Try Hard

[www.tessainc.org.au](http://www.tessainc.org.au)

**The second key improvement strategy** is to broaden our income sources, with actions identified for 2015 as: Improve profit margin for programs and services, sale of MAT merchandise, seeking philanthropic funding, increase association membership, and investigate models for contracting to education and health sectors.

Achievements as of June 30 2015 include: identified threshold delivery and income levels required to become sustainable, increased associate membership, identified sources of potential philanthropic support and considered the Musical Future Model.

**The third key improvement strategy** is to strengthen TESSA Inc., with actions identified for 2015 as: governance development and professional learning for staff and Directors.

Achievements include: development of the Vision, Mission and Values for TESSA Inc. in line with our purposes as defined by the Association's Constitution, defining values in terms of meanings and behaviours, utilise the Xerox System to enhance financial reporting to the Board, Board planner and policy template developed for Board.



Be Strong



Be Calm



Be Kind



Try Hard

## Therapeutic Engagement Support Services and Programs

### Engagement Support Officer Services (ESO)

	2013 - 2014	2014 - 2015
Students	273	222
Schools	91	74
Shifts	2,302	1,535
Hours	14,975	9,977

In the context of DE&T (DEECD) preferred practice, the role of ESOs working in schools was redefined from less of a sole student support to a partnership with staff.

In the first week of term 1 in January 2015 there were less than 10 casual ESO's delivering under 15 shifts per week. Implementing the tertiary ESO Placement Model resulted in more than 20 casual ESOs employed to deliver over 30 shifts per week by June 2015.

### MAT Life Skills Programs (MAT LS)

	2013 - 2014	2014 - 2015
Students	1,536	1,716
Schools	128	143
Sessions	1,024	1,144
Hours	1,536	1,716

The differing Government policies and hence funding priorities, in both education and health sectors, led to a reduction in schools and agencies capacity to access prevention and early intervention programs. Consequently there was a reduction the number of MAT Life Skills programs delivered in first semester 2015.

In response the programs were redesigned with the emphasis on groups of students with the most challenging and concerning behaviours, which require Instructors of a higher skill level and the ability to match the most appropriate Instructor to the needs of each group.

## Professional Development Services

	2013 - 2014	2014 - 2015
Protective Practice *	6	15
Managing Challenging Behaviors *	0	3

*\* Number of sessions delivered*

Our expectations of running at least 3 - 4 Professional Development Programs (Managing Challenging Behaviours and Protective Practice) per term were exceeded in the first semester of 2015.

We were able to train and accredit two additional professional development facilitators for the Managing Challenging Behaviours program delivery.

The Protective Practice workshops content was revised and effective marketing undertaken in preparation for delivery in semester 1 2016, to address this still largely untapped opportunity.





## Ballarat POD Initiative

Four stages were identified in project delivery as:

1. Key Stakeholder Engagement;
2. Demonstration of Martial Arts Therapy Services;
3. Managing Challenging Behaviour Professional Development;
4. Development of a unique Recruitment and Placement Model.

Our Interim Report of December 2014 demonstrated that stages one to three were successfully implemented. The final report June 2015 demonstrated the successful completion of Stage 4, whereby a cost effective and hence accessible service for young people and children at risk, underpinned by a sustainable model for recruitment, training and placement of ESOs has been trailed and is being implemented.

Over the course of the Project, core programs have benefited students and young people from across the City of Ballarat, being delivered in schools and through community agencies.

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 engaged students from Ballarat Secondary College, Ballarat High School, and Phoenix P-12 College.

A total of 64 VCAL students participated in these programs to meet specific student learning outcome requirements of their studies, while showcasing the

approach and benefits of Martial Arts Therapy.

Forty-four of these young people trained as student peer educators who then assisted with Life Skills programs for fifty six Year 7 and twenty eight Year 5/6 students.

The TESSA Inc. Engagement Support Officer (ESO) Placement Model was presented to seven schools, five of whom decided to become host schools for multiple ESO student placements: Caledonian, Canadian Lead, Delacombe and Sebastopol primary schools, and Phoenix P-12 College.

A rigorous process is used to engage with TAFE colleges, to select, train and orient the tertiary students for ESO placement. Host schools are identified and confirmed through a Memorandum of Understanding (MOU) process and the ESO placement to work with children and staff is closely monitored.

To date thirty-two Federation University Australia (FUA) Ballarat Certificate 4 and Diploma of Community Services students applied for ESO Placements, 26 were interviewed with 15 selected for trial orientation.

Fourteen are now working in 5 host schools, to support 41 at risk students, assisting 19 teachers and classrooms to effectively manage young people with challenging behaviours. A further 14 FUA students will be undertaking professional training this term.

