



Therapeutic Engagement Support Services Association Incorporated

Annual report 2019



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.

Contents

Chair’s report.....	3
Chief Executive Officer report.....	4
Governance	6
Purposes	6
Strategic focus	6
Vision.....	6
Mission	7
Values	7
Board members.....	7
Strategic Plan Progress Report	11
Therapeutic engagement support services and programs	13
Engagement support services	13
TESSA Inc. professional learning.....	15
TESSA Inc. programs: In summary	18
TESSA Inc. Special Projects	19
Special Feature	21
Fetal Alcohol Spectrum Disorder (FASD) and Complex Trauma	21
Financial statements	22
Acknowledgements	32

Chair's report

2018-19 has been an exciting year for TESSA Inc.

We have made great strides in improving our organisational structures to provide programs, training and services to empower young people and the people who support them.

We welcome Natalie Deacon and Moazam Shah to the board. Natalie is the Founding Member representative for MAT Pty Ltd, and Moazam is our new Treasurer. We thank Ash Heriot for his excellent contribution as we farewelled him from the board at the beginning of 2019.

We have achieved a great deal this year. We are now on the Department of Education and Training Panel for Protective Intervention Training, and we continue to grow our reach and delivery of the MAT Life Skills program and provision of Engagement Support services and delivery of Professional Learning.

TESSA Inc. is now a registered not-for-profit with the Australian Charities and Not-for-profits Commission, and we received a grant from the RE Ross Trust to continue our services. Our collaboration with the Royal Melbourne Institute of Technology (RMIT) has provided us with great advice for our business strategy and communications and we have strengthened our compliance and capability with Child Safety. We also upgraded the technology platform we use to communicate with our audiences and will benefit from many new features to realise our plans going forward.

This work enables us to expand our services and engage with our customers and stakeholders to meet our organisational goals. Many thanks to all those who have contributed to TESSA Inc. achieving these successes.

I would like to thank all the directors for their work in guiding TESSA Inc. in this phase of our transformation: Company Secretary Jane Weston, Treasurer Rodrigo Castellanos, Child Safe Officer Darek Lebek, Victoria Triggs, Executive Director and outgoing Co-Chair and MAT P/L representative Ash Heriot.

I would like to thank the following TESSA Inc. staff for their work and commitment; Clint Cassell and Rodrigo Castellanos, Program Managers and Steve Golding, Special Programs Coordinator and RMIT collaboration. Thanks to Danielle Nielson for her book-keeping skills and all the Education Support Officers (ESOs) and Placement Officers and Life Skills Instructors for their passion and commitment, and for creating the difference that TESSA Inc. makes to children, young people and families every day.

Robyn Webb

Chair, TESSA Inc. Board of Directors

September 2019

Chief Executive Officer report

The 2018–2019 financial year has seen the collaborative efforts of the Board of Directors, Program Managers and staff directed towards achieving the goals of the Therapeutic Engagement Support Services Association Incorporated (TESSA Inc.) Strategic Plan.

Highlights include reporting on The R E Ross Trust grant for the TESSA Inc. ‘Sustainable Student to Student Support’ project. “The R E Ross Trust is a perpetual charitable trust established in 1970 in Victoria by the will of the late Roy Everard Ross.” The independent evaluations by Dr John Owen and Bonnie Munday of the impact of the **Engagement Support Officer Placement (ESOP) model** demonstrated that the individual children, supported by ESOP tertiary students, learnt skills to self-monitor and modify their behaviour.

Really positive feedback from teachers about ESOP students, and are very excited to welcome them back next year. The ESOP program is extremely valuable because of the positive outcomes that can be achieved with vulnerable students.

School Principal

Through the part-time employment of Natalie Deacon as the ESO Placement Coordinator, supported by Clint Cassell Engagement Support Services Program Manager and Steve Golding Special Projects Officer, the number of hosts schools involved doubled in 2018 to sixteen. Fifty-five undergraduate students and Masters students from six Tertiary institutes undertook placements during the financial year, with six becoming TESSA Inc. Engagement Support Officers.

