



TESSA Annual Report 2016



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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 Introduction

Welcome to the 2015-2016 TESSA Inc. Annual Report.

Once again we had a wonderful year of growth and development as TESSA Inc. established itself as a recognised provider for educational support for young people across our community. During the year, the structure of the Board adapted with the separation of the Chairperson and CEO roles to better reflect the corporate and operational structure and needs of the organisation. At this point I will like to thank Steve Golding for his work and commitment to TESSA's mission in those combined roles since our incorporation in 2013.

CEO Report

TESSA Inc. believes that, in the same way empowering young people to positively respond to the challenges in their lives requires constant adaption and evolution, this must also apply to any organisation that seeks to support them. This ethos, combined with TESSA Inc.'s positive, life affirming philosophy provided a solid foundation for our response to the significant challenges of the last 12 months.

TESSA Core Services

The decision in the previous year to consolidate our services into the three core streams of Martial Arts Therapy (MAT) Life Skills, Engagement Support Officers (ESO) and Professional Development proved an effective way to further tailor supports to end service user groups and included the first wrap around model where Essex Heights Primary School successfully applied services from each stream to achieve required student and staff outcomes.

The continued focus on strengthening key relationships with stakeholders was reflected in steady demand for MAT Life Skills with notable increased activity through a number of School Focussed Youth Service (SFYS) groups from Monash to Maribyrnong.



MAT Life Skills Program in action

The Managing Challenging Behaviour (MCB) Professional Development program developed to match course competencies for students within the tertiary sector was, for the first time, delivered to the entire 108 students enrolled in the Diploma of Youth Work at RMIT.

Continued development of the selection processes to engage appropriate tertiary students in the Engagement Support Officer (ESO) Placement Model was vital to successfully addressing the challenge of maintaining quality in an environment of strong demand from prospective students and placement schools



ESO Placement Students at work

In summary, while we have faced a changing environment and new challenges in the past 12 months, all of this inspires us and is put in perspective when we are reminded of the challenges faced by so many at risk students and their families supported by our services.

I would like to take this opportunity to acknowledge and thank Guy Rhynsburger for his service to TESSA Inc. as a Director.

I would also like to thank all TESSA Inc. Directors, Members and Supporters for their passion and commitment during last year and look forward to continue the positive impact that our services provide to young people in Victoria and beyond.

Yours Sincerely,

Mark Heuston

Chairperson

TESSA Inc.

Steve Golding

CEO

TESSA Inc.

Governance

The Therapeutic Engagement Support Services Association Incorporated (TESSA Inc.) is a not for profit organisation established on the 12th 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. The Board has developed a 2016 Business Improvement Plan to provide actions which enable us to work towards achievement of our strategic directions.

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.

