
Annual Report of the Trustee Body (Council) 2016-17

The Association for Science Education

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Chair's Introduction

2016/2017 has been an exciting and productive year for ASE. Our organisation depends on the enthusiasm and commitment of all of the volunteers who along with staff, trustees, and of course, our membership contribute to its' success as the largest subject organisation in the UK. I thank them all for their continued support.

During my year as Chair I have been privileged to attend a wide range of events across the UK. The quality of the professional development on offer is second to none.

Over the year I wanted to promote the right of all those involved in science education, to high quality, subject specific professional development (PD). The lack of access to this has been cited as one of the reasons behind poor teacher retention.

The Education Group discussed the *DFE Standard for Teacher PD* Guidance (2016) and the implications of this for ASE PD providers. A system to promote this standard across all ASE events is developing.

The Education Group have also put their wide range of expertise towards the development of a number of "Best Practice Guidance" documents. These focus on current issues that science educationalists face in their day to day practice. So far, these resources include guidance on Continuing Professional Development, Initial Teacher Education and Professional Recognition.

Never has the support that ASE can provide been more important. Keeping up with the latest thinking is a challenge and the increased use of Tweet-ups and #ASEChat has facilitated this by promoting communication between members.

Our 11 – 19 committee have worked to update the "Subject Leaders' Hub", which continues to be an excellent source of information for new leaders of science. Their new '*hot topic items*', are

the result of a concern to support teachers in an ever more challenging environment.

Concerns about technician shortages and reductions were the motivation for a survey of members to inform us about the current status of technicians in secondary school science departments. The response rate was excellent and the results of this will be the focus of an *Education in Science* (EiS) article. Along with the Technician's committee, the 11-19 group have been eager to highlight the impact on practical work that this situation could have.

Our ASE Futures Committee works to support everyone who wants to stay at the cutting edge of research and is involved with school support. The group continues to provide a voice for Initial Teacher Education and Continuing Professional Development. Their activities included an inspiring summer conference, 'Managing Change, Shaping the Future'.

Our Primary committee is as active as ever. Over the past year they have developed "The Primary Science Leaders' Survival Guide" as a vital resource for our primary members.

As always there has been a wealth of regional activities, the number of which continues to increase; TeachMeets being particularly popular.

Some new sessions were showcased at our 2017 Annual Conference. There were opportunities to attend sessions on vocational science and careers; and also other sessions for colleagues working in Further Education.

Recognition through chartered status has been on the increase this year and I know that many of us take every opportunity to encourage colleagues to apply for Chartered Science Teacher (CSciTech) or Registered Science Technician (RSciTech).

Our membership values the fact that the voice of the ASE is respected by Government, the DfE, Ofqual and the examination boards. A recent example of this was our response to the DfE report on '*Specialist and non-specialist teaching in England: Extent and impact on pupil outcomes*'.

The Publications Committee are currently undertaking a review of our journals and plans to update the ASE Teaching Guides which are still regarded as "must buys" for science teachers.

It has been a particularly successful year for the International Committee. There is a new website page for international members and the first ASE international conference is provisionally planned for 2018.

Attending the NSTA Conference was one of my highlights as Chair. It was a great honour to deliver a lecture on behalf of the ASE. My chosen

