

# THE FHEAL FOUNDATION 2016 ANNUAL REPORT

01/07/15 - 30/06/16

*Everything that is done in the world is done by hope.*

*Martin Luther King Jnr*

**fheal**

Friends of the Home of  
Expressive Arts and Learning



Helping  
tomorrow's  
citizens blossom



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# Welcome

- Chief Executive Officer - Jane Griffin



The Friends of HEAL Foundation is increasing peace, one child at a time.

We are improving the possibility of refugee background young people settling well in their new land, and becoming contributing adults in the future. This charity provides Creative Arts Therapy in schools for traumatized refugee children, in Brisbane, Queensland, for the betterment of all. Young people seen in HEAL have come from war, refugee camps, and displacement due to violence. They have had great challenges,

and there are consequences to this lack of stability and safety.

Schools are noted as a place of safety for children, so it is most appropriate that HEAL services exist within schools. Alexa Duke of the Australian Childhood Foundation notes: '(a) constant state of uncertainty and vigilance leaves little space for learning and young people struggle to concentrate, be present in the moment, engage with those around them or remember new information.

**Safety is critical not only for positive reciprocal social behaviour, but also for accessing higher brain structures** which enable

us to learn and be creative (Porges, 2015). So we need to bring young people into relationship and social engagement.'

<http://www.childhoodtrauma.org.au/2017/january/students-feel-safe>

In HEAL these young people receive a sense of safety at school, in HEAL, through the therapeutic relationship, professionally nurtured, and enhanced with creative therapy methods, which soothes damaged nervous system and enhances recovery.

In 2016 the creative arts therapy services in Brisbane/Logan have been expanded due to



the support of generous friends and our fund-raising and grant seeking activities. We have been working in the following schools:

Milpera State High School 2 days per week, Woodridge SHS 4 days/week, Yeronga SHS 2 days/week, St James College 1 day/ week , Kedron State High School 1 day/ week, Richlands East State School, up to 2 days/week; and Watson Rd State School, 1 day/ week. We have also worked with the Community Hubs in Logan, via ACCESS Community organisation. The young people of refugee backgrounds participating in therapy came from places such as Africa: including Congo, South Sudan, Ethiopia, Eritrea, Burundi, Somalia and others; Afghanistan, Iran, Iraq, Syria, Sri Lanka,



Myanmar, and more. These newcomers to this culture enjoyed the opportunity to interact with therapists using creativity.

There is no stigma about the mental health service of HEAL, no appointments to remember, no transport costs. As a part of the school day, this therapy is easily accessible and popular. The children who participate begin to understand their new context and possibilities very quickly. They share their learnings and new attitudes with classmates and families, who can also experience positive change. The entire community benefits from having better integrated newcomers who understand Australian values, while celebrating their own backgrounds, in a safe and accepting space.

**The impact is tremendous.**

**These young former refugees**

**learn about themselves, their**

**self-identity, and the new**

**culture, and gain a better**

**capacity for learning.** They better

understand the brain, and can manage their emotions better. They can relax and feel safe, and reflect on their journeys. Improved well-being leads to peace and better chances of happy and meaningful futures.



Thanks to our therapists, who work hard at the world's most satisfying job. Thanks also to the great Board of Directors of the Friends of HEAL Foundation Led by our Chair, Adele Rice, who brings years of experience and knowledge, our Board are all volunteers, and they contribute willingly with good humour and skill. A special thanks to our new Treasurer Michael Clarke, who hit the ground running, and does a great job. This financial year has been our biggest on the financial front, and we appreciate Michael keeping abreast of our responsibilities as a charity.

For my part, I have been busy applying for grants, such as the successful Coopers Brewery Grant; facilitating our gift from Atlantic Philanthropies, "HEAL on Wheels"; entering in awards, such as the winning QLD Multicultural Award; setting up displays, such as the one for the "Positive Education"



Conference; facilitating the work of our therapists in schools; doing presentations and advocacy, such as making a little promo video for our charity, eg: on our web site, titled "Newcomers "; and I've been doing some talking, some more talking and even more talking to anyone who will listen, about FHEAL and the important work done in the HEAL services at the various schools!

Oh, and of course I work as a Creative arts Therapist in the HEAL service at Milpera, where it all began, and have the privilege of training practicum students studying mental Health and Arts Therapy, and most importantly I am continuing to be learning so much from our former refugee students.

Thanks to those who support us in increasing peace.



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

The Friends of HEAL Foundation and its Board of Directors are satisfied and pleased to report that, once again in 2016 we have been able to provide both expansion and consolidation in the services we provide in schools to "[Help tomorrow's citizens grow and blossom](#)".

Our CEO is both a highly skilled psychotherapist, part time academic, researcher, presenter, lecturer and coordinator. Her energy and enthusiasm are boundless as is her passion for continuously developing and honing her skill and knowledge base in this area of trauma....an expert in this field.

Board membership has maintained capacity with two notable changes, that of Treasurer and of Principal of Milpera. We thank the Directors who left the Board and welcome the new Directors while noting that stability and capacity have been maintained resulting in further expansion in 2016.

The profile of the Friends of HEAL Foundation, its work and subsequent benefits to individual refugee background students and their families has received wide coverage and increased understanding as well as acknowledgement in 2016. As Chair, I have addressed school staff, service groups including Zonta, Probus and Rotary as well as Church groups and high school students.

The services we provide work for traumatised refugee background young people in our schools, 5 secondary schools in 2016 with a recent expansion to a Primary school with high demands. This latter service is being enhanced in Term 4 through a settlement provider, MDA, and the feasibility of further expansion into primary schools with high needs of very young children who are traumatised, will be explored as will the funding required in 2017.

The success of the services provided by the Foundation was recognised in August this year when Friends of HEAL won the Community section of the QLD Multicultural Awards.

We also presented at the inaugural QMC, Communities Together Conference.....Creating Cohesion through Education and the Arts at Griffith University. As Chair, I was able to speak about HEAL 's work in schools on a panel, part of the "Future of Policing Symposium", an invitation-only event hosted by the Griffith





Criminology Institute and Queensland Police Service . All three events and our participation in them were part of our government's Multicultural month.

For the Australian Social Education and Citizenship Conference in September, a short vignette about HEAL was filmed in the HEAL space at Milpera, and was shown to a national audience.

This year our annual lunch event moved to "Caravanserai" where we were able to update our loyal supporters and meet new ones. We thank the host and our many benefactors and guests for their support and look forward to seeing them again at the 2017 Lunch.

I congratulate our Board on achieving our goals of increasing visibility through community awareness raising and participation. I congratulate and thank the Principals of our host schools in which a significant contribution is being made to the services at four out of five secondary schools, and look forward to an increase in cost- sharing with schools or other partners in 2017.

**With the current complex and cruel uncertainties borne by young people "out of war" we must continue our work with passion and energy so that those who are here, in our schools, can experience creative and healing therapies so that they will be more available for learning.**

With our support they have demonstrated that they can build strong identities, that they are able to flourish and achieve their full potential.

To this end we are continuing to explore possibilities to maximise the use of HEAL on Wheels in both the corporate workplace wellbeing sector as well as in innovative ways in schools and communities.

The Directors share the view that working together to "Help our future citizens grow" is a responsibility for each of us.

My thanks to the Co -Chair Tim Medhurst and all the Directors. A special thanks to Bill and Jane Griffin for their ongoing generosity and hospitality to each of us.



Queensland Multicultural Awards 2016  
SERVICES AND COMMUNITIES AWARD  
ORGANISATION

The Friends of HEAL Foundation

## HEAL Scenes





# HEAL on Wheels

Thanks Atlantic  
Philanthropies!



Mobile arts therapy!



**FRIENDS OF HEAL FOUNDATION LIMITED**  
**Financial Report for the Period Ended 30 June 2016**  
**ABN 39 161 310 550**  
**DIRECTORS REPORT**

Your directors present this report on the entity for the financial year ended 30 June 2016.

**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 school's 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 \$52,695 (2015 \$11,210). Revenue in 2016 was significantly higher than the previous year due to increased funding from grants and donations. This allowed the Foundation to increase the therapist support provided to schools and institutions to their highest level to date.

**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:

**FRIENDS OF HEAL FOUNDATION LIMITED**  
**Financial Report for the Period Ended 30 June 2016**  
**ABN 39 161 310 550**  
**DIRECTORS REPORT**

**Adele Rice** (Chair of the Board) - 28 years as Principal of Milpera State High School; 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 was recently named 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 received an Award from United Nations Association of QLD for her commitment and hard work with refugee people in 2015.

**Tim Medhurst** (Board Member) - Tim has had a 40 year involvement with Outward Bound Australia (as Instructor, Operations Director, Executive Director and Board Member). His involvement with Outward Bound International involves 20 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 brings a wealth of business and community services experience to the FHEAL Board. Lisa has her own business supporting organisations and leaders to create social impact. Her experience is across both corporate and non-government organisations in a range of roles including chair, director, CEO, project manager and consultant. She has been a management consultant with McKinsey & Company, a partner at Deloitte and was the Qld director of Social Ventures Australia. Lisa has served on many corporate and not-for-profit Boards since the mid-1990s. Lisa has been involved in assisting refugees and asylum seekers since 2007. Lisa has an MBA from Harvard University and an engineering degree from the University of Queensland.

**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 and his family have assisted various young CALO people in their neighbourhood, and home, enlarging their family to include a Vietnamese daughter, a South Sudanese son, and an Afghan son. William is also a musician playing saxophone and guitar with flair.

**Robert Logan** (Board Member) - Bob Logan is Deputy Principal at Yeronga State High School and is currently acting in higher duties as Principal at Milpera State High School. Bob trained as a teacher of Health and Physical Education and has a strong educational belief in the need to develop the whole person. He has taught in many different schools including city, country and less privileged areas and in both traditional and outdoor education settings. Social justice, family and contributing to community are strong features of Bob's teaching career.

**Michael Clarke** (Board Member) - is the Managing Director of the Chartered Accounting firm M W Clarke & Associates Pty Ltd. Michael has over 10 years' experience in providing taxation, accounting and business consulting services to clients who predominately operate across construction, hospitality, professional services and retail sectors. Michael has previously held the position of Chief Financial Officer with the Queensland Symphony Orchestra and Acting Financial Controller with LinkWater a former statutory authority of the Government of Queensland responsible for potable bulk water pipelines and related infrastructure. Michael is a Member of the Institute of Chartered Accountants and a Registered Tax Agent.

**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 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. Kelly is on a leave of absence due to health issues.



**FRIENDS OF HEAL FOUNDATION LIMITED**  
**Financial Report for the Period Ended 30 June 2016**  
**ABN 39 161 310 550**  
**DIRECTORS REPORT**

**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 connected to Milpera and became an English teacher there. 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 Citizen Association for three years.

