



Therapeutic Engagement Support Services Association Incorporated

Annual Report 2021



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

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Chairperson report

2020–21

The 2021–21 year saw a continuation of our ‘new normal’ in that many of our programs needed to pivot to online or alternate delivery modes. We drew inspiration from our TESSA Inc. CODE: Be strong, Be calm, Be Kind, Try Hard, and rose to the challenges to reinvent our programs.

We successfully secured our place in a new hybrid world of teaching and learning. Our success in this new world was underpinned by the flexible thinking and hard work and dedication of all TESSA Inc team members.

It was an honour to be nominated and voted into the role of chairperson, a role I appreciate and continue to learn so much from.

I would like to thank Clint Cassell and Rodrigo Castellanos, program managers, for their expertise in delivering online programs throughout the year. Your ability to meet needs in the online world you certainly made it look seamless. The many hours of dedication and planning was clearly apparent as another pandemic year unfolded.

Thank you to Steve Golding, our TESSA Inc. project development coordinator for your unwavering support to us as individuals and to TESSA Inc. as an organisation.

I would also like to thank all Board members and acknowledge the strong bond we have formed whilst facing and responding to challenges together with such positivity. Jane Weston, our Company Secretary, Darek Lebek, our Child Safe officer, Pat Mannix, our Treasurer, and welcome to our newest member, Tony Joyce. We farewelled Moazam Shah, thanked him wished him all the best for his contribution to TESSA Inc.

To Our CEO, Victoria Triggs, we thank you for always supporting, leading and promoting TESSA Inc. Your guidance, from hosting our major events, to ensuring our path is clear to support schools and their communities in both untiring and unwavering.

I would like to thank all Directors, our Administration officer, our Life Skills Instructors and our Engagement Support Services and Professional Learning staff. It’s an honour sharing this journey with you all.

Warm regards

Natalie Deacon

Chairperson

Chief Executive Officer report

The 2020–21 financial year saw the continued necessity for resilience and adaptability to meet the fluctuating circumstances arising from the pandemic.

The waves of lockdowns: 8 July to 21 October 2020 (111 days); 12–17 February (5 days) and 27 May to 10 June (14 days) meant lessons learnt from the first lockdown were quickly re-applied. The use of online and hybrid environments supported continuity of effective governance and service delivery. The co-developed 2021 Business Improvement Plan was pursued, to the extent possible, by the Board of Directors and the Operations Team. Directors and staff kept their focus on our Mission: to develop and implement therapeutic support services for young people, which are sustainable, effective and accessible. The Strategic Plan Progress Report, Section three, indicates the collective achievements aligned to our key improvement strategies.

Board portfolios are determined annually and I acknowledge the excellent stewardship of Natalie Deacon, Chairperson; Jane Weston, Company Secretary; Pat Mannix, Treasurer; Rodrigo Castellanos Co-treasurer and Communications Officer, and Darek Lebek, Child Safe Officer. Directors willingly contribute voluntarily in governance responsibilities and in a hands-on capacity to meet the needs of TESSA Inc. as a small charity organisation.

The Board thanks Felicity Cassell for her valued contribution as our Administrative Officer (part time) ensuring effective financial procedures. Jacinta Hewer, CINCH, is thanked for securing government business grants, to underpin our financial viability.

The successful outcomes from delivery of our core stream programs and services is evidenced in Section four. I highlight the inspirational leadership and commitment of our Operations Team members: Rodrigo Castellanos, MAT Life Skills Program Manager; Steve Golding, Project Development Officer; Clint Cassell Professional Learning Manager and Natalie Deacon, Engagement Support Services Manager.

The 2021 Annual General Meeting theme of **Staying Strong**, encapsulates our collective focus and efforts. We continue striving to make a lasting difference to the present and future of the children, young people, their families and communities we serve. Directors, staff, members, volunteers and supporters of TESSA Inc. are sincerely thanked for their passion and commitment to our Vision, Mission and Values (the CODE). I am privileged to work with you.

Victoria Triggs

Chief Executive Officer

Governance

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

The TESSA Inc. Constitution, 13 June 2018, specifies the Board composition as one founding partner nominee (MAT Pty Ltd), and six elected member representatives. To provide continuity, only two or three of the elected positions fall vacant each year. Directors receive no remuneration for their services and pay the full membership fee annually.

The constitution designates Board Director portfolios of Chair, Vice-Chair, Secretary, Treasurer and Child Safe Officer.

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

Purposes

- To provide a framework for the creation and delivery of therapeutic engagement support programs and services in Victoria and beyond,
- To licence therapeutic engagement support programs and services that assist individuals and groups within the wider community to develop personal skills to improve the quality of their lives,
- To support members in the creation and delivery of new applications of therapeutic engagement support programs and services,
- To set and maintain standards for all therapeutic engagement support programs and services licenced and supported by the Association, and
- To promote the health and welfare of Association members, staff and volunteers.

TESSA Inc. is now a registered charity under the Australian Charities and Not-for-profits Commission.

Strategic focus

The Board and Program Managers co-developed the second TESSA Inc. Strategic Plan 2019–2022 with Goals:

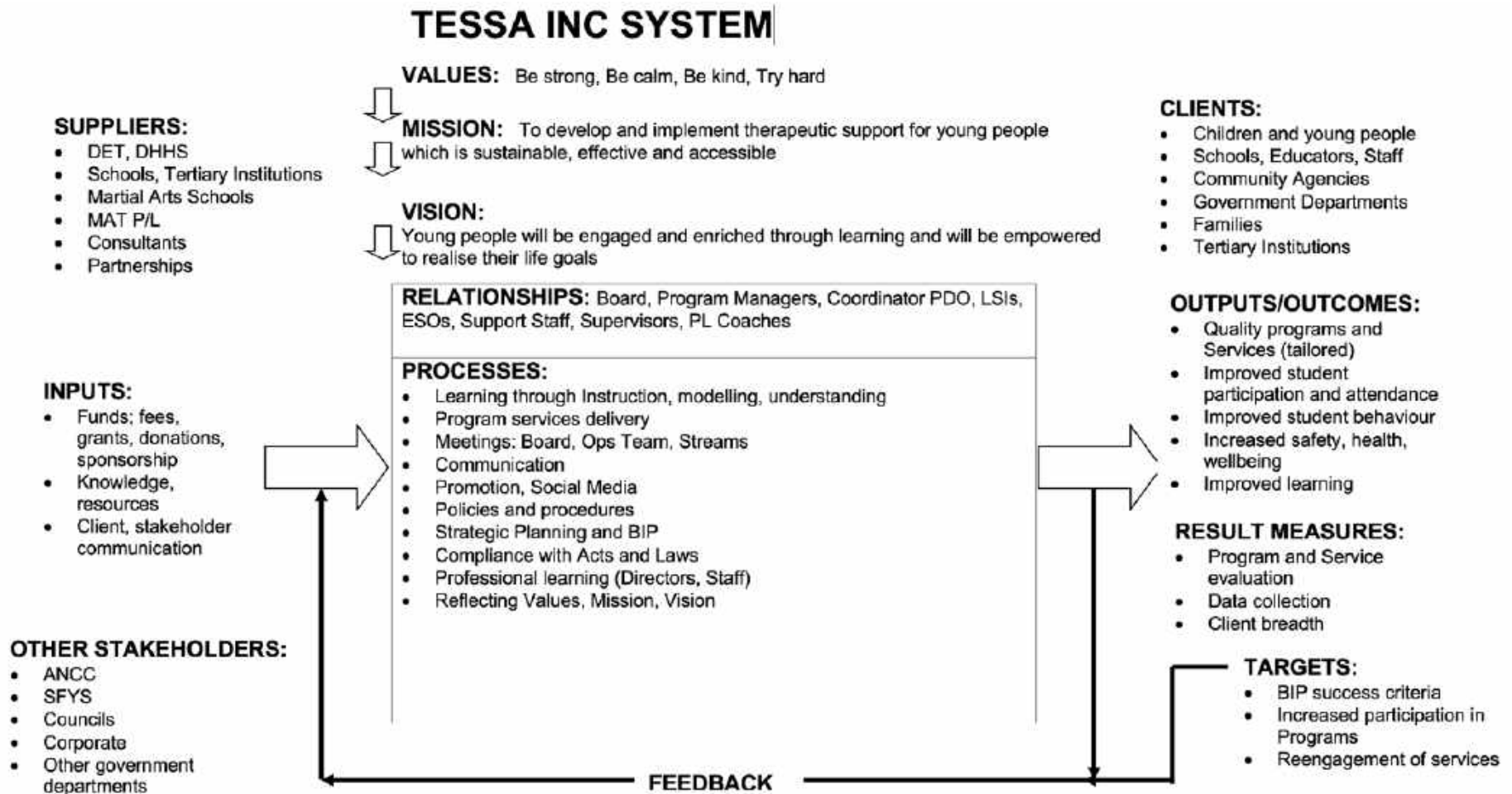
- to achieve a long-term sustainable organisation
- to fully encompass the potential of TESSA Inc. (Vision, Mission and Purpose).

This is used as the framework for the Business Improvement Plans, which translate the key improvement strategies into annual actions and measurable success criteria.

The Board sustains the organisational focus upon achievement of our Vision and Mission, in accordance with our organisational Values of the Code.

Systems view

In January 2020, TESSA Inc. drew together the key elements of our strategic focus and developed a systems view document to further assist the organisation to understand and direct its efforts into the future. During the reporting period, the TESSA Inc. system view continues to guide our strategic focus, and it a tool regularly referred to in planning and reporting contexts.



Vision

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

Mission

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

Values

Be strong 力

Be calm 稳

Be kind 慈

Try hard 努

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

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

Child Safe Standards

As an organisation, TESSA Inc. is strongly committed to ensuring the safety and wellbeing of all the children and young people we work with. Our processes strongly referenced the current Government Guidelines to ensure every child's safety in all interactions with young people across the organisation. One of the many challenges of 2020–21 was ensuring that our Child Safe Standards, Policies and Procedures and our Code of Conduct were adequately reviewed, updated and implemented across all TESSA Inc. programs, both face-to-face and online delivery.

The Victorian Government announced New Child Safe Standards which will commence on 1 July 2022. As an organisation, we are committed to ensuring we comply to the new Standards in all that we do. Keeping children safe, protecting the physical and emotional safety of children and ensuring that every child is treated with respect and dignity is central to the culture promoted across TESSA Inc.

Board members



Victoria Triggs GAICD

Chief Executive Officer

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.

As Chief Executive Officer she leads the TESSA Inc. Operations Team, which meets fortnightly to oversee program and service delivery. She reports to the Board monthly on the progress of the

TESSA Inc. Business Improvement Plan.

Victoria is employed as a consultant to National Curriculum Services. She conducts quality assurance on school review reports for Government and Catholic schools. She also conducts Victorian Regulations and Qualifications Authority registration reviews. Thereby contributing to the process for primary, secondary and specialist schools to examine student outcomes and develop directions for improvement.

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

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

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

Victoria engages in professional learning through the Australian Institute of Company Directors, Department of Education and Training, and Our Community. Most recently focussed upon COVID Safe training.

Qualifications

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



Rodrigo Castellanos

Co-Treasurer, Communications Officer, MAT Life Skills Program Manager

Rodrigo has over 15 years' experience in project management, sustainability and environmental markets. In 2010 Rodrigo cofounded RAMP Carbon Pty Ltd while leading the development of a series of major environmental and social programs in Latin

America and Africa such as distribution off-grid lighting technologies, avoided deforestation and ecological restoration projects and energy efficiency solutions for commercial buildings.

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

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

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

Rodrigo has completed the Play by the Rules (PBTR)-Child Protection professional development program.

Qualifications

Bachelor of Economics (BEc)



Jane Weston

Company Secretary

Jane Weston is an experienced educator, writer and project manager. She currently conducts both pro bono and paid work after a career in education and training, includes work as a teacher, policy maker, project manager and resource developer. Jane has managed a range of national and international education initiatives, and has extensive experience in developing resources for teachers and school leaders in areas of considerable educational significance, including Indigenous education, Studies of Society and Environment, body image, values, conflict resolution and peace education. Jane is currently an education consultant and writer. Jane co-wrote the 2014 publication 'Understanding and Addressing the Needs of Children and Young People Living With Fetal Alcohol Spectrum Disorders (FASD) - a resource for teachers'. In 2018, the resource was updated to reflect recent research in to the role of trauma on the developing brain. The resource, Fetal alcohol spectrum disorder (FASD) and complex trauma: A resource for educators is accessed both in Australia and internationally.

Qualifications

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

Darek Lebek



Child Safe Officer

Darek has extensive teaching and coaching experience with men, women and children of all ages. He began studying Martial Arts in 1986 and currently holds the rank of 5th degree Black Belt. Darek has been running a karate school since 2003. He was introduced to meditation and personal development in his early teenage years and the exploration of mind and personal development quickly became one of his passions.

Professionally Darek has worked in the Building and Construction sector as a Project Manager and Site Manager where he has been involved in the delivery of several high-profile projects world-wide for prominent clients including Microsoft, McDonalds, Westfield to name a few.

He has taken part in many National and International Tournaments and has travelled many times to Japan, USA and other parts of the world to compete but also to participate as a referee and a guest.

Some of his martial arts highlights include:

- 1998 Winner – First Place, Kata, World Seido Karate Tournament, New Zealand
- 2006 Winner – Best Team, World Seido Karate Tournament, New York
- 2013 Winner – Australian SOGO (Grand Champion) Title, Australian Seido Championship, Sydney

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

Qualifications

- Diploma in Building and Construction
- Diploma in Project Management

Darek has completed the Play by the Rules (PBTR)- Child Protection professional development program.

