
Annual Report of the Trustee Body (Council) 2017-18

The Association for Science Education

Contents

Contents	1
Chair’s Introduction	2
Highlights of 2017/18	4
Achievements and performance	5
Plans for 2018/19	13
Honorary Treasurer’s Annual Report 2017/18.....	14
Statement of financial activities for the year ended 31 July 2018.....	15
Balance sheet as at 31 July 2018	16
Notes to the summary financial statements	17

Chair's Introduction

The message is “We are all the ASE” and it is what makes our subject association so special.

Our organisation depends on all its volunteers to support science educators, be they teachers in primary or secondary schools, lecturers in colleges, technicians across all phases or those who are involved with professionally developing our colleagues. At the last count there were nearly 700 volunteers who provided support to others across ASE. To you all, I say a heartfelt thank you, and I hope the experience has been as rewarding for you as it has been for those you support. The message is “We are all the ASE” and it is what makes our subject association so special.

The benefits of organising the Chair's responsibilities around the Chair Trio are beginning to become more apparent. There is much more overlap in our approach, and projects continue beyond the one-year term of office of the Chair, for example developing the *Best Practice* Guidance, and linking our work on subject-specific CPD to the standard for teacher professional development.

The revised *Primary* and *Secondary Science Guides* were published this year, using the model of each chapter written by an experienced author working alongside one less experienced, the latter gaining valuable experience as well as extending his/her own CV into the realms of publication.

Our committee members have also made frequent contributions to all our ASE journals.

All groups played a large part in developing and supporting aspects of the Annual Conference in Liverpool. This also included working alongside more inexperienced presenters as well as organising specific sessions/ keynotes/ Teachmeets and evening events. My personal favourite was the input from Maggie Aderin-Pocock, who was so inspiring with a presentation

on her journey into astronomy and her passion for science education.

There is a wide range of expertise in our specialist groups, drawing from both the teaching profession and consultants, with representation across the UK nations.

All groups are also strong advocates of ASE working collaboratively with many other organisations, which raises our profile and means that we are often the ‘go to’ place for advice concerning science education. In Northern Ireland (NI) we have representation on the All-Party Group for Science and Technology, NI Learned Societies and Professional Bodies Forum.

The expertise in groups was used to respond to government consultations this year, including those on Ionising Radiations Regulations, and Strengthening QTS and Career Progression.

Education Group

More *Best Practice* guides have been published: on Diversity and Equality, Environment and Sustainability, Governors, Inclusion, Mathematics in Science, and Scientific Enquiry. At the time of writing, four more are almost ready for publication. Support for writing and checking these has drawn on the expertise in our other specialist groups (thank you). Two surveys into teacher, then technician, CPD were carried out, with articles about the findings published in *Education in Science*. They both showed that colleagues have more limited exposure to subject-specific CPD than we think is appropriate. We know that lack of support is one of the factors that contribute to poorer retention of science teachers. ASE is better able to communicate the concerns of science educators with, for example, Ofsted, DfE and Ofqual, because the expertise in the Group offers the opportunity to feed information to the CEO and the Director of Curriculum and Innovation. We

have continued to work with the Learned Societies, the Chair Trio affording some continuity through the Chair and Chair-elect attending joint working activity with the Director of Curriculum and Innovation.

Regional activity

There have been regional conferences in Wales and Northern Ireland, with the Scottish conference cancelled due to poor winter weather. Other conferences took place across many regions, with events such as TeachMeets reaching a more intimate audience; zoos are proving popular locations to host these. However, Wales (like Yorkshire) saw many PGCE students not turn up for the conference for which they had booked; offering cheap (or free) tickets means that there is less commitment to attend.

Changes to examination specifications provided opportunities to support colleagues with, for example, support for 'required practicals' and the new GCSE grading in England. Some events do not run due to lack of numbers; marketing and communications remained a challenge in 2017/18.