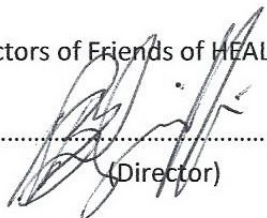
**Meeting of Directors**

The number of Directors' meetings held during the year is as follows:

2016 Meetings		
Name	No. Eligible to Attend	No. Attended
Adele Rice	10	10
Glen Donald	3	0
Lisa Siganto	10	8
Janelle Patterson	10	8
Michael Clarke	5	5
Kellv Watson	10	2 (leave granted)
Phil Wikman	6	3
Robert Logan	2	2
Tim Medhurst	10	7
Tom Beck	5	4
William Griffin	10	10

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

  
.....  
(Director)

  
.....  
(Director)

Dated: 6 December 2016

**STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME  
FOR THE PERIOD ENDED 30 JUNE 2016**

	Note	2016 \$	2015 \$
<b>Income</b>			
Donations and Grants		155,397	66,645
Sales		<u>13,325</u>	<u>12,821</u>
	2	<u>168,722</u>	<u>79,466</u>
<b>Expenditure</b>			
Cost of Sales		3,600	3,068
Therapy support provided		109,631	63,118
Other costs		<u>2,796</u>	<u>2,070</u>
		<u>116,027</u>	<u>68,256</u>
<b>Profit before income tax</b>		52,695	11,210
Income tax expense		<u>-</u>	<u>-</u>
<b>Profit after income tax</b>		<u>52,695</u>	<u>11,210</u>
Other comprehensive income		<u>-</u>	<u>-</u>
<b>Total comprehensive income</b>		<u>52,695</u>	<u>11,210</u>

The accompanying notes form part of these financial statements .

**STATEMENT OF FINANCIAL POSITION**  
**AS AT 30 JUNE 2016**

	Note	2016 \$	2015 \$
<b>ASSETS</b>			
<b>CURRENT ASSETS</b> □			
Cash and cash equivalents		155,662	134,418
Receivables		109	474
<b>TOTAL CURRENT ASSETS</b>		<u>155,771</u>	<u>134,892</u>
<b>NON-CURRENT ASSETS</b> □			
Motor Vehicles		31,816	-
<b>TOTAL NON-CURRENT ASSETS</b>		<u>31,816</u>	<u>-</u>
<b>TOTAL ASSETS</b>		<u>187,587</u>	<u>134,892</u>
<b>TOTAL LIABILITIES</b>		<u>-</u>	<u>-</u>
<b>NET ASSETS</b>		<u>187,587</u>	<u>134,892</u>
<b>EQUITY</b>			
Retained Earnings		187,587	134,892
<b>TOTAL EQUITY</b>		<u>187,587</u>	<u>134,892</u>

The accompanying notes form part of these financial statements.



**STATEMENT OF CHANGES IN EQUITY**  
**FOR THE PERIOD ENDING 30 JUNE 2016**

	<b>Retained Earnings</b> \$	<b>Total</b> \$
Balance at 1 July 2015	134,892	134,892
Total comprehensive income	<u>52,695</u>	<u>52,695</u>
<b>Balance at 30 June 2016</b>	<u><b>187,587</b></u>	<u><b>187,587</b></u>

The accompanying notes form part of these financial statements .

**STATEMENT OF CASH FLOWS**  
**FOR THE PERIOD ENDING 30 JUNE 2016**

	Note	2016 \$	2015 \$
<b>CASH FLOWS - OPERATING ACTIVITIES</b> □			
Gross receipts from sales and other donors		169,087	79,682
Gross payments to suppliers		<u>(116,027)</u>	<u>(68,699)</u>
Net cash from/(used in) operating activities		<u>53,060</u>	<u>10,983</u>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>			
Purchase of fixed assets		<u>(31,816)</u>	<u>-</u>
Net cash from/(used in) investing activities		<u>(31,816)</u>	<u>-</u>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>			
Net cash from/(used in) financing activities		<u>-</u>	<u>-</u>
Net increase/(decrease) in cash held		<u>21,244</u>	<u>10,983</u>
Cash and cash equivalents at the start of financial year		<u>134,418</u>	<u>123,435</u>
Cash and cash equivalents at end of financial year	7	<u><b>155,662</b></u>	<u><b>134,418</b></u>

The accompanying notes form part of these financial statements.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 30 JUNE 2016

### NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

#### Basis of Preparation

The financial report is for 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 Cash 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 2016.

**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 \$52,695, 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.

<b>NOTE 2: REVENUE</b>	<b>2016</b>	<b>2015</b>
	\$	\$
Donations	97,952	66,645
Grants	57,445	-
Sales	13,325	12,821
<b>Total Revenue</b>	<b>168,722</b>	<b>79,466</b>

**NOTE 3: CASH AND CASH EQUIVALENTS**

Cash at bank	155,662	134,418
<b>Total cash and cash equivalents</b>	<b>155,662</b>	<b>134,418</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 2016 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**

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
<b>Reconciliation of cash flows from operations with net current year surplus</b>		
Net current year surplus	52,695	11,210
Changes in assets and liabilities:		
(increase)/decrease in accounts receivable and other debtors	365	(227)
Cash flows (used in)/provided by operating activities	<u>53,060</u>	<u>10,983</u>



## 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.

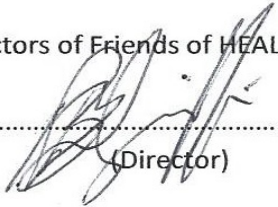
The directors of the company declare that:

- A. The financial statements and notes, as set out on pages 5 to 13, 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 2016 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.

This declaration is made in accordance with a resolution of the Board of Directors.

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

  
.....  
(Director)

  
.....  
(Director)

Dated: 6 December 2016

# FHEAL People

## Board of Directors:

- Adele Rice - Chairperson
- Tim Medhurst - Deputy Chairperson
- Bill Griffin - Company Secretary
- Michael Clarke - Treasurer
- Lisa Siganto - Director
- Bob Logan - Director
- Janelle Paterson - Director
- Kelly Watson – Director

Adele



Tim



Bill



Michael



Lisa



Robert



Janelle



Kelly



Jane



FHEAL creative arts therapists: Cate Collopy, Judith Gordon, Jane Griffin and Taraka Sticha. Gayle Crisp joined us in late 2016

Cate



Jude



Taraka



# School HEAL Reports

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## Review of Heal Arts Therapy program

### Milpera SHS 2016

*By Jane Griffin*

*Everything can be taken from a man but one thing: the last of the human freedoms -- to choose one's attitude in any given set of circumstances, to choose one's own way.*

(Viktor Emil Frankl Man's Search for Meaning 1956/1963.)

### **Introduction**

The young people we meet in the HEAL service at Milpera are those whose human freedoms have been severely compromised in the most cruel ways. Their homes have been attacked, their friends/family members have been killed, their bodies abused, their thoughts disturbed, and the safety and functionality of their lives has been taken. In HEAL, creative arts therapists lead these young survivors into the important understanding that attitude is everything. Their suffering is valued, their fears are heard, sadness comforted, and strengths rebuilt. With this assistance, children can find the way from hurt and danger, into growth and thriving.

At HEAL in Milpera 2016 there were five therapists working, these were HEAL Coordinator Arts Therapist Jane Griffin, Arts Therapists Bethany Mahadeo, Cate Collopy, and Veronica Hughes, and Music Therapist Kylie Hinde. We also had one term of assistance from Arts Therapists



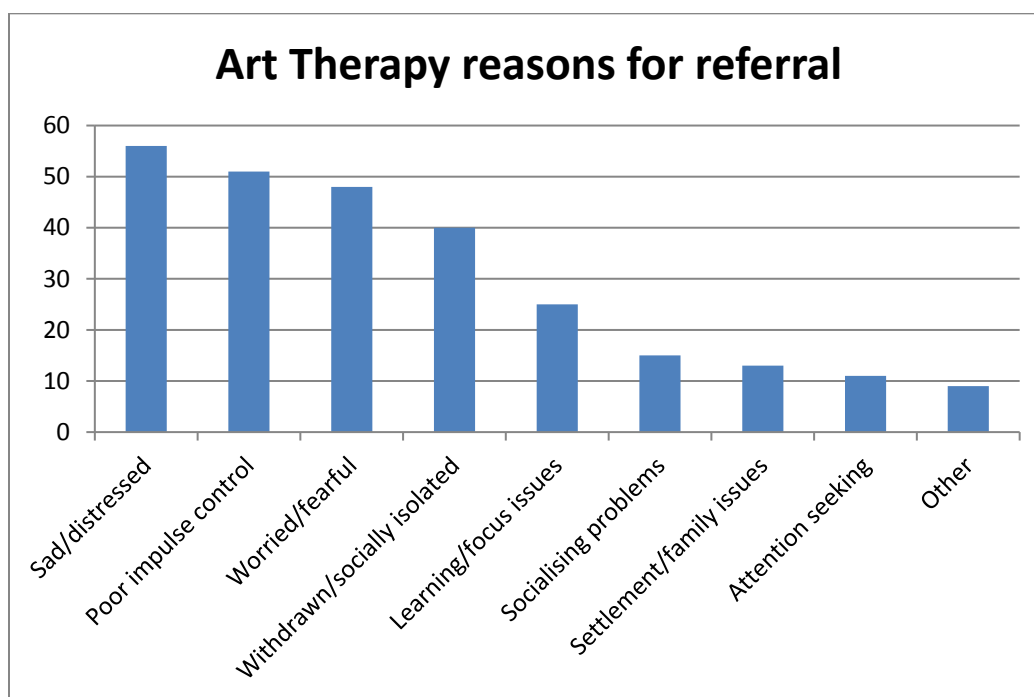
Daniele Constance and Bindi Thorogood, and Social worker Samira Mohammadzadegan. In addition, University of QLD tertiary students on prac provided great service, Katherine Winlaw and Cat Nguyen. Our multilingual therapy assistant/teacher's aide Abdul Ibrahim offered valued admin support as well as

supervision of the HEAL space, observations in class, bilingual support, and great caring of our HEAL kids.

## Referrals

Referrals of young people in need of the HEAL service mostly came from the class teachers and the Home Liaison teacher Janelle Paterson, whose tireless work with vulnerable kids is always appreciated. Some students came to the service via therapist screening of refugee students on arrival at the school. Others self-referred. The HEAL room is a welcoming space in the breaks, and kids have the chance to relate to therapists informally at these times. This leads to confidence in speaking up when help is needed.

When attending HEAL, an assessment process is undertaken, which assists in deciding whether Music Therapy or Arts Therapy would be the most appropriate therapy for the individual. Symptoms of distress, visa situation, current functioning at school, family situation, and the journey travelled are considered. In Arts Therapy, the majority of referral reasons related to students being sad and stressed, which is not an unusual feeling for people coming from war zones and refugee camps.

