

ASE celebrates



Chair's introduction – Liz Lawrence CSciTeach



Liz Lawrence

This has been an interesting and challenging year in which to be Chair of The Association. It has been a time of great activity but also one which has prompted me to reflect on my own beliefs about the core purpose and values of ASE. When I took office considerable changes had been ably implemented by my immediate predecessors, Lynne Horton and Richard Needham, establishing respectively the Assembly and Council under the new structures. A central part of my role was to continue to build the Assembly as the co-ordinating body responsible for meeting ASE's vision to "Promote excellence in the teaching and learning of science". I also took up the Chair's place as a trustee on Council. One of the emerging priorities of Assembly was an overhaul of ASE's policy statements. These are crucial in setting out, for members and the wider science education community, what ASE believes and what evidence tells us is best practice. This work is not yet complete, but an examination of our values and expertise has been particularly useful at a time when ASE has been heavily involved in consultations on the new National Curriculum for England and associated changes to assessment and accountability. It has also enabled us to raise authoritative concerns about, for example, changes to Initial Teacher Education and the position of science in Northern Ireland.

Assembly and Council were also involved in establishing the new operating procedures which underpin the restructuring of Committees and Regions and the work of Assembly. For me the central importance of these was in providing a clear structure for the work of members. ASE, at its heart, is an organisation run by and for its members. The events and meetings I attended this year would not be possible without the commitment of those members who, with capable support from HQ staff, organise, present, attend, respond, write and share, face to face and via social media. As Chair I led the annual Region Officers' meeting and in my year as Immediate Past Chair I intend to continue to focus on the vital role of Regions, including the devolved nations. With the support of the network of Field Officers, they are the bedrock of ASE, building membership through providing local contact and continuing professional development.

As Chair during the Anniversary year I have had the unusual pleasure of being part of two major UK conferences: the Annual Conference and the Summer Conference. At these I had the further delight of introducing a Presidential Address and an opening speech by Martin Rees, Lord Rees of Ludlow, our President, who has been very active on our behalf throughout the year. I also attended the National Primary Conference, The Scottish Conference and the Northern Ireland Conference. Adding in my own Region's conference and events, various contacts with ASE committees and an enlightening day at the Technicians' Conference when I was Chair Elect, I have been privileged to experience the best of what ASE offers its members at local and national level.

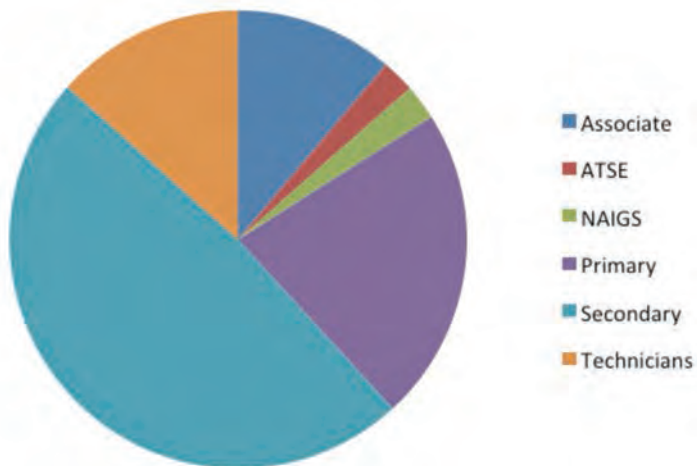
The role of Chair also provides opportunities to represent ASE at prestigious non-ASE events in the UK and overseas. As Chair Elect I presented at the ISTA Conference in Dublin and this year I was invited to deliver the ASE Honors Lecture at the NSTA Conference in San Antonio, Texas. At these events, one intimate and the other vast, I was warmly welcomed and left in no doubt as to the value of these international links to ASE and our sister organisations. I also had the more out-of-the-ordinary experience of attending, with students and teachers from the UK, the All China Practical Science Festival in Guangzhou, China. Here I signed a memorandum of understanding confirming ASE's support for this venture. Later in the year, at a Buckingham Palace Summer Garden Party, I met more outstanding science students who had



attended the Professor Harry Messel International Summer School in Sydney and we had the honour of being presented to our Patron, HRH The Duke of Edinburgh. At the end of my year as Chair I can see that much has been started but there are many things to be completed and embedded as well as new priorities to drive forward. Communication channels within the new structures are still evolving and the restructured national membership committees, editorial boards and specialist groups are adapting to their new remits and building even stronger links with Assembly and the wider membership. Web and phone conferencing are changing the ways in which committees interact, allowing for different meeting patterns and the establishment of small working groups. I know that my successors will lead our organisation forward through these developments with energy and commitment. ASE must continue to adapt while preserving what has made it, for 50 years, a vibrant membership organisation and an authoritative voice for those who understand the value of a high quality science education.