Natalie Deacon



Chairperson

Engagement Support Services Program Manager, Professional Learning Coach

With a background in community development, Natalie has completed a Diploma of Community Service.

Natalie works alongside TAFE colleges and Universities to facilitate and support adult learners requiring a placement experience. Natalie’s other

roles involve supporting all school staff directly and indirectly with training and onsite interventions.

Natalie is an experienced trainer and delivers the TESSA Inc. Managing Challenging Behaviour training to school staff and adult learners.

Natalie ran her own interior decorating business for over 20 years and chose a complete career shift after volunteering with a group of young people. She loves to inspire others to understand why our young people behave the way they do and the best interventions to support them.

Pat Mannix



Treasurer

Since 1997, Pat has managed a family-owned financial business. Paris Financial was established by his Father Noel in 1978. Pat has helped build the business up to a team of 65 members across three locations in Eastern Melbourne.

He was one of the inaugural TESSA Inc. Board members and has supported TESSA Inc. and the MAT program via administrative, tax and accounting services since inception.

Pat has sat on local boards, including St Thomas the Apostle Parish in Blackburn, and as Treasurer and President of the Blackburn Junior Football Club.

Pat has a passion for creating opportunity and fairness for young people; a core focus for TESSA Inc.

Qualifications

- Bachelor Business in Accounting
- CPA

Strategic Plan progress report

The Therapeutic Engagement Support Services Association Incorporated (TESSA Inc.) Strategic Plan 2019–2022 has two important goals:

- To achieve a long-term sustainable organisation.
- To fully encompass the potential of TESSA Inc. (Vision, Mission and Purpose)

Key improvement strategies have been pursued via actions identified in the Business Improvement Plans of 2020 and 2021; following is an indication of our progress to date.

Build staff capacity and pathways

Natalie Deacon successfully transitioned from the Engagement Support Officer Placement Coordinator role, to take up the part time position of Program Manager for all Engagement Support Services. This has given a renewed focus on seeking and training Engagement Support Officers.

Bonnie Ward was employed 20 hours a week as an administrative assistant for six months from May 2021, under the government wage subsidy scheme (Job Maker). This role focussed upon digital archiving, database development, policy research and writing.

Staff involvement across core streams, for example Darek Lebek, Life Skills Instructor, presenting segments at the Managing Challenging Behaviour Professional Learning programs was fostered. This collaboration builds understanding of the breadth of TESSA Inc. staff capabilities and organisational spirit.

Increase Board diversity

The appointment of Pat Mannix, as Treasurer, and co-option of Tony Joyce has increased the Board's business acumen skills.

The REACH sessions, led by David Davenport MetaSkill Consulting Pty Ltd, enabled the Directors and Operations Team members to reflect upon TESSA Inc. culture, as organisational leaders.

Director knowledge development and diversity was supported by the distribution of webinar links including: Essential Directors Update; Neuro-Somatic Mindfulness; Resilient Families; Cyber Trends. Additionally, by the circulation of professional readings provided by the Chief Executive Officer and Program Managers, including relevant government planning documents and stimulus material.

Develop a viable funding model

The fee-for-service model, with costs to clients (schools, community agencies, families) being kept to a minimum and affordable level, has enabled TESSA Inc. to continue delivery of its programs. TESSA Inc. appreciated receipt of government business support grants. TESSA Inc. supports schools, agencies and families to access external funding sources, such as the School Focussed Youth Service and the National Disability Insurance Scheme.

TESSA Inc. continues to deliver Protective Intervention Training (PIT), led by Clint Cassell, in accordance with the contract awarded by the Department of Education and Training, as a preferred provider. Thus, TESSA Inc. delivers an essential service to support the mental

wellbeing and safety of school staff. Modules were delivered entirely online or included follow up in situ sessions (when pandemic restrictions permitted).

Application for a Vic Health grant to further develop and promote *The MAT Challenge* for middle years at risk students was submitted, however was unsuccessful.

Increase range and reach of TESSA Inc. therapeutic programs and services

The focus of the Project Development Officer role is to identify, trial and evaluate new programs and adaptations to existing services. Following successful in field trials, a formal partnership agreement between TESSA Inc. and MetaSkill Consulting Pty Ltd to deliver the 4C Conflict Leadership Program was signed in March 2021.

The continued impact of COVID-19 preventing direct access to schools and community agencies saw Program Managers refine and extend online and hybrid service delivery methodology. Evaluations demonstrate the positive impact and outcomes. This has built the capacity to extend our reach and flexibility including: Life Skills Program delivery to Geelong schools, and initiated development of a localised CORE program. The commencement of a New South Wales Life Skill Instructor, through accreditation by Rodrigo Castellanos and senior team members, via online experiences and training. Additionally, the relocation of our Professional Learning Manager presented the opportunity to engage with schools in Queensland.

Build TESSA Inc. profile, brand and marketing

The emphasis on virtual promotion has resulted in an increasing connection to our social media channels:

- <https://www.facebook.com/engagementservices>
- <https://www.facebook.com/thematprogram>
- <https://instagram.com/thematprogram>

The development of a database to record school, client and agency use of a TESSA Inc. program or service will enable the reputational success of an initial uptake, in promoting access to another core service stream.

Steve Golding, Project Development Officer, has been building connections with aligned organisations, to build the TESSA Inc. profile in a wider arena, beyond school education.

The TESSA Inc. Chief Executive Officer was independently nominated as a finalist for an international business leadership award.

Advance commitment to TESSA Inc. as a whole organisation

The 18 January 2021 launch event hosted by the TESSA Inc. Board, had participation by staff (employees, contractors), volunteers and family members.

The joint Board and Operations Team strategic planning workshop, with evaluation of the 2020 Business Improvement Plan (BIP), led to the development of the 2021 Business Improvement Plan. A standard Agenda item for the Board and Operations Team ensures monitoring and reporting on BIP implementation at monthly intervals.

Development of TESSA Inc. policies and procedures applicable across the organisation: Revised Pandemic Policy and Procedures; Intellectual Property and Copyright Policy, were approved by the Board.

Proactive monitoring by the Board of Risk Management, for example, continual revision of TESSA Inc. COVID-19 Safe Plan, ensured compliance with Government regulations and requirements. Provision of protected worker permits enabled continued support to vulnerable children and young people.

Victoria Triggs

Chief Executive Officer

Therapeutic engagement support services and programs

Engagement support services

Engagement Support Officer (ESO) program

	2020		2021	
	Term 3	Term 4	Term 1	Term 2
ESO shifts delivered to schools:	0	0	9	18
Number of schools using ESO Support:	0	0	1	2

The impact of the current global COVID 19 pandemic was felt throughout the ESO program this year. The department mandated switch to remote learning negated the need for ESO school support in a face-to-face model. Once schools returned to onsite learning, TESSA Inc. received many requests for ESO support as schools were facing challenges with the return of face-to-face learning.