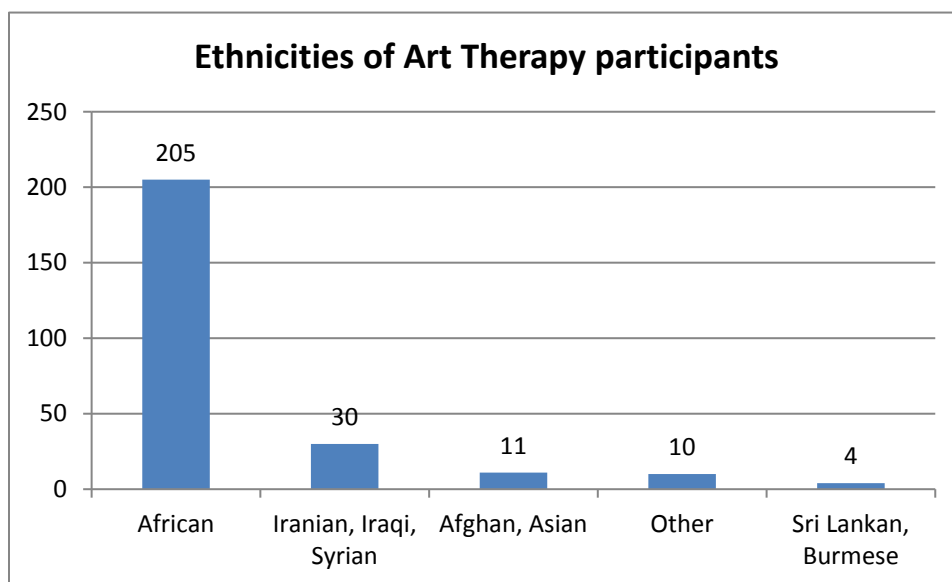


The next most prominent referral reason related to poor impulse control. When life is disrupted, offering fear and family fragmentation, it is challenging to learn anything, let alone self-control and emotional regulation. Those presenting as worried or fearful were prominent, as were those appearing to be withdrawn or socially isolated. Of the remaining reasons, learning and focus issues stood out, which relates to the effect of trauma on memory and ability to concentrate.



## Countries of origin

The reasons for referral are not surprising in the context of the countries of origin of young people seen in therapy. The countries of origin of HEAL participants are also unsurprising- they are the trouble spots of the world today. In 2016 most participants came from Africa, including Somalia, Eritrea, Democratic Congo Republic, Ethiopia, Sudan, and others. Of--note, 82 out of 205 African participants were Somali speakers, and most had lived many years in refugee camps in Eritrea or Kenya. Some participants came from nations such as Syria- ten children, Iraq – 18 children, and Iran, and lesser numbers came from Afghanistan, Sri Lanka, Myanmar and other areas such as Papua New Guinea and Samoa.

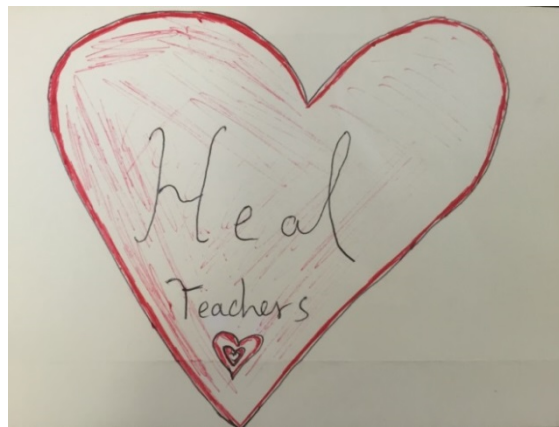




In these places, children have experienced violence, danger, deprivation, loss and grief. Trying to live with such difficult memories is challenging, let alone attempting to learn in a new language.

**HEAL assists young people through the use of therapeutic arts, music, talk and movement, to enable processing of extraordinarily hard times, and to increase self-understanding. This assists settling well here, and this also enables learning.**

In viewing the record of children seen in HEAL it should be noted that this does not include the work done outside scheduled sessions. One of the great strengths of HEAL is that it exists within the school, which not only means there are no transport or appointment hassles for kids, the therapists can observe them in their natural setting, in class and the playground, and this allows working outside set session times as required, as well.



### **A day in HEAL**

Any day begins with various students popping in to the HEAL building before school; some to listen to music, or draw, some to meet friends, or do homework, others just to greet the HEAL staff. The HEAL building welcomes students in the breaks as well.

The bell signals the start of classes and, as with the student timetable, the therapists' timetable commences. This will see therapists with children engaged in group work or individual work, with or without bilingual aides.

Therapists walk HEAL participants to the HEAL Building for their therapy sessions, and deliver them back to class afterwards. In the Arts Therapy rooms, various creative methods are on offer. Not just painting and drawing, but also sculpture, sand play, yoga movement, mindful breathing, dance, play, the list goes on. Music Therapy offers musical instrument playing, percussion work, song writing, and sharing music from different cultures, drumming circle, and movement. The creativity of both Arts Therapy and Music Therapy is used to improve the individual's understanding of his/herself in the new place, to assist with peaceful interaction with others, improve self-soothing to avoid conflict and fear, enlarge appreciation of survival skills and courage, and explore the importance of connection to school and community.

If a student is distressed, sad, or unable to learn in class, the teacher may send them to the HEAL room, where a safe and quiet place is soothing and comforting, and the student is welcome to stay until they are recovered and able to learn again. Teachers may also request a therapist or our therapy assistant, Abdul, to attend a class, to help with a student's learning.



### **Feedback from teachers**

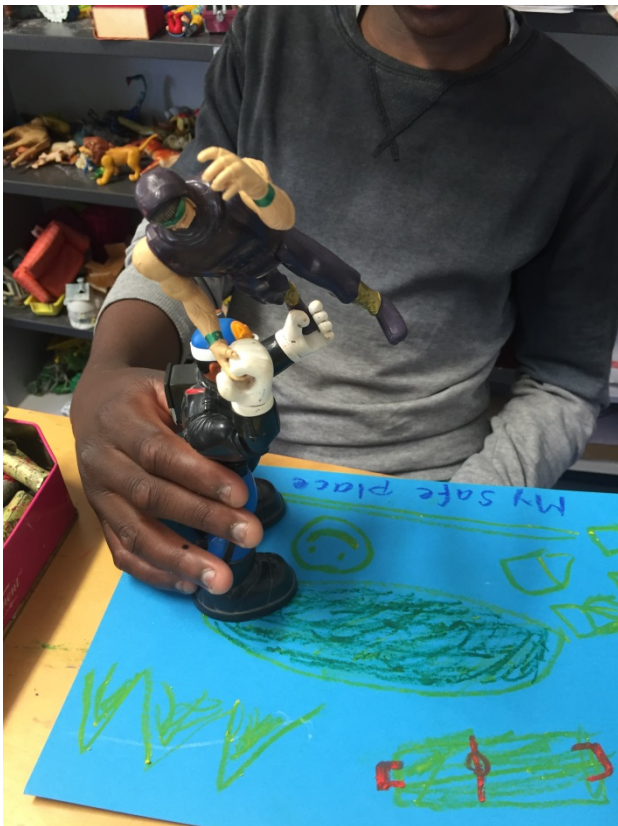
Therapists interact with kids in breaks, eating food together, helping with homework and playing games. Therapists also consult with teachers around particular children, offering time to meet for staff. They assist the Deputy and Principal with troubled children, and they offer an instant response service to classes, whereby a teacher who needs assistance with an upset child can send them to the HEAL Building at short notice.

Feedback from staff for 2016 was positive. Teachers appreciate the service, and comments indicated the value of the work both to teachers' classroom management, and their care of the individual. The following are a sample of comments provided by teachers on feedback forms regarding students from their classes seen in HEAL:

- I couldn't manage without HEAL for my class...
- Thanks for all the great help for student well-being!
- We are grateful for the service you provide.
- I appreciate the time you have given (name) - he has changed and settled well this term.
- I always appreciate the time in HEAL for my class members. You make a difference.
- Thanks for all you do!

As well as offering benefit to the students, HEAL staff were active with school adults, speaking at staff meetings, teacher professional development sessions and Milpera volunteer meetings.

Student participant feedback is gathered by therapists both formally using scales, and informally. The service is highly popular, and children enjoy attending (despite the challenge of the psychotherapeutic work sometimes), and they express gratitude for the work. The feedback received was overwhelmingly positive. Kids like going to HEAL! The time, space and care are greatly appreciated by these young people who sometimes appear to grow younger during their time with us, as their anxiety and fear abates, they learn how to calm themselves, regulate their emotions, and they begin to see their safe future here.



## **Review of HEAL Music Arts Therapy program**

### **Milpera SHS 2016**

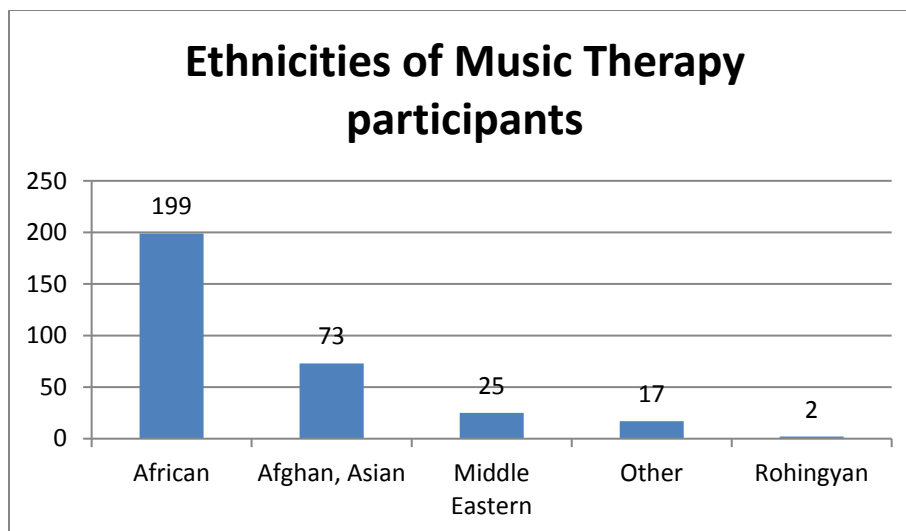
#### ***Data provided by Kylie Hinde***

In 2016 Music Therapy was as busy as ever, with the Music Therapist Kylie Hinde, and the students singing, drumming, playing instruments, dancing, and performing as part of their Music Therapy sessions to improve their well-being. The Music Therapy program involved groups, individuals, and whole class groups.



The whole class groups took two formats- one was assisting teachers with goals of the classroom- such as improved socialisation within the class, or exploring self-expression as a group. The other format was preparation for class exits, in which a class which was scheduled to exit Milpera (as members progress to their mainstream schools) had time with the Music Therapist, to make a class song. This would then be performed at a whole school “exit” assembly. Kylie assisted class groups in planning, preparing and practicing their class song. Usually this involved using a popular song, with the words rewritten with the students. This then becomes a very meaningful performance for students, who have mixed feelings about leaving Milpera: excitement about the next setting, but often sadness at leaving this one.

As the graphs show, in Music Therapy in 2016, the number of participants overall was 316--and the majority of those came from Africa, mostly of Somali ethnicity. The next largest group was from Afghanistan and various Asian countries. It should be noted that these figures represent not only the students who were seen individually, but also those who were seen in small groups, and in whole class groups, either for “exit” parade preparation, or for class Music Therapy. For individuals, referral reasons mirrored those seen in Arts Therapy.