For me it was learning about the effects of trauma on a child’s brain development. It helped me learn about the underlying needs and the interventions you can do to address the trauma. Also learning about the escalation cycle. I found these most helpful with regards to what we are doing, addressing children with challenging behaviour.

ESO Placement Student

The flagship **MAT Life Skills** Program has continued to extend its reach across metropolitan and regional areas. Evaluations and feedback from schools and agencies show that the MAT Program is an effective intervention approach to retain children and young persons’ engagement in their education by giving them positive strategies to address the challenges in their lives. The consolidation of the Sustainable MAT Life Skills Program over a calendar year, and delivery of ‘theme specific’ short programs related to the State Education Goal of Happy, healthy and resilient kids are highlights.

12 young people have been challenging themselves physically and mentally as they learn through doing with the MAT Program. Everyone surprised themselves with breaking through mind barriers during the sessions.

Secondary College Wellbeing Coordinator

In MAT I have learned to relieve my stress by using the techniques for breathing. I have learned how to stand up and talk in front of a group of people-built my confidence. I have learned to focus on what I have succeeded in and not what I have failed in. And to be proud of the progress you have gone through to get there.

Secondary College students

Rodrigo Castellanos is congratulated for his leadership of the MAT Life Skills Instructor team, as the Program Manager and Administrator.

Professional Learning programs of Managing Challenging Behaviour Training and Protective Practice Training delivered during school terms and vacations has continued to grow in reputation and most importantly impact in assisting teachers and aides to proactively and safely support children and young people who show challenging behaviours.

Very successful full day PD organised on short notice for Kilsyth PS. Very positive staff reflection passed on from the Principal. Knox Park also voiced their appreciation and communicated that TESSA Inc. is gaining a strong reputation for their training within their network.

A highlight is building ESO staff capacity to offer Professional Learning Coaching enabling the application of theory and approaches to daily practice of teachers.

Clint Cassell is congratulated for his leadership as the Program Manager of Engagement Support Services and for Professional Learning coordination and delivery.

Special Projects a highlight was the collection of evidenced-based research, by the Masters of Social Work Monash University students, aligned to the current MAT Life Skills activities and exercises.

2019 has focussed upon developing and trialling of the new CORE (Compassion, Openness, Respect, Endurance/Empathy) program by Steve Golding.

Great session, really enjoy being part of it. It's a tell-tale sign that you are running an engaging program when 10 of our 10 at risk kids show up of their own accord. Looking forward to the next one.

Mooroolbark College

Steve is congratulated for his leadership in pursuing our Constitution's purpose 'to support members in the creation and delivery of new applications of therapeutic engagement support programs and services'.

Felicity Cassell is thanked for her significant work as the TESSA Inc. Administrative Officer, in particular supporting the increased uptake of professional learning and ensuring payments are received in a timely manner. Danielle Nielsen successfully passed the book-keeping baton to Felicity, in reconciling our expenditure and income.

Robyn Webb, as Communications Officer facilitated TESSA Inc. as a case study for Executive Masters of Business and Masters of Business RMIT student, resulting in recommendations for Marketing and Communication. The many detailed written reports are now being analysed for applicability, timing and viability.

I also congratulate Robyn for her leadership role as Board Chairperson to ensure best practice in Not-for-Profit Governance, within the context of business improvement. This included development and monitoring of Risk Management plans.

As a small not-for-profit, we achieve so much more through our combined effort in giving the best possible support to make a difference to the present and future of the children and young people we serve. Directors, staff, members, volunteers and supporters of TESSA Inc. are sincerely thanked for their passion and commitment to our Vision, Mission and in living our Values (the CODE)

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 Mangers 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.

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.

Board members



Robyn Webb GAICD

Co-chair, Communications Officer

Robyn is a technology consultant with over 30 years' experience in a number of capacities with enabling businesses, government agencies and not for profits by aligning their technology services to their business objectives.

She has also advised business and government on various issues regarding business practices, procurement and technology and has delivered strategies, governance and projects that have transformed business productivity. She is passionate about equality in society and people having the opportunity to create their lives. Robyn has completed the Play by the Rules (PBTR)-Child Protection professional development program.