Be Strong 力

Be Calm 穩

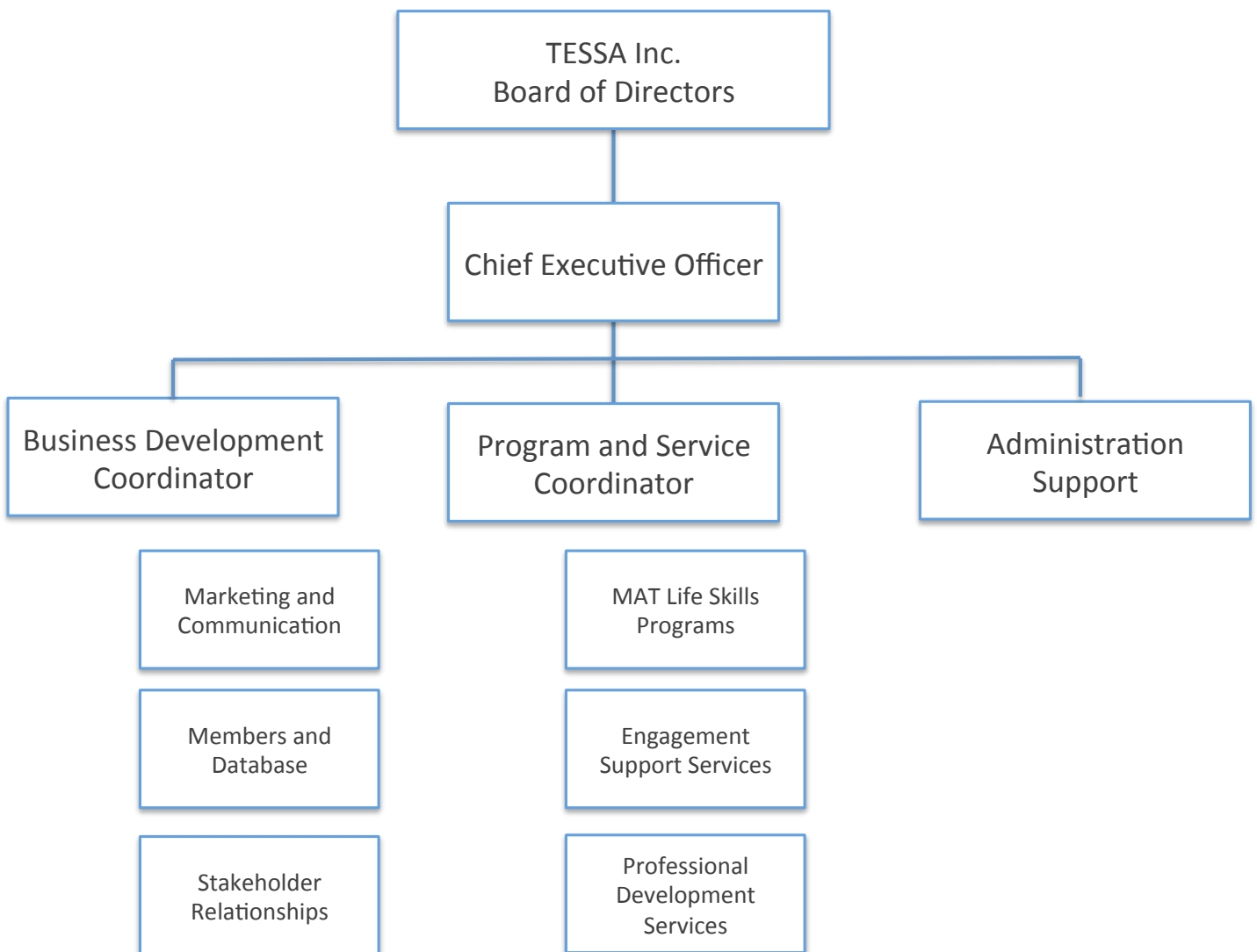
Be Kind 慈

Try Hard 努

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

The Board presents the Association’s Annual Report at the Annual General Meeting, and then makes it available for viewing via the website.

TESSA Organisational Chart



Board of Directors

Mark Heuston
Chairperson
TESSA Inc.



Qualifications

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

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.

Victoria Triggs
G.A.I.C.D
Company
Secretary TESSA
Inc.



Victoria is an educational and leadership consultant, engaging in probono 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 Board Leadership and specialised Leadership programs, for business and community leaders. Victoria is a mentor to a manager at St Vincent de Paul Society Victoria. She also assists a Leadership Victoria Alumni with his Arts and Healing digital 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
Founding
Member
Representative**



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

Sue Tait,
F.A.I.C.D.
Board
Director,
TESSA Inc.



Sue Tait was a member of the Commonwealth Senior Executive Service for over 10 years and also has extensive experience as a Senior Executive in both the Victorian Government and community sector.

She joined the Australian Institute of Family Studies (AIFS) in 2005 and, shortly after, took up the position of Deputy Director (Corporate and Strategy). In this role she was responsible for strategic planning, corporate governance and oversight of key corporate areas including Government and External Relations, Communications, Finance, Human Resources, Information Technology and Business Development. She was also instrumental in building the capacity of the Institute to respond to risk management, accountability and compliance requirements under the Public Governance, Performance and Accountability Act.