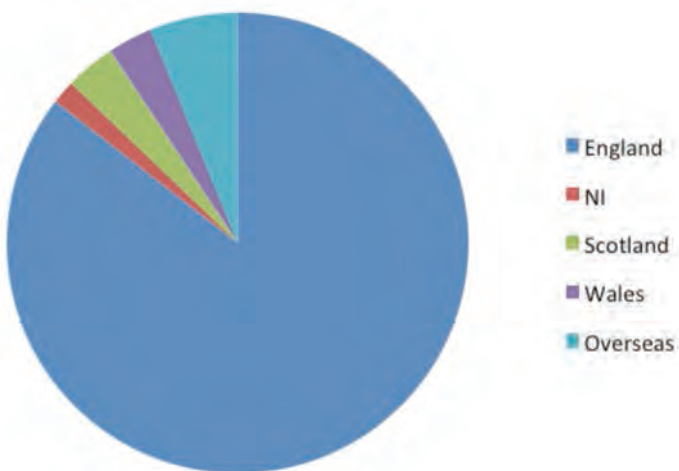
Measuring ASE's impact – membership and book sales

1. Categories of membership



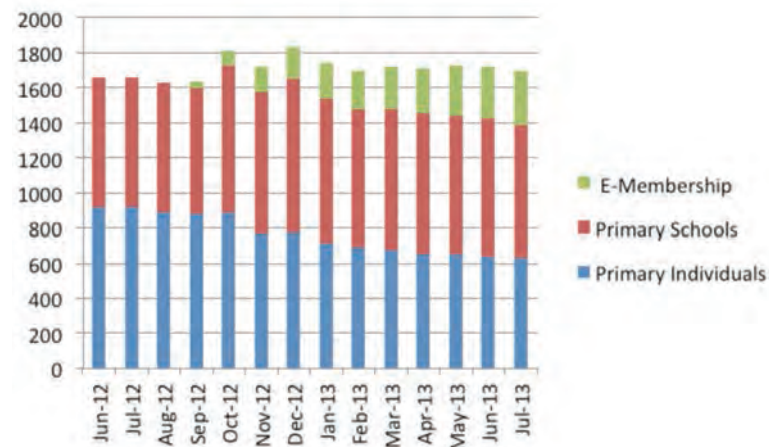
Our largest group of members by far is of secondary science teachers

2. Where are our members?



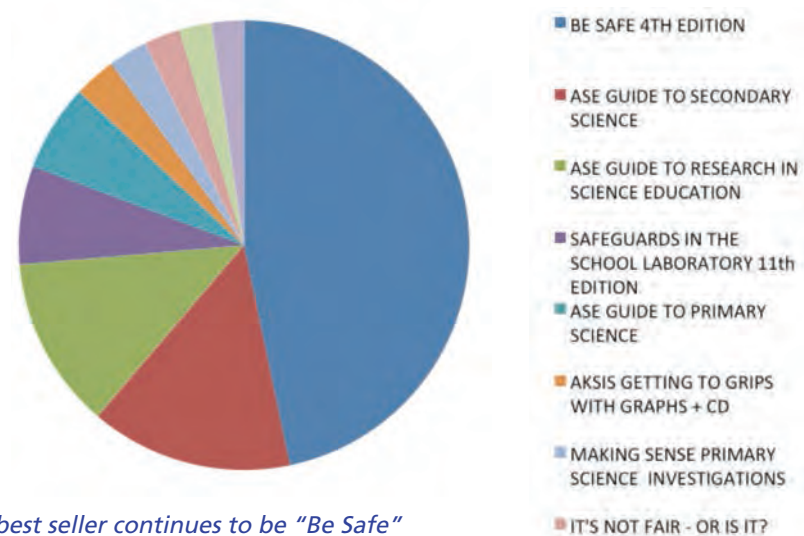
Most of our members are in England

3. Changes to Primary membership in 2013/14



Primary membership is a success story, with schools increasing in number over individuals

4. Supporting science education – ASE's best-sellers in 2012/13



Our best seller continues to be "Be Safe"

Measuring ASE's impact in 2012-13



During the year, ASE celebrated with many individuals and organisations.....