NSTA

I took up the opportunity to attend the National Science Teachers Association (NSTA) Conference in Atlanta, Georgia in March. The reciprocal arrangement between the President of NSTA and the Chair of ASE is one I hope to see continue into the future. As science educators, we have so much in common; the challenge of student literacy preventing success in science was the focus of my presentation at the conference, which resonated strongly with colleagues from across the pond.



IT investment

This year we saw large investment in the production and launch of a new ASE website, the previous one having been showing its age and with ongoing costs that were of little benefit and not value for money. There have been some frustrating challenges with the launch of this new site but, once these are ironed out, there is no question that the site will better represent our forward-looking organisation.

You have seen in this report how ASE depends on the specialist groups and regions to promote 'We are the ASE'; without them, ASE would cease to exist. Please can I urge you to encourage members in your circles to put themselves forward to apply to join one of these groups? The deadline is 31st May each year.

My thanks go to Chris Colclough, the Immediate-past Chair, for her support in showing me the 'ropes' and making significant contributions in developing and analysing the CPD surveys, as well as introducing ideas to link the CPD that ASE provides to the Standards for Teachers' Professional Development. Thanks too to Mary Whitehouse, our Chair-elect, who brings a wealth of expertise in science education from which ASE can benefit in 2018/19 and beyond

Huge thanks to our CEO, Shaun Reason, who gives up much of his personal time to support our groups of volunteers

We continue to strengthen our position in and across the world of science education. I have been honoured to be the Chair of the Association.

Linda Needham

Chair of the Association 2017 -2018

Linda Needham, second from the right, gave the NSTA/ASE Honors Exchange Lecture on Saturday, March 17th 2018 in the Atlanta Convention Center.

From the right: Richard Needham (ASE Trustee Chair), Linda, David Crowther (NSTA President), Tammi Crowther and Shaun Reason (ASE CEO).

Highlights of 2017/18

- The Trustee Body is delighted to report that ASE made a surplus for the fourth consecutive year and has further strengthened its positive balance sheet.
- Given the positive financial position of the Association and the build-up of reserves, Trustees agreed (following a due diligence process) to invest in a new IT infrastructure to benefit members; a key target of the ASE Strategic Plan.
- In January 2018, the ASE Annual Conference returned to the University of Liverpool for the first time since 2010 and received very positive feedback from delegates, including Ofsted's Chief Inspector, Amanda Spielman, who commented, "*I very much enjoyed my visit ... the school stands were great.*" The International Day was very successful, attracting 289 visitors from 27 countries.
- The ASE Cymru Conference held at the National Museum of Wales in Cardiff in November 2017 attracted 98 delegates, who gave positive feedback on the excellent range and quality of sessions.
- There was a significant programme of regional conferences, smaller events and TeachMeets, with volunteer ASE members helping to provide a range of activities supported by the 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.
- The Chair of the Association, Linda Needham, delivered the ASE Exchange Lecture at the NSTA Conference in Atlanta in March 2018.
- There was the first increase in ASE book sales for many years, helped by the publication of the new *ASE Guide to Primary Science*, which was supported by 47 ASE member authors. The *ASE Guide to Secondary Science* was almost complete as the year ended.
- Millgate House Education became a trading subsidiary of ASE from 1st September 2017. Millgate's track record and excellent reputation, particularly in primary education where it commands great trust, is enhancing ASE's publishing business.
- ASE has been successful in bidding for innovative curriculum development projects related to science education, most notably the *Good Practical Science project (Gatsby)*, *Key moments in history – a fossil hunter's story* (Templeton World Charity Foundation) and a DfE Teaching and Leadership Innovation Fund project with the Geographical Association.
- ASE has developed a partnership with an organisation based in Dubai and during the year has been involved in school management and inspection work, as well as producing and supporting a teacher training package.
- The Education Group has continued to produce *Best Practice Guidance* documents, which have been well-

received by both members and non-

members.