Before joining AIFS, Sue had extensive experience in the Victorian Department of Education and Training, with senior roles ranging from Principal and District Liaison Principal, to Regional Director, and General Manager in the Office of School Education. She has also served as Non-Executive Director of a range of community- and education-focused Boards.

Qualifications

- Graduate, Australian Institute of Company Directors Course
- Masters of Educational Studies, Monash University
- Bachelor of Arts (Hons) La Trobe University
- Diploma of Education La Trobe University

Rodrigo
Castellanos
Treasurer
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.

Qualifications

- Bachelor of Economics (BEc)

Clint Cassell
Board Director,
TESSA Inc.



Melbourne area. Based on his experience and learning in the field Clint now coordinates the ESO program, using his considerable experience to support schools dealing with traumatised children on an operational level.

Clint also has a certificate IV in training and assessment is one of the principal facilitators for both TESSA's 'Managing Challenging Behaviour' and 'Protective practice' training. As delivering PDs to teaching and support staff in mainstream governments schools he's responsible for training Engagement Support Officers as well as placement students studying youth work, community services and mental health.

Clint is passionate about making a difference for both schools and kids who are struggling and to this end he continues to build on his skills in teaching, engagement and support.

Clint has worked as a full time Engagement Support Officer from 2012 – 2014, working with various kids exhibiting a high level of challenging behaviour in a wide range of schools and settings across the greater

Steve Golding
Chief Executive
Officer



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.

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 2016 as: (i) Raise awareness of TESSA Inc. programs and services; (ii) Extend reach of TESSA Inc. programs and services.

Achievements as of June 30 2016 include:

(i) TESSA Inc. Announcements to key stakeholders commenced in February 2016 with the creation of a comprehensive database of schools and community agencies. They receive Term-based opportunities to express interest in TESSA's programs and services.

(ii) TESSA has successfully re-engaged with key stakeholders such as School Focus Youth Services in metropolitan and regional Melbourne. We have commenced conversations with potential corporate partners working at different levels of the education sector to increase the reach and footprint of TESSA services.

The second key improvement strategy is to broaden our income sources, with actions identified for 2016 as: (i) Development of Targeted TESSA Inc. programs and services; (ii) Identify level of recurrent revenue required and revenue for growth; (iii) Identify and seek philanthropic grants and donations; (iv) Build TESSA Inc. membership; (v) Establish viable commercial component.

Achievements as of June 30 2016 include:

(i) TESSA developed targeted services and products in key areas such as its MAT Life Skills Program by creating for the first time a set of workshops specifically targeting Teachers and Education Staff. These workshop will support the continuity of life skills learnt by students during the program. With the release of the new SFYS guidelines, TESSA updated the language and purpose of its Information Pack to enable schools to successfully seek funding for their programs.

- (ii) Business modelling and projections completed. Assessment of TESSA Inc. progress towards financial viability, based upon 6 criteria (centre for social impact).
- (iii) Submission of Vic Health award application to acknowledge the successful impact of the MAT Life Skills Program to improving youth mental wellbeing.
- (iv) TESSA's associate membership was increased this year by the successful implementation of the Placement Model. This enabled TAFE students to be trained in our program of Managing Children with Challenging Behaviours while successfully completing their placement hours in selected host schools.
- (v) TESSA developed a financial model that allowed to test the sensitivity of its business model to key variables of its operations including required volume of operations per TESSA service, price levels and individual cost structures.

The third key improvement strategy is to strengthen TESSA Inc., with actions identified for 2016 as: (i) Design preferred organisational structure; (ii) Document Governance policies and procedures; (iii) Director development.

Achievements as of June 30 2016 include:

- (i) TESSA created a set of organisational and operational diagrams that clarify the roles, responsibilities and expectations of key stakeholders participating in the day to day operations. These diagrams informed the Memoranda of Understanding to be signed by these stakeholders in the present financial year.
- (ii) Development of Board Executive Officer Position Descriptions commenced. Acts, Policies, Procedures and Frameworks applicable to TESSA Inc. services and program delivery recorded.
- (iii) Director Report as a standard Agenda item.