ASE President
Professor Martin
(Lord) Rees



Over **50** media releases told the world what ASE thinks and does



ASE had
4187 Twitter followers,
465 Facebook friends,
381 LinkedIn followers



ASE worked with **350** Partners and Supported organisations

For 2012/13 total numbers registered

Registered Science Technician	85
Registered Scientist	98
Chartered Science Teacher	204



212 member volunteers served on ASE regional committees

There were **249,000** visitors to the ASE website with **1,161,000** page views



23 volunteer members joined the ASE Assembly

Membership figures	2012	2013
UK other than Technicians, Primary, 3Yr & Trainees	4,908	4,596
UK Technicians	982	1,031
UK Primary Members	1,679	1,747
UK 3Yr Members	426	409
UK Trainee Teachers	840	670
UK Total	8,845	8,435
Overseas (Inc BFPO)	557	556
Total Membership	9,402	8,991

135 member volunteers served on ASE membership and expert committees

More than **320** writers contributed to ASE's **4** journals

50 #ASE chats held over the year with about **40** participants each Monday evening

The high level involvement of members in ASE activities is remarkable...

Highlights of the year 2012-13



BBC's Simon Mayo talking at ASE's Summer Celebration Conference

The following were major highlights of 2012/13

- ASE celebrated the 50th Anniversary
- The new Strategic Plan was put in place
- Our President was Professor Martin Rees, Lord Rees of Ludlow, the Astronomer Royal
- ASE had significant input into the new National Curriculum and other science education policy
- The Chair of the Association, Liz Lawrence, delivered the ASE Honors Lecture at NSTA's Conference
- The Chair of the Association attended the All China Practical Science Festival in Guangzhou
- CEO invited to New Delhi as keynote speaker for a British Council conference and also visited Beijing

Achievements and performance

For the year 2012/13 ASE operated under a new Strategic Plan, constructed after consultation to work with the new governance structure. During the year, the final steps towards refreshing the structure took place as the consultation about Regional structure and Committee structure came to an end and a new Committee structure was completed ready for implementation in August 2013.

Under the new Strategic Plan there are three Key Strategic Objectives, which outline the way in which the Association works towards its vision of:

"Promoting excellence in the teaching and learning of science"

These are:

1. To provide the high quality support and resources needed by the membership and the profession in general to allow them to deliver excellence in the teaching and learning of science
2. To provide clear outlets for the views of the Association and to raise the positive profile of the science teaching profession
3. To sustain the organisation so that it can continue to take forward its objectives

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, we are obliged in law to confer public benefit – we do this through our 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.

Key Strategic Objective 1 - ASE resources and support

Membership

Membership is a key concern at ASE – it is our large membership which gives us confidence that our voice is the authentic voice of the profession. During 2012/13:

- Primary school e-membership continued to be successful with around 100 existing member schools transferring to the e- membership and 200 new recruits.
- E-membership for trainee teachers prepared ready for launch in August 2013.
- Commercial Corporate membership (introduced in March 2012) reviewed with newsletter being produced in a more attractive form
- First Corporate members' breakfast held at the Annual Conference.

During the year, we continued to develop the definition of professionalism in science education as a narrative to fit alongside the Registers. Numbers recruited to Registered Science Technician and Registered Scientist were very healthy compared with other organisations offering the designations under the aegis of the Science Council, although Chartered Science Teacher continues to have steady but low uptake and recognition. The commitment of the volunteers on the Technicians' Committee and of the Registration Board to the development of the Registers this year has been commendable. Technicians have also promoted RSciTech externally with considerable success.

Many Region committees take their obligation to recruit members very seriously and make efforts to welcome new members personally and to congratulate those achieving RSciTech, RSci and CSciTeach.

Professional development

ASE's largest professional development event is the Annual Conference. In 2013 it was held in Reading. Susie Burr took over as Honorary Annual Conference Secretary and produced an excellent evaluation report, which revealed useful information about the Conference and pointed the way for further developments. Significant features of this year's event were:

- Presidential Address by Lord Rees of Ludlow
- Shadow Schools' Minister, Kevin Brennan, spoke about the opposition plans for education
- Margaret Collis Lecture given by Michael Rosen
- Extensive programme with an enormous range of topics
- Delegates from the UK numbered 2,203 and 408 came from overseas, fewer than in previous years
- 400 free exhibition only passes were taken up
- Feedback from delegates overwhelmingly positive
- Honorary membership awarded to Martin Rees and Anne Goldsworthy,
- "Advancing Science Education – the first fifty years of ASE" launched



**There were 810.000
visitors to the
SchoolScience website
of whom 702,000 were
unique visitors, with
2,327,000 page views**

The logo for SchoolScience.co.uk, featuring the text "schoolscience.co.uk" in a white, lowercase, sans-serif font. The word "school" is in a smaller font size than "science". A stylized orange and white swoosh underline is positioned above the text.