We have successfully trained and hired current placement students suitable for an ESO position which means we are able to increase our support of at-risk children and young people.

Engagement Support Officer Placement (ESOP) program

	2020		2021	
	Term 3	Term 4	Term 1	Term 2
Placement shifts delivered to schools:	0	0	280	125
Number of schools using ESOP Support:	0	0	4	4
Number of onsite placement students during 2020–21:				18
Number of placement students going on to do ESO work during 2020–21:				2

The ESOP program was put on hold during the latter half of 2020 due to lockdown restrictions in Victoria. This saw TESSA Inc. develop and provide placement students with an online training opportunity to complete placement hours.

With the return to face-to-face learning, schools were eager to re-establish the placement program. Term , 2021 saw an unprecedented number of placement students begin their four-day trial, twelve students in one week! Two of these placement students have begun sub-contract work for TESSA Inc. following their placement experience.

The ESOP placement program received excellent feedback:

Natalie (Deacon) is very person focussed, and provides the support required to best reflect well on the organisation. Despite all the interruptions and stops and starts, Natalie has kept a level head and steady voice throughout. Vicarious care is well

thought through, and Natalie provided the time to listen. I enjoyed my time and placement with Tessa Inc.'

ESOP Placement Student

'My placement with Tessa Inc. has been nothing but a positive experience from the beginning. The amount of support and guidance I am given, and the ability to talk about my day at school, or any situations that I have questions about, has been so well received and the training was so relevant and up to date and easy to follow, also lots of fun.'

ESOP Placement Student

MAT Life Skills Program

	T3 2020	T4 2020	T1 2021	T2 2021	Total
Students	85	329	315	690	1,419
Schools	14	26	11	36	87
Sessions	105	231	147	322	805
Hours	126	277	176	386	966
Programs	15	33	21	46	115

Term 3, 2020 saw Victoria entering into long-term lockdown. A number of programs were rescheduled or postponed. We continued to capitalize on the lessons learned from previous online course delivery, and in Term 2, 2021 TESSA Inc. increased the number of programs delivered using enhanced online delivery models.







Of particular relevance was the launch of our first fully online program - 'The MAT Challenge'. In the Challenge, participants connected to the structured program for 5 consecutive weeks. A range of physical and mental exercises helped them embody specific life skills relevant to both themselves and for passing on to student and other audiences. The course was accompanied by an explanatory TESSA Inc. video, and other video resources as well as daily inspirational quotes. Over 20 people participated in this program across primary and secondary schools.

The MAT Challenge received excellent feedback:

"It was good to consciously wake up every day and work on mental and physical wellbeing"

"Found the MAT Challenge to be a practical and easy to use and a good way of assisting in Life's daily challenges"

"My friends were really interested in your program. We never stop learning"



By Term 4, 2020 students returned to schools and there was an increase in the number of TESSA Inc. programs and services successfully delivered. Challenges remained due to the restricted access to schools by non-essential service providers. However, once again, several schools emphasized how important our programs were for the mental health of their students. On this basis, several school principals didn't hesitate in signing the required letter for our instructors to be in the school grounds delivering programs.

"The program was terrific; I would love for this to be run with a few more students and have the ability to have a teacher more readily available who could continue with the learnings."

Kingsley Park Primary School

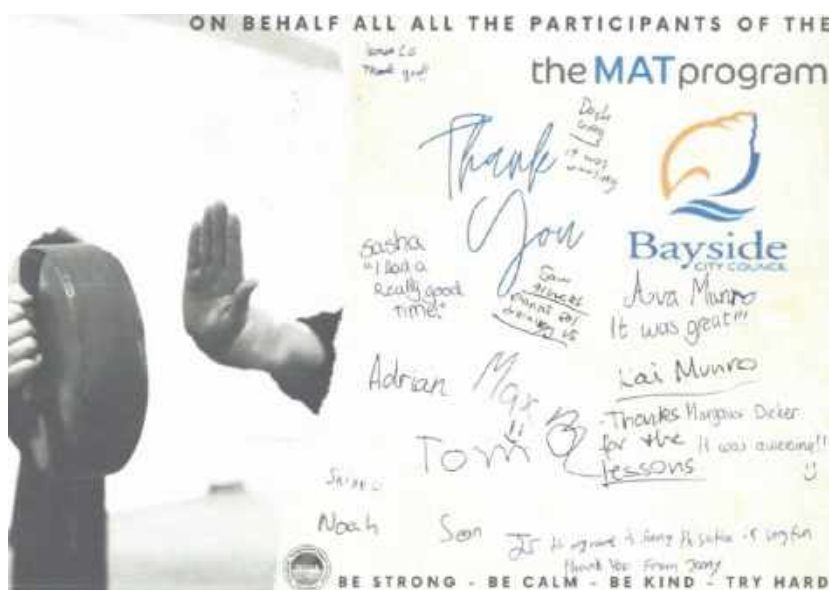
During summer holiday in 2021, we delivered a MAT Holiday Program in partnership with Bayside Council at Highett Community Centre. Initially, we aimed to run 2 x 8 sessions (16 sessions in total) programs during the summer holidays. However, due to COVID 19 restrictions, and thanks to the support of our instructors, we were able to deliver 3 x 5 sessions programs (15 sessions in total). Two of these programs took place during the January 2021 school holidays, with one more in the April 2021 school holidays). In addition, we delivered 3 parent workshops. Over 35 people attended the programs in January and April 2021.

"It gives those young teens a good way to understand their own emotions need. Especially during the uncertain times like COVID and the changing environment, how to manage their emotions needs are important."

Parent Testimonial

"The program introduced my daughter to a different way of facing challenges. She found mental strength she didn't realise she had."

Parent Testimonial



With the return to school in Terms 1 and 2, 2021, and with confirmation of funding extensions for one of our key partners and stakeholders, School Focussed Youth Services (SFYS), TESSA Inc. saw a natural increase in the number of programs offered and available.

Challenges remained, including snap lockdowns. In some cases, immediate transition to online sessions was possible due to lessons learned as well as planning for such events. In particular, we were able to access pre-recorded sessions created in 2020.

While challenges remained at the beginning of the 2021 school year, we can confidently say that the obstacles presented during 2020–21 have seen our Life Skills programs become more adaptable and transferable in both online and on-site environments. This adaptability will stand us in good going forward. For example, in Term 2, 2021, we delivered our first hybrid model for regional Victorian schools, with a combination of on-site sessions, professional learning workshops and online sessions. This model proved to be more cost effective and also provided greater engagement from the school, as teachers helped our instructor to facilitate the online sessions.

“The Life Skills program has contributed to our Year 9 program’s term 1 focus on success, resilience and happiness. The program allowed students to engage with these ideas in an active, fun and engaging way.”

