



Therapeutic Engagement Support Services Association Incorporated

Annual Report 2022



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

A mixture of the old and the new best describes the TESSA Inc.'s 2021–22 financial year. After significant periods of interruption due to COVID-19 lockdowns in the first half of the financial year, we then experienced a slow return to a semblance of 'normal' with fewer interruptions in the second half of the financial year as the warmer months produced shrinking COVID-19 infections.

Once again, TESSA Inc. has approached this global 'curve-ball' with the assistance and focus of our CODE. The 'Be Calm' element was most useful and supportive during this period. While it appeared seamless, the transition from online program delivery to face-to-face delivery required flexibility, dedication and commitment. I acknowledge the hard work of all staff in remaining calm and pivoting to continue to deliver our quality programs during prolonged difficult times.

In January 2022, TESSA Inc. members and their families enjoyed our annual launch barbecue at Jells Park in the beautiful Dandenong Valley. It was lovely to see so many people come together and share in the fun!

The Board heartily acknowledges the commitment of program managers for striving to fulfill the overwhelming requests for services. Thanks go to Clint Cassell, our Professional Learning manager, and Rodrigo Castellanos our Life Skills manager.

We would also like to thank Steve Golding, who's commitment to supporting the team is greatly appreciated.

The Board would like to farewell Tony Joyce and thank him for his time with TESSA Inc. We would like to welcome our newest members, Rich Horwood and Trudy Thomson.

To our CEO, Victoria Triggs, who embodies our CODE wholeheartedly, we thank you! Your expansive knowledge in all things relating to leadership and governance is vital and appreciated. Victoria can look to the future as well as manage the daily operations on a volunteer basis. It is an honour to serve on the board with you.

To all our board members, Jane Weston, Company Secretary, Pat Mannix, Treasurer, Rodrigo Castellanos, Co-treasurer and Communications, Darek Lebek, Alternate Director, Trudy Thomson and Rich Horwood, thank you for volunteering your time and expertise to our organisation.

I would like to thank all Directors, our Administration Officer, Felicity Cassell and our Life Skills instructors our Engagement Support Officers and Professional Learning staff.

Warm regards

Natalie Deacon

Chairperson

Chief Executive Officer report

The 2021–22 financial year saw the continued necessity for resilience and adaptability to meet the fluctuating circumstances arising from the pandemic. Moments of hope as a lockdown period ended were short lived, as the next lockdown brought further school and agency closures. The use of online and hybrid environments supported continuity of effective governance and service delivery. Throughout, we continued to meet the needs of children, young people and their school or agency staff and families. We were also conscious of supporting the wellbeing of TESSA Inc. staff (employees and contractors).

Our reputation for making a difference to the lives of children and young people ensures a steady flow of requests, mainly from word-of-mouth recommendations. To the extent that demand for support outstrips our current capacity to supply.

The co-developed 2021 and 2022 Business Improvement Plans were pursued, as far as 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. I acknowledge the excellent stewardship of Natalie Deacon, Chairperson; Jane Weston, Company Secretary; Pat Mannix, Treasurer; Rodrigo Castellanos Co-treasurer and Communications Officer; Darek Lebek, Child Safe Officer and Alternate Director. Directors willingly contribute voluntarily to 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 the final government business grants, to underpin our financial viability. Bonnie Ward is acknowledged for her valuable role as Administrative Assistant, in maintaining our School and Agencies databases.

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 2022 Annual General Meeting theme reflecting our value of **Be Calm**, was a mainstay of our collective focus to address the challenges of 2021–2022. We are small in number and mighty in outcomes!

We continue striving to make a lasting difference to both 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, 25 November 2021, specifies the Board composition as one founding partner nominee (MAT Pty Ltd), and six elected member representatives. The Board may approve an Alternate Director. 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.

TESSA Inc. is a registered charity under the Australian Charities and Not-for-profits Commission (ACNC) and is required to abide by the ACNC Governance Standards.

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

Purposes

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

Strategic focus

The Board 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).

