

# The Friends of HEAL Foundation Annual Report 2015



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## ***Welcome - Chief Executive Officer***

- Jane Griffin



All of us want the best for young people in the community. Whatever their background, their address, or educational level, we wish young people success in life. Further, we want them to develop into thinking adults, responsible community members and contributors to society. The Friends of HEAL Foundation

is all about enhancing the possibility of refugee background young people reaching their potential. It is a unique charity providing Creative Arts Therapy in schools for traumatized refugee children, in Brisbane, Queensland, in the interest of peace. With an emphasis on strengths, the work done in the past twelve months by creative arts therapists in HEAL services has been seen to be successfully aiding student well-being and development .

Arts Therapy and Music Therapy have been proven to assist with the difficulties encountered by young newcomers as they settle in to Brisbane and attend school. With the generous support of our friends, the FHEAL Foundation was able to expand activity this year, and Creative Arts Therapy has been provided to the following schools: Milpera State High School 2 days per week, Woodridge SHS 5 days/week, Yeronga SHS 2 days/week, St James College 1 day per week and Kedron State High School 1 day per week.

Young people who have experienced trauma are not necessarily irreparably damaged by their experiences. They have called upon deep inner strength to survive their ordeals. And some experience post-traumatic growth as a result. FHEAL

therapy assists young refugees with finding their way to growth and recovery while promoting positive change within. And the FHEAL service is popular because the participants feel the difference it makes. As one young participant noted:

***“I liked the feeling that I wasn’t alone and that I was surrounded by different people and I wasn’t the one who was feeling weird. I didn’t have to be shy. Thinking about the past, the happy and sad moments, but mostly the happy moments. “***

(Afghani, 15 years)

This therapy contributes to cooperation amongst students and their school community, while using a person-centred, participatory approach. See Appendix 1 for specific school site reports. Harmony is enhanced through providing refugee young people with space, place, and time in HEAL services to learn about peaceful ways of being in their new land. Through creatively encouraging focus on emotional-awareness, relationship skills, self-management, and the relationship with a Registered Arts Therapist, potential for personal growth is increased, in the realms of better well-being, as a school learner, and as a person connected to community and larger systems.

Good for all!





## *The **mission** of the Friends of HEAL is:*

*To provide relief from distress, and improve mental health through providing Creative Arts Therapy to adolescent refugees in schools.*

*To improve well-being, increase possibilities for social inclusion and good settlement, and increase potential to learn and live well and happily.*



## *Report from the Chair*

- Adele Rice

In 2015 The Friends of HEAL Foundation worked well together and very successfully to "Help tomorrow's citizens grow and Blossom" with the services we provide expanding into two new schools as well as being significantly enhanced in existing schools.

Our success in providing HEAL therapies in more sites and growing the service is pleasing to the Board whose membership remains stable and has the capacity to meet the growing demand.

We acknowledge the 5 principals and the staff of their respective schools for their support and look to increasing their active participation and contributions in the future.

We also acknowledge the tireless work of our CEO whose creative innovative skills have brought a new project on board for 2016 "HEAL on Wheels", a mobile ,outreach service.

Some of our events this year include the annual Mu'ooz Lunch , again a success in 2015,with many loyal supporters present. We thank Saba Abraham for her ongoing support and acknowledge the many benefactors of the Foundation who make donations of money or goods e g Adrift and Naudic Clothing companies.

The CEO Jane Griffin and I attended pitch training before the TFN fundraising event thanks to our major benefactor Allan English and the English Foundation. We appreciated being selected to pitch on the night when a considerable amount was raised. Funds were dispersed immediately to create a new service and to make another one full time in Logan, an area of high need.

A highlight of our year, not only to raise funds but also to raise awareness and educate the broader community, was the wonderful concert, "Songs of Hope and Healing" hosted by QPAC. Our sincere



thanks go to CEO John Kotzas and his team as well as to the artists, especially Lior. The event has received very positive feedback from a wide range of sources and raised valuable revenue for the Foundation as well.

Our Foundation received a Community Award from United Nations Association of Queensland and I as Chair, received a personal award on the same occasion. The citations were about the work of Friends of HEAL and the impact of the QPAC concert to build awareness of refugee issues respectively.

As Chair, I have spoken at various groups through the year including the Moreton Club, Focus Group, Probus and Rotary.Direct. Giving an enhanced appreciation of the work we do flows on from these engagements which are an important part of Community education.

In 2016 I have been invited to present to staff at All Hallows School and to a regional Zonta Conference. I have also attended events and meetings hosted by MAQ ,ECCQ and more recently QACC. This community education and awareness raising is the work of the entire Board and will continue.However, in 2016 some follow up will occur so that the Friends of HEAL Foundation becomes more visible and more strategic in the mental health and well being sector especially in those areas related to the well being of refugee background adolescents and those seeking asylum who are enrolled in our schools.

In 2016 we want to be not only invited to events by the key service providers in the field, but we want to be part of them. The State Library of Queensland will focus on the theme of Belonging in 2016. This is the core of what we do in HEAL itself....enable young people to belong, to build strong identities, to grow , to share....to become the best citizens they can be.

In conclusion and on behalf of the Board I thank Bill and Jane Griffin , not only for their dedicated Board duties, but for their ongoing generosity and hospitality to each of us.





## ***Fund raising***

Once again we have much to be grateful for as we look back over activities conducted, and support received. We have been lucky to have the continued support of the English Foundation in supporting therapy services at Yeronga and St James schools. We have had great support at the functions described by Adele in her Chair's Report, such as The Funding Network event. Thanks for buying products we successfully sold during the year- the gift cards, Christmas cards, and our "Relaxation Compilation", an art therapy produced colouring-in book. We were also fortunate to receive clothing and other goods from both "Adrift" and "Naudic", which sold like hot cakes at our two garage sales this year.

It is due to the generous support of our friends and donors that we have been able to extend the therapy services, and provide much-needed trauma-informed therapeutic services to so many young people at the various schools.



The Friends of HEAL Display at The Funding Network event, an excellent evening held at the Billy Brown Theatre.





The FHEAL "Relaxation Compilation", a popular gift sold along with gift cards, online at [www.fheal.com.au](http://www.fheal.com.au)

The QPAC event, "Songs of Hope and Healing" was a wonderful evening.



The Awards from the United Nations Association, for FHEAL and Adele Rice.



# ***Financial Report – 2015***

## **DIRECTOR'S REPORT**

Your directors present this report on the entity for the financial year ended 30 June 2015

### **Principal Activities**

The principal activities of the entity during the financial year were:

- fundraising activity and the sale of products to support the Foundation's objectives
- providing support to the schools and institutions to provide therapists

No significant changes in the nature of the entity's activity occurred during the financial year.

### **Objectives**

Friends of HEAL Foundation charitable purpose is the direct relief of suffering in young newly arrived refugees by providing mental health service and settlement assistance. The foundation will achieve this via promotion plans, operations plan and operation processes in place which is to raise public awareness of the Foundation.

### **Operating Results**

The profit of the entity amounted to \$11,210 (2014 \$121,988). Revenue in 2015 fell due to fewer grants being received whilst expenditure on therapist support increased significantly.

### **Significant Changes in State of Affairs**

No significant changes in the entity's state of affairs occurred during the financial year apart from as disclosed in the Notes to the financial statements.

### **After Balance Date Events**

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the entity, the results of those operations, or the state of affairs of the entity in future financial years, apart from as disclosed in Notes to the financial statements.

### **Future Developments**

The entity expects to maintain the present status and level of operations and hence there are no likely developments in the entity's operations

### **Indemnifying Officers or Auditor**

No indemnities have been given or insurance premiums paid, during or since the end of the financial year for any person who is or has been an officer or auditor of the entity.

### **Proceedings on behalf of the entity**

No person has applied for leave of Court to bring proceedings on behalf of the entity or intervene in any proceedings to which the entity is a party for the purpose of taking responsibility on behalf of the entity for all or any part of those proceedings.

The entity was not a party to any such proceedings during the year.

## Information on Directors

The particulars of the qualifications, experience and special responsibilities of each Director during the year are as follows

**Adele Rice, AM** (Chair of the Board) – Adele served for 28 years as Principal of Milpera /State High School; she has been recognised with many awards including: a Churchill Fellowship, the Save the Children White Flame award, a Paul Harris Fellowship (Rotary), Queensland Multicultural Achiever award, and joint winner of the Professor Betty Watts Memorial Award for an Outstanding Contribution to Teaching. She was made an honorary Fellow of the Australian College of Educational Leaders in 2011. She was a People of Australia Ambassador for 2012. She has been awarded the Medal of Australia; and a United Nations Award for her dedication to refugees over many years, and for her part in forming FHEAL.

**Tim Medhurst** (Board Member) – Tim has had a 35 year involvement with Outward Bound Australia (as instructor, Operations Director, Executive Director and Board Member. His involvement with Outward Bound International involves 15 years as a consultant/Advisor/Board Member helping new schools get established, safety reviews and executive coaching. He has also enjoyed service overseas, including 3 years as Country Director for CARE Australia in Fiji (1995-97), and 3 years as Glaciologist leading scientific expeditions across Antarctica (1982-85). He and his wife have parented a young Afghan man along with their own children.

**Lisa Siganto** (Board Member) – Lisa was the Queensland Director of Social Ventures Australia ( 2010-2013). Lisa is the co-Director of Social Scaffolding, providing scaffolding for organisations creating social change. Since 1992 Lisa has also been the Managing Director of Lisa Siganto Consulting, offering executive support to the corporate world. She has been involved in initiatives involving philanthropy, education, and social issues, including being a Founding Member of AFAR (Airmiles for All Refugees) from 2006; a Committee Member for Home Hospice for three years to 2010; a Board Director of the Queensland College of Teachers (since February 2012); and is a Board member for Mercy Partners.