*“Putting knowledge into play.  
Meeting “real” teachers and children.  
Experience “real” school environment”  
ESO Placement Student*

Total numbers of school and agency staff involved in professional learning to enhance their delivery of education and family support services through the (a) Managing Challenging Behaviour Training are 36 and through (b) Protective Practice Training are 89.



*Clint Cassell delivering MCB Training in Ballarat*

Agencies involved include Child and Family Services, Centacare and Ballarat Group Training (BGT). The BGT Senior Educator is participating in the full ESO training, with the objective being to have a local based trainer for TESSA programs. Further, to explore the inclusion of ESO training as an elective subject within the Education Support Certificate 3 and 4 courses, inclusive of ESO placements arranged through TESSA Inc.

*Dear Stephen,*

*I wanted to let you know that the Cert IV and Diploma students are really enjoying their involvement in the TESSA Program and are getting a lot out of it.*

*The comments I repeatedly receive are that the Welfare Training they are receiving at FedUni and the Training in the TESSA Program blend well together and equip our Graduates really well to then work with children with significant Trauma and Attachment issues which of course result in a range of challenging behaviours in the classroom.*

*Our students could not successfully work with these children without the specialised training that the TESSA Program provides. It equips them to work with the range of challenging behaviours that they will encounter in the classroom and teaches them how to manage that behaviour keeping the child, the other students and themselves safe.*

*We would not allow our students to be involved in this work without the specialised Training that the TESSA Program provides, to do so would be to place all involved at unacceptable risk.*

*At FedUni we are passionate about the TESSA Program continuing to meet the growing need of children who are unfortunately being exposed to severe Trauma and Attachment issues in the family home and are then inevitably acting this out in the classroom.*

*Thank you Stephen.*

*Terry Widdison  
Teacher/Co-ordinator  
Community Services  
Federation University*

We have established Ballarat as the center of excellence for the delivery of our programs and services with core sustainability components including:

- independence from DE&T direct funding
- host school arrangements
- training facilities at minimal cost
- support from tertiary and other training providers
- an affordable user pay fee for service enabling access by schools and community agencies

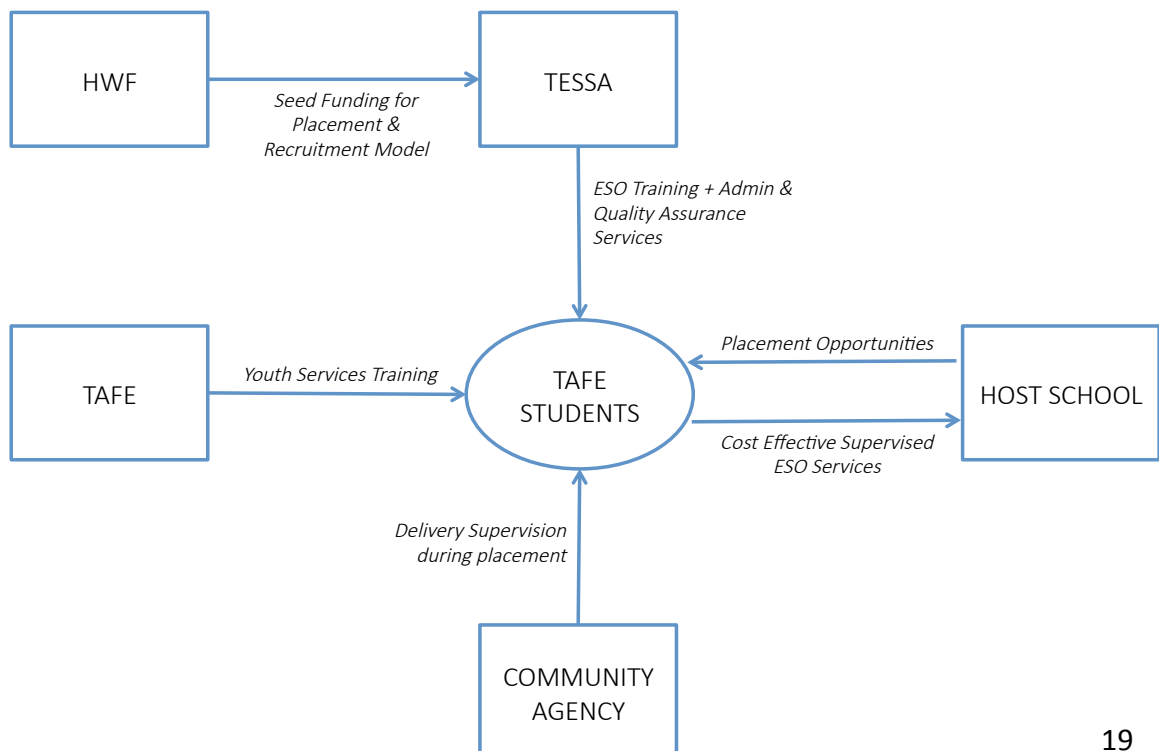
Powerful learnings and reflections from this project include:

- Being able to address unforeseen significant changes to the previously known context for commencing a project.