Teacher, Mullana College

“It was unique, as it gave a different avenue for students to explore their understanding of life skills, and good morals/ ways to do this, and achieve your goals.”

Teacher, Werribee Primary School

TESSA Inc. would like to acknowledge the great work and commitment of our team of Life Skills instructors (in alphabetical order)

- Pat Bridge
- Evan Dowling
- Mel Hooper
- Irena Krol
- Darek Lebek
- Guy Rhynsburger
- Darius Wingate-Pearse

Your ongoing embodiment of The Code during this challenging year has been nothing short of inspirational. Thank you.

TESSA Inc. Professional Learning

Professional Learning session delivered to schools

	2020		2021	
	Term 3	Term 4	Term 1	Term 2
Onsite Professional Learning sessions delivered to schools	2	18	66	86
Online Professional Learning sessions delivered to schools	21	21	34	60
Onsite professional learning coaching sessions delivered to schools	0	11	32	18
Online professional learning consult sessions delivered to schools	0	0	10	25
Managing Challenging Behaviour 3-day training run by TESSA Inc.	1	0	1	1
8 Week online training program run by TESSA Inc.	0	1	0	0
4C Conflict Management training sessions	0	3	0	2

TESSA Inc. Professional Learning Program Manager Clint Cassell is a specialist in challenging behaviours. He is a strong believer in having guiding principles for life, a positive behaviour philosophy and working towards improving oneself to better meet the challenges we all experience in life.

Clint completed a certificate IV in Training and Assessment and is the coordinator and lead facilitator of TESSA Inc's Professional Learning program. He works with all levels of school staff through both Professional Learning sessions and 1:1 coaching. Training areas include 'Managing Challenging Behaviour' and 'Protective Practice' where Clint draws upon his skills and experiences when working with those with challenging behaviours.

Clint has received consistently strong positive feedback as a trainer and presenter, drawing on his considerable experience in the field and work with a wide range of staff groups experiencing different challenges.

The 2020–21 reporting period delivered both change and growth for the Professional Learning program. TESSA Inc. entered into a contract with the Department of Education and Training to deliver the Protective Intervention Training program. We have responded to many referrals to schools as a result of this relationship. Following the Victorian Government's lockdown of schools due to COVID-19, there was a need to pivot to alternative school delivery modes.

TESSA Inc. moved to effective online delivery models. While there were some initial teething problems with the early programs, these were quickly overcome, and in Term 1, 2021, some very effective online programs were delivered to schools.

Online consult sessions, as an alternative to onsite coaching, also proved to be effective, working closely with individual and small teams of school staff on complex and challenging situations.

A notable online program developed was the TESSA Inc. 8-week online program. This was developed from the base 3-day training (which was unable to be conducted in September due to restrictions) to meet demand of placement students wishing to access the program. The program was run by Natalie Deacon and Rebecca Konstantinou over 8 weeks, with

strong positive feedback. The improvements and continuous learning from this program have filtered back into other TESSA Inc. Professional Learning programs, enhancing approach, resources and presentation aspects.

The TESSA Inc. Professional Learning team includes a new member, Cameron Cosstick. Cameron was trained through Terms 3 and 4 in 2020, and has enhanced TESSA Inc's ability to deliver its vision of supporting schools and delivering effective programs for school staff. Other team members Natalie Deacon and Rebecca Konstantinou have assisted Cameron with his training as well as receiving consistent strong feedback for their efforts in schools.

Finally, the TESSA Inc. Professional Learning team added the 4C conflict management program to its program suite, delivered by experienced facilitator David Davenport. This program garnered strong initial interest in term 4, 2020. Demand from schools at the start of 2021 was more around safety and response training for their staff (which appears to have been driven by a higher than usual level of challenging behaviour in schools at the time) rather than conflict management training. This was contributing factor to no 4C programs being delivered in Term 1 2021. Term 2, 2021 saw renewed interest in the 4C program, with scheduled bookings that were cancelled due to COVID-19 restrictions. The 4C program is expected to grow in the 2021–22 reporting period.

Program delivery pivoted to mainly online workshops during the reporting period, with some onsite workshops in schools as permitted within restrictions. Feedback from these programs was positive, with responses in the 'agree' to 'strongly agree' range, with a few examples of very strong positive feedback from some school leaders.

Overall, TESSA Inc. Professional Learning has seen a good year despite the challenges presented by COVID-19. No small part of this was due to the dedication and ability of its trainers. Showing the ability to adapt, embrace new styles of program delivery and overall, not wavering in terms of delivering quality programs and doing their utmost to support school staff in challenging times.

The TESSA Inc. Professional Learning team are congratulated for their strong performance through difficult times. On reflection, at the end of the day, it is people who really do make the difference.

Quotes and feedback from programs

Onsite Protective Intervention Training

'What worked well was Bec was very informative and her professionalism was awesome. She spoke at a level that I could relate to and understand.'

'I was very pleased with how informative it was – very insightful'

Online learning

'Given the circumstances of being in lockdown and having to do this remotely, I believe it was very well ran. The use of Kaboot, Mentimeter, humour and activities that required us to stand up and move was a really good way to keep everyone engaged! Well done!'

'The pace was good and there were a variety of types of activities to engage the participants.'

Conflict Management online programs

'I liked the opportunity to reflect on my own previous experience in conflict leaderships, and discuss other strategies on how to deal with the situation'

'I think that we all get to a point in our journey where we need strategies to deal with conflict resolution. I can truly appreciate the simplicity yet effectiveness of the 4Cs and having David to talk us through various examples has not only empowered me to feel safe and secure in a conflict situation, but also increase myself belief and self-confidence when challenged in this environment.'