**William Griffin** (Board Member) – Commencing in 1984 William was a builder and property developer. He was a joint Managing Director of Lennon Property, and later (OPD) Office Park Developments, retiring in 2010. He volunteers at “Sailability”, helping differently abled people to enjoy sailing. He is a musician and wood-turner, and he and his family have assisted various young CALD people in their neighbourhood and home, enlarging their family and blood related children’s lives by including a Vietnamese daughter, a South Sudanese son, and an Afghan son over the years.

**Tom Beck** (Board Member) – Tom has had 15 years’ experience in supporting the educational, social and welfare needs of refugee students both at Milpera State High School and Yeronga State High School where he was Deputy Principal for 13 and a half years. Tom is the Principal of Milpera State High School since the beginning of 2013.

**Philip Wikman** (Board Member) – Phil was the CEO and Managing Director of Bledisloe Group Holdings and its predecessors from 1997 until its ultimate sale to Invocare in 2011. Through his time at Bledisloe, Phil led a management team that delivered strong operational performance and significant growth across Australia and New Zealand. Since the sale, Phil has taken on directorial roles in two small growth companies as well as assuming roles of personal interest. Previously Phil was a corporate advisory partner of Kendalls KBM (now BDO) and was a member of the Institute of Chartered Accountants from 1985.



**Kelly Watson** (Board Member) – Kelly has many years of experience in a variety of roles. She has worked in education in both Secondary Schools and TAFE both as a teacher and for the majority of her career as a School Guidance Officer at Glenala High School (formerly Inala State High School). Her work at Glenala High involved working with a population of migrant and refugee youth in a therapeutic capacity. Kelly has also worked in the private sector offering corporate training and team building to small business, education institutions, corporations, government departments and community organisations.

**Janelle Patterson** (Board Member) – Janelle is an English teacher at Milpera. She graduated in 2006 and whilst studying she worked at Benarrawa Community Development Association. This is where she became aware of Milpera and knew that this was the school that was best suited to her. In her life before community work and teaching she worked in Human Resources. During this time she also volunteered for many years with the Qld Aids Council and with children with disabilities. Janelle is inspired and in awe of the students she has the privilege of teaching. She has also been President of the Milpera Parents and Citizens Association.

### Meeting of Directors

The number of Directors' meetings held during the year:

2015 Meetings		
Name	No. Held	No. Attended
Adele Rice	10	6
Tim Medhurst	10	10
Lisa Siganto	10	9
William Griffin	10	8
Tom Beck	10	6
Phil Wikman	10	9
Kelly Watson	10	4
Janelle Patterson	10	9

Signed in accordance with the resolution of the Board of Directors of Friends of HEAL Foundation

*L. M. Siganto*  
.....  
(Director)

*[Signature]*  
.....  
(Director)

Dated this 20th day of January 2016





**STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME  
FOR THE PERIOD ENDED 30 JUNE 2015**

	<b>Note</b>	<b>2015</b>	<b>2014</b>
<b>Income</b>		<b>\$</b>	<b>\$</b>
Donations and Grants		66,645	114,067
Sales		<u>12,821</u>	<u>27,578</u>
	2	<u>79,466</u>	<u>141,645</u>
<b>Expenditure</b>			
Cost of Sales		3,068	5,366
Therapy support provided		63,118	13,619
Other costs		<u>2,070</u>	<u>672</u>
		<u>68,256</u>	<u>19,657</u>
<b>Profit before income tax</b>		<u>11,210</u>	<u>121,988</u>
Income tax expense		<u>-</u>	<u>-</u>
<b>Profit after income tax</b>		<u>11,210</u>	<u>121,988</u>
Other comprehensive income		<u>-</u>	<u>-</u>
<b>Total comprehensive income</b>		<u>11,210</u>	<u>121,988</u>



**STATEMENT OF FINANCIAL POSITION  
AS AT 30 JUNE 2015**

	Note	2015 \$	2014 \$
<b>ASSETS</b>			
CURRENT ASSETS			
Cash and cash equivalents	3	134,418	123,435
Receivables		<u>474</u>	<u>247</u>
TOTAL CURRENT ASSETS		<u>134,892</u>	<u>123,682</u>
<b>TOTAL ASSETS</b>		<u><b>134,892</b></u>	<u><b>123,682</b></u>
<b>TOTAL LIABILITIES</b>		<u>-</u>	<u>-</u>
<b>NET ASSETS</b>		<u><b>134,892</b></u>	<u><b>123,682</b></u>
<b>EQUITY</b>			
Retained Earnings		<u>134,892</u>	<u>123,682</u>
<b>TOTAL EQUITY</b>		<u><b>134,892</b></u>	<u><b>123,682</b></u>

**STATEMENT OF CHANGES IN EQUITY  
FOR THE PERIOD ENDING 30 JUNE, 2015**

	Retained Earnings \$	Total \$
Balance at 1 July 2014	123,682	123,682
Total comprehensive income	<u>11,210</u>	<u>11,210</u>
<b>Balance at 30 June 2015</b>	<u><b>134, 892</b></u>	<u><b>134, 892</b></u>

**STATEMENT OF CASHFLOWS  
FOR THE PERIOD ENDING 30 JUNE 2015**

	Note	2015	2014
<b>CASH FLOWS – OPERATING ACTIVITIES</b>		<b>\$</b>	<b>\$</b>
Gross receipts from sales and other donors		79,682	141,398
Gross payments to suppliers		<u>(68,699)</u>	<u>(19,657)</u>
Net cash from/(used in) operating activities		<u>10,983</u>	<u>121,741</u>
<b>CASH FLOWS – INVESTING ACTIVITIES</b>		<u>          </u>	<u>          </u>
Net cash from/(used in) investing activities		<u>-</u>	<u>-</u>
<b>CASH FLOWS – FINANCING ACTIVITIES</b>		<u>          </u>	<u>          </u>
Net cash from/(used in) financing activities		<u>-</u>	<u>-</u>
Net increase/(decrease in cash held		<u>10,983</u>	<u>121,741</u>
Cash and cash equivalents at the start of financial year		<u>123,435</u>	<u>1,694</u>
Cash and cash equivalents at the end of financial year	7	<u><b>134,418</b></u>	<u><b>123,345</b></u>



## NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 30 JUNE 2015

### NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

#### Basis of Preparation

This financial report is for the Friends of HEAL Foundation Limited as an individual entity, incorporated and domiciled in Australia. Friends of HEAL Foundation Limited is a company limited by guarantee.

The directors have prepared the financial statements on the basis that the company is a non-reporting entity because there are no users who are dependent on its general purpose financial reports. This financial report is therefore a special purpose financial report that has been prepared in order to meet the needs of the members.

This special purpose financial report has been prepared in accordance with the mandatory requirements of the *Australian Charities and Not for Profits Commission Act 2012*, and the disclosure requirements of the following application Australian Accounting Standards and Australian Accounting Interpretations:

AASB 101: Presentation of Financial Statements

AASB 107: Statement of Cash Flows

AASB 108: Accounting Policies, Changes in Accounting Estimates and Errors

AASB 110: Events after the Reporting Date

AASB 1031: Materiality

The complete disclosure requirements of other Accounting Standards, Accounting Interpretations or other authoritative pronouncements of the Australian Accounting Standard Board have not been applied.

The following is a summary of the material accounting policies adopted by the company in the preparation of the financial report. The accounting policies have been consistently applied, unless otherwise stated.

#### Reporting Basis and Conventions

The financial report has been prepared on an accruals basis and is based on historical costs modified by the revaluation of selected non-current assets, financial assets and financial liabilities for which fair value basis of accounting has been applied.

#### Accounting Policies

##### a. Revenue

Non-reciprocal grant revenue is recognised in the profit or loss when the entity obtains control of the grant and it is probable that the economic benefits gained from the grant will flow to the entity and the amount of the grant can be measured reliably.

If conditions are attached to the grant which must be satisfied before it is eligible to receive the contribution, the recognition of the grant as revenue will be deferred until those conditions are satisfied.

When grant revenue is received whereby the entity incurs an obligation to deliver economic value directly back to the contributor, this is considered a reciprocal transaction and the grant revenue is



recognised in the statement of financial position as a liability until the service has been delivered to the contributor, otherwise the grant is recognised as income on receipt.

Donations and bequests are recognised as revenue when received.

Revenue from the sale of goods is recognised at the point of delivery as this corresponds to the transfer of significant risks and rewards of ownership of the goods and the cessation of all involvement by the company in those goods.

Revenue from the rendering of a service is recognised upon the delivery of the service to the customers.

All revenue is stated net of the amount of goods and services tax.

**b. Cash and Equivalents**

Cash and cash equivalents include cash on hand, deposits held at-call with banks, other short-term highly liquid investments with original maturities of three months or less, and bank overdrafts.

**c. Income Tax**

No provision for income tax has been raised as the entity is exempt from income tax under Division 50 of the *Income Tax Assessment Act 1997* up to 30 June 2015.

**d. Goods and Services Tax (GST)**

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Tax Office. In these circumstances the GST is recognised as part of the cost of acquisition of the asset or as part of an item of expense. Receivables and payables in the statement of financial position are shown inclusive of GST.

Cash flows are presented in the statement of cash flows on a gross basis, except for the GST component of investing and financing activities, which are disclosed as operating cash flows.

**e. Going Concern**

The company's ability to continue as a going concern is contingent upon receiving further donations or grant monies as applied. The Directors believe that the Company will be successful in obtaining contributions sufficient to cover operating costs and accordingly. Have prepared the financial statements on a going concern basis.

The company has recorded an operating profit of \$11,210, and as such, the financial report has been prepared on a going concern basis.

However, if the required contributions are not received, the going concern basis may not be appropriate with the result that the company may have to realise its assets and extinguish its liabilities other than in the ordinary course of business and at amounts different from those stated in the financial statements. No adjustments have been made relating to the recoverability and classification of recorded asset amounts or to the amounts and classification of liabilities that might be necessary should the company not continue as a going concern.