Qualifications

- Bachelor of Applied Science in Computer Studies
- Certification in Production and Inventory Management
- Graduate Diploma in the Arts (Classical Studies)
- Company Director's Course
- Masters in Business Administration (Executive)



Victoria Triggs GAICD

Chief Executive Officer and Company Secretary TESSA Inc.

Victoria is an educational and leadership consultant, engaging in pro bono and paid employment to support school and community leaders in leadership development, governance and strategic planning.

She is an accredited school reviewer, assisting primary, secondary and specialist schools to examine student outcomes and develop directions for improvement. She conducts School Council training and induction programs.

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

Victoria recently researched and documented Women's Housing Limited support to women and children in providing safe, secure and affordable housing choices, in acknowledgement of their 21 years of service.

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

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

Treasurer, 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

Assistant Company Secretary

Jane Weston is an experienced educator, writer and project manager. Jane's 35 year education career includes work as a teacher, policy maker, 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'.

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 in a variety of settings, including designing and teaching self-defence professionally in South Africa. He has also run his own businesses for a number of years and has been involved in delivering projects around the world.

Darek has been involved with the MAT program since 2013. 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.

Darek began studying martial arts in 1986 and has been running a karate school for the last 15 years. He currently holds the rank of 5th degree Black Belt in Karate and has taken part in many national and international tournaments. Some of the highlights of his martial art include:

- winning team in the World Seido Karate tournaments in New York in 2006
- winning first place in Kata competition in the world tournament in New Zealand in 1998
- winning the Australian SOGO Title in the Overall Australian Seido Championship in 2013.

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

His qualifications include a Diploma in Building and Construction and Project Management.

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



Ash Heriot

Director and Founding partner nominee (until January 2019)

Ash has been involved with youth as a Sports Coach and Fitness Instructor for over 15 years. In 2016, he qualified as a Youth Worker in addition to completing the TESSA Inc. "Managing Challenging Behaviours" and "Protective Practices" courses.

During 2016, Ash began working in educational support through TESSA and was able to see first hand the excellent results achieved through working with students.

In 2017, Ash conducted therapeutic life skills programs through TESSA and these experiences gave him great insight into the fantastic work the organisation does.



Moazam Shah

Moazam Shah is a highly qualified finance professional, with strong national and international expertise in financial reporting, management accounting, treasury, and digital transformation projects. He champions integrity in the practice of risk assessment and management, and has expertise in financial analysis in line with chief financial officer roles.

Moazam has undertaken many speaking engagements at international conferences and summits on business transformation and the digital agenda. His keys to success are integrity, honesty and specialised knowledge of the operations in industry-specific accounting and financial management, coupled with keen attention to detail, computer skills, and the drive to deliver excellent quality services. Moazam brings high level finance and business knowledge to his role as Treasurer following a successful and prolific career in the Middle East, North America and Europe.

Strategic Plan Progress Report

The **Goal** for Therapeutic Engagement Support Services Association Inc. (TESSA Inc.) Strategic Plan 2015-2018 was to **achieve sustainability** of program and service delivery that was independent of direct government departmental funding.

Overall, steady progress towards sustainability has been made with programs and services delivered independent of direct departmental funding to TESSA Inc. over the four-year period. This arises from operating on a fee-for-service model with costs to clients (schools, community agencies, families) kept to a minimum and affordable level. Also assisting clients to access funding through a range of sources including the School Focussed Youth Services, Municipal Councils and the National Disability Insurance Scheme (NDIS).



The Inclusive Education Summit, Deakin University 26-28 October 2018

Reflection upon the outcomes in pursuing the Strategic Plan three key improvement strategies, actioned through 2018 and 2019 Business Improvement Plans indicated that:

- the reach and extent of TESSA Inc. services and programs has increased further in the 2018-2019 financial year as evidenced:
 - in the core streams reports for MAT Life Skills programs, Engagement Support Services, Professional Learning and Special projects
 - by increased engagement with peak bodies and networks, including the Bastow Institute of Educational Leadership, the Australian Education Union and the Youth Justice Network
 - by a fully subscribed presentation to the Deakin University ‘The Inclusive Education Summit, as the only practitioners (non-researchers).
- income sources for TESSA Inc. have broadened through:
 - tailored programs to meet emerging needs in schools and community agencies
 - effective responses to referrals from the Department of Education and Training Complex Matters Team.
 - submission of a successful tender as a panel member for delivery of the Department of Education and Training (DET) Panel for Protective Intervention Training (PIT)