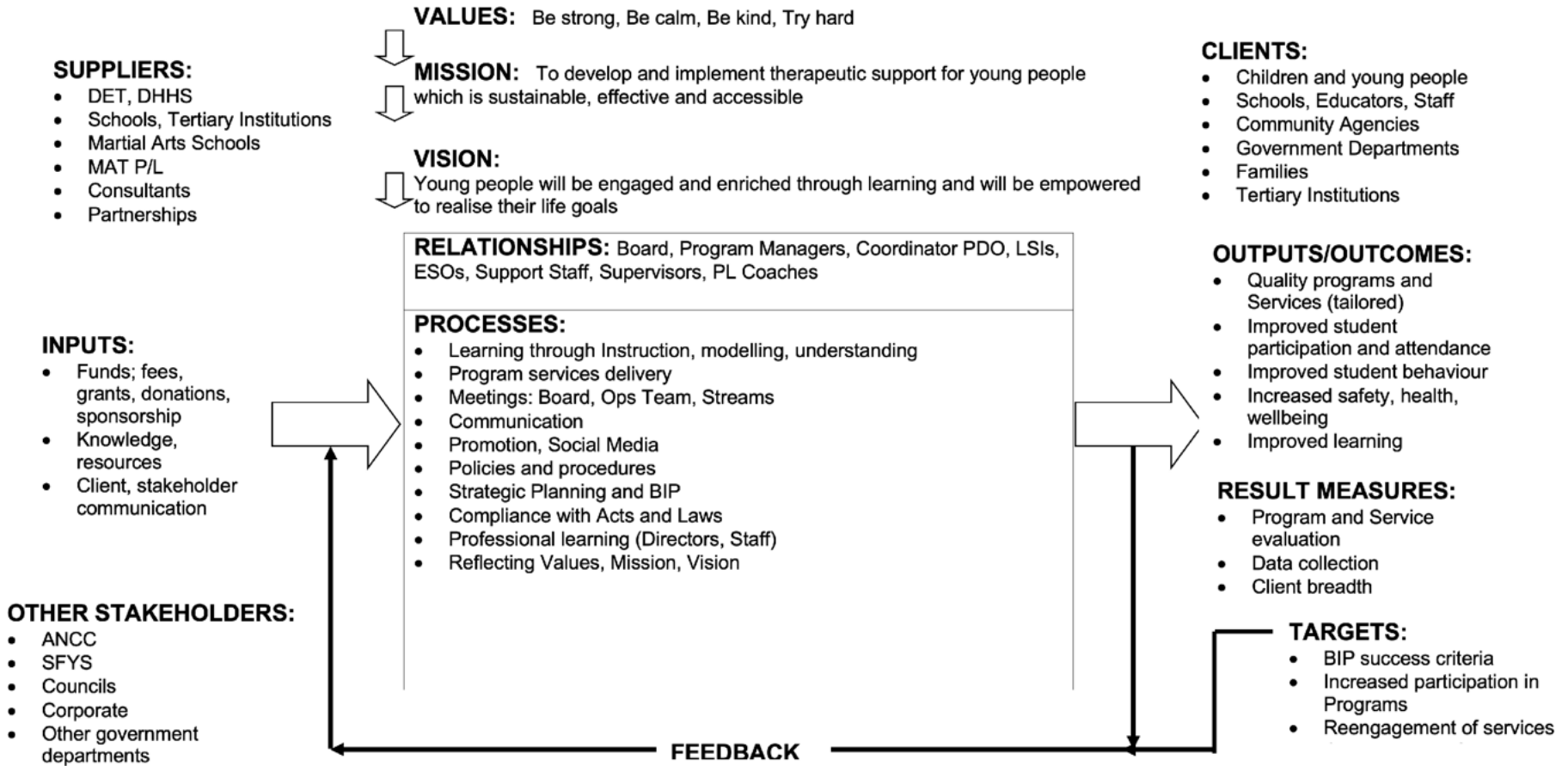
This is used as the framework for the Business Improvement Plans, which translate the key improvement strategies into annual actions and measurable success criteria.

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.

TESSA INC SYSTEM



Organisational structure



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 2021–22 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. Accordingly, the Child Safe Officer, Darek Lebek drafted revised TESSA Inc. Child Safe Standards documentation. The Chief Executive Officer attended workshops in preparation for implementation of these extended standards. The Board approved the TESSA Inc. Child Safe Code of Conduct, in February and the Child Safe Policy in June, reflecting Ministerial Order 1359.

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

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.

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. A third edition of the resource is due for publication in December 2022. This edition will address the Early Childhood education sector.

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)

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

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 of 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, Catholic Education Victoria and Our Community. Most recently focussed upon the revised Child Safe Standards, 2022.

Qualifications

- Protecting Children – Mandatory Reporting
- Cranlana Executive Ethics Program
- 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)

Trudy Thomson



Trudy Thomson is a former teacher and Victorian Secondary School Principal. She has leadership and teaching experience in four international settings including Zimbabwe, the Philippines, China and Kazakhstan. Currently, she is an accredited school reviewer, assisting primary and secondary schools in examining student outcomes and developing directions for school improvement. In October 2016, Trudy volunteered and delivered a Case Study about TESSA's employment and positive impact with Essex Heights Primary School in 2016.

Her qualifications include:

- Masters in Policy (International) Melbourne University 2012
- Leadership Victoria Fellow 2001
- Bachelor of Science Education Latrobe University 1984
- Diploma of Education, Monash University 1977
- Bachelor of Science Monash University 1976

Darek Lebek

Child Safe Officer, Alternate Director



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.

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; the following is an indication of our progress to date.

Build staff capacity and pathways

Staff wellbeing across the pandemic lockdowns was a major focus of the Board and Program Managers. Staff (employees, subcontractors) online professional learning included *Infection prevention and control in schools during the coronavirus* (Department of Education and Training).

Regular updates of the TESSA Inc. COVID Safe Plan apprised staff of the latest advice as applicable in Victoria and NSW. Rapid Antigen Tests were provided to enable staff to monitor their health.

Steve Golding, Project Development Officer, supported Life Skills Instructors through regular de-briefing sessions.

The wage subsidy scheme (Job Maker) concluded in November 2021. Nevertheless, the employment of Bonnie Ward for 20 hours a week as Administrative Assistant was extended to April 2022. This role focussed upon digital archiving, database updating, policy research and writing.

Staff involvement across core streams, featured Darek Lebek, Life Skills Instructor, presenting segments at the Managing Challenging Behaviour Professional Learning programs. He also provided daily inspirational quotes, to support staff morale. This collaboration builds understanding of the breadth of TESSA Inc. staff capabilities and organisational spirit.

Increase Board diversity

Director knowledge development included distribution of webinar links: *Responding to Contemporary Social Equity Issues: What Role for Social Innovation?* and *Workplace Mental Health*.

Additionally, circulation of professional readings, including relevant government planning documents *Framework for Improving Student Outcomes (FISO 2.)*. Also, stimulus material such as *Including Children and Young People in policy development*.

The 2021 Annual General Meeting approved the creation of an Alternate Director position, for which Darek Lebek accepted the appointment for 2022.

Rich Horwood commenced in March 2022, as the MAT Pty Ltd founding partner nominee, enhancing the depth of Board business experience. This continues our effective relationship in accordance with the Memorandum of Understanding, November 2019.

Trudy Thomson was co-opted in May 2022 as a Director, strengthening the currency and breadth of Board educational expertise.

The Board appreciated the regular attendance of Mark Heuston and Steve Golding as full member observers.

Develop a viable funding model

The fee-for-service model, with costs to clients being kept to a minimum affordable level, has enabled continued delivery of our programs. TESSA Inc. appreciated receipt of government business support grants, with access to the COVID Hardship fund ceasing in September 2021.

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. Capacity to build TESSA Inc. reserves requires continual submission for a Victorian Government tender, Departmental contract, philanthropic or Municipal grant.