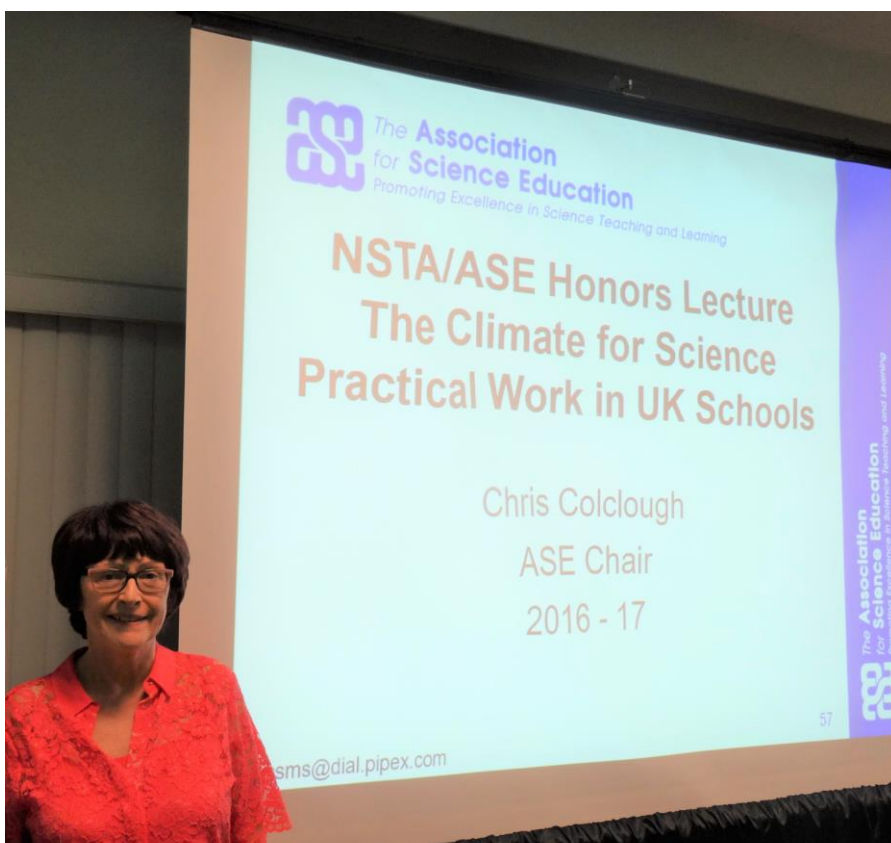
topic was "The Climate for Practical Work in the UK". Comments from the floor confirmed that science teachers in the US face the same challenges as here in the UK, particularly regarding the absence of sound educational research to inform teaching practice. Our Research Committee continue to bring their wealth of experience and expertise to many aspects of our work and their support is invaluable.

I would like to thank Corinne Stevenson, the immediate Past Chair, for all her support and tireless work for ASE. I am now handing over the Chair to Linda Needham and wish her an equally successful year.

I also thank Shaun Reason, our CEO, for his tireless energy and vision for the future of the ASE as a sustainable organisation that supports our members and the wider science education community.

We are well placed to continue our mission to promote excellence in science education.

Chris Colclough,
Chair of the Association 2016 -2017



Chris Colclough,
Chair of the
Association
2016/17, delivering
the *NSTA/ASE
Honors Exchange
Lecture on
Saturday, April 1st
2017 in the Los
Angeles Convention
Center.

*NSTA: National
Science Teachers
Association in the
USA.

Highlights of the year

The following were major highlights of 2016/17.

- The Trustee Body is delighted to report that ASE made a surplus for the third consecutive year and has strengthened its positive balance sheet.
- The Strategic Plan 2017– 2020 was launched in autumn 2016 and sets out ASE’s goals over the next three years and in the longer term.
- The ASE Annual Conference at the University of Reading in January 2017 was well received; the International Day attracted 294 visitors from 30 Countries (excluding our four 4 UK nations).
- The ASE Cymru Conference held at the National Museum of Wales in Cardiff, the ASE Scottish Conference held at Harris Academy in Dundee and the Northern Ireland Biennial Conference held in St. Mary’s University College, Belfast all received positive feedback on the excellent range and quality of sessions.
- 2016/17 saw an increased programme of regional conferences, smaller events and TeachMeets, with volunteer ASE members helping to provide a range of activities supported by the team of Field Officers.
- ASE has continued to have a significant input into science education policy and is a key ‘influencer’ in major consultations.
- The Chair of Trustees, the Chief Executive and the Director of Curriculum & Innovation were keynote speakers at a variety of major events and conferences during the year.
- The Chair of the Association, Chris Colclough, delivered the ASE Exchange Lecture at the NSTA Conference in Los Angeles in April 2017.
- Two of our loyal and long-serving members of ‘staff’ (with their spouses) attended Her Majesty’s Garden Party at Buckingham Palace in May 2017 as representatives of ASE and met with our Patron, His Royal Highness The Duke of Edinburgh.
- Professor Danielle George MBE agreed to be ASE President for a second term.
- An International Journal, *ASE International*, was developed during the summer with the first edition published in autumn 2017.
- ‘*Why You’ll Never Catch Smallpox*’ won the primary resources award at the Education Resources Awards in March 2017. ‘*The Language of Mathematics in Science*’ was shortlisted for the secondary category of the awards
- Primary Committee members have been involved in writing for the BBC *Terrific Scientific* programme and a Primary Subject Leaders’ Survival Guide has been produced to help those in a subject leadership role.
- The Education Group has produced a number of ‘Best Practice Guidance’ documents that have been well-received by members and non-members.