- Board Governance in leading the organisation was strengthened through:
 - Director professional learning, in particular Child Safety online training which was extended to all employees and contractor staff
 - develop TESSA Inc. policies and procedures, including Volunteer Policy and Child Safe Standards recording template
 - standard Board and Operations Team Agenda items to sustain the focus upon transparency, compliance and accountability.

Calendar year 2019 commenced with a January launch event involving Directors and staff to acknowledge our collective achievements in 2018 and in preparing for the year ahead.

A collaborative process involving Board Directors and Program Managers developed the TESSA Inc. Strategic Plan 2019-2022, which was approved on 6 March 2019.

Goals were identified as:

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

The associated annual Business Improvement Plan was approved on 3 April 2019 to enact the commencement of the aligned key improvement strategies of:

- 1.1 Build staff capacity and pathways.
- 1.2 Increase Board diversity
- 1.3 Develop viable funding model
- 2.1 Increase range and reach of TESSA Inc. therapeutic programs and services.
- 2.2 Build TESSA Inc. profile, brand and marketing.
- 2.3 Advance commitment to TESSA Inc. as a whole organisation.

The Board of Directors receive monthly reports on the progress made in relation to the key improvement strategies to ensure governance oversight.

Therapeutic engagement support services and programs

Engagement support services

Engagement Support Officer (ESO) program

	2018		2019		Totals
	Term 3	Term 4	Term 1	Term 2	
ESO shifts delivered to schools	183	155	144	137	619
Number of schools using ESO Support	8	6	7	6	27

In 2018–2019, ESOs have continued to be utilised as part of larger targeted intervention programs for schools dealing with particular cases of high-level challenging student behaviours. These larger programs have generally been delivered over the course of a school term.

In this way, ESOs assist schools to build their staff capacity to work with challenging behaviours and behaviours of concern and has led to the further development of the program in conjunction with TESSA Inc. professional learning. With these links identified, ESOs have also been in the process of training to graduate to Professional Learning coaches.

Engagement Support Officer Placement (ESOP) program

	2018		2019	
	Term 3	Term 4	Term 1	Term 2
Placement shifts delivered to schools:	402	292	179	205
Number of schools using ESOP Support:	10	11	6	7
Number of placement students during 2018–2019:				55
Number of placement students going on to do ESO work during 2018–2019:				6

The ESOP program has continued to be actively utilised by primary schools with some schools continuously engaging the program for some years now. Feedback from schools indicates that this ongoing and consistent support has been very helpful for classroom teachers and students. The enthusiastic energy of placement students consistently adds an element of positive engagement and wellbeing for both students and staff.

TESSA Inc. has also deployed a second placement model which sees students demonstrating strong performance undertaking their second placement with TESSA Inc. in more of an operations and peer support role. This has worked well for these students, significantly adding to their learning and has helped streamline and strengthen the elements of support within the existing placement model.

This model supports successful students to progress and to become successful ESOs. These students have been subsequently employed directly by the schools where they have been successful. In this way, the placement program continues to provide a number of benefits to TESSA Inc, the schools it supports as well as positive flow on effects to the wider community in general.

MAT Life Skills program

MAT Life Skills	2014–2015	2015–2016	2016–2017	2017–2018	2018-2019
Students	1,716	1,620	1,812	2,068	2,566
Schools	143	135	151	162	185
Sessions	1,144	1,080	1,208	1,408	1,776
Hours	1,716	1,296	1,459	1,690	2,131

The financial year 2018/19 was an exciting time for the MAT Life Skills team. We consolidated our school-based delivery model of the Sustainability MAT Life Skills Program by offering full-year support and touch base sessions funded through School Focused Youth Services across metropolitan Melbourne and regional Victoria.