**f. Currency**

The financial statements are presented in Australian dollars and rounded to the nearest one dollar.

## NOTE 2: REVENUE

	2015	2014
	\$	\$
Donations	66,645	74,329
Grants	-	39,738
Sales	12,821	27,578
<b>Total Revenue</b>	<b>79,466</b>	<b>141,645</b>

## NOTE 3: CASH AND CASH EQUIVALENTS

	2015	2014
	\$	\$
Cash at Bank	134,418	123,435
<b>Total cash and cash equivalents</b>	<b>134,418</b>	<b>123,435</b>

## NOTE 4: ENTITY DETAILS

The registered office of the entity, and principal place of business is:

2 Parker Street  
Chelmer. QLD 4068

## NOTE 5: MEMBERS' GUARANTEE

The entity is incorporated under the *Corporations Act 2001* and is an entity limited by guarantee. If the entity is wound up, the constitution states that each member is required to contribute a maximum of \$10 each towards meeting any outstanding obligations of the entity. At 30 June 2015 the number of members was 8.



#### NOTE 6: CAPITAL RISK MANAGEMENT

The entity's objectives when managing capital are to safeguard their ability to continue as a going concern, so that they can continue to provide benefits for stakeholders and maintain an optimal capital structure to reduce the cost of capital.

In order to maintain or adjust the capital structure, the entity may sell assets to reduce its debt.

Consistent with other industry, the entity monitors capital on the basis of the net gearing ratio. Net debt is calculated as total borrowings less cash and cash equivalents.

#### NOTE 7: CASH FLOW INFORMATION

	2015	2014
	\$	\$
<b>Reconciliation of cash flows from operations with net current year surplus</b>		
Net current year surplus	11,210	121,988
Changes in assets and liabilities:		
- (increase)/decrease in accounts receivable and other debtors	(227)	(247)
Cash flows (used in)/provided by operating activities	<b>10,983</b>	<b>121,741</b>



## DIRECTORS' DECLARATION

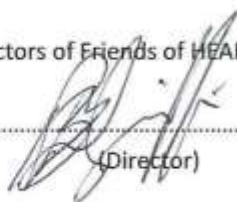
The directors have determined that the company is not a reporting entity and that these special purpose financial statements should be prepared in accordance with the accounting policies described in Note 1 of the financial statements.

The directors of the company declare that:

- a. The financial statements and notes, as set out on pages 4 to 11 are in accordance with the *Australian Charities and Not for Profit Commission Act 2012* and:
  - i. Comply with Australian Accounting Standards; and
  - ii. Give a true and fair view of the financial position as at 30 June 2015 and of the performance for the year ended on that date in accordance with the accounting policy described in Note 1 of the financial statements.
- b. In the directors' opinion there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

Signed in accordance with the resolution of the Board of Directors of Friends of HEAL Foundation

A handwritten signature in black ink, appearing to read "L. M. Ngata".  
.....  
(Director)

A handwritten signature in black ink, appearing to be a stylized name.  
.....  
(Director)

Dated this 20<sup>th</sup> day of January 2016.





# FHEAL People

## Board of Directors:

- Adele Rice -Chairperson
- Tim Medhurst - Deputy Chairperson
- Bill Griffin - Company Secretary
- Phil Wikman - Treasurer
- Lisa Siganto - Director
- Tom Beck - Director
- Janelle Paterson - Director
- Kelly Watson – Director

Adele



Tim



Bill



Phil



Lisa



Tom



Janelle



Kelly



Jane



FHEAL creative arts therapists are Cate Collopy, Judith Gordon, Jane Griffin, Veronica Hughes, and Taraka Sticha.

Cate



Jude



Veronica



Taraka



## ***Recovery***

We report our history when we talk.

The child born here uses visible time markers :

“ Before the braces... after the straight teeth...”

The newly arrived child has different time markers:

“Before the torture... after the scars...”

On the train, a man reaches into a bag

Searches with busy hands, kids watch.

The children born here wonder if he has

A Tablet, a laptop, or an iPhone?

The new children wonder if he has

An AK47, a bomb, or a rocket propelled grenade?

The children born here close their eyes and see their future.

The new kids open their eyes and

See flashes of dark past.

The new children need to build an anchor to the here and now

To practice skills to stay present, learn to allow thoughts,

To accept shame, to reject stigma, to feel something.

Humanity consists of small things.

In the therapy space we offer skills:

Compassion and creativity, relatedness and recognition,

Empathy and expressive arts,

The idea of having a future, and recovery.

## ***Appendix 1: School Site Reports***



The following pages offer reports written by therapists at the various school sites at which FHEAL provides creative arts therapy. (It should be noted that the Milpera and Yeronga State High School sites fund their own therapy days, as well as having FHEAL funded days, but the reports for all HEAL work are included here). The schools are presented in alphabetical order.

### ***Kedron State High School***

By Judith Gordon

Arts Therapy began at Kedron SHS in Term 3 for one day per week and continued for the remainder of the year. HEAL at Kedron was staffed by Judith Gordon one day per week, seeing mostly individuals and co-facilitating one Tree Of Life group program with Emily Stanley (from MDA) in Term 4.

Approximately 22 scheduled participants were seen in Art Therapy in 2015. Students were referred by classroom teachers, HOD of ESL, Guidance Officer and via identification by MDA youth support worker visiting the school weekly. Due to the limitations of one day of access per week, clients were prioritised in terms of needs in determining the frequency of their sessions. Some were seen weekly while others attended fortnightly. This enabled the therapist to be available in some capacity for all referrals.

The opportunity to collaborate with Emily Stanley from MDA who also visits the school one day per week was invaluable as it meant that a group program could be established

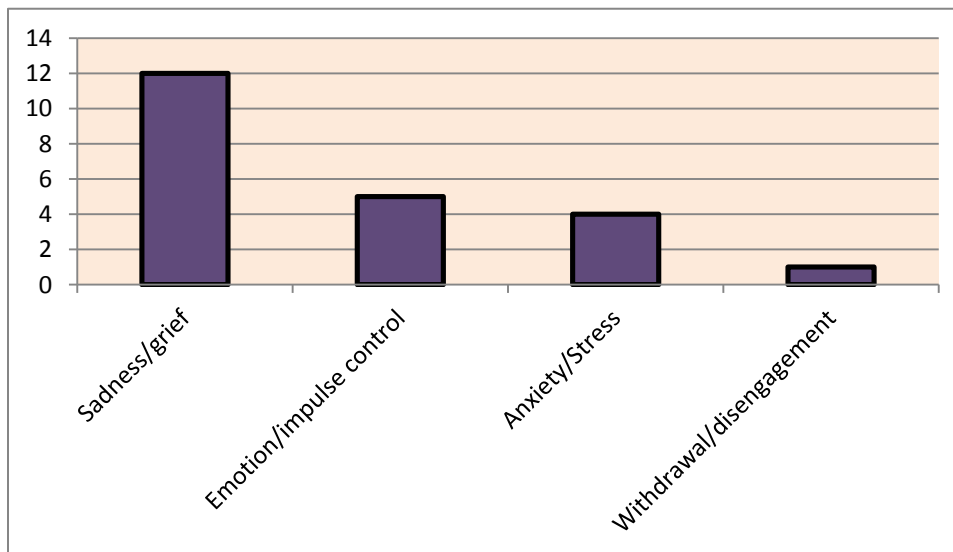
combining the skills of both professionals and in doing so provide an opportunity to have contact with a greater number of students. From this group program the therapist was also able to identify some students who may benefit from some ongoing individual sessions.

## ***Reasons for referral to Arts Therapy at Kedron***

The main reasons for referral at Kedron SHS were

- Observed sadness or grief
- Difficulties with modulating emotions and impulse control
- Symptoms of anxiety and stress
- Withdrawal or disengagement or difficulty with peers and school procedures

Reasons for referral to HEAL Arts Therapy at KSHS (figure 1)

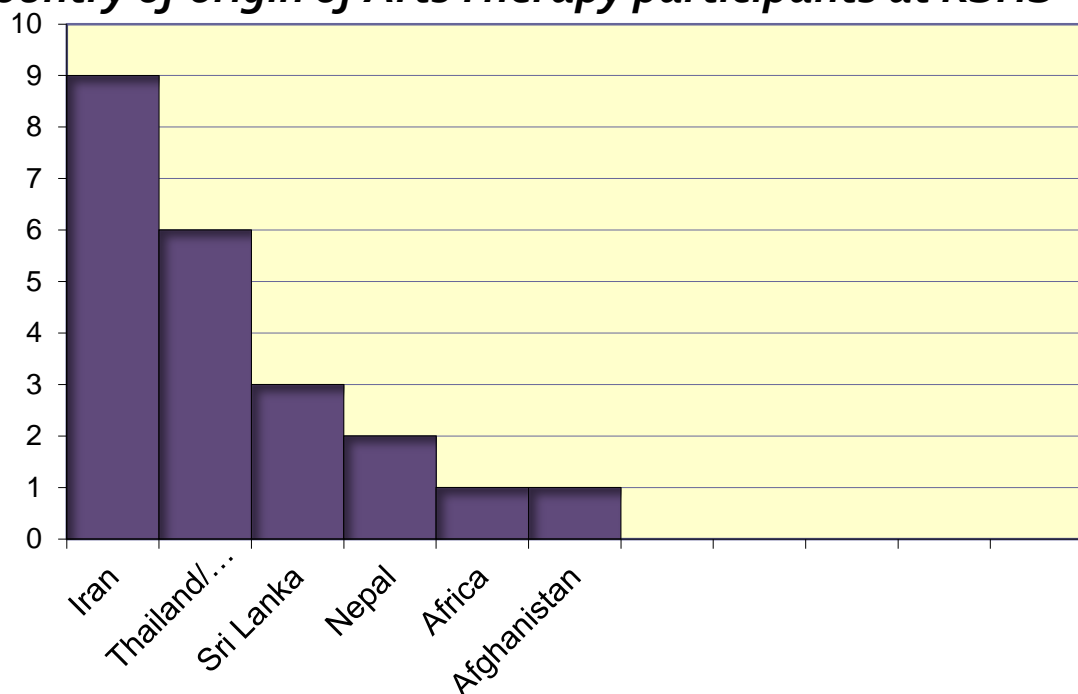


The referred students at Kedron SHS come from a range of domestic situations. Approximately half live in families with both parents while the remaining half are in single parent families or in the care of other relatives.