## Funding

HEAL at Milpera is fortunate to receive funding from the Friends of HEAL Foundation ([www.fheal.com.au](http://www.fheal.com.au)). Two therapy days per week are funded by FHEAL, who supply therapy in multiple QLD schools.

We are also supported by Milpera State High School administration, volunteers and staff, who donate material goods such as musical instruments, art materials and quality used teen clothing, as well as making cash donations to FHEAL. They also support therapy via event attendance and online and other purchases of goods such as clothes, cards and colouring books.

We were fortunate in receiving a grant from Cooper's Brewery this year, which provided a weekly day's therapy for a term, and allowed increased healing and recovery for vulnerable youth.



The need for funding is ongoing.

**As long as there is conflict in the world, we will need the peace-building service of HEAL.**





# **Review of Heal Art Therapy program**

## **Woodridge SHS 2016**

*By Judith Gordon*

### **Introduction**

In HEAL at Woodridge SHS in 2016; the year began with two Arts Therapists working three days and two days. Mid Term One a third therapist joined the team taking over one of the three days, maintaining five days of service. In Term Three some days were reduced due to staffing changes and by the end of Term Four there were three therapists attending either one or two days with a total of four days of service for the school.

Staffing for 2016 was Judith Gordon, Taraka Sticha, Cate Collopy and Gayle Crisp. Judith worked for two days per week in Semester One seeing individuals, small groups and Level One class groups and one day per week in Semester Two seeing individuals and working with another therapist with groups. Taraka Sticha worked for one day per week seeing individuals and small groups for both semesters. Cate Collopy saw individuals and small groups for one day per week from Mid Term One to late Term Three. Gayle Crisp worked one day per week in Term Three working in collaboration with Judith to facilitate groups and added a second day in Term Four on which she saw individuals and small groups.

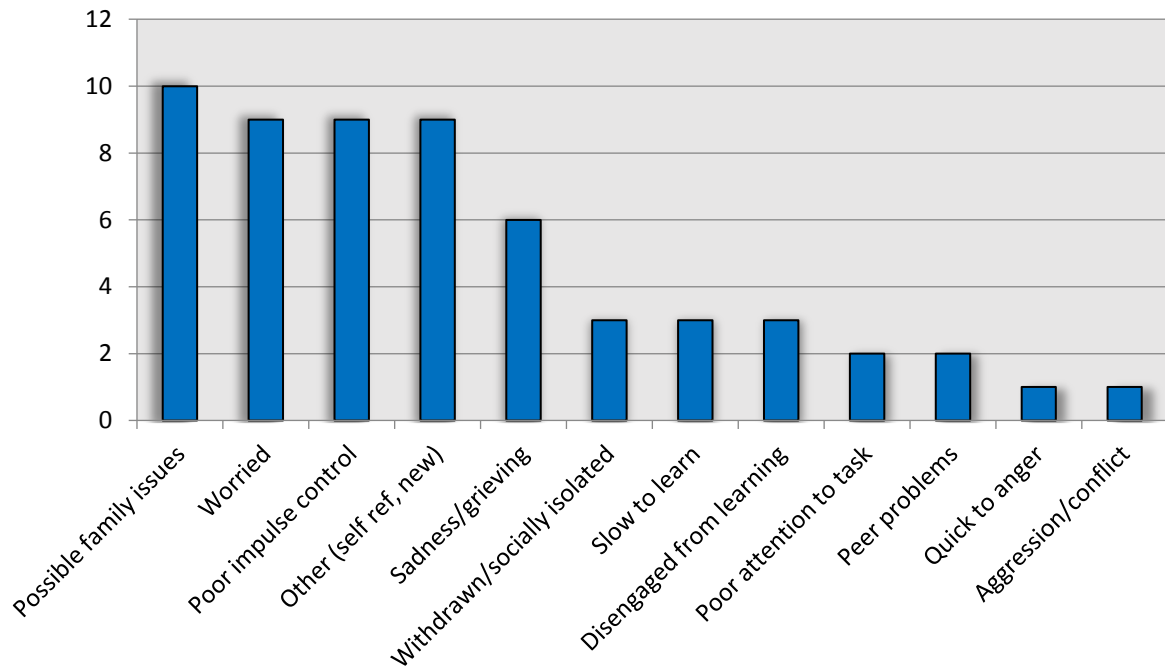
### **Referral**

Approximately 69 scheduled participants were seen in Arts Therapy in 2016. 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 possible family issues, being worried or anxious, poor impulse control and disengagement from learning. Some students were also identified as not progressing in their learning and poor attention to tasks. A common reason was poor impulse control resulting in problems with peers or teachers/admin. A number of students were referred for general sadness/grieving or being withdrawn or lonely. Several clients self referred or were invited to join groups to assist in their settlement when first arriving at the school.

## Reasons for referral

figure 1

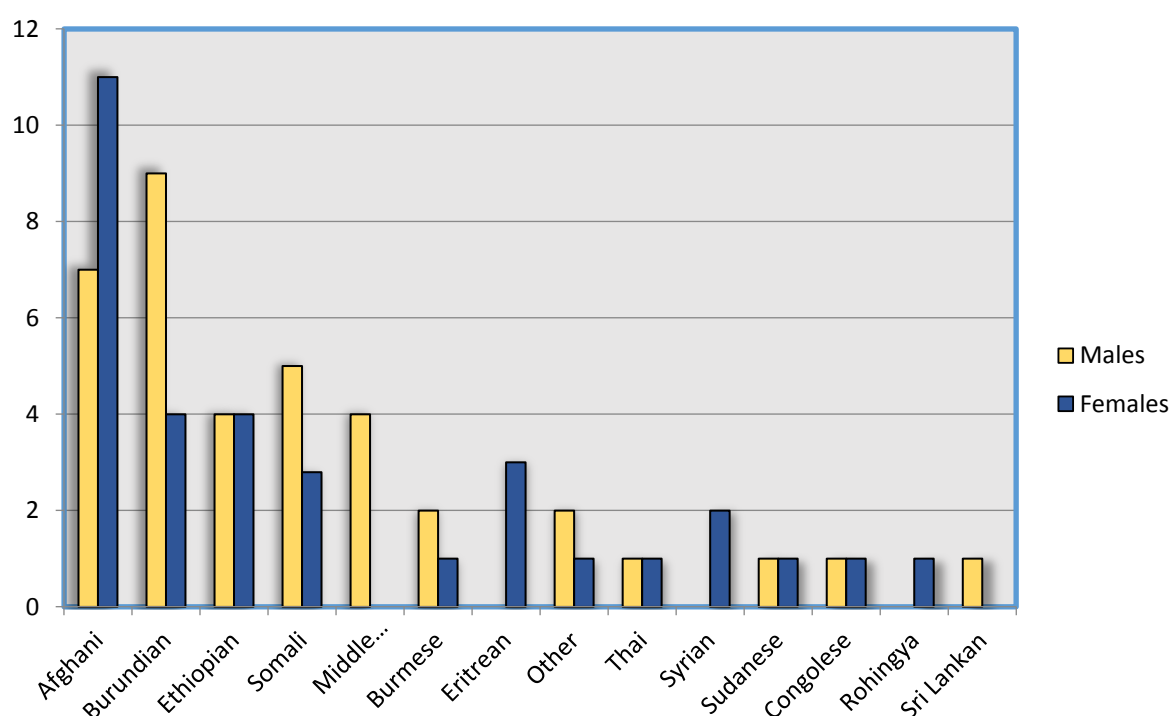


## Countries of Origin

The sixty nine students who visited HEAL during the year came from a wide range of different countries of origin. The ethnic background of the largest number of clients was Afghani, closely followed by Burundian, Ethiopian and Somali. Smaller numbers of clients were Eritrean, Congolese, Sudanese, Burmese, Thai, Iraqi, Iranian, Syrian, Sri Lankan and Rohingya. These clients ranged from those who had been in Australia for 1 – 2 years and already attended another Australian school, to those who were newly arrived and had little or no English.

### Ethnicities/country of origin

Figure 2



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 snack, water or a rest. The HEAL room was supervised in all breaks and so provided a safe place to relax or process thoughts, to meet others, make art, play music, practise conversation and learn more about their new home country. With teacher approval, the Heal room was also available (when free) as a place for students to process or discuss challenges in a peaceful place during a lesson if they were experiencing overwhelm. The statistics were also 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.

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

This year at Woodridge State High School the domestic situation of students attending Heal varied. A small percentage were orphans living with other relatives while many other students had only one parent (usually their mother) in Australia and others were living with both parents. Some students were living with older siblings and several of the young women were in Australia without their mothers who were still living in their home country. Some of the young women attending Heal this year were married and living with their husband and other members of his family. This summary allows a glimpse into the challenges students face in their personal lives.

## **A day in Heal**

The work in HEAL at Woodridge SHS in 2016 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, make new friends, talk or make art in the lunch breaks.

In Semester One whole class sessions were facilitated weekly by the Heal therapist in some Level One classes to assist students in learning ways to confidently and respectfully interact with others, practise speaking and reinforce language learnings in different and fun ways. The sessions included role play, drawing, games and discussions.

## **Feedback from Staff regarding class sessions**

Teachers noted that more students could identify the Arts Therapists, and learned they could trust them. They also appreciated the opportunity to observe their students in a different context therefore gaining more insight into their learning styles and interactions. Teachers enjoyed both participating in the Arts therapy sessions and sometimes observing. 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 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 the benefit to be out of the 'lime light' and to be able to observe students' behaviours when others were in charge. 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.

### **General feedback**

Teachers note that students generally return to class from Heal sessions calmer and more regulated and they notice gradual improvements in their general well being. In cases of withdrawal teachers have observed a more willingness to ask for help and to engage in class. Improvements have also been noted in students' capacity to cope with difficulties and seek out help when needed.

Student feedback indicates that they appreciate the opportunity to engage in relaxing and creative activities and enjoy time in a calm, safe space where they can speak openly. Anxious students have appreciated finding somewhere safe to share some of their difficult stories and know that they will be supported. They are grateful for a place to go to when they feel overwhelmed and many have made new friends in group programs and learnt to engage confidently with others. Many have discovered things in common with their group peers (including hardships) which has helped them to feel less alone.

### **Programs**

In 2016 The Friends of Heal Foundation was successful in applying for and receiving a Community Grant from the Commonwealth Bank of Australia to be used for Arts Therapy programs with students attending Heal at WSHS. Provision of this grant enabled the set up and facilitation of a new group program titled 'picture me'. A number of digital cameras were purchased and students were able to use these in the group program to document their ideas and create resources for their artwork.

*The 'Picture Me' 8 week program explores the 'self' and identity using a variety of Arts processes. This can enable clients to focus on elements of themselves including culture, physical self, family, community and values, future goals. Clients incorporate the use of digital photography into their art making as a way of capturing, representing and depicting their sense of self and experiences.*

The grant enabled the therapists to run this program with three different groups of students reaching a total of 12 students. The groups were facilitated by two therapists and the students enjoyed the opportunity to learn about the cameras and explore more about themselves. The program is now available for use with other groups and the cameras are a welcome addition to the Heal resources.