- The opportunity to create a new transition and internship pathway for TAFE students which leads to employment opportunities.
- The project has empowered children and young people to redress their challenging and/or violent behaviours.
- The project has supported teachers, aids and community workers to enable them to continue to work with children and youth at risks

Thanks to the Hugh D. T. Williamson Foundation for believing in us, just as we believe in children and young people to be the best that they can be.

### TEESA Inc. ESO Placement Model



*“The MAT Program strategies have been a great tool used in our school to help absorb, then re-direct challenging behaviours. The information given was direct, incisive & all extremely relevant. I have found this course, amongst all the other PD’s I’ve done, to best practically implement the legislated theory of Protective Practices. The thoroughness, planning, and resources committed to this very important specialised field by the MAT team is plain for all to see. I would a have no hesitation in recommending this program to people working with individuals exhibiting extreme or challenging behaviours.”*

Hugh Watson, Welfare Officer Vermont South Special School

*“My son has several disabilities which do result in challenging behaviours and poor self- esteem. Nearly every day was a struggle and he had no coping mechanisms. He was subject to bullying, threats etc.*

*Over the years, I have tried several different methods and spoke to numerous experts for suggestions regarding life skills, managing behaviours as well as encouraging and promoting good self –esteem. The results were temporary and did not work, it got to the point where I was told by a health professional there was nothing more they could do.*

*People suggested to play sport, my son has tried several types of sports but competition and team player sports just simply overwhelmed him and the challenging and at risk behaviour increased. I even tried getting my son private lessons just for the exercise but the instructors simply didn’t know how to deal with the challenging behaviours and the situations escalated.*

*I took things into my own hands and discovered the Options Martial Arts Therapy. It promoted life skills to help manage life. The program teaches Martial Arts, it is a method I found engages my son. The program engages the child in a way that they are open to talk about “what’s going on” and explores options to assist the child/ teenager in how to deal with the situation and their emotions.”*

*Melissa*

## Financial Report

**Therapeutic Engagement Support Services Assoc**  
ABN 19 730 722 494  
**Committee's Report**  
For the year ended 30 June 2015

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Your committee members submit the financial accounts of the Therapeutic Engagement Support Services Association Inc for the financial year ended 30 June 2015.

### Committee Members

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

Position	Director
MAT P/L Founding Partner rep. & Chair	Stephen Golding
CCS Founding Partner Rep. & Co-Chairperson	Bronwyn Harcourt
Director	Mark Heuston
Treasurer	Rodrigo Castellanos
Secretary	Victoria Triggs
Director	Guy Rhynsburger
Director	Pat Mannix

### Principal Activities

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

- MAT Life Skills Programs;
- Engagement Support Officer Services;
- Managing Challenging Behaviours and Protective Practices training.

### Significant Changes

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

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

  
Date 05/NOV/15

  
Date 05/NOV/15

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# Therapeutic Engagement Support Services Assoc

ABN 19 730 722 494

## Detailed Profit and Loss Statement

For the year ended 30 June 2015

	2015	2014
	\$	\$
<b>Income</b>		
Sales of Goods	520	118
Membership Fees	3,423	5,452
Training Income	36,224	3,300
Interest received	1,894	1,285
Subsidies received	300	170,000
<b>Total income</b>	<b>42,361</b>	<b>180,155</b>
<b>Expenses</b>		
Accountancy	3,145	
Advertising and promotion		1,951
Audit fees	5,000	
Bank Fees And Charges	180	91
Consultants fees - IT & Process developmt	1,718	29,812
Donations		2,285
Insurance	1,743	768
Printing & stationery	681	
Staff training	1,491	1,349
Subcontractors	117,658	2,518
Travel, accom & conference	6,043	4,032
Uniform		451
<b>Total expenses</b>	<b>137,659</b>	<b>43,257</b>
<b>Profit (loss) from ordinary activities before income tax</b>	<b>(95,297)</b>	<b>136,898</b>
Income tax revenue relating to ordinary activities		
<b>Net profit (loss) attributable to the association</b>	<b>(95,297)</b>	<b>136,898</b>
<b>Total changes in equity of the association</b>	<b>(95,297)</b>	<b>136,898</b>
Opening retained profits	136,898	
Net profit (loss) attributable to the association	(95,297)	136,898
<b>Closing retained profits</b>	<b>41,600</b>	<b>136,898</b>

The accompanying notes form part of these financial statements.