8-week online program

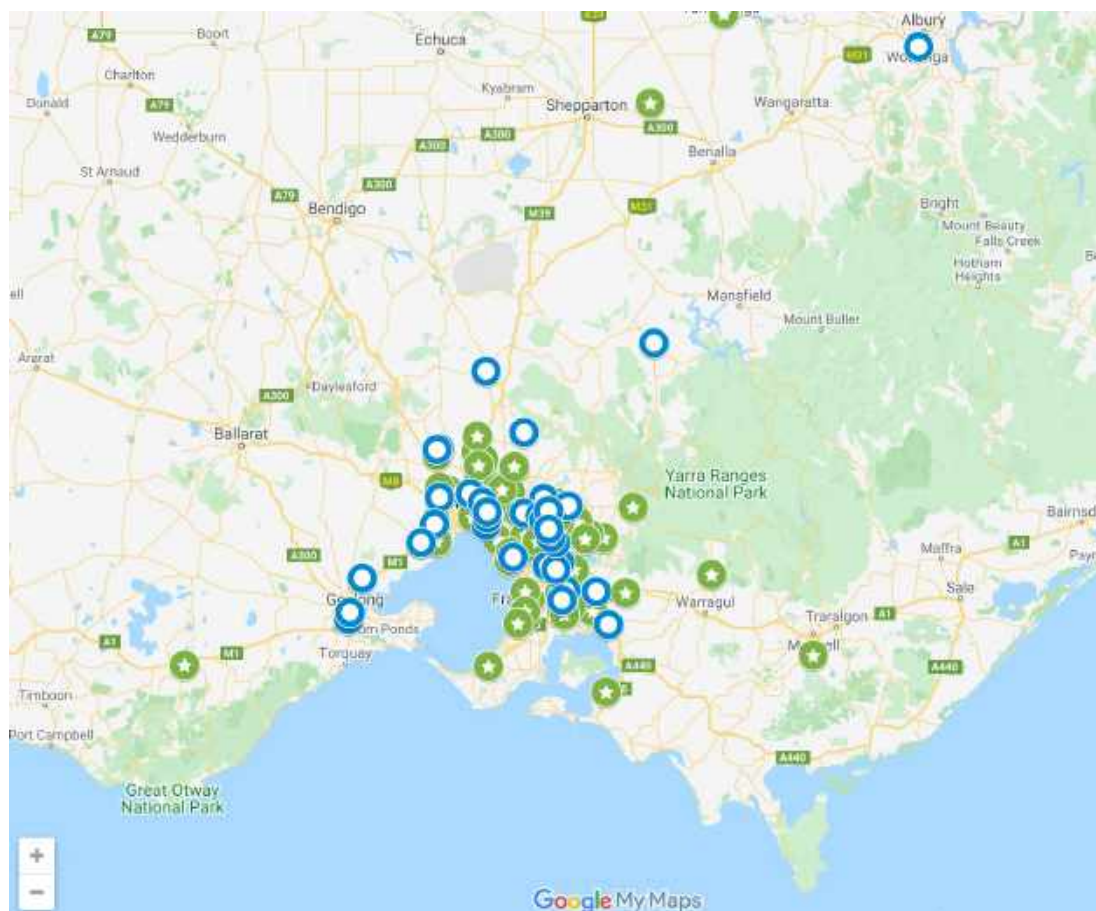
'Loved how TESSA delivered this course. Lots of information.'

'Fantastic program, I have gained so much from knowledge and really enjoyed the structure and way it was run.'

'You guys are fantastic with your delivery of content'

TESSA Inc. programs: In summary

The map below shows the spread of TESSA Inc. programs delivered during the 2020–21 financial year.



○ Life Skill Programs ★ ESO and Professional Learning

TESSA Inc. Project Development

The TESSA Inc. Constitution, 13 June 2018, outlines the purposes of the association, including:

(3) To support members in the creation and delivery of new applications of therapeutic engagement support programs and services.

In 2020/21, Steve Golding, Project Development Officer worked in a part time capacity to implement this purpose. Steve brings experience in working with young people with significant mental health and other complex issues in their lives. His experiences lead to the creation of the Martial Arts Therapy (MAT) Program in 2000. The initial results from program implementation were highly successful, and the program has been scaled up as part of the TESSA Inc. program suite. Steve worked on a range of new initiative in 2020/21.

During the reporting period, these involved:

- researching and establishing network connections for promoting existing TESSA Inc. programs and services
- identifying potential partnerships aligned to our vision, mission and values.

CORE Instructor Program

A program targeting secondary school students where participants are empowered to **find, build & live their core values** by using a series of structured of **Physical Education (PE) strength-based activities**.

The following outcomes were achieved:

- Sustainability: funding is based on fee-for-service, from schools and/or School Focused Youth Services (SFYS). Availability of staffing was problematic with sourcing through a suitable tertiary course not successful. Therefore, looking at recruitment of Personal Trainer (PT) Instructors from appropriate gymnasiums.
- Online CORE program delivery proceeded during lockdown. This required the identification of appropriate equipment that students could use in their home environment.
- Mooroolbark College continued with a combination of their PE teacher running the boy's sessions. Mel (TESSA Inc. LSI) trained another college staff member for delivery of the girl's sessions.
- Planning for expansion to Geelong schools was undertaken.
- Opportunities for further CORE development will arise given identified schools and students unmet needs. These will require detailed lesson plans tailored to different participant groups with links to the Personal and Social Capabilities of the Victorian curriculum. Further research for alignment with evidence-based theory will complete the documentation.

4C Conflict Leadership Program

The 4C Conflict Leadership Program was customised specifically for school staff, particularly those in first point of contact roles who may be dealing with distressed or angry members of the wider school community.

The following outcomes were achieved:

- The impact of COVID-19 on school staff professional learning meant that face-to-face delivery was unable to proceed. However, during the reporting period, online sessions continued. David Davenport and Clint Cassell are acknowledged for their collaborative efforts.
- Potential for growth was addressed through the development of a marketing plan. The intent is to set and publish dates across the school year 2022, involving in situ and online options. Promotion through regional contacts, Principal networks and word of mouth will be pursued.

Networking

The following outcomes were achieved:

- Liaison established with Georgia Verry, Fightback Project (Trauma-informed Kick Boxing). Plans for her involvement in TESSA Inc activities on hold at this stage due to her existing commitments.
- Participation in the Youth Mental Health Community (YMHC) conference – established a relationship with this organisation which will continue to be pursued. A comprehensive Youth Mental Health Toolkit is available from YMHC website.
- Continued attendance at The Funding Network (TFN) events did not result in an invitation to submit due to changed criteria.

Projects

The following outcomes were achieved:

- Establishment of a schools and agency database to record TESSA Inc. programs and services for 2020 and beyond in conjunction with Bonnie Ward. The next stage will be development of a stakeholders database.
- Recruitment of Darius Wingate-Pearse with training and accreditation by Rodrigo Castellanos saw commencement of the Life Skills Program in Newcastle, NSW.

Special feature

Martial Arts Therapy (MAT) Narratives

The MAT program team initiated a project to gather impact stories from past participants in the program. The MAT narratives that follow capture the richness of their experiences and the influences on later life.

Daniela Laycock, Age 33

Dani Laycock spoke at the 2020 Annual General Meeting about her experiences working in the Disability Sector. She talked about her ability to connect with people due to her experiences and difficulties growing up. Her engagement with the MAT program helped her with issues such as anger, anxiety and sadness. She shared that becoming an instructor allowed her to develop skills and then impart them to others in school contexts. Dani shared that she has gained in confidence as a direct result of what she learned through the MAT program. She has opened a women only kick boxing school which is now a thriving business. Dani has also moved to a new business working as a beautician.

Andrew Thompson, Age 33

In 2002, Andrew commenced in Year 10 at Croydon Community School, following a history of non-attendance, and drug and behavioural issues. He was either being 'kicked out or not attending school'.

Andrew commenced individual sessions with MAT Program instructor Steve, which he described as the 'biggest game changer' for him. Andrew recalled waking at 5.30am in the morning to attend these one-on-one sessions, which supported the development of discipline, and provided him with an opportunity to focus his attention.