Hand sewing and textile crafts have also become popular in Heal this year with many students revealing and sharing skills they have learnt in their own countries. We received a generous donation of a large number of balls of wool and other assorted items and this has provided many hours of enjoyment for students as they come to knit, crochet, sew and create. This has nurtured an environment of sharing and relaxation as students teach each other skills and chat about who taught them these skills.



There was also a donation of an assortment of musical instruments including drums, recorders, triangles etc so students have also taken a keen interest in using these during the breaks to release excess energy, relax and self regulate and create original sounds. This provides another modality for assisting students with working with their bodies and nervous systems during times of overwhelm and stress.

The HEAL service has continued to develop at Woodridge SHS in 2016 and new therapists have brought additional skills and ideas and more staff and students have become aware of the benefits of Arts therapy sessions. The number of students 'dropping in' to talk, rest, connect or ask about what happens in Art Therapy has also continued to grow and there has been increasing support and interest from teachers and administration staff .The aim is to build on this further in 2017.

# Yeronga State High School

By Taraka Sticha

Arts Therapy was offered to students at YSHS for four days per week during 2016. Taraka was the therapist at Yeronga and works along side the school Psycholgist, Tracey Beck Gude and the Guidance Officer, Brad Milford, to run Tree of Life (TOL) groups for newly arrived students. This year eight small groups of Year 7 students attended the TOL. Additional to the thirty Year 7 students, twelve Year 8 Students attended Tree of Life. The total of forty-two students who attended TOL developed significant insight into their family make-up, culture and where they are now in Australia. The groups allow students to build deeper relationships with peers and support staff like the Art Therapist and Psychologist and Guidance Officer for assistance in the future.

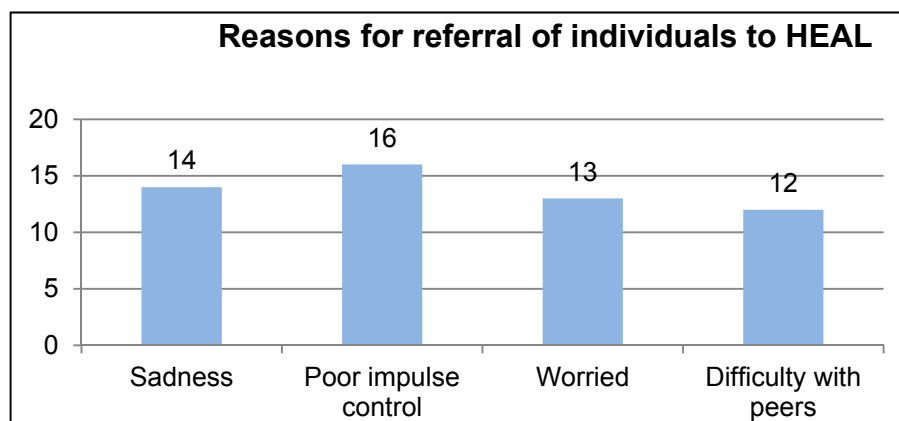
Approximately 40 students had regular scheduled individual and small group appointments during the year. Teaching staff made student referrals to HEAL as well as the HOD for EALD, and some students self-referred after attending a group session. The Art Therapist or Psychologist also identified at risk students while facilitating group sessions. The students attended sessions weekly or fortnightly depending on their needs and the time constraints of learning and managing the number of other students attending HEAL.

Around ten students had short interventions or single sessions when facing difficult life events.

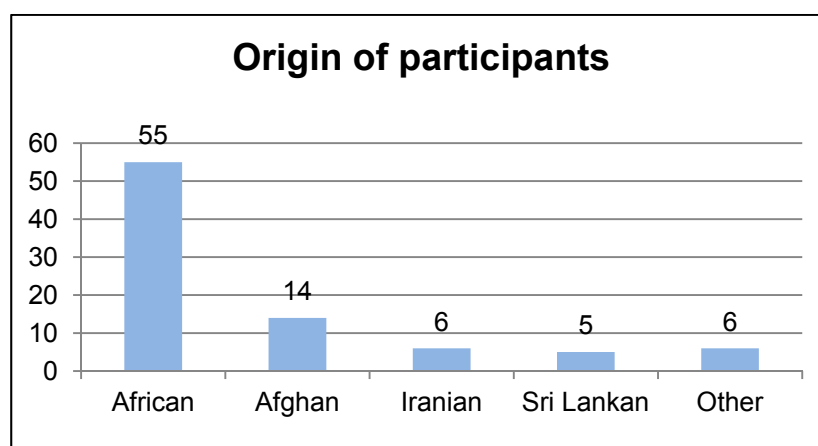
## **Reasons for referral to Arts Therapy at Yeronga State High School**

The main reasons for referral at Yeronga SHS were:

- Difficulty modulating emotions and impulse control (16 students)
- Observed sadness or grief (14 students)
- Symptoms of anxiety or stress (13 students)
- Withdrawal or disengagement or difficulty with peers and school procedures (12 students)



The students referred to HEAL have a variety of family situations. 50% of the students live with both of their parents, and a third of all students are in the care of a single parent. A small amount of students have a blended family. More than 10% of the students are orphans or orphan-like.



Other students who have been introduced to HEAL when they relocate to the school are not included in these statistics. Nor are the students who come at lunch times to make art for relaxation.

### **A day in HEAL**

Many of the students like to use clay, drawing, sand tray play and collage as mediums to explore their stories. Others find relating with the arts in different ways like music and writing songs an outlet to express themselves. Guided meditations are a favourite with many students because it helps them relax and feel more positive about themselves and the challenges they face. Building resilience and mindfulness of body and place have been a focus this year with individual students and whole classes.

Tracey Beck Gude and I visited Year 7 HPE classes assisting the teachers to introduce mindfulness activities to the students. During 2016 each term, we visited four classes, which helped students gain trust with other members in the class and allowed us to develop rapport with the newest students at the school. Tracey and I were trained in the Respectful Relationships program last year, and were able to implement it on a small scale in the school this year. One Year 8 group participated in the Respectful Relationships elective and Tracey visited HPE classes delivering segments to whole class groups. Finally in the last week of school this training was consolidated with a session where student created art work representing the major learning from the program. These will be on display at YSHS in 2017.

A group of students from Somali backgrounds assisted to create a mural on a G Block wall. The artwork is based on Kelsey Montague's street art she has painted all over the world. "What Lifts You?" is a set of wings, within which all of the inspirational things students hold dear are painted. Students can stand in front of the wings for a photograph. Many students assisted to finish the mural by writing what "lifts them up".



## Tree of Life program

2016 saw the completion of two years of support from the English Foundation. This therapy focused on using the Tree of Life program, adapted for arts therapy use.

In the report for the English Foundation, the success of this program was noted:

'We saw that young participants improved their understanding of strengths, and gained better coping skills. The Tree of Life and ensuing therapy is built around the idea of illustrating, listing, and reflecting upon the life narrative, including personal strengths, importance of community, and connectedness. These are the three issues which are most important for newcomers who may have had traumatic journeys, lost confidence in self and others, and found themselves alone and afraid. **Therapy helps them to look at their own stories in new ways, from a safe perspective. They learn to do this with the future in mind, often a luxury they did not have previously. They become involved in therapeutic work around appreciating their strengths, skills, and capabilities, so instead of feeling “wrong” or “disabled” by their experiences and background, they develop pride around who they are, what they have managed, and how well they will continue forward.**'



*Students beginning mural on the wall at YSHS*



Taraka Sticha:

**I enjoy the work because it makes a difference to the students. They report improvements and I can see how the therapeutic rapport builds over time and students feel more comfortable discussing things that matter.**



*Student in front of wings*



*Teacher in front of nearly completed wings*



## Drama workshops

Finally, a new development in co-ordination with Y Connect (Arts in Curriculum Program) enabled a group of Year 7 and a group of Year 10 students to engage in six weeks of drama workshops with actor, Zac Boulton. The drama games and tailor made sessions by Zac connected the students' English lessons to drama. Games and exercises empowered the students to speak and be heard. He assisted them to develop connection with their English curriculum material in order to produce outcomes for their assessment.

Year 7 Students were studying Shaun Tan's picture book, "The Arrival". Students enacted parts of the book and explored the themes within the text, like their journeys from their home countries. The students developed a stronger sense of trust within the group. One student remarked, "I know how to trust other people now, before I did not know".

The Year 10 students were exploring print media and were developing their writing skills as their assessment task. Zac assisted the students to focus on stories that were relevant to them. He gave them a chance to act out the roles in the stories and explore the emotions, meaning and their own opinions on current events. The students felt heard and expressed their appreciation for such an opportunity to connect with Zac.

Students demonstrated courage in these workshops and teachers observed improvements in the engagement in the classroom after such arts based activities. It is possible the co-ordination will continue into 2017.



## **Review of Arts Therapy program at St James College in 2016**

***By Judith Gordon***

Arts Therapy was provided at St James College for the third year in 2016 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 for Term One and then in Term Two an additional 3 hours per week was provided by Cate Collopy with the Heal on Wheels service. Cate saw students for individual sessions and also conducted a weekly relaxation and mindfulness group for girls. In Term Three the school agreed to fund an additional 3 hours of therapy so the Heal on Wheels hours were replaced by an additional day staffed by Judith Gordon. The two days of therapy hours continued for the duration of Term Four.

Approximately 40 scheduled participants were seen in Art Therapy in 2016. This included ongoing clients and new enrolments. 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, 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.