The CEO and Clint Cassell successfully submitted a Department of Education and Training (Department) tender to collaboratively develop a new Protective Intervention and Restraint Training Curriculum. Phase one the curriculum overview was completed on 24 June 2022. The existing contract to deliver Protective Intervention Training, led by Clint Cassell, was again extended, until December 2022, as the preferred provider. Thus, TESSA Inc. delivers an essential service to support the mental wellbeing and safety of school staff. Modules are delivered entirely online or include follow up in situ sessions, as a hybrid approach.

R Castellanos and D Lebek successfully gained a grant from the City of Stonnington to deliver school vacation Life Skills programs, for children and their parents.

In May 2022, a Victorian Government Supplier: Schools Mental Health Menu application was submitted by the CEO and R Castellanos for inclusion of our Life Skills Program. We were subsequently notified that this was unsuccessful, as program coverage was not state-wide. Whilst there was ample evidence from internal evaluations, there was no deemed current independent external evaluation.

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

Natalie Deacon, as the Engagement Support Services Program Manager, increased the numbers of Engagement Support Officers, and tertiary students as Engagement Support Officer Placement in host schools.

The continued impact of the pandemic, restricting onsite 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, inclusive of wider, larger and more distant clients.

The CEO, Darius Wingate-Pearse and Rodrigo Castellanos successfully submitted an application to the NSW Regional Youth: Children and Young People Recovery Initiative. This will fund the delivery of MAT Life Skills programs in Hunter Region schools. The focus is to assist Year 6 students impacted by remote learning to build social emotional skills necessary for successful transition to high school.

Program delivery was also limited by the number and location of trained and accredited staff. It takes up to six months to train and accredit each staff member. Many of the Engagement Support Service staff are subsequently offered fulltime employment in schools as teacher aides. Thus, TESSA Inc. is contributing to pathways of ongoing employment to the benefit of the education system.

The Victorian geographical reach of our programs was thus confined to metropolitan areas (Eastern, Northern, and Southern) and some regional areas. A focus for the 2022–2023 Financial Year is to establish a presence in Western Metropolitan areas of need.

Build TESSA Inc. profile, brand, and marketing

Tony Joyce led an IGROW process for Directors and Program Managers to identify ways to build TESSA Inc. profile, brand, and marketing.

TESSA Inc. had a stall at the National Education Summit 17-18 June 2022. Natalie Deacon and Rodrigo Castellanos presented well received workshops, highlighting key theories and practices underpinning our programs. Promotional pamphlets of TESSA Inc. services and programs were distributed.

In November 2021, “*Connect: supporting student participation*”, published an article from the TESSA Inc. CEO entitled “Inclusion of all students” The key message being that behaviour is a form of communication and we need to listen deeply to hear the real message from the child or young person.

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

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

Advance commitment to TESSA Inc. as a whole organisation

The Board approved the revised TESSA Inc. Privacy Policy on 1 July 2021. This accorded with the relevant sections of the Department of Education and Training Schools Privacy Policy.

The 24 January 2022 launch event hosted by the TESSA Inc. Board, had participation by staff (employees, contractors), volunteers and family members. This included in person and virtual attendance.

The joint Board and Operations Team strategic planning workshop 4 February, commenced with evaluation of the 2021 Business Improvement Plan (BIP). This led to the 2022 Business Improvement Plan development, retaining effective actions as strengths and identifying new strategies for continuous improvement. A standard Agenda item for the Board and Operations Team ensures monitoring and reporting on BIP implementation at monthly intervals.

The Business Improvement Plan 2022 included documenting key processes for each core service stream, organisation wide business development and Board practices. This commenced with the Annual Launch documentation, a graphic reflection tool and identification of areas for Flow Chart development. This will be a continuing key focus for the 2022–2023 financial year.

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.

Victoria Triggs

Chief Executive Officer

Therapeutic Engagement Support Services and Programs

Engagement Support Services

In March, Natalie Deacon attended the Industry Revive event at the Royal Melbourne Institute of Technology (RMIT), networking with other placement providers.

In June 2022, Natalie attended and presented at the National Education Summit, an event which had been on hold for two years. The event was a great success and facilitated opportunities for face-to-face contact between TESSA Inc. and school staff.



Natalie Deacon presenting at the National Education Summit, 18 June 2022

Engagement Support Officer (ESO) program

	2020		2021	
	Term 3	Term 4	Term 1	Term 2
ESO shifts delivered to schools:	46	92	68	38
Number of schools using ESO Support:	3	3	4	3

The ESO program managed to continue delivering program sessions despite lock downs and restrictions. We were able to provide direct support to schools with vulnerable young people.

We celebrated our ESO, Jasmine Gonzales, for obtaining a full-time position at her school. She will be missed amongst our ESOs; however, it was a great opportunity for her to transition to a full-time role.

Jay Garduce, Melissa Carrigan-Waugh, Jalena Illic Khaiyath, Brianna, and Dominique Ziino all worked regular ESO shifts and played a vital role in the successful attendance of supported students. We thank them for their work. Schools supported during the period were Macclesfield PS, Tinternvale PS, Monbulk PS, Karoo PS and Auburn South PS.

Engagement Support Officers prepare sessional reports as feedback to the school to assist in supporting their students.

Engagement Support Officer Placement (ESOP) program

	2021		2022	
	Term 3	Term 4	Term 1	Term 2
Placement shifts delivered to schools:	20	116	107	57
Number of schools using ESOP Support:	2	4	4	4

Number of onsite placement students during 2021–22:	300
Number of placement students going on to do ESO work during 2021–22:	6

This financial year demonstrated some striking differences in delivery activity between the school terms. We were able to complete the placement for many who had been on hold once restrictions were lifted.

There were some delays in the return of placement for some tertiary students due to the challenges faced by the institutions, mainly staffing changes and the requisite need to be re-introduced to the TESSA Inc. placement model. Meanwhile, we were receiving calls and emails from our host schools, who very keen for our placement students to return!