In addition to the Annual Conference, numerous Regional and local CPD events were held during 2012/13. The Summer Celebration Conference was held at the end of June to celebrate the anniversary and to experiment with some different formats and a different time of year. A full account is given of this event in the December 2013 issue of *School Science Review* and, again, a useful evaluation of the conference was masterminded by Susie Burr.

In the Regions, Teachmeets are now established as a means of providing peer-led CPD at low cost without impinging on the school day. They have taken place in the North-East, London, Southern Counties and the West Midlands and are used by the Regions Co-ordinator as a means of stimulating less active Regions. Regions also ran conferences, ranging in size from the Scottish Conference (actually a national event) to a very successful half day conference at Stewards Academy in Harlow in March 2013. Regional activities also included recruitment events for trainee teachers and the creation of resources based on visits to places of scientific interest.

In recruiting Region Presidents from diverse scientific backgrounds, Region Committees have introduced new science to the mix of their support for science educators. Individual Regions also have particular initiatives, for example PASTA (the Portsmouth Area Science Teachers Association), supported by Southern Counties Region, is exceptionally well supported by primary and secondary school teachers in the region with 40-60 teachers per session.

ASE's Committees also work hard to provide professional development opportunities for members and the science education community at large. In most cases this involves putting on activities at the Annual Conference, where they generate large parts of the programme. The Technicians and Primary Science Committees are heavily involved in joint conferences with the National Science Learning Centre, and these are very successful. NAIGS and ATSE members organised significant sections of the Summer Conference.

Web-based resources and support

ASE's website, the shop window for the Association, has been refreshed with a new home page design that gives more immediate access to important areas of the site, refreshes the "look" and gives staff more control over the management of the home page features.

The revised 'Science Leaders' Hub' is under development on the ASE website with contributions from the membership being added over time. The Technicians and 11-19 Committees have been involved.

#ASEchat continues to grow in popularity and receives many enthusiastic reviews. Facebook followers continue to grow and Twitter is used routinely to enhance communication and promotion.

The Schoolscience resources website remains well supported by external sponsors and advertisers thanks to the efforts of the site Editor and the Business Development Manager. The quality of the site remains high and it is well used, with over 2 million page views over the year.

Books and journals

The Technicians, 11-19, Publications and Research Committees continue to contribute carefully crafted articles for our house journal, "Education in Science", now published on paper four times per year and supplemented by web-based articles in "EiSXtra". The web-based edition is slowly gathering readership.

"School Science Review" celebrated the anniversary of ASE earlier in the year and also had a special edition on Earth Science. "Primary Science" ran themed issues on Maths and Science, Making Progress, Nature of Science and Personalising Science and continues to gain good reviews from primary teachers. "Science Teacher Education" is published online and had a special issue on 'The trainee teacher as change agent?' this year, as well as a range of items covering research, opinion, debate and humour, to appeal to all partners in Initial teacher Education and to provide CPD. ASE continues to host the "Journal of Emergent Science".

Books published this year included: "Advancing Science Education" (50th Anniversary book), a new edition of "Teaching Secondary Chemistry" (ASE Science in Practice) in collaboration with Hodder and the Welsh language version of "Be Safe!", which was produced in pdf format.

The publication "It's Not Fair – or is it?" was produced by members of Primary Science Committee in collaboration with Millgate House Education. It has been very well received and will draw further interest during the implementation of the new National Curriculum in England.

Projects

During this year, successful project partnerships have included "Getting Practical KS2-3 transition" (with CLEAPSS), Triple Science Support Programme case studies (with Myscience), "Lunar Rocks and Meteorites Loan Scheme Upgrade Phase II" (with the Science and Technology Facilities Council, University of Manchester, Natural History Museum and Millgate House Education), "Resourcing Practical Science" (with SCORE partner organisations) and the "It's Not Fair" publication and CPD (with Millgate House Education).