Achievements and performance

At the start of the year, trustees launched the ASE Strategic Plan 2017 - 2020. It sets out what we want to achieve over the next three years and in the longer term. Since the science education environment is not simple or static, we aim to be agile, retaining flexibility in our planning and execution.

Under this Strategic Plan there are four goals, which outline the way in which the Association works towards its vision of:

“Promoting excellence in science education”

These are:

1. **Governance:** Sound leadership, financial management and project sourcing to enable innovation, enhanced membership benefit and improved science education.
2. **Membership:** Increase engagement, retain members and grow membership.
3. **Advocacy:** Be the voice of science education professionals by promoting, influencing and contributing to science education policy at local, national and international levels.
4. **Professionalism:** Promote, provide support and recognise professional practice in science education.

The Association is structured as a charity, registered with the Charity Commission in England and with the Office of the Scottish Charity Regulator in Scotland and incorporated by Royal Charter. As such, ASE is obliged in law

to confer public benefit – it does this through its aims, which are wholly concerned with education. The aims express a commitment to improving science education for all young people, primarily but not exclusively across the UK. This is achieved by supporting teachers and others concerned in the provision of science education in schools and colleges and by influencing components of society, including government, such that science education can flourish.

The new Strategic Plan 2017-2020 was presented to members at the January 2017 Annual General Meeting (AGM). ASE has its focus solely on science education and, as such, the Association is uniquely placed to support all the professions within science education. We give due regard to equality and the diversity of learners and are not bound to one area of science, reflecting the realities of science education.

Trustees seek evidence that progress is being made with the Strategic Plan and the Chief Executive provides a ‘RAG’ (Red, Amber, Green) Report to Trustees at their meetings.

Goal 1: Governance - Sound leadership and financial management

The governance structure of the Association has continued to follow best practice of the charity sector, with performance against budget managed and reported regularly. All legislative reporting and other requirements were met promptly and efficiently. The major control documentations of the Association (the Strategic Plan, the Risk Register, the Operating Procedures and financial documentation) were kept up-to-date as appropriate.

There has been a continued emphasis on prudent, managed monitoring of finances under a quarterly reporting system with interim area and monthly updates as appropriate. Cash-flow has continued to be keenly monitored by the Chief Executive, Finance team and Honorary Treasurer and reported to Trustees on a quarterly basis.

Trustees working closely with the Chief Executive are pleased to report that the Association made a surplus for the third consecutive year.

Given the strengthened balance sheet achieved in recent years, trustees agreed in spring 2017 to invest in a review of ASE's ageing IT infrastructure that was adopted in 2006. Since then mobile, cloud-based and social technologies have become the norm. Following a review by IT consultants, a tendering exercise was actioned and trustees embarked on a

detailed and thorough risk analysis, particularly on the financial implications of implementing a new system. A commitment to go ahead with this was made at the end of the financial year; it is clear that the financial risks need to be managed, in particular over the next 2 years. Beyond this, the benefits of the new system, including financial gains, should begin to become evident. The key objective is to develop a solution that increases engagement from members, stakeholders and other interested parties with a move towards more mobile and collaborative technologies.

In May 2017, discussions took place with the owner of Millgate House Education (a private limited company) regarding the potential acquisition of the business by ASE. ASE did not take over the existing company to protect itself from any potential debt or claims issues. As with the IT investment mentioned above, Trustees conducted a thorough due diligence exercise and agreed in July 2017 that the Association should form a new company and do a simultaneous name swap with Millgate House Education Limited, so that ASE was left with a clean, dormant company with the Millgate name. The agreement signing date was 1st September 2017; this is an exciting opportunity and we look forward to reporting on progress in our next Annual Report.



Goal 2: Membership - Increase engagement, retain members and grow membership.

Recruitment, retention and support of members remain key priorities. ASE regions, with exceptional volunteer member support alongside help from Field Officers, organised throughout the year a variety of activities at which ASE membership was promoted.

The Field Officers and ASE members with direct links to Initial Teacher Education Training continue to promote the benefits of membership to student teachers. The number of Institutions visited has increased but these are still mainly Higher Education Institutions. All PGCE institutions in Wales were visited and, in January 2017, our Scottish Field Officer and the Field Officer Co-ordinator attended an event at which all the Scottish University Secondary Science trainees were present. We are working on ways to make better contact with school-led training in England. All trainees visited get a pack of materials encouraging them to take up ASE membership.