Therapeutic Engagement Support Services and Programs

Engagement Support Officer (ESO) Services

	2014 - 2015	2015 - 2016
Students	222	237
Schools	74	79
Shifts	1,535	1,599
Hours	9,977	10,402

Due to the success of the placement model a number of students from this experience successfully transferred over into effective ESO staff. Appropriate ESO shifts had a steady continuum through 2015 into 2016. The beginning of the new year had the predicted lower number of shifts however a much stronger start compared to the previous year- over 35 shifts a week compared to less than 15 at the start of the previous year.

ESO services steadily continued from there gradually building to an average of 45 shifts a week.

MAT Life Skills Programs

	2014 - 2015	2015 - 2016
Students	1,716	1,620
Schools	143	135
Sessions	1,144	1,080
Hours	1,716	1,296

With the release of the new School Focused Youth Services (SFYS) guidelines, TESSA updated the language and purpose of its Information Pack to enable schools to successfully seek funding for their programs. These guidelines arrived later in the year than expected and this meant that funding was not so readily available for a significant part of the year.

However, TESSA successfully supported schools, both government and independent, in requesting SFYS to deliver MAT Life Skills Programs as targeted interventions for students at risk of disengaging from education.

Professional Development Services

	2014 - 2015	2015 – 2016
Protective Practice *	15	9
Managing Challenging Behaviors *	0	4

* Number of sessions delivered

With some additions and modifications to the DET Policy on managing challenging behaviours, TESSA updated the content and focus of its presentations ensuring full exposure of DET policy, challenging behaviour theory and protective practice strategies for schools participating in our workshops.

This year, over 100 students from RMIT Youth Work Certificate Diploma were trained in TESSA's Managing Challenging Behaviour Training since this fulfils several of the modules of the Diploma.

Successful trial of multiple 90-minute training modules as an established sequence with schools. First successful run of 90 minute PDs formulated from MCB training content.

It is expected that the following year, our Professional Development unit will continue to expand its impact across the education sector in Victoria.



Engagement Support Officer in classroom



MAT Life Skill session with high school students



Managing Challenging Behaviour PD session in Victorian school

ESO Placement Model

I extend my gratitude to Stephen Golding for inviting me to be here today and giving me the opportunity to share with you what will hopefully be a succinct summary of my time with TESSA since I first came on board as a placement student earlier this year.

I first met Steve at Swinburne University around this time last year. I was studying a diploma of community service work, and Steve came into our class with another student who had done placement with TESSA and spoke about the organisation and the role of Engagement Support Officers. For those of you who know Steve will know that his ability to string together the most eloquently worded sentences is unparalleled, so naturally I fell for his sales pitch and I subsequently ended up doing both of my 200-hour placement blocks with TESSA.

When I came to Croydon for an interview with Steve and Clint and they were speaking about the ESO role and it really resonated with me. My mother is a teacher, so primary schools were not a foreign environment. Working with kids is something I have always been passionate about and I knew instantly that this was a pathway I wanted to pursue.

In the beginning I was somewhat sceptical about how much I would learn about the community service sector. I thought maybe this position will be more like that of an integration aide and

I wondered whether I would learn enough from the role.

Let me assure you that I had nothing to worry about. My time with TESSA has been absolutely invaluable and I gained more exposure and insight into areas of complexity than I could have imagined and certainly more than any classroom or textbook could have hoped to teach me.

Since I began with TESSA, I have worked with children who have been exposed to everything from domestic violence, sexual abuse, substance abuse, kidnapping, bullying and the list continues. I have gained deeper insight into how the child protection system works, into foster and residential care and even organisations like CYMHS and the Eagle Unit at the Austin Hospital.

I have been in a truly unique position where I have been able to work with children one on one for 7 hours a day. There are very few jobs in the community services sector that allow you to spend that much time with one specific child and get such a profoundly deep insight into the lives of trauma-affected children and to gain clarity and understanding of the developmental and behavioural impacts the trauma has on them.

I feel that wherever I end up in the sector, I will be so much better equipped to support young people at risk as the knowledge and skills I have gained from my placement with TESSA are incomparable.