Considerable effort went into nurturing new and existing relationships, resulting in a healthy number of approaches for involvement in new projects (which will take place in 2013/14). These include "Global Learning" (in partnership with the Royal Geographical Society and with funding from DfID), and Primary Curriculum Implementation conferences (in partnership with Cambridge Primary Review Trust and Pearson).

The SCORE Resourcing Practical Science reports and recommendations resulted in a proactive approach being taken by Timstar. Some Primary upd8 activities were supported by the NERC Centre for Ecology and Hydrology.



Key Strategic Objective 2 - ASE's voice and profile

Influencing external policy

This year has seen no let-up in the number of consultations launched, or requests for ASE comment. The membership committees have actively responded to the consultations appropriate to their areas of interest, in particular the National Curriculum consultations. Some region committees are also active in providing responses, and Research Committee often offers background thoughts on the issues.

For 2013, ASE's priorities have been the National Curriculum, qualifications and assessment, the school and college workforce, and the school system.

As a member organisation of SCORE, ASE has contributed to all consultation responses submitted by SCORE, through valuable discussion with our national groups, including our Primary Science, 11-19, NAIGS and ATSE Committees. We also take account of perspectives that come through our regional committees or directly from members. A full account of all responses during 2013 can be seen in the November issue of "Education in Science", with links to the responses. The topics included:

- National Curriculum in England review Key Stages 1-3 (with SCORE)
- In September, ASE raised concerns about the position of science education in Northern Ireland, where students are not required to study any science beyond age 14
- Primary Accountability and Assessment (ASE submitted an additional response to that of SCORE to the Department for Education (DfE))
- Ofqual consultation on GCSE reform (with SCORE)
- DfE consultation on GCSE subject content: overview (with SCORE)
- SCORE guidelines to advise and assist awarding organisations in developing effective and thoughtful content specifications and modes of assessment in the three sciences at Key Stage 4.
- Response to Ofqual outline plans for A level reform - SCORE issued a press statement outlining grave concern
- Education Select Committee inquiry into recruitment to School Direct 2013-14 - SCORE submitted written evidence to this
- National College for Teaching and Leadership consultation on Pre-ITT Subject Knowledge Enhancement (SCORE response)
- Efficiency in the school system (SCORE response)
- Consultation on secondary accountability (SCORE response)

All responses are completed to a high quality, to deadline and with reference to ASE policy statements as appropriate.

ASE's representatives on the SCORE committees are Marianne Cutler, Director of Curriculum Development, and Richard Needham, past Chair of the Association. The CEO sits on the SCORE CEOs' group, which sets SCORE's strategy.

ASE Policies

Writing and reviewing the set of ASE policy documents was close to completion in 2012/13, a task organised by Assembly, with contributions from Assembly members, Technicians' and NAIGS Committees and NE London and Essex Region members amongst others. When complete, the policies will feature prominently on the ASE website.



Representation including international profile

The ASE is represented by the CEO on a number of national bodies and she has been asked to speak and write on behalf of ASE on many occasions in the past year. These bodies include the National Science CPD forum, the Nuffield Council on Bioethics Education Advisory Group, Engineering UK's Education and Skills Panel, the LSIS STEM Advisory Group, the OCR Science Advisory Group and the IET Education Advisory Group.

Speaking engagements have included a Westminster Education Forum meetings on Higher Education, and a further WEF on the science national curriculum where she was keynote speaker. She addressed the Hazards Forum on the subject of "Teaching Risk". For the British Council in New Delhi she was keynote again at their policy conference entitled "Science and Mathematics Education: The Way Forward" and she also took part in a British Council short policy dialogue for Education Ministers from sub-Saharan Africa. Other contributions were at the NAPE Conference on the Primary Curriculum and an Academies and Free Schools conference. In May she visited the Beijing Association for Science and Technology for meetings and to give a talk to invited providers of science activity and educators.

NSTA, our US sister organisation, is important to ASE and, as mentioned in the highlights of the year, the Chair of the Association gave the ASE Honors Lecture in San Antonio in April. Along with the CEO she attended meetings with David Evans, the new Executive Director of NSTA and the NSTA President, Karen Ostlund. We had previously welcomed NSTA delegates to the ASE Annual Conference in January. A proposal for a College of Teaching, similar in style to the Royal College of Surgeons, has been put forward. The Prince's Teaching Institute is consulting on the proposal and ASE has responded to the consultation and had meetings individually and as part of the Council for Subject Associations.

In Scotland, ASE has been represented on STEMEC and the Royal Society of Edinburgh's Learned Societies' Group on Scottish Science Education.