Schools supported during the period included:

- Kent Park PS
- Boronia West PS
- Harkaway PS
- Wheelers Hill PS

The ESOP placement program received excellent feedback:

Thank you so much for the wonderful training on Tuesday and Thursday. Everything was so practical and able to be put straight into the toolkit.

ESOP Placement Student

Firstly, I wanted to thank you for the training you provided over the last three days. It was engaging and insightful.

I also wanted to enquire about the potential of casual employment with TESSA

ESOP Placement Student

Can't speak highly enough of your service and support.

School Principal

Hi Nat,

Just some quick feedback on “placement student” - we LOVE them! They are so keen and enthusiastic, making connections with all of the students in the class and helping out whenever they can. Brilliant!

Assistant Principal

MAT Life Skills Program

	T3 2021	T4 2021	T1 2022	T2 2022	Total
Students	165	915	600	765	2,445
Schools	10	52	23	36	121
Sessions	77	427	240	306	1050
Hours	92	512	288	367	1260
Programs	11	61	40	51	163

We commenced the financial year in Term 3, 2021 surrounded by lockdowns and even greater uncertainty. These lockdowns were labelled ‘snap lockdowns’ and schools were not certain on when students could return to schools sites due to increasing infection rates. In addition, the conditions governing external providers access to campuses were constantly evolving in response to the pandemic. While we had a significant number of programs booked for the term (approximately 50); after all the uncertainty, we ended up delivering 11 programs using a variety of online formats including:

- Delivering ONLINE sessions with students at schools
- Providing PRE-RECORDED sessions to schools and thus allowing teachers to use these materials at their discretion
- Offering the successful THE MAT CHALLENGE product to schools to deliver and distribute amongst their students and families at their discretion.

The uncertainty created by snap lockdowns meant that many schools could not make firm decisions on how to proceed with regards to online programs. Fortunately, all programs that could not be delivered online were rescheduled for Term 4. TESSA Inc. programs were able to be deployed using one or more of the above delivery models due to the careful and flexible planning that went into program delivery models. The calmness and resilience that is part of the TESSA Inc. CODE stood the organisation in a good place to make a difference to students and teachers in schools experiencing the many challenges presented by a global pandemic.

Term 4 was again challenging. On the one hand, on-site delivery was again possible; however, all were aware that further interruptions were possible in the context of COVID-19 Safe Planning procedures. Happily, we finished the year with well over 50 programs delivered in Term 4. All the schools and agencies we collaborated with were incredibly impressed with our willingness and ability to adapt to meet needs in constantly shifting circumstances. 2021 was indeed a challenging year. However, it also provided the foundation for very positive long-term relationships with key stakeholders because of the flexibility and professionalism of our team. This became even more relevant when we received the news that one of our main funders, School Focused Youth Services, received confirmation of funding for a further two years (2022 and 2023). This confirmation provides much needed continuity to our programs for the most vulnerable of our young people.

While Term 1, 2022 commenced with significant amounts of uncertainty due to the reopening of schools and potential further COVID-19 cases, our Life Skill Instructors’ team, with the help of our COVID-19 Safe Plan, managed to operate almost without interruption. We had only one case of a Life Skill Instructor who contracted COVID-19 during this term and none of these programs had to be cancelled, because other members of the team were able to step in.

The most common request from schools in Term 1 involved engagement programs. Everyone was very aware that this was the first time in two years that young people were returning to face-to-face schooling without interruptions. With over 40 programs this term, which was a bigger number of programs than even pre COVID-19 during comparable years, the main challenge remained to serve as many schools as possible given that our team had some changes in terms of instructor availability. We addressed this challenge by training new instructors here in Victoria as well as in New South Wales (Newcastle).

Term 2 was by far the most challenging term we faced during the reporting period. With a significant number of programs in place and many of our instructors ill with either COVID-19, flu or both, it required a lot of support from the rest of the team to keep most program running. Since the situation in schools was very similar amongst their own staff, everyone was very understanding of our situation and flexible to reschedule or cancel sessions when needed.

While the term was challenging in logistical terms, it was during this term that we were strongly reminded of how important our work with young people is. Every school we worked with noticed the severe lack of life skills in the areas of resilience, emotional regulation, and respectful relationships of students at the beginning of 2022. Our work to rebuild the confidence and sense of belonging for young people after two years of high levels of uncertainty, stress and isolation was more important than ever.

A final highlight of the 2021–22 financial year was the positive development of the CORE Program, especially at Mooroolbark College and at several campuses of the Hester Hornbrook Academy. The CORE program is demonstrating its enormous potential as an activity that engages young people in the long-term, connecting them to the potential of physical exercise and its relationship to the development of personal values and overall improved wellbeing outcomes. Both schools mentioned above have committed to CORE as an ongoing part of their physical and personal development activity curriculum.

Feedback received from schools and agencies:

Hi Rodrigo

We wanted to give you some heartfelt feedback on Darek, and the absolute wonderful work he has done with the vulnerable kids we have had come through the MAT program. Darek engages the children with compassion, patience, guidance, and most importantly - the absolute sense of safety they feel in his presence. The children that we choose to be in the MAT program are our most vulnerable, and who come from varied, yet all significant disadvantaged backgrounds. Darek ensures each child is connected, seen, heard, listened to and most of all – valued.

Thank you Darek for your work with not just the children, but the parents and our team. We very much want you to keep working with us.

Thank you again (see you term 2!)

*Sylvia Marov, Senior Team Leader Youth and Family Support Services, Youth and Family Services,
City of Greater Dandenong*

The CORE program has been an amazing addition to the work conducted at Hester Hornbrook Academy. Evan has found a way to work with our complex cohort across multiple regions to engage and re-engage our young people with physical movement-based activities to reconnect with themselves in a safe environment. Evan has been incredibly adaptable, and client focused. Thank you so much for all you do!