In my time with TESSA I have always felt overwhelmingly supported by my colleagues and supervisors. TESSA has a unique and dynamic team, and you soon find that passion for working with youth and the desire to try and make a positive change in someone's life is intrinsic to all the staff. It is rare to encounter so many likeminded and good hearted people, and TESSA truly has the highest level of staff morale I have come across in a workplace.

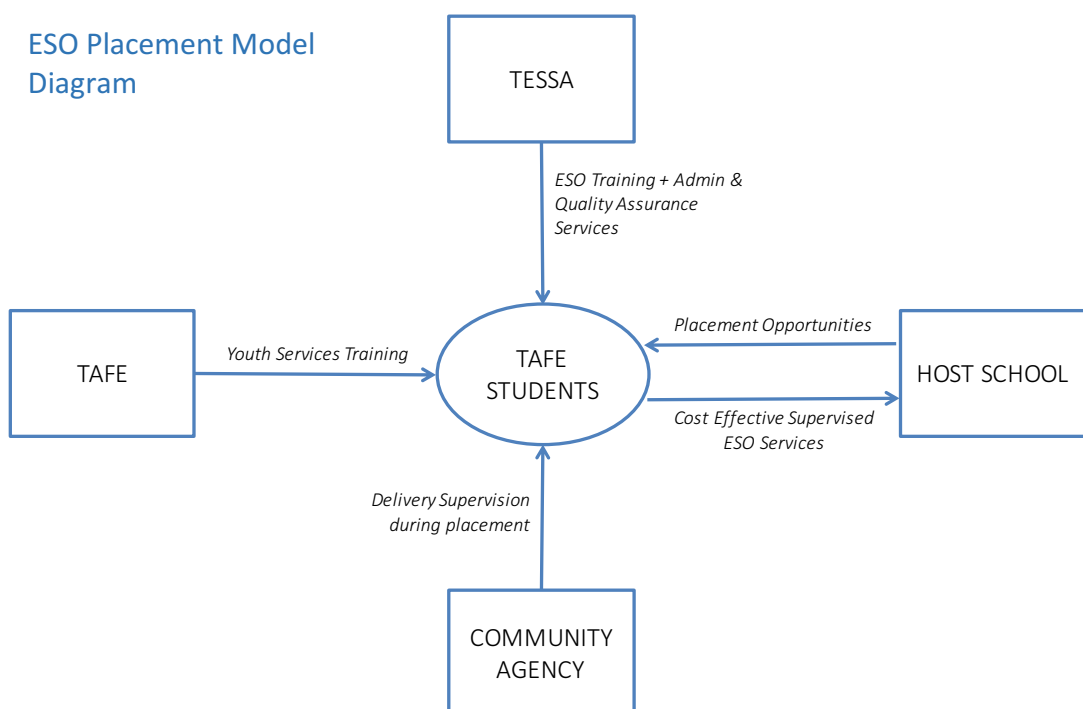
It is this team dynamic and the network of support that has made these sometimes difficult and exhausting roles both, sustainable and extremely rewarding.

I look forward to continuing on this journey with you all and I'd like to thank you for your time.

Zach Bresnahan, ESO Placement Student



ESO Placement Model Diagram



Financial Report

Therapeutic Engagement Support Services Association Incorporated
ABN 19 730 722 494
Committee's Report
For the year ended 30 June 2016

Your committee members submit the financial accounts of the Therapeutic Engagement Support Services Association Incorporated for the financial year ended 30 June 2016.