Achievements and performance

The ASE Strategic Plan 2017 – 2020 sets out what trustees want to achieve. However, the science education environment is not simple or static and 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 Strategic Plan 2017-2020 was first 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. Trustees are updated on a regular basis of their responsibilities, so that they are clear about their roles and are able to deliver against the six key duties for charity trustees as set out in the 'The Essential Trustee' (CC3) of the Charity Commission.

All legislative reporting and other requirements were met promptly during 2017-18. The major control documentations of the Association (the Strategic Plan, the Risk Register, the Operating Procedures and financial documentation) are 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 fourth consecutive year**. Given the strengthened balance sheet achieved in recent years, trustees agreed to invest in ASE's ageing IT infrastructure that was adopted in 2006. Since then, mobile, cloud-based and social technologies have become the norm. Following a tendering exercise towards the end of the previous financial year, Trustees conducted a due diligence exercise, particularly looking at the financial implications of implementing a new

system before a commitment to go ahead. During this financial year, the financial risks have been carefully managed. Implementation started at the very end of the reporting financial year and it is hoped that, once fully in place, the benefits of the new system, including financial gains, should begin to become evident. A key objective is for the new website to increase engagement from members, stakeholders and other interested parties, given the prevalence of more mobile and collaborative technologies.

On the 1st September 2017, the business of Millgate House Education (a private limited company) was acquired by ASE. As with the IT investment mentioned above, Trustees conducted a thorough due diligence exercise and agreed 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. ASE did not take over the existing company to protect itself from any potential debt or claims issues.

Following the presentation of the Annual Statement of Accounts for 2016/17 by the Honorary Treasurer, Roger McCune, which was then agreed by members at the 2018 AGM in Liverpool, copies of the accounts were submitted to both the Charity Commission and to the Office of the Scottish Charity Regulator (OCSR) in advance of deadlines.

Trustees wish to thank ASE's members and supporters for their generous support, and particularly our volunteers for their generosity with the time they commit to the Association.

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

A review of ASE membership groups by a Working Group was completed during 2017/18 and concluded that adopting a radical solution (for example, a core membership + add-ons) could result in financial risks should the 'add-ons' not be taken up. The key outcome was that membership should be seen from the point of view of the joining member, not from that of ASE's systems. The new website has incorporated this philosophy, so that selections made lead to the system offering the most appropriate membership category.

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

Growth targets for membership groups have been set. International membership has seen a growth of 17.6% during the reporting year, but overall membership has seen a drop of 4.2% between 31st July 2017 and 31st July 2018; this despite increased success in recruiting trainees.

The Field Officers and ASE members with direct links to Initial Teacher Education Training continue to promote the benefits of membership to trainee teachers. The number of institutions visited across the four nations has increased, but these are still mainly Higher Education Institutions. We are working on ways to make better contact with school-led training in England. All trainees visited receive a pack of materials encouraging them to take up ASE membership.

Further Education (FE) membership is low; a special FE college lecturers/tutors offer, inclusive of 12 months' membership, was publicised for

the 2018 Annual Conference and again is being promoted for the 2019 event.

The teaching profession in the UK is under severe stress, with clear evidence that science teachers have a heightened risk of leaving the profession. The past year has seen a very worrying trend of dedicated, experienced and competent classroom teachers of science contacting ASE for support as they contemplate leaving teaching.

The ASE 11-19 Committee have looked at what can be done to stem the flow of science teachers leaving, especially as, often, these individuals leave the profession without full awareness of all their options. This resulted in a Science Teacher SOS campaign that was successfully launched at the 2018 Annual Conference. A *Science Teacher SOS* document was produced to offer impartial, non-judgemental advice to teachers thinking of leaving the profession. The Department for Education (DfE) became aware of the SOS document and, in the summer of 2018, stated that they would like to work with ASE, and ideally with other organisations, to produce something similar for all teachers.