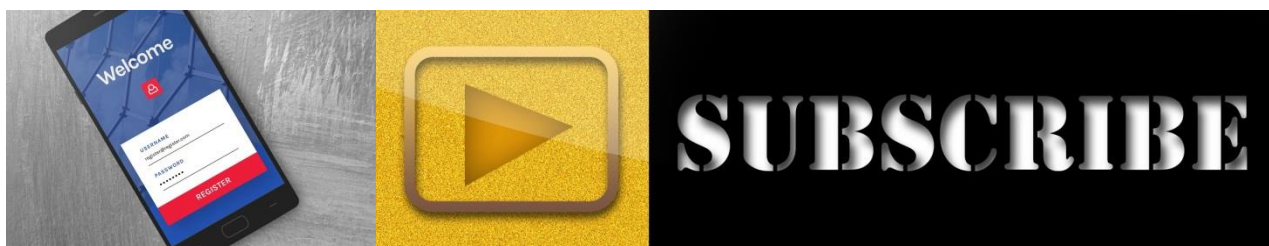
Growth targets for existing membership groups have been set, based on August 2016 figures. However, there are challenges that ASE faces given the current recruitment and retention issues being experienced nationally, with clear evidence that science teachers have a heightened risk of leaving the teaching

profession. Similarly, financial pressures in education are leading to reductions in the working hours and number of science technicians, which is of considerable concern.

The only area of membership growth during the reporting year has been in international membership. Further Education (FE) membership is low; a special FE college lecturers/tutors offer has been publicised for the 2018 Annual Conference that is inclusive of Associate Membership, which entitles member benefits for a period of 12 months. Group membership has been problematic and was discontinued for new applications from August 2016.

Financial constraints due to planned costings for the new IT infra-structure have delayed the appointment of a 'Membership lead', but the Field Officer provision has been increased slightly to provide more direct and personalised member engagement.

A preliminary review of our current membership groups and benefits began in summer 2017, with a Working Group being set up at the start of the 2017/18 financial year. The aim is to look at a range of options, so that potential implementation can take place once the new IT system is in place, ideally from August 2018.



Goal 3: Advocacy – Be the voice for science education professionals

It is the large membership that provides the confidence that ASE is the authentic voice of the profession. This year has seen no let-up in the number of consultations launched, or requests for ASE comment.

During 2016/17 there has been greater interaction and survey work with members (and non-members) to seek their concerns, ideas, opinions and aspirations. SurveyMonkey questionnaires conducted have included:

- an 11-19 Committee survey on 'Technicians'
- a Field Officer survey with some regions on 'Your local ASE'
- an Education Group survey on 'Teacher access to science Professional Development'
- a questionnaire to Education Group and 11-19 Committees on the 'new' A levels and GCSEs to provide feedback to Ofqual.

ASE members and committees have actively responded to the consultations. The findings have informed our work with various bodies, including Government, Ofsted, Ofqual and the Learned Societies.

The complexity of the science education environment across the UK has resulted in the need to address education policy in different ways. ASE attempts to ensure that it represents the interests of all members, be they from England, Northern Ireland, Scotland or Wales, as well as maintaining an international perspective. ASE produces its own separate responses to many of the issues our nations face, as well as working alongside other partners within the science community.

As a member organisation of the Alliance [previously SCORE (Science Community Representing Education)], ASE has contributed to consultation responses, supported by our national committees and taking into account the views from our Regional committees and/or directly from members. Alliance activities have been around three priority areas: (1) Teacher supply: recruitment and retention; (2) Supporting

the teaching workforce, and (3) Curricula, assessment reforms and implementation. The five partner organisations continue to develop their work together to maximise the benefits and efficiency to achieve stated joint strategic aims.

In England, ASE has contributed to key consultations. In Scotland, ASE has been represented on the Royal Society of Edinburgh's Learned Societies' Group on Scottish Science Education. In Northern Ireland, members have contributed to reform discussions with CCEA and have actively engaged with the Assembly Education Committee at Stormont. ASE Cymru has a high profile with regard to the Welsh Government; it has been active through meetings with elected members of the Welsh Assembly Government, took a prominent part in the "Science in the Assembly" event in May 2017, and attends the Cross Party Science Group and Science Alliance Cymru (SAC).

ASE has ongoing relationships with the DfE, Ofqual and Ofsted and, through our membership, has input into the curriculum development work of IOP, RSB and RSC, as well as the work of the Standards and Testing Agency in primary assessment.