Special mention must be made of MAT Life Skills Instructor, Guy Rhynsburger, who travelled by car over eight hours to deliver programs in areas such as Wodonga, Mt. Beauty and Corryong. Regional centres such as these find it difficult to receive the services and support that students need, and they have been very appreciative of Guy's willingness and commitment to delivering these programs.

We also consolidated our delivery of 'theme specific' short programs. These tailored programs targeted messages such as resilience, emotional regulation, respectful relationships and active mindfulness. The format of short program or one-off sessions supported events such as Wellbeing or Resilience Days in various schools. The ability to attach these programs to current and local school priorities added to the relevance and uptake of program content.

We have also started the development of an offering for parents in the form of a MAT Challenge that will be accessible to families early 2020. The MAT Challenge is designed to support parents, carers and teachers in practicing the life skills that young people learned in the MAT Program via resources shared by email and text.

MAT Life Skills has also increased its outreach work with families in the form of 1 on 1 sessions for young people, many of them funded through self-managed NDIS funds in categories such as 'improved relationships' or 'social engagement' categories.

Finally, the MAT Life Skills Program website page has been updated with an entire section called IMPACT. In this section, interested parties and funders can find information regarding the evidence-based framework, results, testimonials and latest assessments of our programs. We have received excellent feedback from funders on how useful they are finding this section, as it consolidates most of the information they need to present a case to support our programs.



Dingley Primary School Life Skills Program

TESSA Inc. professional learning

Managing Challenging Behaviour training

TESSA Inc.'s Managing Challenging Behaviour training has been running since 2010, and was developed for the purposes of training Engagement Support Officers (ESOs) to work successfully with challenging student behaviour in schools. The context of this training has since been broadened to working with the challenging behaviours of people in general. It is suitable for all contexts, ranging from agency workers, care workers and school aides working with children, to those working with adults and parents and, indeed, any working professional required to work with people in situations that may be or become challenging.



Managing Challenging Behaviour training at Boronia West Primary School - Oct 2018

The course continues to be delivered at the end of each school term but now is also being regularly delivered to schools in the form of individual 90-minute modules as well as full and half day PDs.

Based on its recognition and success, this 3 day course is being consistently and actively requested by TAFE colleges to add to the learning of students undertaking Cert IV and Diploma in Youth Work, Diploma of Community Services and Certificate III and IV in Education Support. The various TAFE's TESSA Inc. works with have been consistently reflecting very strong student engagement, feedback and learning.

I really liked the instructor's enthusiasm and approach, it kept me interested and involved. ...an incredible opportunity that was absolutely invaluable

Gained so much great knowledge from this course that I will use in my personal and professional life.

...loved the course. 10/10

3 day training		Full/ half day sessions		90 minute sessions	
Sessions:	4	Sessions:	2	Sessions:	13
Participants:	143	Schools:	2	Schools:	8
		Participants:	47	Participants:	194

Protective Practice training

TESSA Inc.'s Protective Practice training (also known as 'Protective Behaviours' training) continues to be delivered to many schools dealing with students presenting behaviours of concern. Based on its continuing work this training has become more recognised by the Department of Education and Training (the Department) and an informal partnership was created in the latter half of 2018 delivering targeted support to a number of schools identified by the Department. In 2019, this partnership has evolved with TESSA Inc. becoming a referred provider by the Department complex matters team. TESSA Inc. was asked to submit a tender proposal to deliver this training as part of a wider plan for the Department to better support schools struggling with behaviours of concern from students.



Protective Practice Module 1 - Gembrook Primary School

The focus of this training continues to be on upskilling staff with the necessary knowledge and tools to better manage safety concerns and challenging behaviour 'in the moment'. The training also has a strong focus on staff engagement, wellbeing and the challenge of effectively working with young people in general.

Full day sessions		90 minute modules	
Sessions:	4	Sessions:	49
Schools:	4	Schools:	20
Participants:	52	Participants:	598

Professional learning coaching

Since 2017, the professional learning program has continued to gain traction. In 2019, the program has again been requested at high levels, both independently and as an additional element to complement other support services in place. The program is becoming more recognised for its value in helping staff connect theory to their daily practice, as well as its solutions-focused and collaborative approach.