Committee Members

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

Position	Director
Chairperson	Mark Heuston
Co-Chairperson & Founding Member Representative	Clint Cassell
Treasurer	Rodrigo Castellanos
Secretary	Victoria Triggs
Founding Member Representative	Bronwyn Harcourt
Director	Sue Tait

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:

V. Triggs Date 12-9-2016
Victoria Triggs

[Signature] Date 12/09/2016
RODRIGO CASTELLANOS

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Detailed Profit and Loss Statement

For the year ended 30 June 2016

	2016	2015
	\$	\$
Income		
Sales of Goods	323	520
Membership Fees	5,734	3,423
Training Income - ESO	24,148	2,645
Training Income - LS Program	153,769	11,790
Training Income - PD	13,319	17,039
Training Income - Workplace	2,660	4,750
Interest received	114	1,894
Subsidies received		300
Total income	<u>200,067</u>	<u>42,361</u>
Expenses		
Accountancy	3,119	3,145
Audit fees		5,000
Bank Fees And Charges	125	180
Consultants fees - IT & Process developmt	1,063	1,718
Insurance	1,743	1,743
MAT Admin Fees - Life Skills	6,737	
MAT Admin Fees - ESO	5,167	
Printing & stationery	370	681
Staff Training - ESO	5,426	655
Staff Training - PD	551	836
Subcontractors	70,914	99,281
Subcontractors - ESO	3,643	10,928
Subcontractors - LS	122,342	2,409
Subcontractors - PD	2,102	5,041
Travel, accom & conference	239	6,043
Total expenses	<u>223,541</u>	<u>137,659</u>
Profit (loss) from ordinary activities before income tax	(23,474)	(95,297)
Income tax revenue relating to ordinary activities		
Net profit (loss) attributable to the association	(23,474)	(95,297)
Total changes in equity of the association	(23,474)	(95,297)

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 2016

	2016	2015
	\$	\$
Opening retained profits	41,600	136,898
Net profit (loss) attributable to the association	<u>(23,474)</u>	<u>(95,297)</u>
Closing retained profits	<u><u>18,127</u></u>	<u><u>41,600</u></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 2016

	Note	2016 \$	2015 \$
Current Assets			
Cash Assets			
Cash at bank - CBA Business Trans #2713		17,441	18,286
Cash at bank - CBA Online Saver #4461			19,564
		<u>17,441</u>	<u>37,851</u>
Current Tax Assets			
GST payable control account		(3,837)	(769)
Input tax credit control account		4,524	4,520
		<u>687</u>	<u>3,751</u>
Total Current Assets		<u>18,128</u>	<u>41,601</u>
Total Assets		<u>18,128</u>	<u>41,601</u>
Net Assets		<u>18,128</u>	<u>41,601</u>
Members' Funds			
Issued Capital			
Issued & paid up capital		1	1
Accumulated surplus (deficit)		18,127	41,600
Total Members' Funds		<u>18,128</u>	<u>41,601</u>

The accompanying notes form part of these financial statements.

Therapeutic Engagement Support Services Association Incorporated
ABN 19 730 722 494
Independent Auditor's Report to the Members

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.

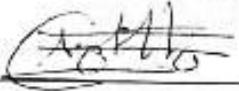
In the opinion of the Committee the Detailed Profit and Loss Statement, Detailed Balance Sheet, and Notes to the Financial Statements:

1. Presents fairly the financial position of Therapeutic Engagement Support Services Association Incorporated as at 30 June 2016 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:

U.H. Triggs Date 12.9.2016
Victoria Triggs

 Date 12/09/2016
Rodrigo Castellanos

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

www.LDB.com.au



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 2016, the income and expenditure statement for the year then ended, 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 Incorporation 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 management, 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 2016, and its financial performance for the year then ended in accordance with Note 1 to the financial report and Associations Incorporation Reform Act 2012.

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

Basis of Accounting

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

LDB Audit Services Pty Ltd

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


HILTON MILLER
DIRECTOR

Dated this.....*12*.....day of.....*September*.....2016

Acknowledgements

The Therapeutic Engagement Support Services Association Inc. acknowledges the following organisations and individuals in appreciation of their valuable support during 2015-2016.

Founding Organisations

- MAT Program Pty Ltd
- Croydon Community School

Government Departments

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

Education Networks

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

Community Agencies

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

Consultants

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

Tertiary Institutes/Courses

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

Martial Arts

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

TESSA Inc.

- Members (Full and Associate)
- Peer Educators
- Placement Students

Be Strong 力

Be Calm 穩

Be Kind 慈

Try Hard 努