The CEO and Director of Curriculum and Innovation sit on a variety of influential science education groups, as do a number of ASE committee members. It is vital that ASE maintains and grows representation on panels, regional, national and international committees, and actively participates at conferences and forums.

ASE has many links with science associations from other countries, as much of our work has international relevance. Many international links have been maintained by members as individuals or as representative of committees. By developing these networks, ASE can gain insights into professional practice that can be used to benefit our members and science education in other areas of the world.

Goal 4: Professionalism - Promote, provide support and recognise professional practice in science education.

ASE members network through social media and face-to-face in local groups, as well as through regional groups and national committees supporting the science education profession and influencing national policy at the highest levels.

National Committees

During the year, most of the committees were strengthened in terms of membership with all active in furthering support and professional practice in science education.

The **Education Group** was tasked by the Trustee Body to review and update ASE policy documents on a rolling programme as part of the Strategic Plan. With contributions from relevant committees, the Group has produced a number of what are now referred to as '**Best Practice Guidance**' documents. These have included guidance on Scientific Enquiry, CPD Entitlement and Provision, Initial Teacher Education (ITE), Science Technicians and Professional Recognition. This is an ongoing process and, when new guidance is agreed, it features prominently on the ASE website.

The **11-19 Committee** meetings have been structured to include regular discussion of 'hot topics', some of which have then informed 'focused conversations' at subsequent meetings. This has allowed the Committee to be more responsive to current issues facing ASE members in school/college. In spring 2017, the Committee conducted an online survey to explore the current situation and future expectations regarding technician supply in secondary schools. Over 500 responses were received; the full report by 11-19 Committee member Dr Andy Chandler-Grevatt (Teaching Fellow, University of Sussex) will be available in late 2017. The 11-19 Committee successfully collaborated with the primary committee to produce a 'Working Scientifically Progression' document.

The **Primary Committee** has representatives from all four countries with a good blend of practicing teachers, consultants and ITT providers. The Committee works effectively by delegating responsibilities and all Committee members participate fully. Members were actively involved in creating a varied and high quality primary programme at the Annual Conference in January 2017. The Committee has responded to various consultations, such as on assessment and its members have been involved in writing for the BBC *Terrific Scientific* programme. A *Primary Subject Leaders' Survival Guide* has been produced to help those in a subject leadership role as well as a set of resources, *PLAN*, to enable teachers to have a clearer understanding of National Curriculum (England) expectations for meeting the standards in science.

The **International Group** devised an excellent International Day programme at the Annual Conference in January 2017, which attracted 294 visitors from 30 Countries (excluding our four 4 UK nations). The 'Proceedings' from the Conference have been sent to all those who attended the conference and to all international members. At the International Dinner, the Alexander Award was presented to an unsung heroine of science education, Karen Lyonga, a science teacher in Cameroon. The Award was received by her daughter. In the past, the Award was administered by CASTME, with ASE holding the funds. The Alexander family have asked the ASE to administer the Award in future; it will be known as the 'ASE Alexander Award'. An international journal was developed during the summer with the first edition published in autumn 2017.

The **Health and Safety Group** has a very experienced set of members including co-opted representatives from CLEAPSS and SSERC. The Group's *Yes you can!* presentation/demonstration

at the January Annual Conference was well attended and received very good feedback. The session demonstrated about 10 practical activities that many teachers erroneously believe to be banned or restricted. The demonstrations featured how to carry out the activities safely, and the educational value of doing them.

The **Technicians Committee** continued to be very active producing its own survey on the situation of technicians in the current economic climate. They also supported the survey initiated by the 11-19 Committee, with one technician member attending the 11-19 Committee summer meeting in order to jointly review both committees' technician surveys. The Committee has also increased its contribution to ASE's house magazine *Education in Science* (EiS)

The **Research Specialist Group** was busy at the Annual Conference with its poster sessions and is in the process of updating the *ASE Guide to Research in Science Education*.

The Association of Tutors in Science Education (ATSE) and National Advisers and Inspectors Group for Science (NAIGS) formally amalgamated in June 2016 to create the **ASE Futures Group**. The Group organised a two-day 2017 Futures Summer Conference (Managing Change; Shaping the Future) in July 2017 at the University of Hertfordshire. The Conference received positive feedback, although the number of delegates was low considering the high quality of presenters.

The **Registration Board** has met to award or reconfirm members for the following: Chartered Science Teacher (CSciTeach), the Registered Scientist Award (RSci) and Registered Science Technician (RSciTech). As at 31st July 2017, ASE had awarded 265 CSciTeach, 117 RSci and 187 RSciTech.