The main countries of origin for participants were Iran and Thailand/Burma (including Karen and Shan), followed by Sri Lanka (all young Tamil people), Nepal, Africa and Afghanistan (figure 2).

### *Country of origin of Arts Therapy participants at KSHS*



These statistics do not take into account the morning tea and lunchtime visitors who visit the HEAL room to make art, talk or relax. Lunchtime visitors often ask about Arts Therapy and what happens or what it is helpful for so this provides the opportunity to raise awareness of the service in the school (as a relatively new thing) so that students know this is a place they can seek support for themselves or their friends.

On some days teachers or teacher aides will also request assistance with a distressed student and in such cases are welcome to bring them to the HEAL space or identify their location so that the therapist can seek them out and check in on their welfare.

Most of the work in the Arts Therapy program with students (in individual sessions) at Kedron SHS this year has involved assisting clients to manage their stress around school by using drawing, collage, construction and metaphors to explore ways to make sense of what they can manage and control and how to let go of things that are not in their control or not important. In addition, a number of clients received guidance in managing family stress and conflict or techniques to help build better relationships with others and feel more involved in the school environment. For some clients it was about discovering a safe and confidential space to talk about, draw and share their stories, fears and dreams. Clients were also assisted with mindfulness and breathing techniques as well as information about relaxing and sleeping.

The group program co-facilitated with Emily Stanley from MDA involved a small group of multicultural young women. The aim of this program was to establish some connections and a support network for these girls and also empower them as potential mentors for future new students to the school. The program incorporated elements of Tree Of Life and also skills stories. Participants created their trees together and then in discussing the 'storms' that come through our lives shared some of their own stories. In the sharing of these stories participants (and witnesses) were encouraged to identify and name some of the skills that person had used to navigate the storm in an attempt to highlight how these skills can also be useful for them again in future events.

The telling of the stories and feedback were recorded as written documents which were then read aloud presented to participants at the end of the program. The last session with the group also incorporated a ceremony with invited parents and significant school staff and a tree was planted in the school garden as a symbol of their group and ongoing commitment. A morning tea was then shared.



The therapist has also had the opportunity to participate in a whole class session with a Year 7 ESL class whose teacher designed a unit of work in which students each told their story of coming to Australia (or beginning at a new school). They wrote the stories and recorded them all in a class booklet and then were given the task of devising a creative way to share their stories with others. Their work included songs, dance, raps, interviews, short films, drawings and were shared in a special session which included invited guests. Following this presentation the therapist facilitated an Arts Therapy experience with the class which focussed on using art materials to represent what it was like for them to share their stories in this way.

In addition, a self-care one hour workshop was provided for ESL staff to attend which involved 8 staff. This provided the opportunity to 'demystify' some of the processes of arts therapy, support staff and strengthen connections with the ESL department. This was very well received by staff and received positive feedback.

Arts Therapy at Kedron SHS has begun very positively and the program is progressing well. The opportunity to connect with MDA is a positive addition and will continue in 2016 by creating and facilitating future groups together. Administrative and ESL staff are very supportive and interested in the program and open to exploring additional ways it can be expanded.

# *Milpera State High School*

By Jenessa Brown.



We have had a very full and wonderful year in HEAL at Milpera! Each day we work alongside young people to support them in retrieving the unique knowledge and skills they possess and building on their stories of resilience and strength. While the students we work with have often experienced horrendous injustices, violence, human rights abuses, torture, displacement and loss, we are mindful of the enormous resources they have for healing, developing healthy relationships and contributing to the communities in which they live. We are blessed to work alongside these young people in enabling them to feel safe, develop trust within therapeutic relationships, express their fears, manage traumatic memories and grow skills to self-regulate, express emotions and connect with others.

The Milpera HEAL team

While Jane Griffin was on leave this year, I stepped into the role of HEAL Coordinator and also worked as an Occupational Therapist alongside the team. Veronica Kirkmann



(Art Therapist) and Abdul Ibrahim (Therapy Assistant and Multilingual Teacher Aide) have been continuing and constant members of the team throughout the year. Tanya Burkhardt (Art Therapist) joined us for 1 day a week in Term 1. In Term 1 and 2, Julia Oreopoulos and Rebecca Lindsay worked as Music Therapists and Kylie Hinde took on the Music Therapy role in mid Term 3. Cate Collopy joined us for 1 day a week as an Art Therapist in Term 3 and 4. Currently, FHEAL funds 2 days/week of the therapy positions, for which we are most grateful.

We have greatly benefited as a team from Aboriginal learning circles with Danny Parker as he taught us the Engoori process of teambuilding. We are indebted to the Tjimpa and Mithaka people of western Queensland for passing on this strengths-based, narrative approach that allowed us to grow stronger and closer as a team. This year, we also introduced professional group supervision with Juliette Kalifa for the HEAL team and therapists twice a term and we're thankful for Milpera's support of this initiative. I express my thanks to the HEAL team for their unending compassion, dedication, innovation and creativity in responding to the needs of newly-arrived young people from refugee backgrounds.



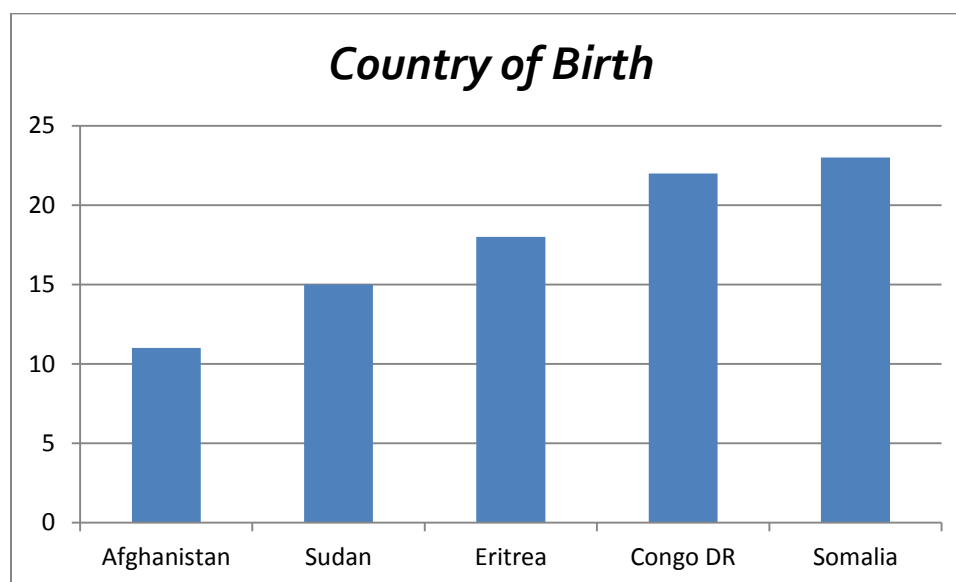
## ***Review of Arts Therapy & Occupational Therapy***

by Jenessa Brown

Individual and group Art Therapy and Occupational Therapy has been offered to 158 students at Milpera SHS this year. We have been stretched to full capacity as the school population of refugee-background students has grown to approximately 60% of the student body. We express our thanks to Cate Collopy (now part of the HEAL team), Cielle van Vuuren (counselling and fine arts student) and Undine Damhuis, who

volunteered their time with Veronica on Friday afternoons to provide a 'Girls Art and Inner Journey Group'. We also express our thanks to the fabulous Milpera volunteers who supported the settlement needs of our students including the provision of computer skills training and warm clothes in winter.

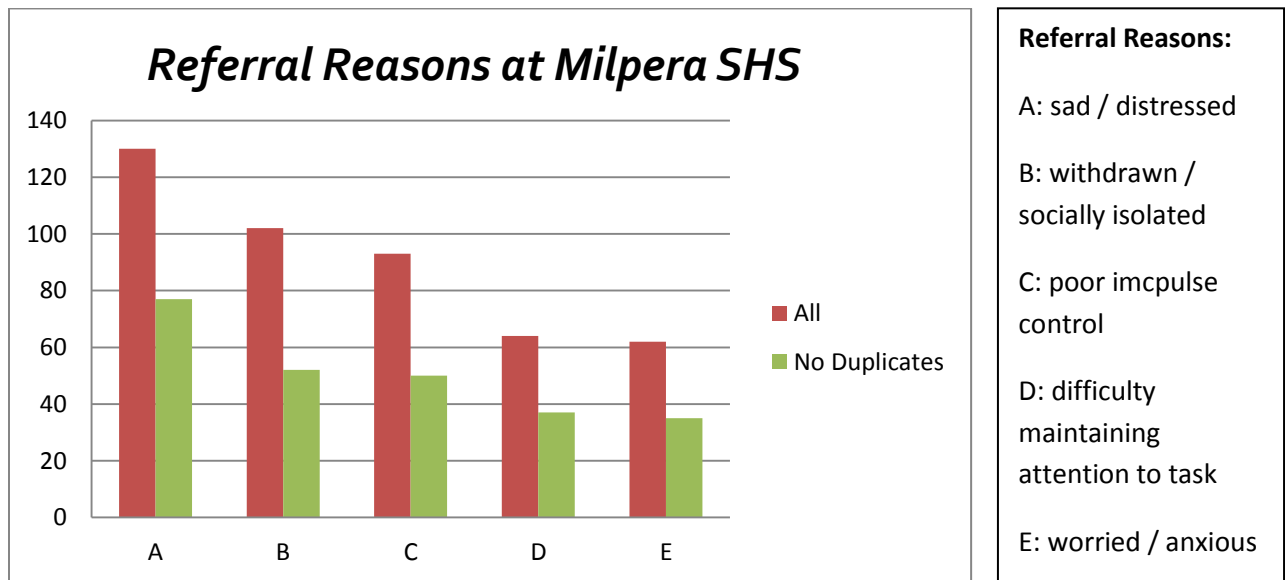
This year, we welcomed the arrival of many Somali students and their families (*Figure 1*). Born in refugee camps and places across Somalia, Eritrea, Kenya, Sudan and Djibouti, many of these students have grown up with minimal formal schooling and experienced significant loss and upheaval in the migration journey. For some of the students, the struggle to survive in the camps dominated the rhythm of their days; finding water, fuel and food was a daily need. Throughout the year, we have provided gender and age-specific therapy groups for the Somali students, as well as individual therapy. In terms of engagement, the students responded well to HEAL as they developed confidence, sought out the HEAL room as a space for dancing and socialising at lunch times and requested to have their HEAL groups running every day of the week! We haven't quite been able to keep up with that demand! Settling in to the school environment takes time and over the year, we have seen significant outcomes in students' ability to self-regulate, employ mindfulness and relaxation techniques and develop healthy relationships with others. For other students who continue to struggle with feeling safe and finding peace, we work creatively and closely with their teachers and community, adopting a whole-of-school approach to provide consistent support.