ASE is equally concerned about the situation with its technician members, as financial pressures in education are leading to reductions in the working hours and number of science technicians. ASE believes that this is also a contributing factor in the retention issues of science teachers.

Financial constraints due to the outlay for the new IT infrastructure 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.

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. ASE is keen to work with members (and non-members) to seek their concerns, ideas, opinions and aspirations. During 2017/18, a number of surveys were conducted, including:

- Technicians: Science-specific professional development (372 responses)
- ASE Journal Provision (57 responses)
- Science Books that Have Changed the World (37 responses)
- Professional Development Survey (255 responses).

The findings have informed our work with various bodies, including Government, Ofsted, Ofqual and the Learned Societies. 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. One of the most recent was a response to a consultation on 'Strengthening QTS and improving career progression for teachers'.

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 that our nations face, as well as working alongside other science community partners.

In England, ASE is one of the five partner organisations of the Alliance [previously SCORE (Science Community Representing Education)] and continues to work with the other bodies to achieve stated joint strategic aims. ASE will be taking a leading role in an Alliance project to create case studies on effective secondary science departments where individuals' professional learning journeys are supported and retention is not a big issue.

In Scotland, ASE is represented on the Royal Society of Edinburgh's Learned Societies' Group

on Scottish Science Education. In Northern Ireland, members work closely with the Council for the Curriculum, Examinations & Assessment (CCEA) and the Assembly Education Committee at Stormont. ASE Cymru has a high profile with regard to the Welsh Government and has been active through meetings with elected members of the Welsh Assembly Government and participation in the Cross Party Science Group and Science Alliance Cymru (SAC).

ASE is an active member of the Council for Subject Associations (CfSA) that acts as a single voice for subject association members. ASE has ongoing relationships with the Department for Education (DfE), Ofqual, the Awarding Bodies 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 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, for example with the National Science Teachers Association (NSTA) in the United States and the Australian Science Teachers Association (ASTA), as much of our work has international relevance. Many international links have been maintained by members, as individuals or as representatives of committees. Recent work with The Boston Initiative (in Dubai) and with the Independent Schools Foundation in Hong Kong is opening up new opportunities. 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 for and recognise professional practice in science education.

ASE members network through face-to-face, in local groups and through social media, 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, the committees were very active in furthering support and professional practice in science education.

The **Education Group** was ably led by the Chair of the Association who has outlined some of their impressive work in her introduction on pages 2 and 3, including reference to *Best Practice Guidance* documents, which the Group was tasked by the Trustee Body to review and update on a rolling programme as part of the Strategic Plan. With contributions from relevant committees, the Group has produced a number of these, which have been well-received by members for their clarity and content. The Chair Trio (Past Chair, current Chair and Chair-Elect) were very active in supporting other committees and regional events throughout the year. They have linked their work closely to the aims of the Strategic Plan. The Education Group 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 committees to be more responsive to current issues facing ASE members in school/college.

The **11-19 Committee** meetings also include regular discussion of 'hot topics', something that they initiated a few years ago. The current 11-19 Committee has been well represented at ASE conferences during 2017/18, with annual conference sessions being planned to support teachers with identified 'hot topics'. Committee members have also had articles published in *EiS* and *SSR*. Building on the concern of poor

retention of science teachers, the 11-19 Committee has been involved with the production and dissemination of the 'Science Teacher SOS' document. This has been widely well received by teachers and other organisations. The Chair of the Committee and the Committee member most involved in the development of the document have attended meetings at the DfE to advocate, face-to-face, the needs of science teachers in the profession who are struggling. A wider area of the UK has been represented on this Committee, with increased input from Wales and Northern Ireland.