Journals and Books

Our national committees involved in our publications and journals are the **Publications Specialist Group**, the **Primary Science Editorial Board**, the **School Science Review Editorial Board**, the **Science Teacher Education Editorial**

Team and the Journal of Emergent Science Editorial Team.

The various publications and journals groups listed above continue to contribute carefully crafted articles for our house journal, *Education in Science* (EiS), published four times per year and supplemented by web-based articles in *EiSXtra*. ASE receives great support from members and editors in the production of the following:

- *School Science Review* produced two themed editions during 2016/17. In September 2016 the focus was on 'Science during primary-secondary transition and in June 2017 the theme was 'Teaching and learning about epistemic insight'. The March 2017 was very much a miscellany from home and abroad.
- *Primary Science* continues to grow in popularity and with five editions per year there is a wealth of new and exciting materials.
- *Science Teacher Education* is published online and as always includes a range of items covering research, opinion, debate and humour, to appeal to all partners in Initial Teacher Education and to provide professional development for members.
- The *Journal of Emergent Science* is now open access, via the ASE and Primary Science Teaching Trust websites.

Bestselling books include *Be Safe (4th edition)* and the *ASE Guides to Primary, Secondary and Research in Science Education*; and ASE's guidance publication '*The Language of Mathematics in Science: A Guide for Teachers of 11-16 Science*' that has received wide acclaim.

ASE is very fortunate to have committed members who offer so much to our science community be it at national level as above, or at a more local regional level. For those interested in advancing their careers, such active involvement can be one of the keys to future success.

Annual Conference, Events and TeachMeets

ASE's largest professional development event, the four-day Annual Conference, was held at the University of Reading in January 2017 and was very well received. Delegate day numbers (3,408) were slightly down compared with those at Reading in 2015 (3,479), but significantly lower than at the University of Birmingham in 2016 when they reached 4,019. At the Annual Conference, there was the usual excellent range of high profile speakers including Marcus du Sautoy, Professor Louise Archer, David Weston, Professor Jonathan Osborne, Dame Alison Peacock and Her Majesty's Inspector and National Lead for Science at Ofsted, Matthew Newberry. Professor Danielle George gave a very inspiring presidential address, having agreed to a second year as ASE President. Her presentation stressed the need for ASE to collaboratively work with key partners across the STEAM fields of Science, Technology, Engineering, the Arts and Mathematics.

Honorary membership was awarded to Jane Turner, CSciTeach, and to the Chair of ASE Trustees, Richard Needham, CSciTeach, to celebrate their outstanding achievements in the field of science education.

The Technicians and Primary Science Committees were highly involved in joint conferences with the STEM Centre in York during summer 2017.

2016/17 saw an increased programme of regional conferences, smaller events and TeachMeets (a means of providing peer-led CPD at low cost) across the four nations, emphasising the importance that ASE places on the diverging education systems now appearing across our four nations. ASE volunteer members continue to provide a great range of activities supported by the team of Field Officers.

There is evidence that the venue makes a difference, with good attendances during 2016/17 at Whipsnade Zoo, Colchester Zoo, Wellcome Genome Campus, and other similar science-related centres. However, teachers are finding it harder to be released to attend events

during the school day, which is why most of the events are now twilight or held at weekends.

Resources recognition

Why You'll Never Catch Smallpox won the primary resources award at the Education Resources Awards in March 2017. *The Language of Mathematics in Science* was shortlisted for the secondary category of the awards.

Projects and Initiatives

During 2016/17 there were a number of projects and initiatives, including:

- *I SEE – 'Inclusive STEM Education to Enhance'* the capacity to aspire and imagine future careers. This Erasmus Plus (EU) project proposal over three years commenced autumn 2016 with the University of Bologna as the lead partner.
- A *School Consultancy Support* pilot with ASE as the Agency has been trialled, with ASE co-ordinating the work rather than actively delivering, and with a percentage income split between the consultant and ASE.
- A proposal for a 'Language of Mathematics in Science'- focused network with the Chartered College of Teaching has been accepted; the network will start in autumn 2017 in ASE's Yorkshire and the Humber region.
- Pre-inspection and teacher training support for The Boston Initiative (TBI) based in Dubai. The team comprises of senior professionals from the Harvard Graduate School of Education, the Harvard Business School, King's College London, and the ASE. TBI exists to help build capacity and success in schools in the UAE and abroad.
- ASE's Green Tick programme continues to provide a growing income, whilst increasing the influence and reach from ASE. Suppliers are recognising the importance of the evaluation.