*Figure 1: Main countries of birth of students attending HEAL Art Therapy and Occupational Therapy at MSHS*

As indicated in *Figure 2*, the primary reasons for referral to HEAL included concerns regarding students' emotional wellbeing, social connectedness, impulse control and attention to task in the classroom context. Referral data was collected term by term and illustrative of the complexities of trauma, migration and settlement, students were

often referred for multiple reasons (there was an average of 5-6 referral reasons per child). The data in red is a collation of all referral information from each term and includes repeated referrals for students who were seen for individual therapy in multiple terms. Interestingly, when all duplicates were eliminated from the data, the primary referral reasons remained the same.



*Figure 2: Main referral reasons for students attending HEAL Art Therapy and Occupational Therapy*

Throughout Term 2, HEAL therapy resources were heavily prioritised in support of students living in Immigration Detention at Brisbane Immigration Transit Accommodation (BITA). During this time, 7 students were escorted by guards to Milpera SHS each morning and taken away by guards immediately upon the close of the school day. Living in torturous uncertainty, these students' situation challenged us immensely. How do you inspire hope when these children's feelings of despair and hopelessness were 'normal' responses to an unbearable, inhumane living environment? For some of them, their fears were realised as they were unexpectedly transferred to Wickham Point Detention Centre in Darwin without the chance to say goodbye and with no knowledge of why they were being moved or how long they would be there. We stand in solidarity with those who call on the Australian government to end the indefinite, mandatory detention of children. We have seen firsthand the effects of government policy on children who arrived by boat seeking protection and safety in Australia. We have heard their stories of attempted suicides and seen the unravelling of their personalities and potential. Detaining children works against everything we believe in at HEAL, as well as against ethics of child protection, healthy child development, human rights and freedom.

## ***Review of Music Therapy*** - written by Kylie Hinde

2015 was a busy year for Music therapy in HEAL. The service was initially provided by Rebecca Lindsay and Julia Oreopoulos who covered 2 days each per week in Term 1 and 2. From the beginning of Term 3, Julia assumed 4 days per week. Kylie Hinde commenced in the second half of Term 3 covering 4 days per week. In total, 136 students participated in the music therapy program throughout the year. Of these, many students were involved in the exit program and additional students were seen in either individual or small group settings. Many students who exited were also seen individually or in small groups at some stage.

### **Exit Program**

As Milpera is a transitional school, students attend until their English is strong enough for them to enrol in a mainstream school with ESL (English Second Language) support or TAFE. Each term, 4 - 5 classes (60–80 students) prepare to exit Milpera and



move on the next stage of their education. To assist in this process, each exiting class works as a group with the music therapist to write, rehearse and perform a song for the end of term exit parade. This has become somewhat of a rite of passage, as students who are not yet in an exit-ing class eagerly await their turn to be the ones singing up on stage. Preparing for this transition is important, so the program is offered to all exiting students—from both refugee and non-refugee backgrounds. During the writing/creation phase the students decide what kind of music they would like to use and what they would like to write about. This provides an opportunity to express the full range of emotions they may experience in anticipation of this significant milestone. On one hand, students may want to celebrate their language learning achievements while looking forward to great opportunities that lie ahead. However, these positive ideas are often paired with feelings of fear, separation anxiety, and worry about how they might cope upon leaving the safety of this familiar setting. While the school curriculum is designed to prepare the students academically for high school or TAFE, the music therapy exit program is designed to help students prepare mentally and emotionally. In 2015, 14



classes performed exit songs, and despite many similarities in subject and theme, each one was reflective of the group of students who wrote them. For some classes the major theme was good memories highlighted through a strong sense of humour in the lyrics and performance. Other groups expressed sincere gratitude as an important stage in their lives was coming to an end. Performing the songs also provided a medium for students to communicate messages to the school community (e.g. thanks, words of inspiration) and fostered a sense of group bonding and closure among classmates.

### **Foundation Class**

The Foundation class at Milpera is for students who have the lowest levels of literacy in the school. Many of these students have been denied access to education in places they lived before and some are even unfamiliar with how to operate in a classroom environment. Students with other learning, behavioural and communication difficulties (such as autism and acquired brain injury) are often placed in this class, which means the group needs extra attention and support. The 2015 Foundation class had 8–10 students at any one time. One session per week was offered to the class during the school year, with the goal of improving communication, social skills and teamwork, as well as encouraging self-expression. Group singing, drumming and dancing were favourite activities amongst the students, who generally showed great enthusiasm to participate each week.



### **Cultural Groups**

Music therapy groups were run for refugee and asylum seeking students from both similar and varying cultural backgrounds, often supported by an interpreter. Interventions such as singing, instrument playing and song writing were used to address goals around identity, self-expression and settlement. As indicated in Figure 3, most

students attending Music Therapy were born in DR Congo, Sudan, Eritrea, China and Burma. The predominant cultural background of these students was Congolese, followed closely by Somali. It is noted that many students from Somali cultural backgrounds were born in various countries including Sudan and Eritrea. The exit song program involves whole class groups including students from migrant backgrounds and this accounts for the large numbers of students being seen in Music Therapy who are

born in China. Additionally, a number of students were born in Burma from diverse cultural backgrounds including Rohingya and Karen.

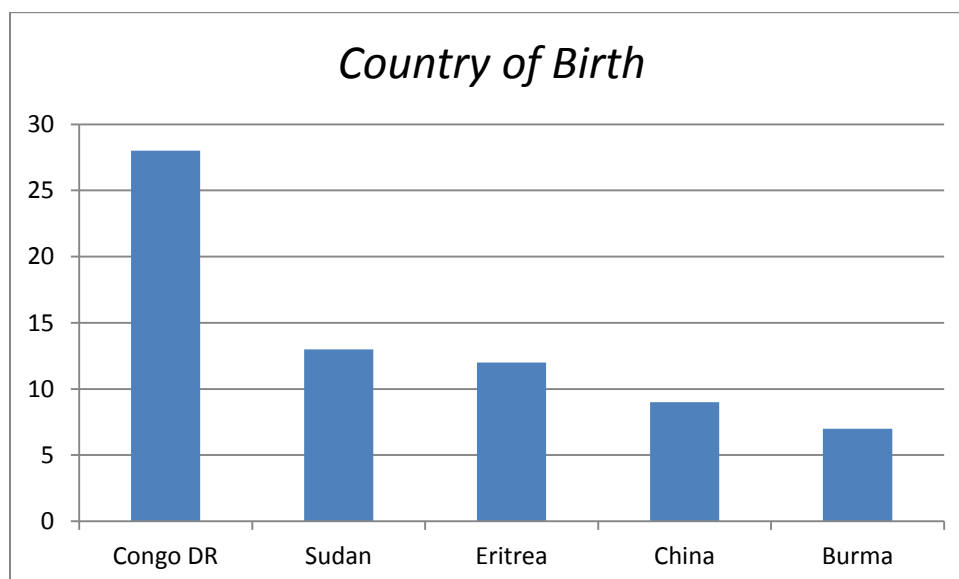


Figure 3: Main countries of birth of students attending Milpera HEAL Music Therapy

### Individual and Small Groups

Many students attended individual or small group music therapy, and were generally identified via the HEAL screening process or teacher referral (refer to Figure 4). This therapeutic setting allowed for more close attention, and provided the opportunity for individual expression through improvisation, singing and instrument playing. Some students were assisted in planning and managing a small project such as writing and recording an original song using the school's recording studio.