The **Primary Committee** has representatives from all four countries, with a good blend of practicing teachers, consultants and ITT providers. During 2017/18, several new members were recruited, who have developed in confidence over the year as they became familiar with the procedures. The Committee works effectively by delegating responsibilities and all Committee members participate fully. The PLAN resources continue to be developed and are becoming more familiar to schools, with at least 10% of those schools submitting for PSQM awards quoting their use. The PLAN resources support planning, teaching and assessment of the science curriculum in English schools, but the examples used are transferable to support teachers working in the other nations. There is good partnership work, with overlaps of Committee members and PSQM advocates, as well as strong engagement with the Primary Science Teachers Trust. Members were actively involved in creating a varied and high quality primary programme at the Annual Conference in January 2018. A new activity that was trialled this year was a TeachMeet following on from a lunch provided by Wellcome. This drew in a crowd of 70 people and will be repeated in 2019. The Committee represents ASE members on advisory committees of the Royal Society of Chemistry, CLEAPSS and the Primary Umbrella Group, which

comprises some 30 of the organisations and unions working in the primary field.

The **International Group** devised an excellent International Day programme at the Annual Conference in January 2018, which attracted 289 visitors from 28 countries. An international journal was developed during the summer, with the first edition published in early September 2017; this was well received by membership. It was followed by second and third editions in January and June 2018. During 2017/18, the journal was sponsored by some of the equipment suppliers who see international schools as an important market. The Group now includes members working in Europe and Asia, together with a wider network of people working on international projects and as consultants in international contexts. This includes talks with:

- European physical societies on support for physics education in Africa
- The Royal Society about Science on Stage
- ICASE about a UK teacher scholarship to attend the NSTA Conference
- The NSTA President, who attended the Annual Conference in Liverpool and spoke at the International Dinner
- The British Council to support curriculum development and science leadership development overseas.

There has been further discussion with representatives in Dubai, Egypt and Singapore.

The **Health and Safety Group** comprises a very experienced set of members, including co-opted representatives from CLEAPSS and SSERC. The Group's demonstration workshop at the 2018 Annual Conference at Liverpool, "Yes you can!", attracted an audience of over 90. Delegates were fascinated to see the demonstrations of supposedly restricted or banned practical work. *Topics in Safety* revision is nearing completion, with just one topic still to do. The revision of *Safeguards in the School Laboratory* is under way and on schedule, and the Group continues to submit articles to *EiS*, for example on the

changing regulations on ionising radiations, and the need to register with the Health and Safety Executive, and short articles as page-fillers for *SSR*. The Group was closely involved with the Government consultation on the Ionising Radiations Regulations 2017, to reduce the negative impact that this was to have on school science.

The Group has undertaken the task of checking articles posted on the health & safety section of the website for current relevance, and reorganising the categorisation to make access more straightforward for members.

The **Technicians Committee** continued to be active, analysing ASE surveys on the situation of technicians in the current economic climate and discussing professional development available to technicians, and technician cover. The Committee seeks to raise awareness via social media channels of the support they are able to offer. They encourage technicians to inform them of what is happening in their world and the problems they face, and how ASE might help to resolve concerns. This information is used by the CEO and others to make relevant bodies, such as the DfE, aware of the impact that technicians have on teacher retention and student attainment, as well as raising specific issues. The Committee encourages participations in RSciTech where appropriate and offers help to those starting the process. The Committee was actively involved in organising the ASE National Technicians Conference in York in July 2018.

The **Research Specialist Group** now has 11 members, including some based in schools. They are in the process of updating the *ASE Guide to Research in Science Education* – authors and reviewers for all chapters are now in place and the completion date is now autumn 2019. Discussion began during 2017/18 about a possible research conference, in conjunction with the Royal Society, at the 2020 ASE Annual Conference.