Jess Chomley, Youth Worker, Hester Hornbrook Academy

The MAT program provides a fantastic framework and vocabulary for talking to students about managing their emotions and behaviour. As teachers, we have adopted the language of 'be strong, be calm, be kind and try hard' into our daily routines when directing students back on task. Students have a greater understanding of their ability to control their own reactions in situations and have some strategies such as 'the rock' or deep breathing to manage situations.

Joanna Roberts, Year 5 Team Leader, Dingley Primary School

Supporting students to link their emotions with reactions in their bodies has been life-changing for some. The power of controlling breathing to manage emotions and strengthen resolve was also successfully explored by all participants.

Cheryl Henderson, Our Lady of Lourdes Tarro, NSW Principal

I would most certainly recommend it. Disengaged students have become engaged. Parents have communicated the joy in the student's voice when talking about the program.

Tanya Ryder-Barnes, Assistant Principal, Alkira Secondary College

The TESSA Inc. MAT program was able to engage our students in learning important techniques and lessons to empower them as they navigate the transition to high school. Our students were about to take the mantra of Be strong, Be calm, Be kind, Try hard beyond the experience and use it to demonstrate resilience and positive behaviours each and every day. We would highly recommend.

Donatella Giuliano, Leading Teacher, Lalor Gardens Primary School

TESSA Inc. Professional Learning

Professional Learning session delivered to schools

	2021		2022	
	Term 3	Term 4	Term 1	Term 2
Onsite Professional Learning sessions delivered to schools	12	0	1	16
Online Professional Learning sessions delivered to schools	84	72	70	107
Onsite professional learning coaching sessions delivered to schools	18	0	0	0
Online professional learning consult sessions delivered to schools	18	4	7	3
Managing Challenging Behaviour 3-day training run by TESSA Inc.	1	1	1	1
4Cs Conflict Leadership training sessions	1	1	1	1

The reporting period 2021-22 has been both challenging and enabling. The Professional Learning program continued to deliver using a predominantly online delivery model. The team capacity to deliver in a multimodal manner, both onsite and online has strengthened over time, thus meeting the needs of students and staff in schools. A considerable amount of time and energy went into adapting the programs for online delivery, and in the future, it is envisaged that online program delivery may become a permanent option alongside onsite delivery.

The reporting period has also seen significant change - we have sadly had to say goodbye to **Rebecca Konstantinou**, who has done so much great work for so many schools. Rebecca received a job offer she couldn't refuse that has now taken her career to the next level. We wish Rebecca a very fond farewell and best wishes for the future.

In her place, we have now welcomed **Jay Garduce**. Jay has made a fantastic start with TESSA Inc. after being trained and guided by Rebecca, **Cameron Cosstick** and Professional Learning Manager **Clint Cassell**. Jay has received strong feedback from school staff. A number of other candidates have also come through this new iteration of the 'train the trainer' program, with Engagement Support Officer **Dominique Ziino** also showing growing skills as she co-facilitates in some onsite sessions.

What has not killed TESSA Inc. Professional Learning has made it stronger! During the unpredictable lockdowns with the many adverse effect on school staff and students it brought, the need for skilled individuals to guide and support people through challenge and adversity has never been higher in recent memory. TESSA Inc. Professional Learning team is proud to have offered programs that have assisted both staff and students in schools at this difficult time. As schools recover and get back to onsite learning, TESSA Inc. Professional Learning programs will continue to work closely with the Department of Education and Training to support schools in a responsive and flexible manner.

4Cs Conflict Leadership Training, though not in high demand, has remained consistent. Interest from the Department on integrating this into support packages for schools in need suggests that this program and its application in schools will grow.

Meanwhile, services are being promoted to schools in Queensland with promotions generating interest. It is planned to capitalise on this in the next financial year.

Through these times of change and challenge, a new and refreshed TESSA Inc. Professional Learning team now emerges, once again ready to work with schools as they tackle new challenges and obstacles on what will undoubtedly be a continuing road to recovery. TESSA Inc. has always existed for this reason and now is no different.

Onsite sessions:

Great presenter. Engaging and knowledgeable

Informative and valuable. Professional presentation

Good balance of information and physical demonstrations

Very engaging session

Well presented

Online sessions:

Great and interactive sessions

Very engaging presenter. Great work, Clint!

Going through scenarios that related to our school was really good.

Thanks for being so engaging, Bec!

Thanks for a great session and some great tips to help us in the school environment

I found all of the information extremely useful and liked the use of real-life examples. The presenter was fantastic and was able to answer any questions

TESSA Inc. Project Development

The TESSA Inc. Constitution, 25 November 2021, 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 2021/22, 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 2021/22.

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 and live their core values** by using a series of structured of **Physical Education (PE) strength-based activities**.

The following outcomes were achieved:

- Mooroolbark College continued to embed CORE within both boys and girls programs. In term 1 2022, the school is no longer looking for external funding, as CORE is now part of its ongoing curriculum. Feedback was positive at all levels. The Student Wellbeing Coordinator (John Nicol) is now delegating to year level Coordinators arranging participants. New Physical Education Teachers learning the model. CORE Instructors reporting all students attending most days.
- Salesian College Mount Waverley now adopting CORE. Smaller targeted group of boys, no desire to educate their Physical Education staff, as they want external facilitators.
- Geelong. Evan has done an excellent job with an alternative secondary school there to the extent that by early 2022 CORE has expanded to their campuses in Sunshine and the CBD.
- Ongoing work includes bringing the above 3 approaches into the same solid framework as MAT.

Networking

The following outcomes were achieved:

- Youth Mental Health Community - outcome of the Royal Commission into gaps in youth mental health services. This is in the policy development phase and Steve has provided via zoom meetings TESSA Inc.'s service provider experience. This raises our profile, being mindful that we are at capacity, so unable as yet to promote our services to their database.

- Data management – design and implementation of spreadsheets which record all schools and stakeholders that TESSA Inc. is delivering services to. This is achieved using stream manager reports summarised in CEO reports to Board meetings. Bonnie Ward employed as a subcontractor to complete this work.
- Organised TESSA Inc. presentations at the National Education Summit on Managing Challenging Behaviour, including Natalie Deacon and MAT Life Skills, Rodrigo Castellanos.