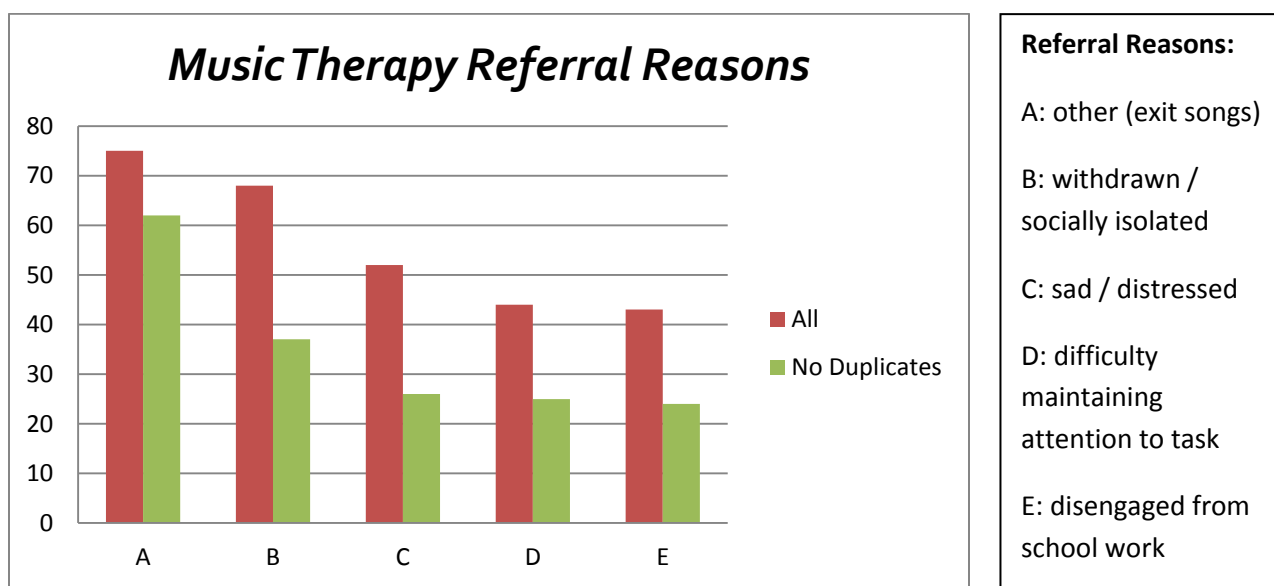


Figure 4: Main referral reasons for students attending Milpera HEAL Music Therapy

### **Singing Group and Lunch Band**

In Term 3, a lunchtime singing group was established. The group was held weekly on Tuesdays and was open to any student, teachers and school staff to attend. This group was generally well attended with an average of 12-15 participants each week. The group was facilitated by Kylie Hinde and was aimed at increasing general well-being, creative expression and fun.

Students with a musical background were given the opportunity to share music together on Monday and Thursday lunchtimes in the music room in Term 4. This was attended by mostly senior boys, with primary goals being to promote expression, encourage cultural integration and teamwork. This group also allowed participating students a safe environment for creative outlet.

### **HEAL's Community Partnerships**

Working in a team rather than working solo produces better outcomes for students. We value collaborative partnerships and teamwork with the aim of providing meaningful support for students. It helps us to remember that each student is a whole person with individual differences relating to family, culture, values, community, experiences and dreams. We have a great team of student support staff and teachers at Milpera who have worked alongside HEAL in providing a sense of safety, and relationships in which to grow trust, as well as connections to meaningful activities and educational opportunities. We have also welcomed other support workers from various settlement agencies and counselling services who complement the work of our team. We are grateful for the work of QPASTT and the referrals made for students to receive ongoing trauma counselling once they graduate from Milpera. We are also inspired by the work of Young Carers Queensland and the support they provide to the students we work with who fulfil caring roles within their families, for our young parenting students and for those students who support caregivers living with mental health issues or sickness. In recent years, it's been exciting to see the expansion of the HEAL program through the Friends of HEAL foundation to other high schools that have high numbers of refugee and migrant students. Generally, after 12-18 months of intensive English learning and settlement support, many of our students transition from Milpera to Yeronga SHS, Woodridge SHS, Kedron SHS and St James and we have been able to directly refer transitioning students to FHEAL Art Therapists working in these mainstream high schools. This allows continuity of specialised therapy support during the critical transition phase. Students receiving HEAL therapy have also benefited from our ongoing partnerships with the Multicultural Development Association (MDA) as we regularly liaise with case managers to ensure students' needs are met, as well as advocate for complex case support in cases of high need. The Multicultural Youth Empowerment Strategy (M-YES) has also come alongside the HEAL team in providing mentoring for young people.



### Summary for Milpera

Sometimes I wish that HEAL never existed! The reason our program exists is because of human beings doing terrible, gut-wrenching things to other human beings. Alternatively, if you would rather think on a macro level, the HEAL program has evolved because of war and ethnic genocide, human greed, poverty and abuses of power in many places around the world. But because all those things are an ever-present reality of our broken world, I'm so glad that HEAL does exist to bring healing and hope to the lives of many young people.



# ***St James College***

By Judith Gordon

Arts Therapy was provided at St James College for the second year in 2015 since beginning in May 2014. HEAL at St James College was staffed by Judith Gordon one day per week, seeing students mostly in individual sessions with some pairs/small groups. Approximately 43 scheduled participants were seen in Art Therapy in 2015. The practice at St James is for the therapist to meet with all new enrolments of refugee students or students seeking asylum within the first week or two of their arrival at the school. At these meetings the therapist was able to make students aware of the service and screen them to assess their likely needs in terms of Arts Therapy sessions. In some cases students had been referred by other therapists from the schools they had previously

attended. After the additional screening, due to the limitations of one day, clients were prioritised in terms of needs in determining the frequency of their sessions. Some were seen weekly while others attended fortnightly and some only required the occasional informal check in with the therapist. This enabled the Therapist to be available in some capacity for all students at St James who fit the HEAL target profile. In addition to this, clients were also referred by the Deputy Principal (both directly and on behalf of teachers) for urgent sessions or more regular contact when particular issues or difficulties arose for them. With this practice in place, essentially clients are 'referred' mainly by the therapist herself via the initial screening and regular checking in with all screened students. With this in mind, the following outlines the main reasons clients are seen for arts therapy sessions.

## ***Reasons for referral to Arts Therapy at St James***

The main reasons for referral at St James College were:

- Observed sadness/grief or distress •
- Worried •
- Visa status anxiety •
- Family issues
- Independent living issues •
- Withdrawn •
- Study anxiety •

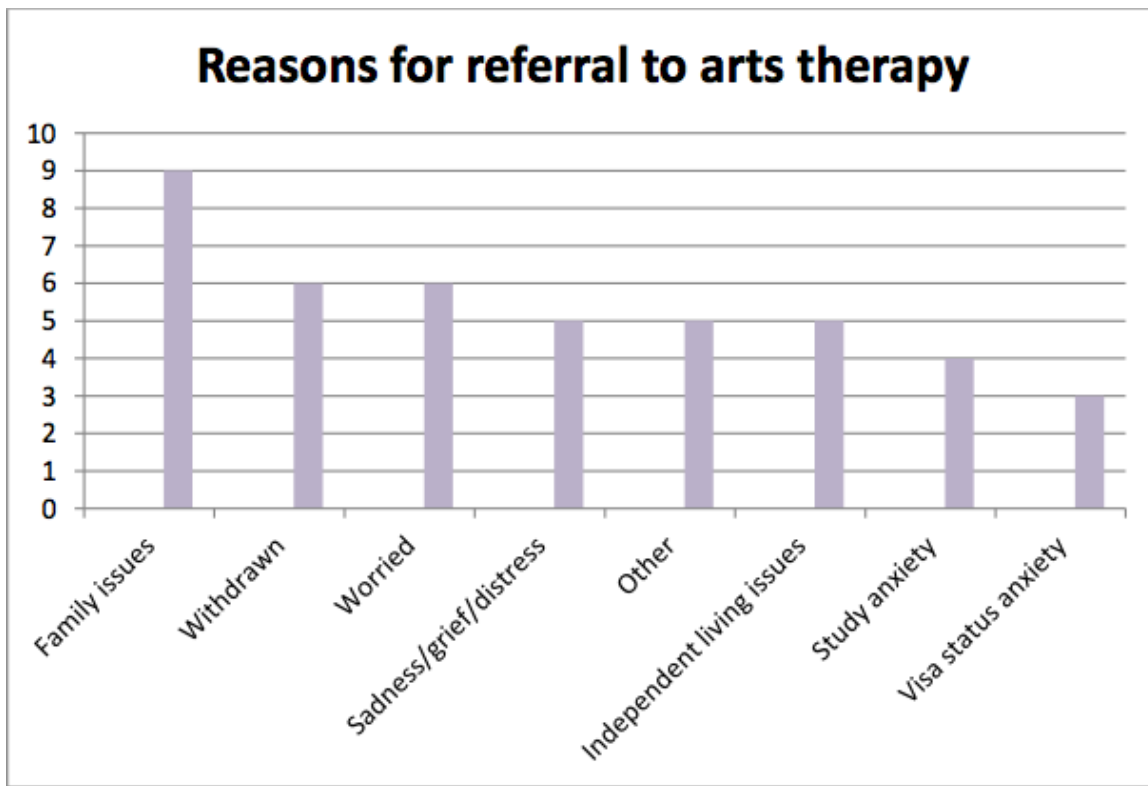
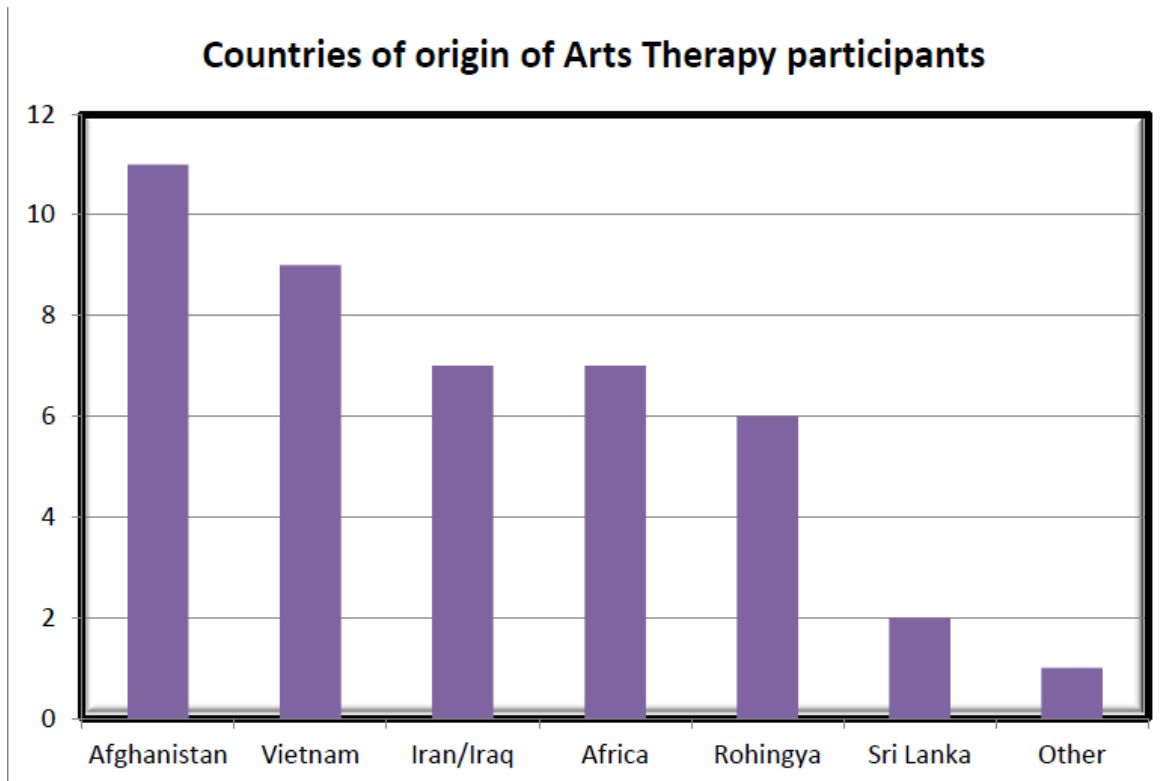