The **ASE Futures Committee** includes representation from primary and secondary university ITE, primary and secondary consultants/advisory, and other organisations (exam boards, PSQM). The Committee is very active, with 8 meetings during the year and the organisation of a successful two-day 2018 Summer Conference in July 2018 at the University of Hertfordshire. A differential rate was introduced for Futures members, as well as rates for ASE (non-Futures) members and non-members. The Conference received very positive feedback and the high quality of presenters was noted. The constitution has been updated to bring it more in line with other committees. Members feel that there is growing coherence following the amalgamation in June 2016 of the former ATSE (Association of Tutors in Science Education) and NAIGS (National Advisers and Inspectors Group for Science) groups.

The **Registration Board** has met to award or reconfirm members for Chartered Science Teacher (CSciTeach), the Registered Scientist Award (RSci) and Registered Science Technician (RSciTech). As at 31st July 2018, ASE had awarded 283 CSciTeach, 120 RSci and 204 RSciTech awards.

Journals and books

The national groups 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**, the **International Group** and the **Journal of Emergent Science Editorial Team**.

The **Publications Group** has been very busy this year considering the new arrangements between Millgate House Education and ASE, supporting the introduction of *ASE International*, the journal for international members, organising the ASE Book of the Year Award and looking at design changes to the journals to give them a more cohesive ASE corporate image. There have been ongoing reviews of the bookshop stock, thinning

out less popular material and regularly introducing new titles. The new editions of the *Guides* have been a key focus - the collaborative work that has gone into writing these guides has been exceptional, with new and established authors working in tandem to promote, provide and recognise professional practice. There has also been progress towards publishing the new *ASE Research Guide*, as well as preparations towards new editions of the ASE subject guides (Hodder series) and a joint publication with Cambridge University Press on IGCSE workbooks. Journals and their editors continue to produce superb editions, which are a major member benefit.

ASE receives great support from members and editors for the following work:

- Carefully crafted articles for our house journal, *Education in Science (EiS)*, published four times per year and supplemented by web-based articles in EiSExtra.
- *School Science Review* produced two themed editions during 2017/18 on epistemic insight, in December 2017 and March 2018; the 2nd and 3rd follow-on editions following the June 2017 issue on 'Teaching and learning about epistemic insight'.
- *Primary Science* continues to grow in popularity and, with five editions per year, there is a wealth of new and exciting material.
- *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.
- The new online journal for international members, *ASE International*, put together by a small editorial team and the ASE International Group.

New publications have generated good sales, with partnership work with *BBC Terrific Scientific*

ensuring that primary colleagues can take advantage of the new primary *Guide*. There have been good opportunities to build on the reputation of Millgate House Education.

The first stage of a journals review began during 2017/18 with a new *EiS* format being trialled from September 2018 and a new A4 format for SSR to also be piloted. This is a major piece of work, which aims to ensure that the journals provide the best possible member benefits and are attractive to new members.

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 Liverpool in January 2018 and was very well received. Delegate day numbers (3,630) were slightly up compared with those at Reading in 2017 (3,408), Reading 2015 (3479), Birmingham 2014 (3409), but lower than at the University of Birmingham in 2016 when they reached 4,379. At the 2018 Annual Conference, there was the usual excellent range of high profile speakers, including Professor Sir John Holman discussing the recommendations from the *Good Practical Science* report launched in autumn 2017; Dr. Maggie Aderin-Pocock, and Amanda Spielman, Her Majesty's Chief Inspector (HMCI), who gave an update on Ofsted's research on the curriculum.

The ASE Cymru Conference held at the National Museum of Wales in Cardiff in November 2017 attracted 98 delegates, who gave positive feedback on the excellent range and quality of sessions. Unfortunately, the ASE Scottish Conference, scheduled for early March 2018, was cancelled as the cold wave (dubbed the Beast from the East) brought heavy snowfall to

Edinburgh. The Northern Ireland Conference is a biannual event; the next one is scheduled for June 2019.

The Technicians Committee was heavily involved in a joint conference with the STEM Centre in York during summer 2018 and in supporting smaller events such as the Technicians Conference in Hatfield.

There was a significant 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 the whole of the UK. ASE volunteer members continue to provide a great range of activities supported by the team of Field Officers.