Many international links have been maintained by members as individuals or as representative of committees. Several members of the Primary Science Committee were involved with "Science on Stage", which took place in Poland this year, and members of the Technicians' Committee travelled to Leiden to present sessions at the Netherland Technicians' Conference. Lyn Haynes continues to liaise with science education colleagues in India, South Africa, Zambia and Zanzibar. John Oversby and Deb McGregor of Research Committee attend many overseas conferences and promote ASE and, in particular, the "ASE Guide to Research in Science Education".

Key Strategic Objective 3 – Sustainability of ASE as an organisation

This strategic objective covers the governance of the Association and the systems that support it, including the finance operations.

The final part of the governance restructure, which saw the old, large Council replaced by a smaller trusteeship body (Council) and a larger science education discussion body (Assembly) and which oversaw the consultation on the future of Regions, came into effect at the beginning of the 2013/14 ASE year. Therefore, 2012/13 was the final year of the committees in their previous form, before the membership committees (Primary, 11-19, ATSE, NAIGS, Technicians) adopt new operating procedures while the advisory committees (Safeguards, Research, International, Publications) become Specialist Groups. All committees took a positive view of the changes and are working with the CEO and Chair Trio to make the transition. The Regions, meanwhile, are working under their new Operating Procedures and, to a large extent, have not seen very much change. Lakeland Region has however been incorporated into the North West – a logical step for a small Region.

ASE's financial viability is a key issue in these difficult times. As can be seen from the earlier sections of this report, there is an enormous amount of activity throughout the organisation and the challenge has been to maintain this while funding has been low. Committees have been quick to adopt alternative, cost-effective means of meeting and communicating, so the new web-based conference system and the telephone conference calling system have both been used effectively during the year. The Committees are supported by a number of HQ staff to enable them to move forward under the new working arrangements and focus on their priority areas.



Karen Ostlund, NSTA President

Financial reporting is also extremely important and the systems have been able to provide monitoring information to Committees and Regions, and to staff and Council, on time and accurately throughout the year.

Under this Strategic Objective, Regions report good links with Assembly, serious discussions on science education issues, efforts to increase uptake of the electronic newsletter, and networking with other regional organisations (such as RSC, IoP, STEMNET, BSA) as means of ensuring their sustainability. They also report that they enjoy Teachmeets, keep accurate minutes of their meetings and take their own professional development very seriously,

Committees report, again under Key Strategic Objective 3, that they manage their budgets carefully, get involved in the Registers, maintain excellent records, have great respect for the Chair trio, respond to consultations, and have been working with the Chairs towards the committee re-organisation. The Quality and Audit Committee plays an important role in the governance of the Association. Over the year it has monitored the management of the financial situation and the staffing changes. It has also looked at a code of professional practice and at its own remit.

Plans for 2013/14

For 2013/14, ASE has ambitious plans. The education policy environment will continue to be active and we plan support for the introduction of the new National Curriculum in a number of ways. One of these is a project in collaboration with the Cambridge Primary Review Trust and Pearson to provide a programme of primary curriculum implementation conferences, including concise guidance documents, to support teacher delegates. The conferences will run mostly in spring 2014 and they comprise workshops in all subject areas, pairing the subjects. As well as being part of the project steering group, ASE is working with the Design and Technology Association on this. 'Working scientifically' is an area of strength in the new primary science programme of study, which has been heavily informed by ASE, and this is likely to be a feature of the ASE input into the conferences.

Assembly will be formed into a number of working groups, many of which will be concerned with adding value to ASE membership, under the guidance of the Chair, Pete Robinson, the Immediate-past Chair, Liz Lawrence and the Chair-elect, Chris Harrison.

A new Website Review Group will focus on refreshing copy and the structure of the main website to improve the experience for visitors.

Regions plan a variety of events for 2013/14. Many have already placed Teachmeets in their calendars and a number of CPD activities are also in the mix. Regional conferences will take place; for example, in Scotland and Harlow and the FUNdaMENTAL event in the South East. The Home Counties will hold a Technicians' Conference. Many events are planned that will support the introduction of the new National Curriculum in England; for example, London Region plans a "Curriculum Question Time" and the West Midlands aim to hold themed primary events.

The Committees and Specialist Groups also have high hopes for 2013/14. They will all be represented at events at the Annual Conference and many are involved with the revised "Science Leaders' Hub" which will launch at Birmingham.