### **Main reasons for referral to/continuation of Arts Therapy sessions** (figure 1)

- Possible family issues
- Visa status anxiety
- Sadness/grieving
- Worried/fearful
- Disengaged from learning
- Poor impulse control
- Other (including self referral, general worries, settlement issues, general anxiety, academic stress)

## Reasons for Arts Therapy sessions

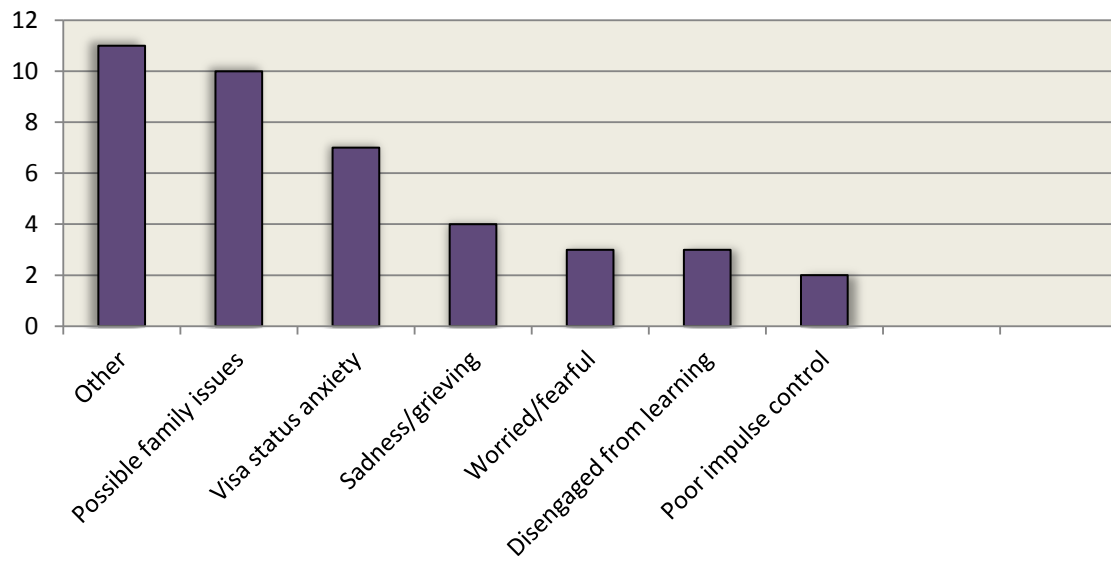
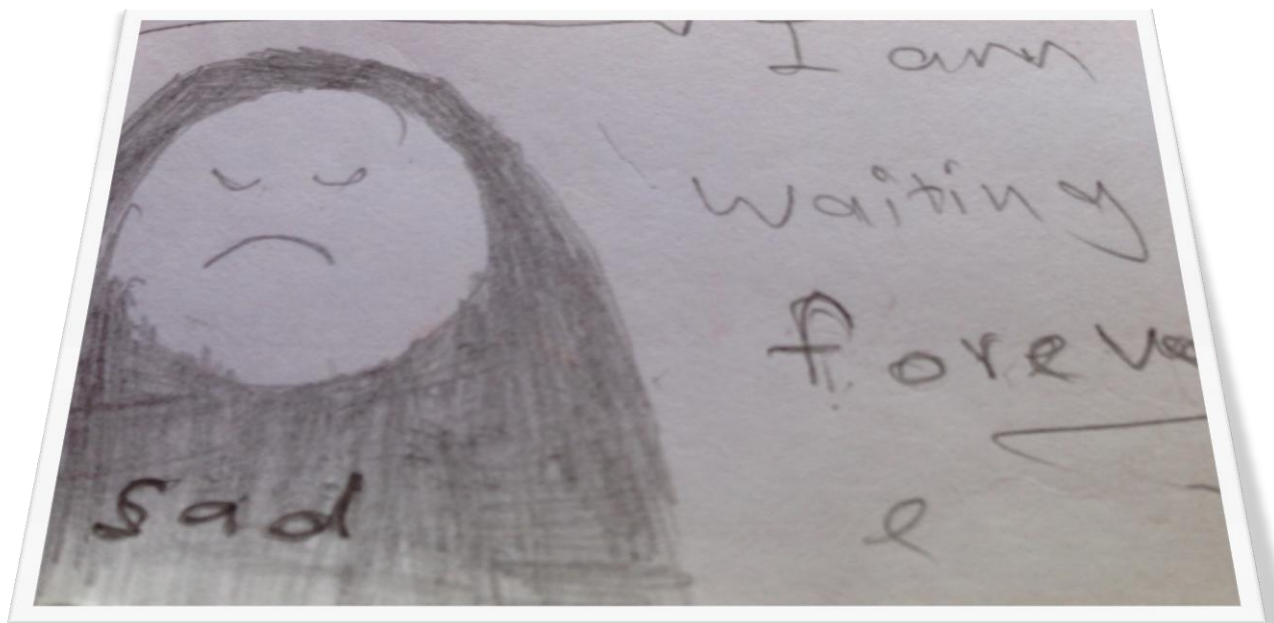
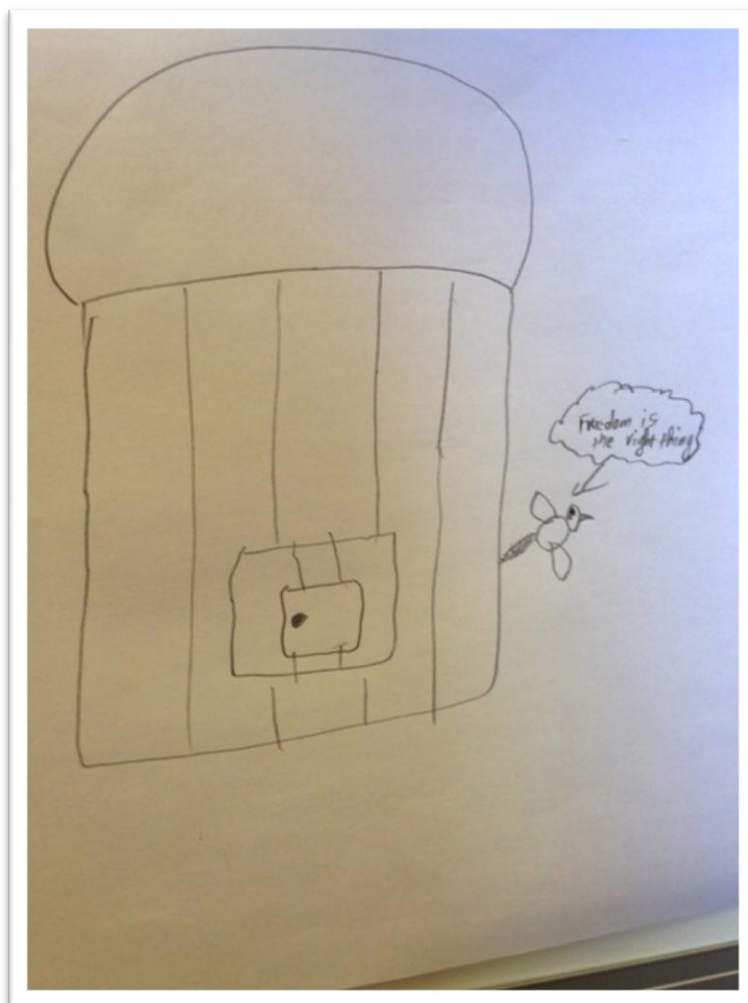


Figure 1



## Domestic situation

The referred students at St James College range in ages from 12 to 24 years and come from a variety of domestic situations. The largest percentage live in single parent families (usually with only mother), a smaller number live in families with both parents and the remainder are either living with other relatives, independently or in community detention. The domestic situation of the clients can present varying pressures and stress ranging from anxiety about family relationships and worrying about the health and wellbeing (physical and mental) of parents, responsibilities at home or alternatively worrying about parents and other family members who are still in their home country or grieving over lost relatives. In the case of those living independently this can present additional stress and responsibilities and financial hardship. Many of the clients are still facing the unknown regarding visas and the future and this was a common theme in Arts therapy sessions this year with a number of students needing support around this visa anxiety.



### Ethnic background/country of origin of Heal participants

Students attending Arts Therapy at St James College in 2016 came from Afghanistan, Iran, Iraq, Syria, Vietnam, Africa, Myanmar and Sri Lanka.

(Figure 2)

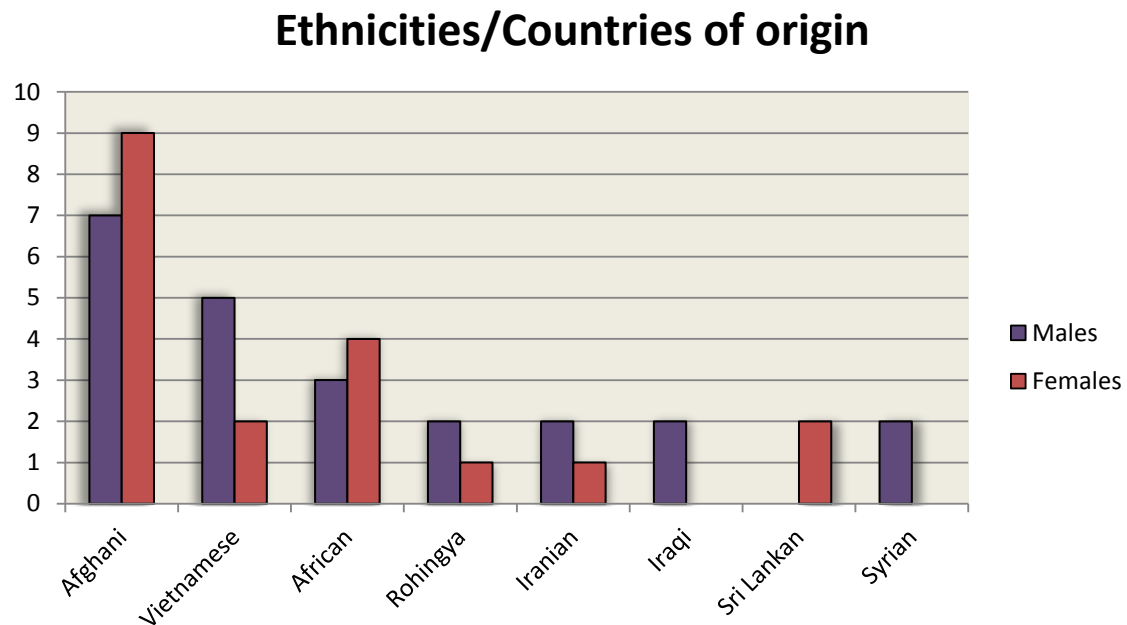


Figure 2



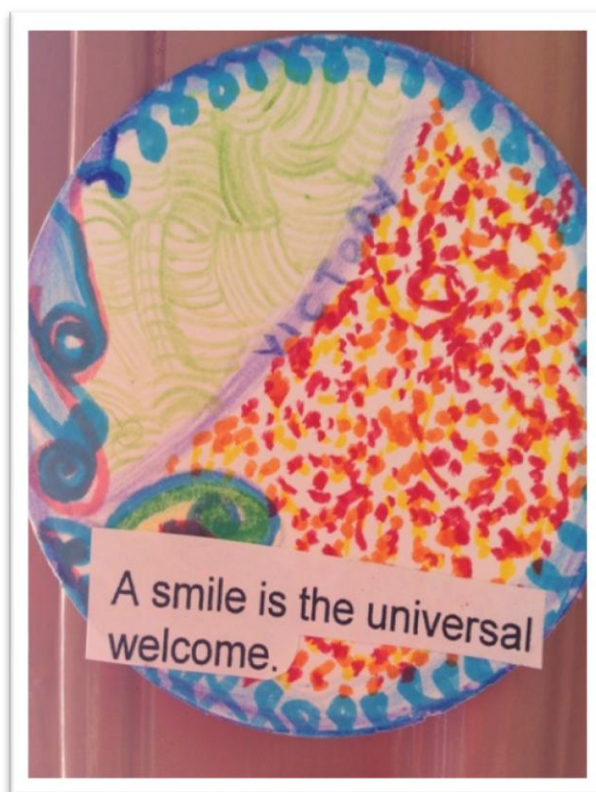




Most of the work in the Arts Therapy program with students (in individual sessions) at St James College this year has involved assisting clients to process their feelings, manage their stress, improve their resilience and relax by using drawing, collage, construction and metaphors and talking to explore ways to make sense of their experiences. Sometimes it has been about learning strategies to manage overwhelm or practical ways to manage everyday challenges. 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. For many 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 or family living commitments. This can cause great stress and also result in sleep interruptions and health problems. At times the therapist was able to assist/advise with simple practical worries and tasks and it was helpful to be able to make this part of the service.