Projects and initiatives

The improving financial situation has placed the Association in a much stronger position in terms of tendering for projects. ASE has been successful in bidding for innovative curriculum development projects related to science education, most notably the *Good Practical Science project (Gatsby)*, *Key moments in history – a fossil hunter's story* (Templeton World Charity Foundation) and a DfE Teaching and Leadership Innovation Fund project with the Geographical Association.

During 2017/18 there were a number of other projects and initiatives, including an Erasmus Plus (EU) project with the University of Bologna as the lead partner and pre-inspection and teacher training support in Dubai.

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 2018/19

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

Trustees are delighted to report that the accumulation of reserves made in the past four years has allowed investment in a new IT infrastructure during 2017/18 - a key target of the Strategic Plan 2017–20 adopted in autumn 2016.

The launch of the new ASE website was made in the final two weeks of the accounting year; so much work is needed during 2018/19 to get the website fully functional. The aim is to enhance membership services and provide new functionality through automation, a new membership portal, committee directories, a resource hub, a new bookshop and a full events calendar. Accessibility from a range of mobile technologies will be a feature to enhance the membership experience and to attract our substantial non-member audience.

Trustees are committed to working towards an organisational model that is 'fit-for-purpose', with more flexible and integrated working of staff, including greater use of volunteers, associates and consultants. This requires a coherent strategy to ensure that ASE members remain supported and engaged.

A count of active volunteers and committee members at the end of 2017/18 showed that 684 were very involved in the activities described in Goal 4 (pages 9-12). These individuals, who serve on committees, special groups and regional, national and international committees, are increasingly focused on linking their work to the ASE Strategic Plan. For example, the Education Group has set a number of key priorities for 2018/19 as outlined here:

- **Assessment:** including primary assessment linked to secondary assessment and developing teachers' assessment skills
- **Curriculum:** working with the Learned Societies as they develop science frameworks, with ASE aiming to promote 'science' to reduce fragmentation so that it is joined up, and there is progression from Key Stages 1 to 5 in England, but also that much of the work is applicable to the other three nations.
- **Retention of teachers and technicians:** building on the launch of the Science Teacher SOS resource and communicating with senior leaders about the importance of the technician role, as well as raising the importance of the science leader in primary, and their need for support and subject-specific CPD.

During 2018/19, ASE also aims to consult with its members regarding a review of all journals. The first *Education in Science* of 2018/19 will be in a new format to gauge reaction and *School Science Review* will be trialed in a new A4 format to encourage debate.

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 membership values 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 2017/18

On behalf of the Trustees, I am pleased that the Association is able to announce a surplus for the fourth successive year. This has enabled us to continue to play a significant role in science education across the UK. Membership fees, and our core activities, that include conferences and projects and, booksales, constitute our income streams.

The Trustees keep a tight oversight of the finances; a detailed quarterly reporting system is in place. The budget and cash flow are monitored on a monthly basis by the Chief Executive and his Finance Team. Trustees are confident on the current financial health of ASE and, as such, the focus of our activities can be on supporting science education across the UK and beyond.

As part of ongoing developments, the Association has invested around £125,000 in the development of a new website, finance and Customer Relationship Management (CRM) system. This was implemented towards the end of the 2017/18 accounting year. It is planned that the new system will become fully operational during 2018/19 and that it will enable us to enhance our services to members, stakeholders and the broader science education community.

Trustees continue to monitor this investment and that made in the acquisition of the Millgate House Education business, which is already showing positive signs of enhancing and complementing the ASE publishing arm. The financial risks associated with these investments will continue to be monitored. The financial benefits are already beginning to become evident, for example, reduced on-going IT

maintenance costs and increased booksales. During 2018/19, we will begin to draw up a longer-term plan for the development and integration of publishing and booksales.