We have plans also to improve our membership offer to secondary teachers, embedding the link with the professional Registers and improving benefits. This will be in place in time for the 2014 Annual Conference. A recent online survey was taken by ASE HQ and the results of this will inform further improvements to membership benefits.

It will be necessary to further reduce headquarters costs, so a staff restructure is taking place. It will be increasingly essential to involve the membership in structural ways.

The Quality and Audit Committee will be looking at how the new governance structure is working now that it has been in operation for two years and also at how Council manages risk.



Honorary Treasurer's Annual Report 2012/13

The Association has worked hard for a number of years to balance income and expenditure in a climate of reduced funding. In previous years, funding for projects came from big trusts and funds, which have moved largely to having their own programmes in science education. Competition for general strategic support has been fierce, and the situation has been exacerbated by funding demands from other players in science education, which have drawn heavily on commercial organisations that have historically funded projects with ASE.

The lively AGM meeting at the Reading Annual Conference left no one in any doubt about the task ahead. The aim for 2012/13 was to set a break-even budget for all activities, excluding the 50th Anniversary appeal. Council rigorously monitored the budget and for the second six months of the financial year this included a bi-weekly update of cash flow.

In terms of attracting external funding, the 50th Anniversary Appeal, with the anniversary book and the Summer Celebration Conference, was a structured attempt to replenish ASE reserves. This was undertaken with the full support of Council and staff and with positive reaction from our strategic partners. The Summer Conference was an enjoyable and well received event. However, it did not generate the extra funding we would have liked. On attracting income more generally, advertising has been very difficult, with companies cutting back on print, while not yet embracing digital fully. An attempt to outsource advertising, with the intention of freeing up staff to engage in business development, was unsuccessful and decisions were made to increase HQ efforts to generate advertising directly. In recent months advertising has become more dependable.

Membership income was close to planned budget even though our bedrock categories have reduced steadily for a period of several years, particularly amongst secondary practitioners. Other subject associations are also experiencing declining membership, probably reflecting changing expectations in teachers, including the expectation that support for professional development is available free over the internet. More recently, Primary Science Quality Mark and the new Primary e-membership have provided welcome uplifts, suggesting that we need to find more innovative ways to make membership attractive to teachers. The January Annual Conference was successful, but again, the surplus income was lower than expected. Exhibition income has been hit by small companies merging, and a general need to cut costs, resulting in reduced overall spends with the Association.

The early part of the year saw a reduction in staff salaries, leading to some departures and short term re-organisation of roles. The latter part of the year has been dominated by discussions and plans for re-organisation to secure the long term future of the Association. There have been many meetings throughout the year, including eight on-line conference meetings of either full Council or sub-groups since 6th May 2013. This provided the opportunity for a fresh look to be taken at the nature and scope of the Association going forward, in particular the staffing structure that was required to meet the identified key functions of the Association. The key for success for the Association going forward will be its ability to:

- recruit, retain and support its membership base;
- undertake project development related to science education; and
- be at the forefront of policy development in science education.

From a budgetary point of view, the Association will need to increase its income by providing further services to science educators and building on its ability to secure and take on development and research projects. In some cases this work may be in partnership with other science/education bodies.

At the time of writing this report the reorganisation of the Association was under way. By the time of the Birmingham Annual Conference, the Association will be on the way to being lean, fit and healthy. It should be in a good position to meet the challenges, of representing science educators for the next fifty years.

Des Dunne (Honorary Treasurer)

STATEMENT OF FINANCIAL
ACTIVITIES FOR THE YEAR
ENDED 31 JULY 2013

	Unrestricted Funds £	Restricted Funds £	<u>2013</u> Total Funds £	<u>2012</u> Total Funds £
Incoming resources				
Incoming resources from generated funds				
Voluntary income	6,113	-	6,113	1,999
Investment income	1,229	-	1,229	1,996
Incoming resources from charitable activities	1,295,295	230,398	1,525,693	1,691,399
Total incoming resources	<u>1,302,637</u>	<u>230,398</u>	<u>1,533,035</u>	<u>1,695,394</u>
Resources expended				
Costs of generating funds				
Investment management costs	675	-	675	951
Charitable activities	1,273,216	230,398	1,503,614	1,641,753
Governance costs	89,231	-	89,231	106,872
Total resources expended	<u>1,363,122</u>	<u>230,398</u>	<u>1,593,520</u>	<u>1,749,576</u>
Net (outgoing) resources before other recognised gains and losses	(60,485)	-	(60,485)	(54,182)
Other recognised gains				
Gains/(Losses) on investment assets	7,732	-	7,732	(4,408)
Net movement in funds	<u>(52,753)</u>	<u>-</u>	<u>(52,753)</u>	<u>(58,590)</u>
Reconciliation of funds				
Total funds brought forward	11,633	12,019	23,652	82,242
Total funds carried forward	<u>(41,120)</u>	<u>12,019</u>	<u>(29,101)</u>	<u>23,652</u>