Prior to his involvement in the MAT Program, Andrew shared that people would describe him as a 'violent person'. Andrew noticed an evolution occurring throughout his participation in the MAT Program. Initially, this provided an alternative outlet to drug use, which progressed to personal development: responsibility and self-control, and an awareness that how he was behaving was not acceptable. The MAT Program kept him involved and engaged with school, and provided him with a sense of direction and purpose.

Andrew completed a VCAL traineeship, and became a MAT Program instructor, continuing until aged 21. Andrew has since pursued a career as a carpenter, and he currently remains in this occupation.

Andrew reported that learnings from the MAT Program, such as the benefits of physical exercise and stress management strategies, have been helpful and applicable across other life situations.

Alice Arundle, Age 30

Alice recalled that she 'had not fitted well into mainstream school'. Academically she struggled due to limited learning accessibility, which she attributed to her diagnosis of autism spectrum disorder.

Alice became involved in the MAT Program shortly after commencing at Croydon Community School. Initially, she was attending school for 1 hour each day, and then

gradually increased to full-time attendance. The program provided a safe environment to explore martial arts training, which Alice had been interested in. Alice shared that 'it was really nice to be included in a way that was at my own pace, was genuine and could be directed by me'. When she participated, she felt included and that her presence was warranted.

Alice's involvement progressed and she became a peer educator, then an assistant instructor. At 17 Alice was getting paid as an employee, and by 18 she was leading sessions herself. Alice explained throughout her involvement with the MAT Program, she began to feel more confident in herself, and she developed public speaking and time management skills. The MAT Program enabled Alice to pursue her interest in helping people. What Alice found important was that when you're able to help someone, in turn, you feel better about yourself.

Alice has identified that the CODE: be strong, be calm, be kind and try hard, remains a general guide in her life. Reflecting upon her experience, Alice shared that the MAT Program helped her with 'the core learning of how to regulate myself', and it provided tools to later use for developing a greater awareness of herself. According to Alice, the concept of the MAT Program is sound, and it provides the opportunity to teach life skills in a fun and inclusive environment.

Daniel Bellman, Age 24

Daniel referred to himself as the 'naughty kid at school, the class clown'. As a consequence of his behaviour, he was expelled from his previous school, and commenced at Croydon Community School in Year 8.

Daniel has fond memories of his participation in the MAT Program, which aligned with his interest in physical activity. The MAT Program offered Daniel the opportunity to explore this within an enjoyable and inclusive, as well as a safe environment. Importantly, it also enabled Daniel to learn about himself, and develop life skills and an ability to regulate his emotions. Prior to his involvement in the MAT Program, Daniel shared that he was unable to control his anger.

Daniel identified that the MAT Program 'taught me to take a step back, and helped me to gain some self-control'. Furthermore, he was learning about decision-making, and developing an awareness that in moments of trouble or conflict, he had a choice to deal with it in a positive and non-physical manner.

Daniel had the opportunity to help out with delivering the MAT program as a peer educator. Daniel feels that others were noticing the changes within himself and the positive choices that he was making. This was apparent in them entrusting him with responsibilities, and requesting his assistance to support other students experiencing difficulties. There was an evident transition for Daniel, from being bullied and disengaged at school, to becoming a role model for other students facing hardship.

Daniel conveyed pride when stating 'I'm a changed man' and he expressed gratitude to those who offered support and fostered his potential. He is also grateful to his Mum for her unwavering support and constant encouragement to make better choices. Daniel reported that his learnings from the MAT Program remain relevant and helpful. He still uses breathing exercises and calm down methods when encountering stressful situations in his current employment, and other life challenges. Daniel is current employed as a full-time air conditioning mechanic.

Financial statements

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Committee's report

For the year ended 30 June 2021

Your committee members submit the financial accounts of the Therapeutic Engagement Support Services Association Incorporated for the financial year ended 30 June 2021.

Committee members

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

Position	Director
Chairperson Elected Director	Natalie Deacon
Treasurer Co-opted Director	Pat Mannix
Co-Treasurer, Communication Officer Elected Director	Rodrigo Castellanos
Secretary Elected Director	Jane Weston
Chief Executive Officer Elected Executive Director	Victoria Triggs
Founding Member Nominee Child Safe Officer	Darek Lebek
Co-opted Director	Tony Joyce

Principal activities

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

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

and Project Development, for creation of new applications of therapeutic engagement support services and programs.

Significant changes

Impact on face-to-face delivery of programs and services from closure of Victorian schools due to government lockdowns. Development and trial of online programs and services, and implementation of COVID-Safe Plan.

Committee's report
For the year ended 30 June 2021

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

_____ Date _____

_____ Date _____



**Therapeutic Engagement Support Services Association
Incorporated**

ABN 19 730 722 494

**Financial Statements
For the year ended 30 June 2021**

Paris Financial
5/2-6 Albert St, Blackburn VIC 3130
1/128 Jolimont Rd, East Melbourne VIC 3002

Phone: 03 8393 1000
Email: admin@parisfinancial.com.au

Therapeutic Engagement Support Services Association Incorporated
ABN 19 730 722 494

Contents

[Detailed Profit and Loss Statement](#)

[Detailed Balance Sheet](#)

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Detailed Profit and Loss Statement

For the year ended 30 June 2021

	2021	2020
	\$	\$
Income		
Membership Fees	7,248	4,774
ESO Service Income	18,720	116,448
Life Skills Program	209,401	230,845
PD Training Income	192,723	107,741
Donation	876	2,319
Interest received	7	2
Consulting Fee	96,464	0
Total income	<u>525,438</u>	<u>462,128</u>
Expenses		
Audit Fee	3,250	3,150
Advertising and promotion	1,012	4,919
Bank Fees And Charges	224	410
Opex - IT Expenses	4,120	1,767
Opex - Office Supplies	481	471
Opex-Insurance	4,027	3,939
Opex - Book Keeping & Accounting	5,830	6,649
Opex - Business Meetings	720	321
Opex - Travel & Accommodation	1,483	1,762
ESO Cost	5,240	72,636
Instructor Cost LS	137,233	150,677
Program Costs LS	1,059	78
Life Skills Program Manager	66,069	80,100
MAT Admin Fees_Life Skills	3,628	6,685
PD Trainer Cost	48,150	20,161
PD Training Cost	683	347
Professional Services	295	573
Professional Development	910	1,015
ESO Program Manager	66,069	66,707
ESO Admin	5,841	8,824
ESO Coordinator	12,666	29,058
Project Development Officer	11,978	28,323
Total expenses	<u>380,968</u>	<u>488,570</u>