Trustees are committed to ensuring the provision of improved services for members, while limiting operational costs. We want to provide an appropriate level of customer service from the small administrative hub in Hatfield.

Thanks are due to the staff who have worked so very hard to ensure that the Association provides a continued high quality service to members. In the light of the current financial position, the Remuneration Committee has recommended to the Trustees that we should move towards restoring salaries to previous levels. Within the 2017/18 financial year, Trustees agreed to reward staff with a bonus, which was paid in December 2017.

While we can look to the future with confidence, there is still a need to act with prudence. The Association needs to continue to look at ways to expand its membership and develop new income streams. A budget has been set for 2018/19 that projects a small surplus, 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 2018

	Unrestricted Funds £	Restricted Funds £	<u>2018</u> Total Funds £	<u>2017</u> Total Funds £
Income				
Donations and legacies	1,691	-	1,691	3,365
Investments	231	-	231	367
Charitable activities	966,848	94,199	1,061,047	1,147,800
	<hr/>	<hr/>	<hr/>	<hr/>
Total income	968,770	94,199	1,062,969	1,151,532
Expenditure				
Charitable activities	927,600	94,199	1,021,799	1,127,360
	<hr/>	<hr/>	<hr/>	<hr/>
Total expenditure	927,600	94,199	1,021,799	1,127,360
	<hr/>	<hr/>	<hr/>	<hr/>
Net income/(expenditure) for the year	41,170	-	41,170	24,172
Reconciliation of funds				
Total funds brought forward	225,179	10,319	235,498	211,326
	<hr/>	<hr/>	<hr/>	<hr/>
Total funds carried forward	266,349	10,319	276,668	235,498
	<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 2018

	<u>2018</u> £	<u>2017</u> £
Fixed assets		
Tangible assets	5,420	10,195
Intangible assets	120,000	30,000
	<u>125,420</u>	<u>40,195</u>
Current assets		
Stocks	2,020	4,901
Debtors	70,417	79,546
Cash at bank and in hand	466,989	460,702
	<u>539,426</u>	<u>545,149</u>
Liabilities:		
Creditors: Amounts falling due within one year	(387,534)	(344,426)
	<u>277,312</u>	<u>200,723</u>
Net current assets	277,312	200,723
Total assets less current liabilities	<u>240,918</u>	<u>240,918</u>
Creditors: amounts falling due after more than one year	(644)	(5,420)
Net assets	<u><u>276,668</u></u>	<u><u>235,498</u></u>
The funds of the charity		
Restricted funds	10,319	10,319
Unrestricted funds	266,349	225,179
	<u>276,668</u>	<u>235,498</u>
Total charity funds	<u><u>276,668</u></u>	<u><u>235,498</u></u>

Approved by the Trustees on 28 November 2018 and signed on their behalf by

Richard Needham Trustee

Notes to the summary financial statements for the year ended 31st July 2018

	<u>2018</u>	<u>2017</u>
	£	£
1 Incoming resources		
Donations and Legacies	1,691	3,365
Investment Income	231	367
Registration and Accreditation Income	505,556	497,781
Publications Income	57,638	55,148
Association journal income	98,786	98,876
Conferences Income	288,270	344,766
Other Income	16,598	9,183
Income from sponsored projects	94,199	142,046
	<u>1,062,969</u>	<u>1,151,532</u>
Resources expended		
Members Registration & Services	125,502	126,372
Publications costs	65,731	71,064
Association journal expenditure	242,684	245,733
Conferences expenditure	245,531	269,742
Regional Expenses	84,599	89,259
Other Charitable Activity Costs	129,838	148,629
Project and Initiatives	94,199	142,046
Governance Costs	33,715	34,515
	<u>1,021,799</u>	<u>1,127,360</u>
	<u>41,170</u>	<u>24,172</u>
Net income/(expenditure) for the year		

- 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 2018 and will be presented to members at the 2019 Annual General Meeting.

Richard Needham Trustee