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 2013

	<u>2013</u> £	<u>2012</u> £
Fixed assets		
Tangible assets	11,067	22,361
Investments	-	125,274
	<u>11,067</u>	<u>147,635</u>
Current assets		
Stocks	38,515	37,554
Debtors	118,811	112,152
Investments	365	258
Cash at bank and in hand	165,761	90,088
	<u>323,452</u>	<u>240,052</u>
Liabilities:		
Creditors: Amounts falling due within one year	(358,548)	(353,655)
Net current liabilities	<u>(35,096)</u>	<u>(113,603)</u>
Total assets less current liabilities	<u>(24,029)</u>	<u>34,032</u>
Creditors: amounts falling due after more than one year	(5,072)	(10,380)
Net assets	<u>(29,101)</u>	<u>23,652</u>
 The funds of the charity		
Restricted funds	12,019	12,019
Unrestricted funds	(41,120)	11,633
Total charity funds	<u>(29,101)</u>	<u>23,652</u>

Approved by the Trustees on 23 November 2013 and signed on their behalf by
behalf by Stuart Farmer Chair of Trustees



NOTES TO THE SUMMARY
FINANCIAL STATEMENTS FOR
THE YEAR ENDED 31 JULY 2013

	2013 £	2012 £
1 Incoming resources		
Voluntary Income	6,113	1,999
Investment Income	1,229	1,996
Registration and Accreditation Income	584,226	635,904
Publications Income	104,568	112,625
Association journal income	103,818	123,029
Conferences Income	489,731	459,958
Other Income	12,952	56,412
Income from sponsored projects/INSET	230,398	303,471
	<u>1,533,035</u>	<u>1,695,394</u>
Resources expended		
Investment mangement costs	675	951
Members Registration & Services	202,613	200,441
Publications costs	135,347	120,892
Association journal expenditure	299,614	324,844
Conferences expenditure	448,723	409,272
Regional Expenses	93,670	99,976
Other Charitable Activity Costs	93,249	152,857
Project and Initiatives	230,398	333,471
Governance Costs	89,231	106,872
	<u>1,593,520</u>	<u>1,749,576</u>
Net (outgoing) resources before other recognised gains and losses	<u>(60,485)</u>	<u>(54,182)</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 may 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 23 November 2013 and will be presented to members at the 2014 Annual General Meeting.

Stuart Farmer

Chair of Trustees



INDEPENDENT AUDITORS
STATEMENT TO THE TRUSTEES
OF THE ASSOCIATION FOR
SCIENCE EDUCATION CHARITY

We have examined the summarised financial statements of The Association for Science Education set out on pages 13 to 16

Respective responsibilities of the trustees and the auditor

The trustees are responsible for preparing the summarised financial statements in accordance with the recommendations of the charities SORP.

Our responsibility is to report to you our opinion on the consistency of the summarised financial statements within the summarised Annual Report with the full annual financial statements and the Trustees' Annual Report and its compliance with the relevant requirements of the Charities SORP.

We also read the other information contained in the summarised Annual Report and consider the implications for our report if we become aware of any apparent misstatements or material inconsistencies with the summarised financial statements. The other information comprises only the Chair's statement, Achievements and Performance 2012/13 statement and the Honorary Treasurers report 2012/13.

Basis of opinion

We conducted our work in accordance with Bulletin 2008/3 "The auditor's statement on the summary financial statement" issued by the Auditing Practices Board. Our report on the charity's full annual financial statements describes the basis of our audit opinion on those financial statements.

Opinion

In our opinion the summarised financial statements are consistent with the full annual financial statements and the Trustees' Annual Report of The Association for Science Education for the year ended 31 July 2013 and comply with the recommendations of the Charities SORP.

We have not considered the effects of any events between the date on which we signed our report on the full annual financial statements (23 November 2013) and the date of this statement.

H W Fisher & Company
Chartered Accountants
Statutory Auditor
Acre House
11-15 William Road
London NW1 3ER

November 2013