Project opportunities are regularly evaluated against their financial implications, their educational benefits and their likely impact on the reputation of ASE. When appropriate, bids are submitted.

Plans for 2017/18

Growing membership will remain the number one priority alongside continued professional support, the learning and recognition of members and the promotion of the importance of science education.

We have recently made significant steps towards our future using a simple stepped strategy of Survival - Consolidation - Growth. We are now a sustainable organisation with growing reserves. The Strategic Plan 2017 – 2020 adopted in autumn 2016 sets out what ASE plans to achieve over the next three years and in the longer term

The Trustees are committed to providing improved services for members, whilst limiting operational costs and providing appropriate levels of customer service from the small administrative hub in Hatfield. The emphasis is on working towards an organisational model that is 'fit-for-purpose', with more flexible and integrated working, including greater use of volunteers, associates and consultants.

This requires a coherent strategy to ensure that ASE members remain supported and engaged and that they feel part of a very special professional community at regional, national and international levels - members are the lifeblood of any membership organisation.

Given the strengthened balance sheet achieved since 2014, investment is being made in a new IT infrastructure (WEB-CRM Project) with the aim of increasing engagement from members, stakeholders and the wider teaching community. A new member area will be developed to allow personalised communication to improve retention of current membership levels.

A Membership Working Group has been set up to look at changes to the current membership categories in order to attract new members, as well as retain our existing loyal members. The

aim is that Trustees will be in a position to approve a proposal for changes to membership for implementation from August 2018, once the new IT system is in place.

We also plan to set up a new Consultant Directory as part of WEB-CRM Project, so that ASE expert members will be able to submit a public profile as we look to develop a consultancy service based on the pilot work that has taken place during 2016/17.

The ASE is actively assessing new markets and new partnerships. The acquisition of the Millgate House Education business is an example of this, as is the recent international consultancy work for The Boston Initiative (TBI) in Dubai.

The international market is an area that ASE aims to target. The ASE International Group is actively considering ways to improve the offer to international members that will encourage others to join; the new first edition of the *ASE International* journal published in autumn 2017 is part of that process. There are also preliminary discussions taking place regarding a potential ASE Conference in Hong Kong in 2018.

Growing membership will remain the number one priority alongside continued professional support, the learning and recognition of members and the promotion of the importance of science education.

The ASE values and its commitment to science education will continue to guide direction, as we continue to focus on promoting excellence in the teaching and learning of science

Honorary Treasurer's Annual Report 2016/17

On behalf of the Trustees, I am pleased that the Association is able to announce a surplus for the third successive year. We continue to develop our leading role in science education across the UK. Membership, Conferences and Projects (Initiatives) and, to a lesser extent, book-sales constitute our core income streams.

The Trustees oversee the finances under a quarterly reporting system. The budget and cash-flow are monitored on a monthly basis by the Chief Executive and his Finance Team. Trustees have been assured that the Association and its members can concentrate on the strategic aims and objectives of supporting science education across the UK and beyond.

As part of on-going developments, the Association is investing some £100k in the development of a new CRM and Website. This will enable us to enhance our services to our members, stakeholders and the broader Science Education community. It is planned that the new system will become fully operational during 2017/18.

The agreement to go ahead with this financial investment was not taken without due diligence. As treasurer, I channelled the thoughts and concerns of Trustees into papers that challenged the Executive to ensure that full consideration was given to the financial risks inherent in this potentially exciting development. The Trustee Body only agreed to go ahead with the project after much deliberation. The current IT infrastructure has been in place for over 10 years. Whilst the outlay for the new system does include risk for ASE, it was considered by the Trustees that, without investment, we would be failing in our ability to promote the Association and to meet the needs of our members. The financial risks will need to be managed over the

next two years. Beyond this, the financial benefits should begin to become evident.

A similar 'due diligence' exercise was conducted during the summer of 2017 with regard to the potential acquisition of the Millgate House Education business. This was not an easy decision for Trustees and required considerable work to be undertaken to understand the implications for the Association. After careful consideration of all the issues (including the financial implications), it was agreed that this acquisition presented an opportunity to enhance our work and one that complements our current publishing arm. The acquisition was completed on the 1st September. During 2017/18, we will begin to draw up a longer-term plan for the development and integration of publishing and booksales.