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 2021

	2021	2020
	\$	\$
Profit from ordinary activities before income tax	144,470	(26,442)
Income tax revenue relating to ordinary activities	0	0
Net profit attributable to the association	144,470	(26,442)
Total changes in equity of the association	144,470	(26,442)
Opening retained profits	59,796	86,238
Net profit attributable to the association	144,470	(26,442)
Closing retained profits	204,267	59,796

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 2021

	Note	2021 \$	2020 \$
Current Assets			
Cash Assets			
Cash at bank - CBA Business Trans #2713		200,960	43,263
Cash at bank - CBA Online Saver #4461		3,284	17,985
		<u>204,244</u>	<u>61,248</u>
Receivables			
Trade debtors		36,300	0
		<u>36,300</u>	<u>0</u>
Total Current Assets		<u>240,544</u>	<u>61,248</u>
Non-Current Assets			
Property, Plant and Equipment			
Plant & equipment - at cost		1,086	1,086
Less: Accumulated depreciation		(1,086)	(1,086)
		<u>0</u>	<u>0</u>
Total Non-Current Assets		<u>0</u>	<u>0</u>
Total Assets		<u>240,544</u>	<u>61,248</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 2021

	Note	2021 \$	2020 \$
Current Liabilities			
Current Tax Liabilities			
GST payable control account		26,351	17,698
Input tax credit control account		0	(16,247)
Amounts withheld from salary and wages		4,878	0
		<u>31,229</u>	<u>1,451</u>
Provisions			
Superannuation Payable		5,047	0
		<u>5,047</u>	<u>0</u>
Total Current Liabilities		<u>36,277</u>	<u>1,451</u>
Total Liabilities		<u>36,277</u>	<u>1,451</u>
Net Assets		<u>204,268</u>	<u>59,797</u>
Members' Funds			
Issued Capital			
Issued & paid up capital		1	1
Accumulated surplus (deficit)		204,267	59,796
Total Members' Funds		<u>204,268</u>	<u>59,797</u>

The accompanying notes form part of these financial statements.

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Comparative Trial Balance as at 30 June 2021

	2021	2021	2020	2020
	\$ Dr	\$ Cr	\$ Dr	\$ Cr
Income				
0510	Membership Fees	7,247.98		4,774.19
0511	ESO Service Income	18,719.55		116,448.13
0512	Life Skills Program	209,400.81		230,844.85
0513	PD Training Income	192,722.54		107,740.75
0527	Donation	876.50		2,318.53
0575	Interest received	7.02		2.05
0590	Consulting Fee	96,464.00		
Expenses				
1511	Audit Fee	3,250.00	3,150.00	
1515	Advertising and promotion	1,011.60	4,919.04	
1545	Bank Fees And Charges	223.97	409.67	
1585	Opex - IT Expenses	4,119.55	1,766.76	
1587	Opex - Office Supplies	481.13	470.68	
1588	Opex- Insurance	4,027.27	3,938.74	
	Opex - Book Keeping & Accounting			
1589		5,830.00	6,649.50	
1591	Opex - Business Meetings	719.64	320.93	
	Opex - Travel & Accommodation			
1592		1,482.97	1,762.14	
1669	ESO Cost	5,240.41	72,636.07	
1756	Instructor Cost LS	137,233.46	150,677.10	
1757	Program Costs LS	1,059.09	78.18	
1770	Life Skills Program Manager	66,069.21	80,099.98	
1798	MAT Admin Fees_Life Skills	3,627.73	6,684.64	
1826	PD Trainer Cost	48,149.51	20,161.29	
1827	PD Training Cost	682.93	347.03	
1841	Professional Services	295.46	572.73	
1842	Professional Development	910.00	1,014.54	
1928	ESO Program Manager	66,069.21	66,706.87	
1929	ESO Admin	5,841.07	8,823.80	
1930	ESO Coordinator	12,665.63	29,057.58	
1945	Project Development Officer	11,978.28	28,323.19	

Current Assets

	Cash at bank - CBA Business Trans #2713		
2000		200,959.91	43,263.48
	Cash at bank - CBA Online Saver #4461		
2002		3,284.37	17,984.55
2101	Trade debtors	36,300.00	

Non Current Assets

2860	Plant & equipment - at cost	1,086.00	1,086.00
	Less: Accumulated depreciation		
2869		1,086.00	1,086.00

Current Liabilities

3350	Superannuation Payable	5,047.07	
3380	GST payable control account	46,544.00	17,697.60
	Input tax credit control account		
3384		20,192.50	16,247.00
	Amounts withheld from salary and wages		
3394		4,878.00	

Equity

4199	Retained Profits	59,796.43	86,238.39
4200	Issued & paid up capital	1.00	1.00

	642,790.90	642,790.90	567,151.49	567,151.49
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	Net Profit	144,470.28	26,441.96	
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The accompanying notes form part of these financial statements.

Notes to the Financial Statements

For the year ended 30 June 2021

Note 1: Summary of Significant Accounting Policies

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

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

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

(a) Cash and Cash Equivalents

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

(b) Revenue and Other Income

Revenue is measured when the entity receives the funds.

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

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

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

(c) Goods and Services Tax (GST)

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

(d) Income Tax

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

Note 2: Contingent Liabilities

There is no contingent liabilities.

Note 3: Events Subsequent to Reporting Date

There is no subsequent events after the reporting date.

Statement by Members of the Committee
For the year ended 30 June 2021

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 2021 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 _____

_____ Date _____

Acknowledgements

The Therapeutic Engagement Support Services Association Inc. acknowledges the following organisations and individuals in appreciation of their valuable support for the 2020–21 financial year.

Founding organisation

MAT Program Pty Ltd

Government

Department of Education and Training
- Employee Health Safety and Wellbeing
Division Strategy Team
- Complex Matters Team
Department of Families, Fairness and
Housing
Bayside City Council
Australian Commission for Children and
Young People

Education networks

School Focused Youth Service (SFYS)

Community agencies

Uniting Care Connections
Eastern Health
Kildonan Strengthening Family Services
Headspace Frankston
YSAS Box Hill
Monash Health
City of Greater Dandenong Family Services

Pro bono

Paris Financial - Board support
Tamara Small - Volunteer

Host schools

Boronia West Primary School
Harkaway Primary School
Kent Park Primary School
Wheelers Hill Primary School

Partnership

MetaSkill Consulting Pty Ltd- David
Davenport

Consultants

CINCH Bookkeeping Services-
Jacinta Hewer
Lan Wang

Tertiary institutes/courses

Swinburne Institute Community Services and
Mental Health Services
RMIT Youth Services
Box Hill Institute Youth Services, Certificate
III Education Support and Community
Services
Victoria University
Holmesglen TAFE

Martial arts

Mindfulness in Motion
Melways Fitness
Rumblefish
Seido Karate Bayside
Warrandyte Aikikai
Tran Martial Arts supplies

Administrative support

Felicity Cassell; Bonnie Ward

Donors

Susan Southan Sahin, Orhan Sahin in
Memory of Oliver and Marjorie Bates

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