Figure 1

The referred students at St James College range in ages from 13 to 24 years and come from a variety of domestic situations. Less than a quarter live in families with both parents, a small number live in single parent families and the majority live either in care (as unaccompanied minors) or independently.

The main countries of origin of students attending arts therapy at St James College are Afghanistan, Iran, Iraq, Vietnam, Africa, Rohingya and Sri Lanka. (Figure 2)



Most of the work in the Arts Therapy program with students (in individual sessions) at St James College this year has involved assisting clients to manage their stress by using drawing, collage, construction and metaphors and talking to explore ways to make sense of what they can manage and control and how to let go of things that are not in their control or not important. In addition, a number of clients received guidance in managing stress around visa uncertainty and practical assistance with accessing services and finding ways to ease the stresses of living independently. A number of students took part in the **Tree of Life** program in individual sessions which was beneficial in assisting them with reflecting on their lives and setting goals for the future. For some clients it was about discovering a safe and confidential space to talk about, draw and share their stories, fears and dreams. Clients were also assisted with mindfulness and breathing techniques as well as information about relaxing and sleeping.

At St James College all students participate completely in the mainstream school so at times they are challenged in managing a large academic workload as well as travelling long distances to school and managing independent living commitments. This can cause great stress and also result in sleep interruptions and health problems.

Clients are well supported within the school by teachers and administration staff and also have access to assistance from the Salvation Army Youth Outreach Service. The school has a strong policy of inclusivity and clients are encouraged to participate in a wide range of activities and to seek help when they need it.

The therapist regularly joins clients in the playground during lunch breaks to offer additional support, get to know them better and build relationships. On occasions the therapist also attends some of the clients' classes to observe them and create a presence in the school.

At the end of 2015 a number of students who began their senior studies at St James College successfully graduated, an opportunity they may not have otherwise had due to the age limitations of Qld State Schools. These clients expressed their gratitude for this opportunity and several hope to continue on to tertiary study if possible.

HEAL arts therapy has continued to be embraced and supported at St James College in 2015 and has been able to benefit a significant number of students in assisting them in a range of supportive activities.



# Woodridge State High School

by Judith Gordon and Taraka Sticha.

In HEAL at Woodridge SHS in 2015, there was one Art Therapist for two days per week in Semester One. In Semester Two the service was expanded to include a second therapist for an additional two days per week.

Staffing in Semester One was Judith Gordon for two days per week seeing individuals and small groups. In Semester Two staffing included Judith Gordon seeing individuals and small groups for two days per week, Taraka Sticha one day per week seeing individuals and small groups and both therapists together one day per week on which they facilitated groups and whole class programs.

## Referral

Approximately 88 scheduled participants were seen in Arts Therapy in 2015. In 2015 students were mostly referred to the Art Therapy program by classroom teachers while some were referred directly by Guidance Officers and HODs. In some cases

students self-referred or were identified as needing ongoing sessions after participating in group or whole class programs.

Reasons for referral to HEAL Art Therapy sessions ranged from the presentation of distress, sadness or grief and loss, to students not progressing in their learning, problems with peers, poor impulse control and lack of self-regulation. Some students had family issues and presented with anxiety or stress from home.

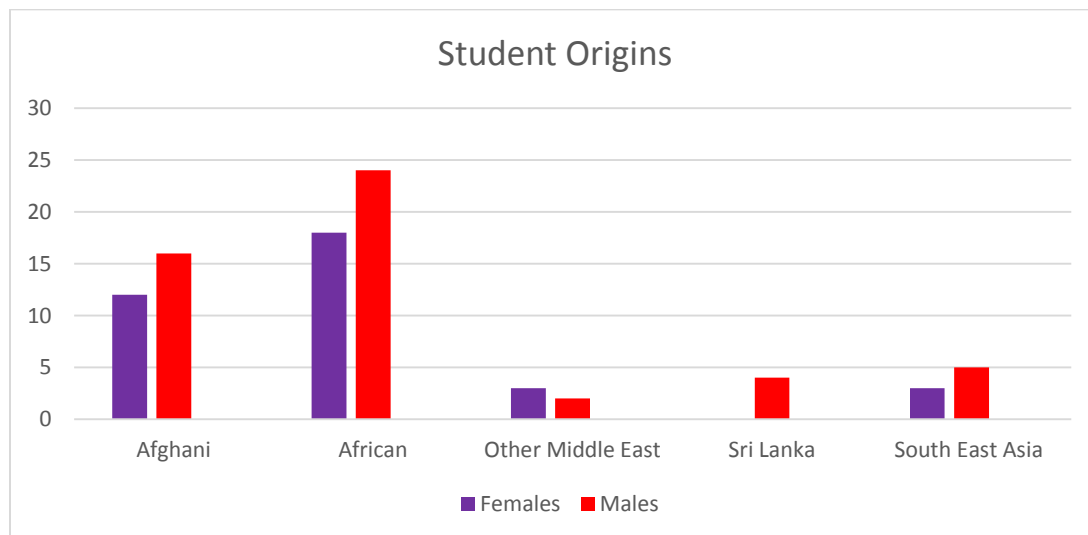




## Ethnicities or Countries of Origin.

The eighty-eight students who visited HEAL during the year came from at least sixteen countries. Burundi, Somalia and Democratic Republic of Congo were the highest rating home countries for the Continent of Africa. African students also came from Ethiopia, South Sudan, Eritrea, Tanzania, and Kenya. Many of these students were newly arrived with little English and big stories. Afghanistan was the highest rated single country with twenty eight students identifying themselves as Afghani, even though some were born in Pakistan or Iran. From the Middle East, five students originated in Iran, Uzbekistan, Iraq. Four students came from Sri Lanka. South East Asian countries like Cambodia, Thailand, Burma and Laos were the country of origin for eight students.

## *Country of Origin and Gender at Woodridge.*



These statistics did not account for incidental connections between therapists and students. Often the therapists went into the school grounds to talk with students during breaks. At other times lunch breaks in the HEAL room were lively as students came in for a chat, a piece of fruit or glass of water. The HEAL room was a safe place, with teacher approval, to relax or process thoughts and challenges in a peaceful place during a lesson if students experienced overwhelm. The statistics were not accounting for urgent interventions upon teacher request which can

occur at any time when a student is experiencing strong emotions. Between one and six students per day drop in or need unscheduled services.

In the fourth term whole class activities were run for the newly arrived students. The students in these classrooms were predominantly Refugees or Asylum Seekers, however, a small proportion of students had regular migration visas, and these students gained benefit from the HEAL activities. Their gender, country of origin and numbers are not included.

### **Domestic Situation of Arts Therapy Participants**

This year at Woodridge State High School, around 25% of the total students seen in HEAL were orphans. Many of the other students had only one parent (usually their mother) in Australia. The Sri Lankan males from ESL were Unaccompanied Minors (or were when they arrived). This summary allows a glimpse into the challenges students face in their personal lives.



### **Feedback from Staff**

For the fourth term a whole class session was initiated. The rationale was to provide some creative sessions so student groups who already had a pre-existing relationship could explore the topic of “Being Safe” together. Three class groups had sessions weekly and students engaged well.

Teachers had helpful feedback and were very happy for the sessions to be continued with students in the future in their classrooms. They also suggested students who had experienced the sessions in the past should get an opportunity to get more time in these activities.

Changes noted by teachers; students could identify the Arts Therapists, and learned they could trust them. Students integrated “safe” and “safety” into their vocabularies. Students were observed to open up and talk more in the group as time went on. Students also began talking about worries from home or issues of lack of safety to classroom teachers after students learned about “being safe”. Teachers could then refer students to services. Students could also identify who were “safe” people to be trusted with confidential information.

Students benefited by being able to relax and de-stress, as the classes are usually academically rigorous and students do not have much time for creativity or self-expression. Group dynamics improved as a result of the regular whole class activities, and students got to know each other in a different way. Students had the opportunity to do an activity that they “loved”. To understand the idea of identifying safe places, and safe areas was a benefit. Students didn’t have a reference point for Art Therapists as it is not a cultural norm in their home countries, so meeting and experiencing Art Therapy activities gave students familiarity and faith.

Benefits for teachers; they had a point of contact for students if they needed therapy, had a chance to identify students in need during the activities (as it became very apparent), and a chance to be involved with the students, side by side, as they did their activities, teachers sometimes joined in. One teacher identified the benefit to be out of the lime light and to be able to observe her students’ behaviours when others were in charge. She could review learning about classroom norms and in general observe the students. Teachers could feel more confident to discuss challenges of students (in an appropriate way) with the therapists. Teachers who had no prior exposure to Art Therapy had a direct experience and developed confidence to send students to the therapists if a student required it.