Victoria Triggs and Rodrigo, National Education Summit

Projects – Education Support Officer Program

The following outcome was achieved:

- First placement from Latrobe University, Master of Social Worker, Bastie Chakauya. A highly successful initiative. Bastie completed and recorded zoom interviews with MAT Instructors with a focus on MAT as an effective modality for empowering young people with mental health issues and receiving significant positive feedback from his placement hours at Harkaway Primary School.

Special feature

CORE Program in Focus

An exciting and highly engaging program, the CORE program was the feature of the 2021 TESSA Inc. Annual General Meeting (AGM) presentation. We were pleased to welcome John Nichol, Student Wellbeing Coordinator, Mooroolbark College at the AGM. John presented a series of short video interviews with a group of students reflecting on their experiences undertaking the CORE program. John pointed out that the group of boys were amongst the most vulnerable students in the school and that engagement and attendance at most mainstream classes was a challenge for these students. He then reflected on the key elements of the program and how and why it produced such successful outcomes in re-engaging students with learning.

The following article was written for the *Connect 250* magazine and captures how TESSA Inc. programs address inclusion for all.

Inclusion of all students

Behaviour is a form of communication. When we say we are listening to children and young people, we sometimes think about their 'voice' in limited ways. **And that means we are hearing only some of what is being conveyed.** When we see behaviour that challenges us, do we listen, or do we simply react to implement rules and consequences? Are we listening with a 'third ear' to hear the real messages?

The **Therapeutic Engagement Support Services Association Incorporated (TESSA Inc)** is a registered charity that supports children and young people who display challenging and violent behaviours. Our CODE or Values are: *Be strong, Be calm, Be Kind, Try hard* and this guides all our endeavours.

A student's voice cannot be heard if they are continually sent out of the classroom, regularly suspended and passed on from school to school until they give up and leave, often underage.

TESSA Inc operates various programs to provide students with the skills and approaches that empower them to make choices for themselves. We do not do things *to* children; rather we enable young people to be active agents of their learning and development, often when all other approaches a school or agency has tried have failed. We give them the tools to build their self-awareness based upon their strengths (rather than their perceived defects, labelled by others).

For example, the **MAT Life Skills Program** uses an evidence-based approach and collaborative planning, delivery and reporting phases, with the student, school, community agency or family. Active group sessions combining martial arts therapy (non-combative) and stories of lived experiences enable the learning of life skills to better manage challenges (social, emotional and behavioural). The **Engagement Support Officer (ESO) Program**, based upon research (Trauma, Attachment, Cognitive Behaviours, Dreikurs Goal theories), supports vulnerable individuals who may be, or are currently, at risk to themselves or others. The **Engagement Support Officer Placement (ESOP) Program** involves collaboration with tertiary institutes to enable their students (Youth Work, Community Development, Social Work) to support school children, and to meet course requirements.

Programs are also aligned to the Victorian Curriculum's *Personal and Social Capabilities*, supporting the development of children and young people in: *Self-Awareness, Self-Management, Social Awareness* and *Social Management*.

Outcomes

So, what are the outcomes and do they make an immediate and lasting difference?

TESSA Inc has commissioned research into outcomes of individual situations and overall program evaluation. Responses have included:

'It is helping me out at school and at home. This one (program) is different: it is more hands on and chill axed. Others in the past have been more like: you do this. This one is like: you can do this. I am a lot more calm and don't react straight away. I learnt to respect everyone and don't let your anger take over.' Campbell, Year 9 Mooroolbark College student

'I have been working with a particular pupil in the classroom In the 3-4 weeks we have been working together, he has gone from not engaging in classwork discussion to participating 80-85% of the time, making better choices, communicating his emotions and now his behaviour has improved when he is not overwhelmed.' ESOP tertiary student

Within these programs, the students themselves have moved from being participants to being leaders. The leadership that students already exhibit is vital in this. Leadership that encourages negative behaviour can be re-directed to leadership that models positive behaviour.

For example, VCAL students have become peer educators, as leaders of positive influence to younger students. **Daniela Laycock**, now aged in her early 30s, was a guest presenter to the 2020 **TESSA Inc Annual General Meeting**. As a secondary student **Dani** was asked to leave two high schools. She participated in the **MAT Life Skills Program** in Year 9 at **Croydon Community School**. She described this as enabling her to be physically active, develop self-confidence, giving strategies to ground her in the moment and igniting her passion for martial arts.

Dani progressed from participant to trainee to leader as a **Life Skills Instructor**. She recalled a significant impact for a primary aged student who was previously silent but began communicating for himself. **Dani** declared *'my experience with the MAT Program was life changing; it saved my life and ripped me out of a black hole.'*

Learnings

So, what are the learnings for inclusion of all students?

- As educators, reflect upon the **'for whom'**, and **'why'** about your approach to student development and learning - and then how it is making a difference. **Identify how this could be more inclusive.**
- See and value each student as an individual. **Believe in them and show them their strengths.**
- See behaviour as a form of communication and listen deeply to hear their message.
- Give students skills and alternative ways to meet their challenges.
- Build their self-esteem, confidence, resilience and self-belief.
- Restore their hope for a positive future. Show them a pathway.
- Inspire them to recognise and redirect their leadership capabilities for positive benefits to their peers.
- Celebrate their progressive achievements.

Victoria Triggs
Chief Executive Officer (voluntary)
Therapeutic Engagement Support
Services Association Inc.
triggs.v@tessainc.org.au

What is CORE?

The School Focused Youth Guidelines 2018/2019, noted that there is approximately five per cent of the student population determined to be at a high risk of disengaging from schooling.

The CORE program targets secondary school students in this group and is delivered in a series of weekly sessions where participants are empowered to **find, build** and **live** their core values by using a series of structured Physical Education strength-based activities. These activities link existing physical education and personal and social capabilities curriculum and are adapted to meet the needs of schools and agencies.