Thanks are due to the staff who have worked very hard to make sure that the Association provides a continued high quality service to our members. The Remuneration Committee believe conditions are such that trustees should now work towards restoring staff salaries to previous levels. Trustees have agreed to reward staff with a bonus for the 2016/17 year which will be payable in December.

There is still a need to be prudent as the Association seeks to expand its membership and explore new income streams to support the future. A budget has been set for 2017/18 projecting a break-even position with the hope that current efforts will improve on that.

The results for the year are set out in summary form with the Trustees Report. The full financial statements are available to members on the website or by PDF on request.

Roger McCune MBE (Honorary Treasurer)

Statement of financial activities for the year ended 31 July 2017

	Unrestricted Funds £	Restricted Funds £	<u>2017</u> Total Funds £	<u>2016</u> Total Funds £
Income				
Donations and legacies	3,365	-	3,365	1,555
Investments	367	-	367	712
Charitable activities	1,005,754	142,046	1,005,754	1,202,558
	<hr/>	<hr/>	<hr/>	<hr/>
Total income	1,009,486	142,046	1,151,532	1,204,825
Expenditure				
Charitable activities	985,314	142,046	1,127,360	1,051,695
	<hr/>	<hr/>	<hr/>	<hr/>
Total expenditure	985,314	142,046	1,127,360	1,051,695
	<hr/>	<hr/>	<hr/>	<hr/>
Net income/(expenditure) for the year	24,712	-	24,172	153,130
Reconciliation of funds				
Total funds brought forward	201,007	10,319	211,326	58,196
	<hr/>	<hr/>	<hr/>	<hr/>
Total funds carried forward	225,179	10,319	235,498	211,326
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

The net movement in funds arises from continuing operations.

There were no recognised gains and losses other than those dealt with above.

Balance sheet as at 31 July 2017

	<u>2017</u> £	<u>2016</u> £
Fixed assets		
Tangible assets	10,195	4,068
Intangible assets	30,000	-
	<u>40,195</u>	<u>4,068</u>
 Current assets		
Stocks	4,901	7,671
Debtors	79,546	110,005
Cash at bank and in hand	460,702	503,207
	<u>545,149</u>	<u>620,883</u>
Liabilities:		
Creditors: Amounts falling due within one year	(344,426)	(413,625)
	<u>200,723</u>	<u>207,258</u>
Net current assets	200,723	207,258
Total assets less current liabilities	<u>240,918</u>	<u>211,326</u>
Creditors: amounts falling due after more than one year	(5,420)	-
Net assets	<u><u>235,498</u></u>	<u><u>211,326</u></u>
 The funds of the charity		
Restricted funds	10,319	10,319
Unrestricted funds	225,179	201,007
	<u>235,498</u>	<u>211,326</u>
Total charity funds	<u><u>235,498</u></u>	<u><u>211,326</u></u>

Approved by the Trustees on 30 November 2017 and signed on their behalf by
Richard Needham Trustee

Notes to the summary financial statements for the year ended 31st July 2017

	2017	2016
	£	£
1 Incoming resources		
Donations and Legacies	3,365	1,555
Investment Income	367	712
Registration and Accreditation Income	497,781	521,208
Publications Income	55,148	69,073
Association journal income	98,876	107,182
Conferences Income	344,766	343,918
Other Income	9,183	12,194
Income from sponsored projects	142,046	148,983
	<u>1,151,532</u>	<u>1,204,825</u>
Resources expended		
Members Registration & Services	126,372	125,091
Publications costs	71,064	54,988
Association journal expenditure	245,733	246,910
Conferences expenditure	269,742	240,402
Regional Expenses	89,259	77,045
Other Charitable Activity Costs	148,629	124,749
Project and Initiatives	142,046	148,983
Governance Costs	34,515	33,527
	<u>1,127,360</u>	<u>1,051,695</u>
Net income/(expenditure) for the year	<u>24,172</u>	<u>153,130</u>

- 2 The financial information contained in this Report is a summary of the information extracted from and consistent with the annual statutory accounts.
- 3 The summary accounts do not contain sufficient information to allow for a full understanding of the financial affairs of the charity. For further information, the full annual accounts, the auditor's report on those accounts and the accompanying notes, Trustees report and Annual Report should be consulted and copies may be obtained from ASE, College Lane, Hatfield, AL10 9AA
- 4 The full annual accounts have been audited and carry an unqualified audit report.
- 5 The financial statements were approved by the Trustees on 30 November 2017 and will be presented to members at the 2018 Annual General Meeting.

Richard Needham

Trustee