As well as the continued development of its small number of existing coaches, TESSA Inc. is focusing on individuals with a passion for helping staff make a positive difference for schools. Typically, these coaches have built their experience through the ESO program and built skills that allow them to train others. Schools appreciate the ongoing nature of their relationship with these support workers. .

Discussions have been underway in 2019 with the Department with regard to the potential use and importance of this type of program. The hope is to formalise the approach more as with the Protective Practice training as it is being increasingly identified that some situations require an expert to be on site and share the challenge with the staff, as opposed to advising on general theory and answering questions in a more removed training setting.

P/L coaching programs	
Programs:	6
Sessions:	71
Schools:	6
Participants:	16

TESSA Inc. programs: In summary

The map below shows the spread of TESSA Inc. programs delivered during the 2018-19 financial year.

**Schools and agencies
where TESSA Inc.
delivered services in
2018–2019**



Life Skills Programs



ESO and Professional
Development Services



TESSA Inc. Special Projects

In 2018/19, TESSA Inc. created a Special Projects program. From 1 August 2018, a part-time (0.6) position was created to investigate a range of potential avenues for TESSA Inc. to extend its range of services consistent with the organisations Vision, Mission and Strategic Plan.

Mr Steve Golding reported directly and regularly to the TESSA Inc. CEO in this new role. The approach undertaken by Steve was to investigate these potential avenues for Program, Project and Network Development using four main elements:

- Existing clients within current Program types
- Existing clients with new Program types
- New Clients with existing Program types
- New clients with new Program types



Wellington Secondary College Life Skills Program

Existing Clients with current Program types

- Support provided to the MAT Life Skills Manager to overcome time and staff constraints and address unmet demand, such as Yea Primary School.
- Support provided to ESS Manager to work with Monash University to create the best possible experience for Social Work At Monash Placement Students (SWAMPS).

Existing Clients with new Program types

- Social Work At Monash Placement Students (SWAMPS). For the first time, this tertiary Placement model was brought entirely within TESSA Inc. Highlights included the development of a model with TESSA Inc. providing the Supervision component with associated income generation and the significant development of the evidence base linking TESSA Inc. services to

established Social Work theory. Contributions to the student Placement experience included the exploration of the new MAT Life Skills Programs, CORE and Mindfulness In Motion.

- The CORE Program – development of new MAT Life Skills Program combining Values learning with gym based physical education. Program successfully piloted at Mooroolbark College and has led to 6 further pilot programs at 4 schools in the next financial year.
- A new version of the MAT Life Skills Victorian Certificate of Applied Learning (VCAL) Program was developed and delivered at David Scott School Frankston. This new Program featured session content matched specifically to required VCAL Learning Outcomes for Senior, Intermediate and Foundation level students.
- Protective Behaviours VCAL Program developed and delivered at Keysborough Secondary College. Feedback from students and staff was overwhelmingly positive

New Clients with existing Program types

Investigated the feasibility of engaging a range of non-government organisations, including The Salvation Army Homeless Services, RecLink and Headspace as clients for MAT Life Skills Programs. The results of this work confirmed the significant barriers to TESSA Inc. in developing effective partnerships with these community based organisations.

New Clients with new Program types

The first iteration of the TESSA Mindfulness In Motion (MIM) Life Skills Program was created and delivered at Templestowe College. Experience provided valuable information required for next steps. A major highlight was the expansion of new evidence-based activities suitable for use in other current Life Skills Programs.

In summary, the Special Projects program provided TESSA Inc. with significant new material and knowledge to provide a solid foundation for future business development consistent with the organisations Vision, Mission and Strategic Plan.

Special Feature

Fetal Alcohol Spectrum Disorder (FASD) and Complex Trauma

Jane Weston, Board member and education writer gave a keynote presentation at our 2018 Annual General Meeting. Jane presented on *FASD and Complex Trauma: A resource for Educators*. FASD is the result of the harmful effects of prenatal alcohol exposure on the developing fetus. Alcohol is a teratogen, a toxic substance that can potentially cause a baby in the womb to develop abnormally. There is no known safe amount of alcohol or safe time to drink alcohol during pregnancy. She outlined that studies have shown that early detection and early intervention can reduce the consequences of FASD two to fourfold, and proposed that a strengths-based approach can revolutionise how we respond to children and young people with FASD to give them the best chance to live a full and happy life.