All of the students interviewed commented on their positive impressions of the program, with many pointing to the ‘doing’ aspect of their learning and also to the ‘engagement’ they experienced with the presenter. They found that what they were learning gave them confidence and was certainly more meaningful in connecting to their lived experiences and aspirations.

The key planks of the CORE program speak to empowering students by educating them through structured activities about the importance of discipline, emotional regulation and self-control. The activities also attempt to improve decision making and uplift self-esteem by providing exercise-based engagement activities, individual worksheets and group discussions.

Rather than presenting values in a didactic manner, the CORE program works with the target group to determine long and short-term goals, define individual students perceived values, develop and define these values and apply them to current lived experiences and challenges they may be facing.

The starting point in much of the program design is the understanding that disengagement from learning often has its roots in neuro disability, an ongoing trauma or psychological dysregulation requiring a therapeutic intervention. Current research tells us that certain types of physical exercise can disrupt damaging patterns that may have become embedded in some vulnerable students’ behaviours as a result of a one or more of these conditions/experiences.

THE CORE APPROACH		
FIND	BUILD	LIVE
Values – What are they? Why we’re focusing on them?	Applying your values to challenges – positive behaviour change goals.	What do we really care about and why?
What are your values?	The Hard Yards and Rewards of applying our values to daily challenges	How does this influence the way we act?
What happens when you apply your values to daily life?	Values check- how has the way we think and apply our values changed?	Using our values to choose and take responsibility for our future.

What can CORE achieve?

John Nicol noted in his presentation, there are many positive outcomes achievable from the program. He observed that the program is interested in building the capacity of students and

staff so that in time the CORE program elements become embedded in everyday practice. Some of the key outcomes sought are:

- Improved perceived self-esteem
- Improved strategies for appropriately managing and expressing emotions
- Increased self-awareness and management
- Increased willingness to take responsibility for their actions inside and outside of the classroom
- Improved engagement in class and in the greater school environment
- Improvement in behaviours in class and in the greater school environment
- Lower incidents of suspensions and other disciplinary methods
- Ability to comprehend the results and impact of their behaviours, understand how their values influence these behaviours and use their values for positive behaviour change
- An overall improvement of the school's approach to supporting vulnerable students

The CORE program will continue to be developed as part of TESSA Inc's. program suite.



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

Financial statements



**Therapeutic Engagement Support Services Association
Incorporated**

ABN 19 730 722 494

**Financial Statements
For the year ended 30 June 2022**

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

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Therapeutic Engagement Support Services Association Incorporated
ABN 19 730 722 494

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Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Committee's Report

For the year ended 30 June 2022

Your committee members submit the financial accounts of the Therapeutic Engagement Support Services Association Incorporated for the financial year ended 30 June 2022.

Committee Members

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

Position	Director
Chairperson Elected Director	Natalie Deacon
Treasurer Elected 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	Richard Horwood
Co-opted Director	Trudy Thomson
Alternate Director Child Safe Officer	Darek Lebek

Principal Activities

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

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

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

Significant Changes

Impact on the delivery of programs and services from closure of Victorian schools due to government COVID-19 lockdowns, July to March.

Increase in hybrid online and face-to-face delivery modalities, to improve Professional Learning Program accessibility.

Introduction of Life Skills Program to schools in City of Newcastle NSW, from June 2022.

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



Date 28/10/2022



Date 28 October 2022

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Detailed Profit and Loss Statement

For the year ended 30 June 2022

	2022	2021
	\$	\$
Income		
Membership Fees	5,292	7,248
ESS Service Income	82,163	18,720
LS Program Income	218,104	198,849
PL Service Income	215,303	192,723
Grants	55,500	
Donation	4	876
Interest received		7
Consulting Fee		96,464
Total income	<u>576,367</u>	<u>514,887</u>
Expenses		
Audit Fee	3,300	3,250
Marketing Expenses	50	1,012
Bank Fees And Charges	33	224
Opex - IT Expenses	1,595	4,120
Opex - Office Supplies	522	481
Opex- Insurance	7,114	4,027
Opex - Book Keeping & Accounting	7,690	5,830
Opex - Business Meetings	593	720
Opex - Travel & Accommodation	236	1,483
ESS Costs	41,482	5,240
LSL Expense	2,788	
Instructor Cost LS	137,040	137,233
Program Costs LS	1,624	1,059
Life Skills Program Manager	91,975	66,069
MAT Admin Fees_Life Skills	6,973	3,628
PL Trainer/Coach Cost	53,492	48,150
PL Costs	672	683
Professional Services	408	295
Professional Development	73	910
PL Manager	88,000	66,069
Administration Officer	12,050	5,841
ESS Manager	36,215	12,666
Project Development Officer	41,620	11,978

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 2022

	2022	2021
	\$	\$
Project Development Costs	3,574	
Total expenses	539,120	380,968
Profit from ordinary activities before income tax	37,247	133,919
Income tax revenue relating to ordinary activities		
Net profit attributable to the association	37,247	133,919
Total changes in equity of the association	37,247	133,919
Opening retained profits	193,715	59,796
Net profit attributable to the association	37,247	133,919
Closing retained profits	230,962	193,715

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 2022

	Note	2022	2021
		\$	\$
Current Assets			
Cash Assets			
Cash at bank - CBA Business Trans #2713		208,865	200,960
Cash at bank - CBA Online Saver #4461		3,274	3,284
		212,139	204,244
Receivables			
Trade debtors		60,816	36,300
		60,816	36,300
Total Current Assets		272,956	240,544
Non-Current Assets			
Property, Plant and Equipment			
Plant & equipment - at cost		1,086	1,086
Less: Accumulated depreciation		(1,086)	(1,086)
		—	—
Total Non-Current Assets		—	—
Total Assets		272,956	240,544