**Therapeutic Engagement Support Services Assoc**

ABN 19 730 722 494

Detailed Balance Sheet as at 30 June 2015

	Note	2015 \$	2014 \$
<b>Current Assets</b>			
<b>Cash Assets</b>			
Cash at bank - CBA Business Trans #2713		18,286	4,096
Cash at bank - CBA Term Deposit #2866			121,009
Cash at bank - CBA Online Saver #4461		19,564	9,275
		<u>37,851</u>	<u>134,381</u>
<b>Current Tax Assets</b>			
GST payable control account		(769)	(25)
Input tax credit control account		4,520	2,543
		<u>3,751</u>	<u>2,518</u>
<b>Total Current Assets</b>		<u>41,601</u>	<u>136,899</u>
<b>Total Assets</b>		<u>41,601</u>	<u>136,899</u>
<b>Net Assets</b>		<u>41,601</u>	<u>136,899</u>
<b>Members' Funds</b>			
<b>Issued Capital</b>			
Issued & paid up capital	1	1	1
Accumulated surplus (deficit)		41,600	136,898
<b>Total Members' Funds</b>		<u>41,601</u>	<u>136,899</u>

The accompanying notes form part of these financial statements.

**Therapeutic Engagement Support Services Assoc**

**ABN 19 730 722 494**

**Notes to the Financial Statements**

**For the year ended 30 June 2015**

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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:

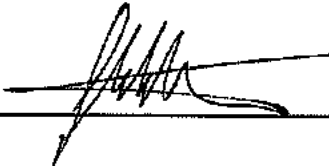
1. Presents fairly the financial position of Therapeutic Engagement Support Services Association Inc as at 30 June 2015 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that the association will be able to pay its debts as 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 05/NOV/15



Date 05/NOV/15



LDB Audit Services Pty Ltd

ACN 123 774 569 ABN 59 123 774 569

1-3 Albert Street, Blackburn Vic 3130

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Working as One

## **Therapeutic Engagement Support Services Association**

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

### **Report on the Financial Report**

We have audited the accompanying financial report being a special purpose financial report, of Therapeutic Engagement Support Services Association, which comprises the balance sheet as at 30 June 2015, the income and expenditure statement for the year then ended, and notes comprising a summary of significant accounting policies and other explanatory information.

#### *Committee members' Responsibility for the Financial Report*

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

#### *Auditor's Responsibility*

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by committee members, as well as evaluating the overall presentation of the financial report.

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

#### *Opinion*

In our opinion, the financial report presents fairly, in all material respects, the financial position of Therapeutic Engagement Support Services Association as at 30 June 2015, and its financial performance for the year then ended in accordance with Note 1 to the financial report and Associations Incorporations Reform Act 2012.

LDB Audit Services Pty Ltd

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Working as One

## Therapeutic Engagement Support Services Association

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

### *Basis of Accounting*

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

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

  
CRAIG LUTWYCHE  
DIRECTOR

Dated this.....27.....day of.....Oct.....2015

## Acknowledgements

The Therapeutic Engagement Support Services Association Inc. acknowledges the following organisations and individuals in appreciation of their valuable support during 2014-2015.

### Founding Organisations

- MAT Program Pty Ltd
- Croydon Community School

### Government Departments

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

### Philanthropic

- The Hugh D. T. Williamson Foundation
- Hollywood Panels

### Education Networks

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

### Host School

- Phoenix P-12 Community College

### Community Agencies

- Child & Youth Mental Health Service (CYMHS)
- Uniting Care Connections
- Eastern Health and Rebecca Allchin, Bronwyn Sanders (FaPMI)
- Kildonan Strengthening Family Services
- Anglicare Victoria
- Australian Childhood Foundation

### Consultants

- Paris Financial Services
- Virginia Golding, Child and Family Therapist
- Victoria Triggs, Director Leading Lady Consultancy
- Ken Owen, Director Soundhouse Music Schools

### Tertiary Institutes/Courses

- Chisholm TAFE Community Services and Youth Work
- Swinburne Institute Community Services
- RMIT Youth Services
- Box Hill Institute Youth Services
- Federation University Ballarat Community Services
- Holmesglen Institute Community Services
- Victoria University Bachelor of Education
- Ballarat Group Training

### Martial Arts

- Shukokai Karate Victoria
- Victorian Kung Fu and Tai Chi Association
- Warrandyte Aikikai Aikido
- Tans Martial Arts supplies
- Seido Karate Bayside

### TESSA Inc.

- Members (Full and Associates)
- Our Staff
- Peer Educators
- Placement Students

BE STRONG

力

BE CALM

穩

BE KIND

慈

TRY HARD

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