Jane provided the community-based context for the work in writing the resource. Women and community members at Marninwarntikura Women's Resource Centre in Fitzroy Crossing, Western Australia first noticed that many children in the valley were not thriving and achieving well at school. They called in expert paediatricians and it was found that one in four children in the valley were affected by FASD, the highest known incidence of the condition in the world.

In writing the resource, Jane was able to learn from the women at Marninwarntikura that generational trauma was at the heart of alcohol use in the valley. It was important in framing the materials that educators understand that dispossession, colonisation and subsequent government policies, such as assimilation and the forced removal of children, known as the Stolen Generations, have had and continue to have negative, cumulative impacts on the peoples of the Fitzroy Valley.

In the words of June Oscar, Aboriginal Social Justice Commissioner:

The trauma our communities have sustained has brought into being complex harms, of which FASD is one of the most damaging. With better understanding of trauma, we will overcome its harmful effects, and Make FASD History. We will allow our societal strengths to flourish again as we confront, heal and put an end to all forms of harm caused by intergenerational trauma.

Jane demonstrated some of the materials in the resource and finished with some advice for educators:

- Arm yourself with knowledge about FASD
- Seek assistance from school support and psychology services
- Educators describe behaviours rather than interpret why these behaviours occur.
- Refer on to a multidisciplinary team for assessments prior to diagnosis

She clarified that once a diagnosis is made, therapeutic supports can be put in place and individualized learning and care plans developed to meet the needs of individual students.



**Therapeutic Engagement Support Services Association
Incorporated**

ABN 19 730 722 494

**Financial Statements
For the year ended 30 June 2019**

Paris Financial
Suite 5, 2-6 Albert Street
Blackburn VIC 3130

Phone: 03 8393 1000 Fax: 03 8393 1099
Email: admin@parisfinancial.com.au

Therapeutic Engagement Support Services Association Incorporated
ABN 19 730 722 494

Contents

Committee's Report

Detailed Profit and Loss Statement

Detailed Balance Sheet

Notes to the Financial Statements

Statement by Members of the Committee

Independent Auditor's Report

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Committee's Report

For the year ended 30 June 2019

Your committee members submit the financial accounts of the Therapeutic Engagement Support Services Association Incorporated for the financial year ended 30 June 2019.

Committee Members

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

Position	Director
Chairperson Elected Director	Robyn Webb
Treasurer Elected Director	Rodrigo Castellanos
Secretary Elected Director	Jane Weston
Chief Executive Officer Elected Executive Director	Victoria Triggs
Founding Member Nominee	Natalie Deacon
Child Safe Officer Elected Director	Darek Lebek
Co-opted Director	Moazam Shah

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

Significant Changes

The Therapeutic Engagement Support Services Association Incorporated was registered by the Australian Charities and Not-for-profits Commission on the sixth of February 2019.

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
Detailed Profit and Loss Statement
For the year ended 30 June 2019

	2019	2018
	\$	\$
Income		
Sales of Goods	9	
Membership Fees	6,255	4,697
ESO Service Income	198,317	65,121
Life Skills Program	307,539	334,167
PD Training Income	61,522	12,440
ESO Training Fee	5,846	1,964
Grants	20,000	26,000
Donation	150	
Interest received	129	94
Total income	599,766	444,482
Expenses		
Bookkeeping & Accounting		2,742
Audit Fee	4,577	1,942
Advertising and promotion	4,037	6,187
Bank Fees And Charges	437	280
Opex - IT Expenses	4,899	335
Opex - Rent	373	
Opex - Office Supplies	1,556	
Opex- Insurance	5,861	
Opex - Book Keeping & Accounting	5,681	
Depreciation - plant		1,086
ESO Cost	97,559	26,704
License & Registration Fees		57
Insurance		2,118
Instructor Cost LS	218,382	
Program Costs LS	449	
Interest Deductions	1,400	
Life Skills Program Manager	87,294	65,039
Life Skills Administration		4,152
MAT Admin Fees_Life Skills	9,563	4,880
MAT		
MAT Admin Fees - Life Skills		10,719
MAT Admin Fees - ESO		209