The therapist regularly joins clients in the playground during lunch breaks to offer additional support, get to know them better and build relationships.

In 2016 the Heal therapist also joined classes on a regular basis to strengthen relationships with clients, gain a more visible profile with other students in the school who may be seeking assistance and support teachers where possible. This practice enabled a strengthening of relationships with teachers and on a number of occasions enabled the therapist to identify a student needing additional support at that time which may have otherwise been missed.

Clients are very well supported within the school by teachers, counsellors and administration staff and their wellbeing is always taken into consideration alongside their education. Student feedback during sessions with the therapist has indicated that they feel safe and welcome at St James and are overwhelmingly grateful for the opportunity to attend this school. 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. Many have taken up opportunities to be in leadership positions and contribute to a range of programs in the college.

At the end of 2016 a number of Heal clients successfully graduated from their senior studies at St James College, 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.



Greater collaboration with the College Counsellors occurred in 2016 and we have a shared vision to continue and strengthen this further. Discussions have occurred regarding collaboration in 2017 to greater support our clients and there are hopes to co-facilitate groups for students around a number of themes that have arisen. The Heal service will continue in 2017 for two days per week.

HEAL arts therapy has continued to be embraced and supported at St James College in 2016 and has been able to benefit a significant number of students in assisting them in a range of supportive activities.

## **Review of Arts Therapy program at Kedron SHS in 2016**

*By Judith Gordon*

Arts Therapy continued in 2016 at Kedron SHS, beginning with one day per week funded by FHEAL with a second day added in March funded by the school. HEAL at Kedron was staffed by Judith Gordon for the two days per week, seeing individuals, facilitating whole class activities in pastoral care lessons and attending classes to support clients and teachers.

Approximately 45 scheduled participants were seen in Art Therapy in 2016 in individual sessions and small groups, with an additional approximately 30 who participated in Arts Therapy activities and workshops as part of whole class sessions. Students were referred by classroom teachers, HOD of EALD, Guidance Officer and via identification by MDA youth support worker visiting the school weekly. Clients were generally prioritised in terms of needs in determining the frequency of their sessions. Some were seen weekly while others attended fortnightly. Whole class sessions were scheduled to fit with the timetable and the additional day allowed for some flexibility and time to receive crisis referrals or one off cases.

The opportunity to link in with pastoral care lessons provided an opportunity to have contact with a greater number of students and build stronger relationships with staff. From these class sessions the therapist was also able to identify some students who may benefit from some ongoing individual sessions. Having two consecutive days at the school also allowed for more continuity, greater familiarity with procedures and routines, more regular contact with clients and a more visible presence of the Heal therapist and service in the school for students and staff.

### **Reasons for referral to Arts Therapy** figure 1

The main reasons for referral at Kedron SHS were

- Possible family issues
- Sadness/grieving
- Worried
- Disengagement from learning
- Poor impulse control
- Poor attention to task
- Aggression/conflict
- Peer problems
- Withdrawn/socially isolated
- Self harming
- Somatic symptoms
- Self referral

## Reasons for Referral

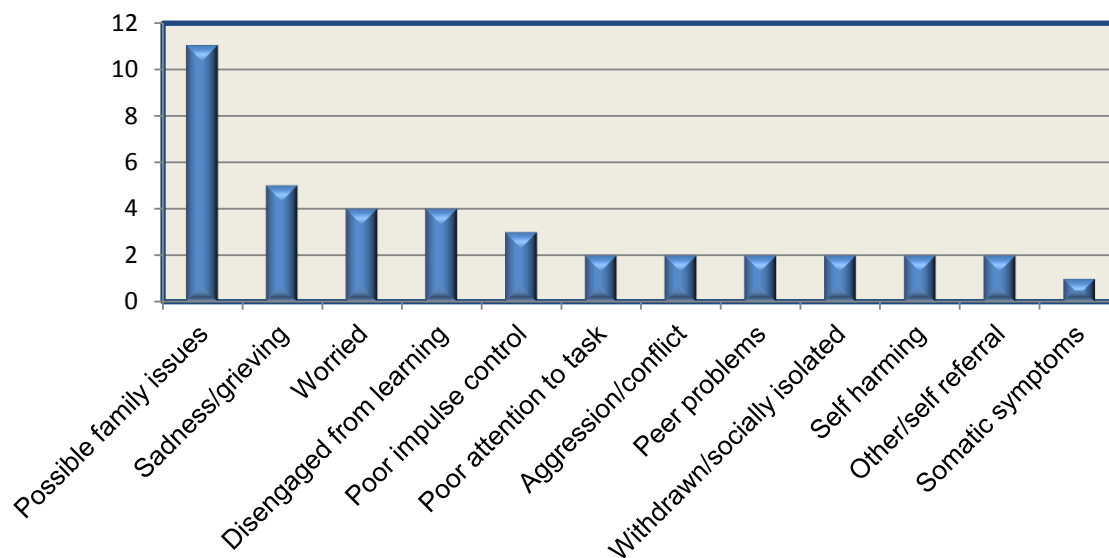


Figure 1

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

## Country of Origin Figure 2

The main countries of origin for participants were Iran and Africa (including Sudanese, Eritrean, Ethiopian and Congolese), followed by Burmese, Sri Lankan and other (Filipino and Korean non refugees), and a small number of Thai, Nepalese and Afghani.

The graph reflects that a number of students from 'other' countries have been referred to Heal for Arts therapy sessions. In some cases these clients are not from a refugee background but are members of the ESL classes within the EALD department. As the school funds one day of the Heal service these extra students who fall outside of the usual criteria for Fheal are also able to access the service.

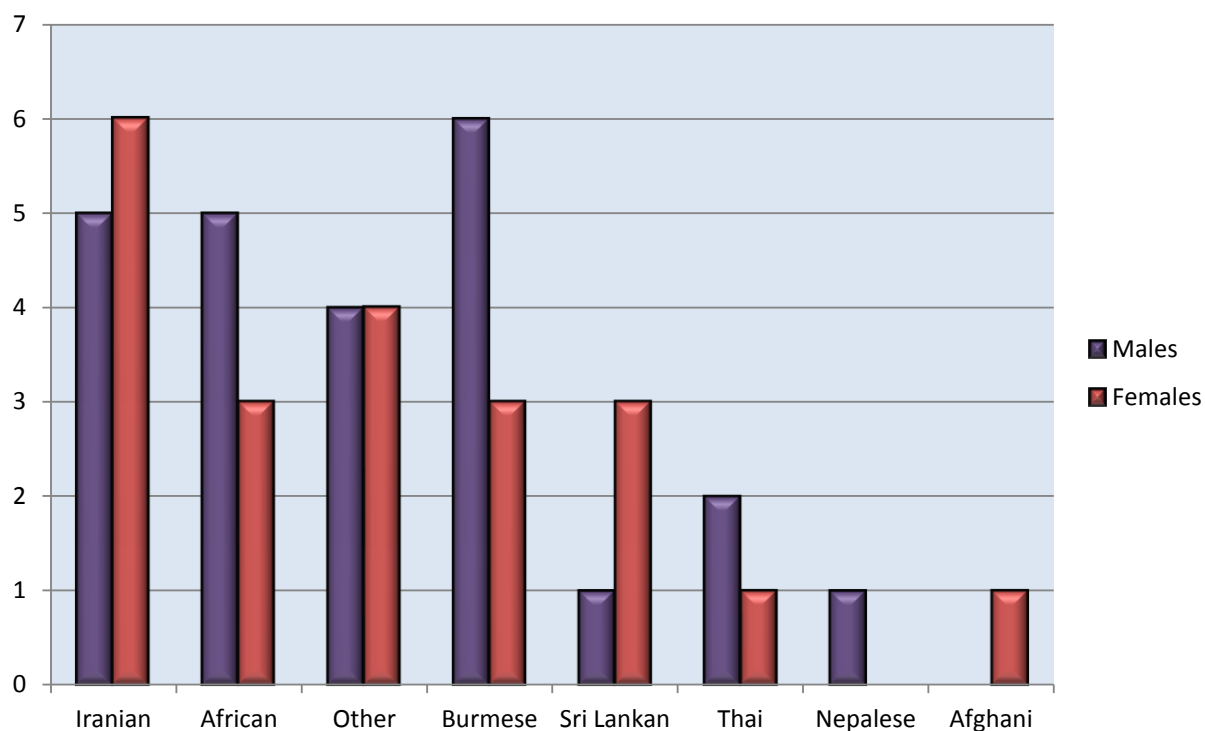


Figure 2

These statistics do not take into account the morning tea and lunchtime visitors who visit the HEAL room to make art, talk or relax. Although many of these visitors are usual clients, they will often bring friends to also enjoy the space. 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 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.

### **A day in Heal**

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.



## Participation in school events

### ***Mothers' morning tea***

In June this year the EALD department hosted a morning tea for the mothers of Year 7 students in the school (including ESL and mainstream) to meet other mothers and staff. The function consisted of short presentations by staff, activities and morning tea. Heal was invited to contribute an activity to the function to both engage the guests and showcase the service in the school.

A tree was created and the mothers were invited to use the art materials to create a representation of themselves and their son or daughter and attach it to the tree. The activity was popular and the result was a lovely creatively decorated tree. After the event the original tree was recycled and added to the Heal room to be used in activities with clients.



## ***Mental Health Week***

During Mental Health Week in October the school hosted a number of activities and events to help raise awareness of the importance of mental health. During that week one day featured an expo run during the lunch break involving a number of different presenters and activities for students to participate in. This included fun circus activities, information from Headspace, a mini sports challenge run by MDA, activities run by the School Nurse, Guidance Officers and the Chaplain and Art therapy activities facilitated by the Heal therapist.

This was an excellent opportunity to share some aspects of the service with a large number of students and raise the profile of the Heal service as well as interacting with the greater school community. Both students and staff enjoyed participating in the creative activities.





Arts Therapy at Kedron SHS has been received very positively in 2016 and the program is progressing well. Administrative and ESL staff are very supportive and interested in the program and open to exploring additional ways it can be incorporated into pastoral care classes. Teachers have continued to gain confidence in the service and are open and eager for discussions around students' welfare and how referral to the Arts

therapy program may assist them. It is a very supportive and welcoming department to work with and there is a strong desire amongst staff to support the Heal program. The opportunity to connect with MDA within the school is a positive addition and will continue in 2017 with a plan to further create and facilitate future groups together. Heal Arts Therapy will continue for two days per week (one funded by Fheal and one funded by KSHS) at Kedron SHS in 2017.