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 2022

	Note	2022 \$	2021 \$
Current Liabilities			
Payables			
Unsecured:			
Trade creditors		7,643	
Secured:			
Other creditors			11,607
		<u>7,643</u>	<u>11,607</u>
Current Tax Liabilities			
GST payable control account		22,632	25,296
Input tax credit adjustment control a/c		(8)	
Amounts withheld from salary and wages		3,120	4,878
		<u>25,744</u>	<u>30,174</u>
Provisions			
Superannuation Payable		5,819	5,047
LSL Provision		2,788	
		<u>8,607</u>	<u>5,047</u>
Total Current Liabilities		<u>41,994</u>	<u>46,828</u>
Total Liabilities		<u>41,994</u>	<u>46,828</u>
Net Assets		<u>230,962</u>	<u>193,716</u>
Members' Funds			
Issued Capital			
Issued & paid up capital			1
Accumulated surplus (deficit)		230,962	193,715
Total Members' Funds		<u>230,962</u>	<u>193,716</u>

The accompanying notes form part of these financial statements.

Therapeutic Engagement Support Services Association

Statement of Cash Flows For the Year Ended 30 June 2022

	2022	2021
Note	\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES:		
Receipts from customers	551,850	478,580
Payments to suppliers and employees	(543,954)	(335,591)
Interest received	-	7
Net cash provided by/(used in) operating activities	<u>7,896</u>	<u>142,996</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Movement in members funds	<u>(1)</u>	-
Net cash provided by/(used in) financing activities	<u>(1)</u>	-
Net increase/(decrease) in cash and cash equivalents held	7,895	142,996
Cash and cash equivalents at beginning of year	<u>204,244</u>	61,248
Cash and cash equivalents at end of financial year	<u>7</u> <u>212,139</u>	<u>204,244</u>

The accompanying notes form part of these financial statements.

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Notes to the Financial Statements

For the year ended 30 June 2022

Note 1: Summary of Significant Accounting Policies

The financial statements cover Therapeutic Engagement Support Services Association as an individual entity. Therapeutic Engagement Support Services Association is an Association incorporated in Victoria under the Associations Incorporation Reform Act 2012 ('the Act').

The functional and presentation currency of Therapeutic Engagement Support Services Association is Australian dollars.

Comparatives are consistent with prior years, unless otherwise stated.

Basis of Preparation

The financial statements are general purpose financial statements that have been prepared in accordance with the Australian Accounting Standards - Simplified Disclosures and the Act.

The adoption of Simplified Disclosures has not led to any restatement of figures in the current or prior year. The financial statements have been prepared on an accruals basis and are based on historical costs modified, where applicable, by the measurement at fair value of selected non-current assets, financial assets and financial liabilities.

Significant accounting policies adopted in the preparation of these financial statements are presented below and are consistent with prior reporting periods unless otherwise stated.

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 receipts 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.

The accompanying notes form part of these financial statements.

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Notes to the Financial Statements

For the year ended 30 June 2022

Note 2: Contingent Liabilities

There is no contingent liabilities.

Note 3: Events Subsequent to Reporting Date

There is no subsequent events after the reporting date.

Note 4: Cash Flow Information

	2022	2021
Operating Profit	37,247	133,919
Add back non-cash items	-	-
Changes in operating assets and liabilities		
(Increase) in trade and other receivables	(24,516)	(36,300)
(Decrease) / Increase in trade and other payables	(7,623)	45,378
Increase in employee benefits	2,788	-
	<u>7,896</u>	<u>142,996</u>

Note 5: Related Party Transaction

Accounting and bookkeeping fees- Paris Financial	<u>7,690</u>	<u>5,830</u>
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(Pat Mannix is a director of Paris Financial, all transactions are at arm's length)

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Statement by Members of the Committee

For the year ended 30 June 2022

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 2022 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 28/10/2022



Date 28 October 2022

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

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Working as One

Therapeutic Engagement Support Services Association

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

Report on the Audit of the Financial Report

Opinion

We have audited the financial report of Therapeutic Engagement Support Services Association (the Association), which comprises the balance sheet as at 30 June 2022, the , the statement of changes in equity and the statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the statement by members of the committee.

In our opinion, the accompanying financial report presents fairly, in all material respects, including:

- (i) giving a true and fair view of the Association's financial position as at 30 June 2022 and of its financial performance and its cash flows for the year ended; and
- (ii) complying with the Associations Incorporation Reform Act 2012.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the Association in accordance with the auditor independence requirements of the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Responsibilities of Management and Those Charged with Governance

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

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

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

LDB Audit Services Pty Ltd

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Working as One

Auditor's Responsibilities for the Audit of the Financial Report

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

LDB Audit Services Pty Ltd

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BLACKBURN VIC 3130

Nicole Postan

NICOLE POSTAN
DIRECTOR

Dated this 9th day of November 2022

Acknowledgements

The Therapeutic Engagement Support Services Association Inc. acknowledges the following organisations and individuals in appreciation of their valuable support for the 2021–22 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

Community agencies

Uniting Care Connections

Eastern Health

Kildonan Strengthening Family Services

Headspace Frankston

YSAS Box Hill

Monash Health

City of Greater Dandenong Family Services

Host schools

Boronia West Primary School

Harkaway Primary School

Kent Park Primary School

Whealers Hill Primary School

Partnership

MetaSkill Consulting Pty Ltd- David
Davenport

Consultants

CINCH Bookkeeping Services- Jacinta
Hewer

Lan Wang

Pro bono

Paris Financial - Board support

Tamara Small - Volunteer

Tertiary institutes/courses

Swinburne Institute Community Services and
Mental Health Services

RMIT Youth Services

Box Hill Institute Youth Services, and
Community Services

Holmesglen TAFE

Martial arts

Bukido Karate

Melways Fitness

Mindfulness in Motion

Newcastle Aikido.

Rumblefish

SANGEN Melbourne Aikikai

Seido Karate Bayside

Tran Martial Arts supplies

Administrative support

Felicity Cassell; Bonnie Ward

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