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 2019

	2019 \$	2018 \$
MAT Admin Fees_ESO	1,073	
PD Trainer Cost	15,455	
PD Training Cost	971	
Printing & stationery		1,260
Professional Services	26,977	1,847
Professional Development	300	
Staff training		
Staff Training - PD		4,200
Subcontractors		
Subcontractors - LS		215,763
Subcontractors - PD		9,161
ESO Program Manager	60,664	26,424
ESO Admin	29,465	4,191
Total expenses	576,974	389,297
Profit from ordinary activities before income tax	22,792	55,185
Income tax revenue relating to ordinary activities		
Net profit attributable to the association	22,792	55,185
Total changes in equity of the association	22,792	55,185
Opening retained profits	63,446	8,261
Net profit attributable to the association	22,792	55,185
Closing retained profits	86,238	63,446

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 2019

	Note	2019 \$	2018 \$
Current Assets			
Cash Assets			
Cash at bank - CBA Business Trans #2713		104,247	49,872
Cash at bank - CBA Online Saver #4461		4,517	24,242
		<u>108,764</u>	<u>74,114</u>
Total Current Assets		108,764	74,114
Non-Current Assets			
Property, Plant and Equipment			
Plant & equipment - at cost		1,086	1,086
Less: Accumulated depreciation		<u>(1,086)</u>	<u>(1,086)</u>
Total Non-Current Assets			
Total Assets		108,764	74,114
Current Liabilities			
Current Tax Liabilities			
GST payable control account		17,737	23,083
Input tax credit control account		<u>(15,213)</u>	<u>(21,871)</u>
		<u>2,524</u>	<u>1,212</u>
Total Current Liabilities		2,524	1,212

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 2019

	Note	2019 \$	2018 \$
Non-Current Liabilities			
Financial Liabilities			
Unsecured:			
Loans from related companies		20,000	9,454
		<u>20,000</u>	<u>9,454</u>
Total Non-Current Liabilities		<u>20,000</u>	<u>9,454</u>
Total Liabilities		<u>22,524</u>	<u>10,666</u>
Net Assets		<u>86,239</u>	<u>63,447</u>
 Members' Funds			
Issued Capital			
Issued & paid up capital		1	1
Accumulated surplus (deficit)		86,238	63,446
Total Members' Funds		<u>86,239</u>	<u>63,447</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 2019

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 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.

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Notes to the Financial Statements

For the year ended 30 June 2019

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.

Therapeutic Engagement Support Services Association Incorporated

ABN 19 730 722 494

Statement by Members of the Committee

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 2019 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 during 2018–2019.

Founding organisation

MAT Program Pty Ltd

Government

Department of Education and Training
Department of Health and Human Services
Australian Commission for Children and Young People

Education networks

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

Community agencies

Anchor
Child and Youth Mental Health Service (CYMHS)
Uniting Care Connections
Eastern Health
Kildonan Strengthening Family Services
Brotherhood of St Lawrence
Headspace Frankston
YSAS Box Hill
Monash Health
City of Greater Dandenong Family Services
JobCo. Employment Services Inc
Play by the Rules

Philanthropic organisations

The R.E. Ross Trust

Host venues

Wheelers Hill Primary School
Boronia West Primary School

Consultants

Paris Financial Services
Virginia Golding, Child and Family Therapist
Dr John Owen
Bonnie Munday
Tom Barton
Lan Wang
The Wish Group

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
Monash University Department of Social Work
Royal Melbourne Institute of Technology (RMIT)
Holmesglen TAFE
Anglicare Victoria

Martial arts

Mindfulness in Motion
Rumblefish
Warrandyte Aikikai
Trans Martial Arts supplies
Seido Karate Bayside

Administrative support

Felicity Cassell
Danielle Nielsen