## **Review of Heal Art Therapy program**

### **Richlands East State School (RESS) 2016**

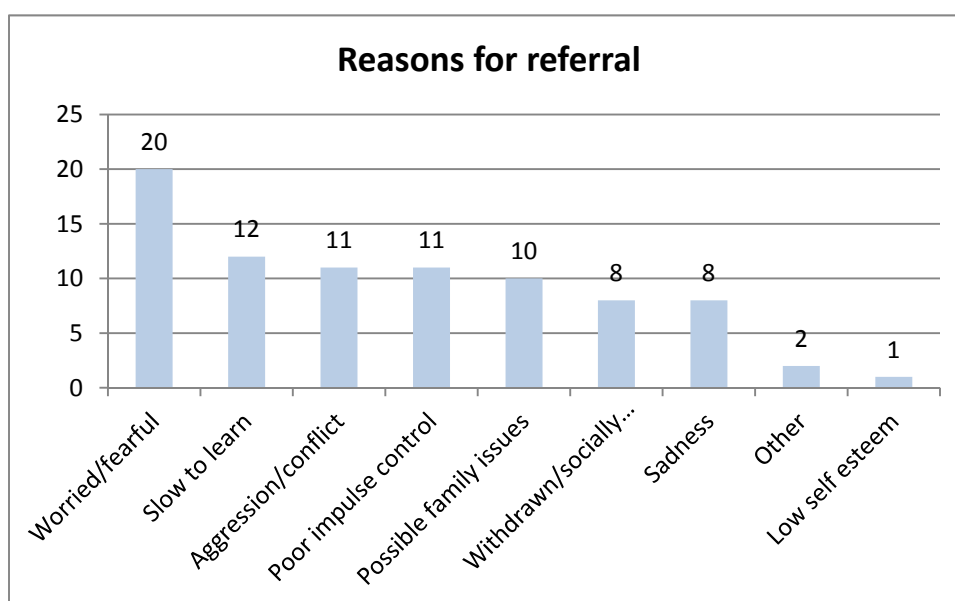
*Data supplied by C Collopy*

#### **Introduction**

The Friends of HEAL Foundation was invited into Richlands East State School, during Term 4, 2016, to conduct Creative Arts Therapy with some children of refugee backgrounds who were finding it difficult to thrive and learn well. Therapist Cate Collopy worked with these children who appreciated the service and responded well. She used the HEAL on Wheels van provided by Atlantic Philanthropies at this school. The service grew from 3 hours per week to 2 days per week during the year, with the school and a service agency, Multicultural Development Agency, both supporting this with funding. Thanks to MDA for the assistance to this school. The Arts Therapy funding for this school will continue in 2017.

#### **Referrals**

Referrals came from the teacher of English as an Alternative Language or Dialect (EALD), who is well-placed to have insight into the needs of these children. The main reasons for referral related to feelings of fear and worry, slow learning, conflict with peers and impulsiveness. With most participants having had most of their lives in refugee camps, these reasons for referral are expected.



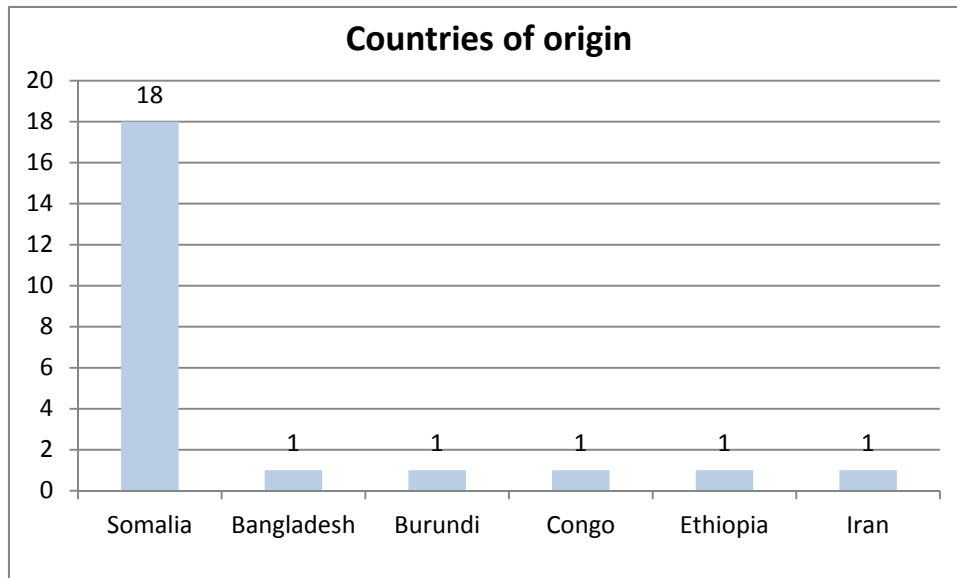
Methods used included relaxation techniques such as guided meditation, deep breathing, progressive muscle relaxation and body movement. Creative expression used play dough, drawing, drumming, mandalas, collage, painting, and writing. Issues covered were varied and included, for example, gratitude, conflict resolution, differences between the home country and here, safety and danger, better sleep, self-calming strategies and gaining control over big emotions.

The weekly routine of sitting with a therapist in a safe place, using appealing materials to discuss important topics is a routine which children welcome. The work allowed each child space and time to process feelings, have new understandings, and settle better into learning.



## Countries of origin

African was the most represented ethnicity, with the majority of therapy participants at RESS from Somalia. The other two participants came from Iran and Bangladesh. The children were from a variety of Primary classes, starting with Grade 1.





## **Review of Heal Arts Therapy program Watson Road State School, 2016**

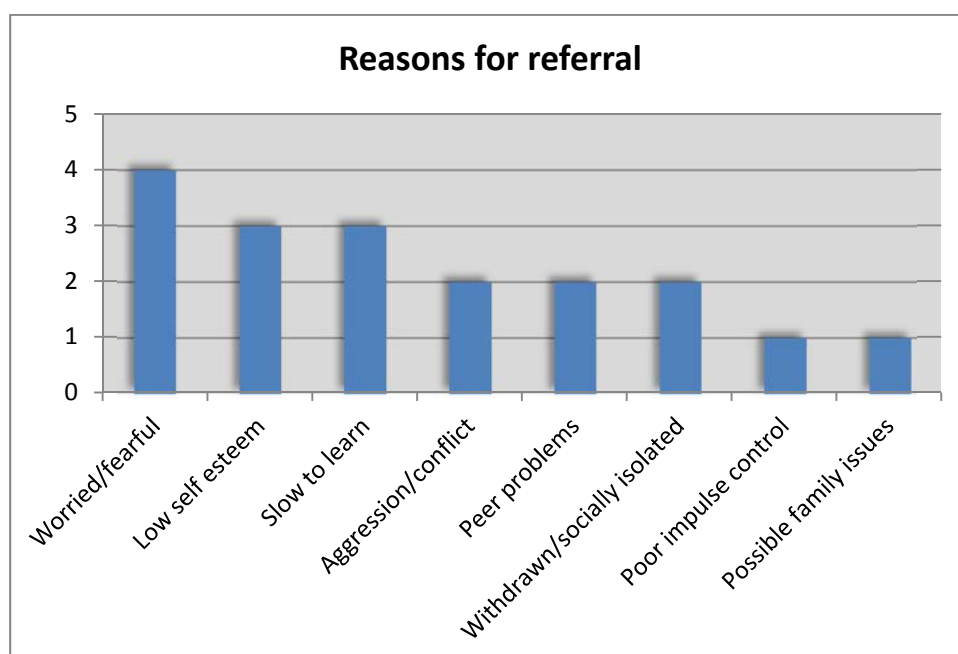
*Data provided by C Collopy*

### **Introduction**

The children at Watson Road received Creative Arts Therapy at the request of their teachers. The children were seen to be struggling with learning and behaviour, and Watson Road was fortunate in having a benefactor who donated the funds to provide three hours of therapy per week for five children. The HEAL on Wheels Van was used to deliver the goodies for these sessions.

### **Referrals**

The majority of referrals at Watson Road State School were about children being worried or fearful. Having low self-esteem and being slow to learn were also prominent referral reasons. Other referral reasons mentioned included aggression/conflict, peer problems, being withdrawn, having poor impulse control and family issues. These are not unexpected when the children's' past life experiences were considered. Work done with them included self-identity, exploring big emotions, conflict resolution, working independently and as part of a group, making friends, impulse control, relaxation and yoga, for example.

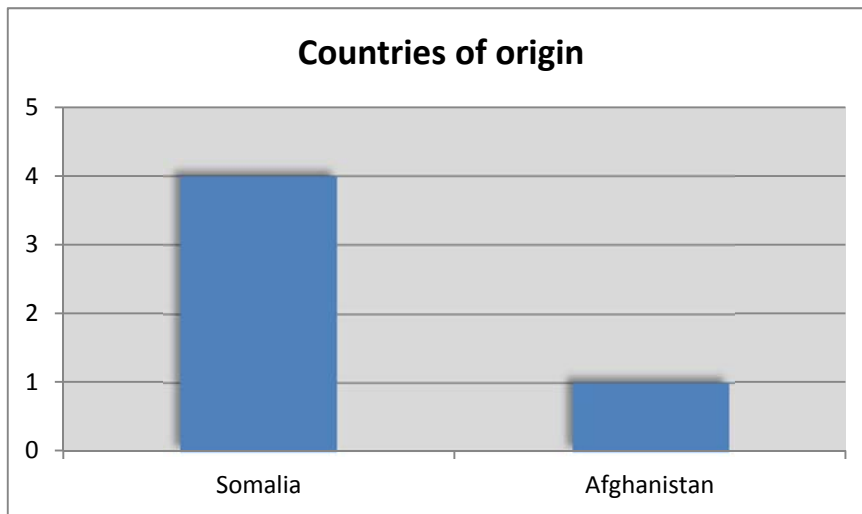


Cate Collopy, Arts Therapist, commented about the work:

**This has given us a great foundation to work together & develop a supportive relationship with each child/student. Their needs are complex & different which is challenging but I still find each visit a great reward and benefit working with these beautiful young people, helping support & navigate their development and growth and bearing witness to this.... I see the growth and change in each child. Every small step is a milestone to be celebrated.**

## Countries of origin

Four participants at Watson Road were of Somalian backgrounds, with the other participant coming from Afghanistan.



Relaxation methods are important for the participants in HEAL at every age- mindful meditation, deep breathing and yoga are some of the practices utilised with the children at every school.



## Review of Heal Arts Therapy program

### **ACCESS Community Hub**

*Artwork supplied by C Collopy*

#### **Introduction**

ACCESS Community Services invited the Friends of HEAL Foundation to conduct Creative Arts Therapy with two groups of carers and toddlers of refugee/migrant backgrounds at two community hubs in Logan. These children were aged under five years old, and kids and carers responded enthusiastically to the activities offered by therapist Cate Collopy, using the HEAL on Wheels van provided by Atlantic Philanthropies.

These participants were from a variety of countries, eg: Burma, Iran, Malaysia, and Vietnam. The groups met for an hour and a quarter in the mornings once a week for 9 weeks. Work done was based around story, play, drama and creating artworks. The results were pleasing and colourful!

ACCESS has asked FHEAL to continue this work in 2017.