These teachers recommended more opportunities like this, especially for the students who have had the whole class experience. They suggested continuation of such themes would be highly beneficial.

**Teacher of a student with complex needs remarked:**

*“The student has significantly improved in a few areas since attending Art Therapy. He has started to interact more in relationships with other students as well as engaging in the classroom question time. He now puts up his hand and answers questions, whereas before he never did. Sometimes the student feels more confident to share his news. The student’s overall affect has improved and he is more positive in the classroom. “*



The work in HEAL at Woodridge SHS in 2015 focused on a range of areas. As an ILC/ESL Department school many students are very recent arrivals to Australia, some with very little English language skills and a range of complex family situations. Therefore there is often anxiety around settling and frustrations about their own speed of progress in classes. With this in mind, HEAL therapists assisted clients with sharing their stories and anxieties while also teaching ways to manage anxiety, breathing exercises and relaxation techniques.

Clients in the higher levels often presented with anxiety around study and managing the many commitments in their lives and disappointments when they were not able to progress in levels as quickly as they hoped.

There are a significant amount of clients who are from orphan backgrounds and living in large families in Australia. In these large families the students often have many responsibilities and resources are stretched. In small ways therapists in HEAL have aimed to assist with providing some basic comforts – fruit, snacks and water are available in the room as well as a quiet and comfortable place to sit and relax, talk or make art in the lunch breaks. Some generous donations of second hand clothing have also been made this year and this was able to be distributed to clients from the HEAL room and was very gratefully received.

Therapists often join the students in the playground at lunch time to strengthen connections.

Group programs were introduced this year at Woodridge SHS co-facilitated by the two therapists. Two groups (one male and one female) were created to participate in a Tree Of Life program which ran with varying degrees of success. Student attendance was often irregular as teachers were reluctant to have them miss the same class every week.

As an alternative to the above, the therapists established a program of attending the three level one classes in ILC for a period of 8 weeks and facilitating a whole class experience of Art Therapy around the theme of SAFE. This was well received by both students and teachers and enabled therapists to access a larger number of students and also raise awareness of the HEAL service in the school. The aim was for these students to know about it early so they can access the support whenever they need it as they progress in levels within the school. The program also resulted in a number of students being identified who had further needs and were then timetabled in for ongoing individual sessions. The additional benefit was to enable teachers to be more aware of the processes of Art Therapy and the HEAL service.

It has been pleasing to observe the growth of HEAL at Woodridge SHS in 2015 and the growing number of students 'dropping in' to talk, rest, connect or ask about what happens in Art Therapy. There has also been increasing support and interest from teachers and administration staff and the aim is to build on this further in 2016.





# Yeronga State High School

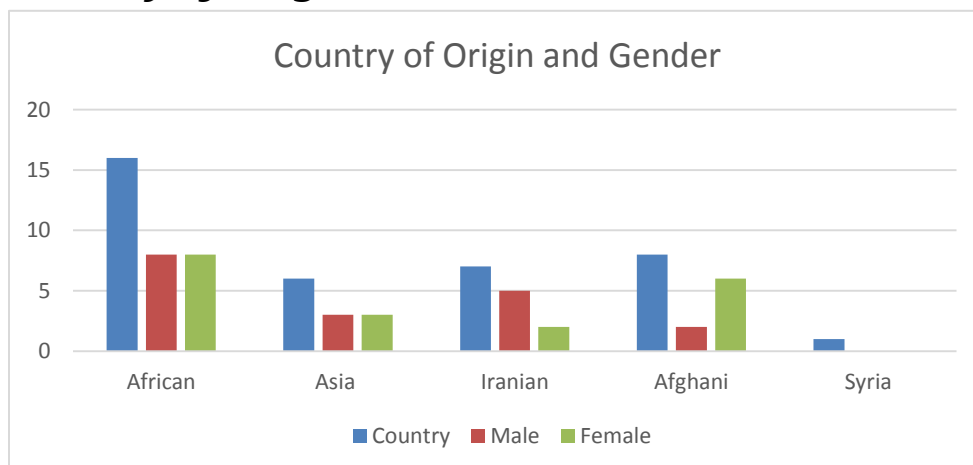
by Taraka Sticha



At Yeronga State High School, the HEAL service funded by FHEAL has been two days, during which many students of various nationalities have participated in creative arts therapy. As the year progressed the Yeronga SHS Administration took up the funding of a third day of Arts therapy, thus allowing for the participation of more young refugee background children.

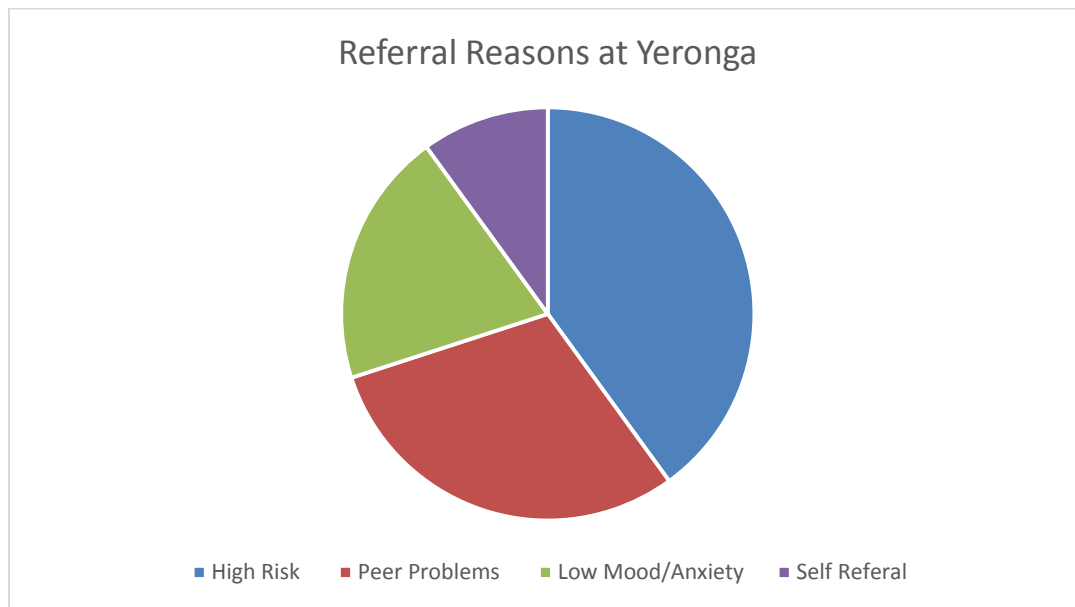
The country of origin of most young people have been African, followed by Afghani. The majority of participants have been male, as seen below..

## Country of Origin.



## Referral Reasons.

Student referrals usually come through the Head of Special Education Services; EALD Unit and those students have been referred by teachers for behaviours and challenges observed in the classroom and with peers outside the classroom. On a few occasions students made self-referrals. Student who were at high risk were unaccompanied, orphans, or coming from a single parent family (usually a single mother). Many students had difficulty with peers and were seeking assistance to self-regulate. Some students were experiencing a combination of reasons for referral, but single causes are reflected in the chart.



## Family Situation – Accompanied or Unaccompanied

All students except for one were accompanied. One student originally came unaccompanied but has been since united with family. It should be noted that at least seventeen students are not in complete families (two parents), and some of these have neither mother nor father and are like orphans, and/or with extended family.

## Therapeutic Interventions used:

The main interventions used during sessions are drawing with crayons and felt pens, collage, sand play, some movement and colouring printed design sheets. Nearer to the end of the semester there was more use of values with older students. A few times clay was a medium used, but due to lack of space this process was kept to a minimum.

## Sessions:

Individual, small group and large groups.

Due to a range of needs amongst the students, individual, pairs or threes and bigger groups of five to seven students were seen. Twenty-four students were seen in groups, and some of these students were also seen individually if the need arose. The beauty of holding group sessions is that students make their needs clear during the time the group is held. Some students show they have a higher need for individual sessions, and other students show good resilience and well developed coping skills. However, even if students show robust coping, their exposure to HEAL creates rapport in case a need arises for assistance in the future. The individual and pair work was attended by the remaining twenty-six students.

Tree of Life was run with the 24 students as groups of 5-7 students, funded by the English Foundation. Another staff member, Tracey Gude assisted with this program. Students participated well and used the narrative format combined with arts therapy to process emotions, journeys and challenges.



## Student Feedback

The best report comes from the students themselves. The following are some words from HEAL participants:

### **How did HEAL help you?**

**I could draw and talk about my problems.** It calms me down thanks to Ms Taraka. *Iran, 14 Years*

*She (Ms Taraka) was helpful to me and she **made me happier**. She made me get to school or class earlier.* *Ghana, 14yrs.*

HEAL was very helpful. **I stopped cutting myself** because of Ms Taraka. *Syria, 16*

***I liked the feeling that I wasn't alone** and that I was surrounded by different people and I wasn't the one who was feeling weird. I didn't have to be shy. **Thinking about the past, the happy and sad moments, but mostly the happy moments.*** *Afghani, 15yrs*

**I liked thinking about my family.** I liked to play with my friends, and I liked remembering eating food from my country. *Somali, 12 yrs*

***I liked to think about my family and my friends (in my country) from my last school.*** *Afghani, 14 yrs*

I liked my friends when they have fun inside HEAL. **I liked HEAL class because it's (teach us to) control our brain.** *Somali, 13 yrs.*

***I liked talking to my friends. I like we were making art.*** *Congolese, 14 yrs.*

I liked the way the teachers (therapists) act and support us. **Helping friends and learn more about other cultures.** *Somali, 14 years.*

***Coming to Tree of Life was very fun because I got to spend time with my friends and learn new things.*** *Somali, 12 years.*