

The Friends of HEAL Foundation Annual Report 2017



ABN: 39 161 310 550 c- 35 Orontes Rd, Yeronga, QLD 4104

Mob 0413 627 826 Web: www.fheal.com.au

Email: jane@fheal.com.au

Table of Contents

| | |
|--|-----------|
| Welcome from the CEO, Jane Griffin..... | 3 |
| FHEAL Mission Statement..... | 5 |
| Report from the Chair, Adele Rice..... | 6 |
| Fund Raising..... | 8 |
| School Site Reports- | |
| Kedron SHS..... | 23 |
| Milpera SHS..... | 28 |
| St James College..... | 37 |
| Woodridge SHS..... | 41 |
| Yeronga SHS..... | 47 |
| Financial Reports | 59 |
| FHEAL Board..... | 68 |

Welcome - Chief Executive Officer

- Jane Griffin

It has been a busy year since our last report. We are continuing to provide creative arts therapy to our refugee background young people across a number of schools. These are currently- Milpera State High School: two days; Woodridge State High School, four days; Yeronga State High School, two days; Kedron State High School, one day; and St James 1 ½ days. Most of those schools also pay for their own therapy time with our FHEAL therapists, so that the days of therapy at those schools now totals 20 days per week. It has always been our intention to get creative arts therapy going in schools, and that plan is working. We have also provided therapy for Community Hubs via Access funding, and we have trained therapists through practicums for Melbourne Institute of Experiential Creative Arts Therapy, and for University of QLD. We have spoken at conferences, presented posters, provided education to various school groups, and assisted school staff with Mental Health Week and other activities.

In the HEAL services in these schools, we see our former refugee students being referred for various reasons related to their past and current situations. The therapeutic activity assists them in engaging well, appreciating the time and space, while learning about this new culture, becoming connected to their schools, understanding themselves and others better, and becoming more able learners. Creative arts therapy works well.

This does not surprise us. With modern-day brain imaging capability, the evidence is in: it is the creative approaches which utilise mind and body in a trauma-informed approach which are making the biggest difference to those who have experienced major life challenges such as grief, loss and dislocation. Real change can occur.



[Board Members Lisa Siganto & Janelle Paterson with Jane Griffin]

A recent research study by a group of Swedish art therapists doing clinical work (Holmqvist, Roxberg, Larsson & Lundqvist-Persson, The Arts in Psychotherapy, Vol 56, Nov 2017), emphasised the importance of being attentive to inner change in participants from the start of therapy, throughout the work, and in evaluating outcomes. This resonates with creative arts therapists in HEAL, whether working with music therapy or art therapy. We agree that

inner change is our focus, alongside themes of assisting settlement and enabling learning:

Inner change is considered to encompass the ability to attach to the therapist and build a trustful relationship, to develop playful experimentation and exploration and go from emotional reactions to expression of feelings and greater self-awareness, which includes increased insight, improved self-image, widening perspectives, and finally, increased ego-strength, reflected in greater authenticity and increased autonomy.

Holmqvist, Roxberg, Larsson & Lundqvist-Persson 2017

The trauma-informed approach is rapidly becoming a point of interest for schools, health services, and public bodies. SAMHSA (2017) describes it as an approach which:

- *Realizes* the widespread impact of trauma and understands potential paths for recovery;
- *Recognizes* the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
- *Responds* by fully integrating knowledge about trauma into policies, procedures, and practices; and
- *Seeks* to actively prevent re-traumatization.

SAMHSA USA 2017

This reflects the work done in the HEAL services in schools. We have been using this approach since we began in 2012, following the ideas of the original HEAL service, founded in 2004 at Milpera State High School.

In the HEAL services we have come to value somatic approaches- using body and mind- with breathing, movement, meditation and mindfulness alongside art therapy and music therapy methods. We have also become increasingly aware of the role we have in assisting staff in our schools to understand the trauma-informed approach, to enhance our schools as supportive and collaborative environments.

Thanks to our therapists who skilfully deliver therapy in HEAL. Thanks also to our FHEAL Board. We are fortunate in having great Directors on our Board, all of whom offer their own ideas, creativity and style. A big thank you must go to our Chair, Adele Rice, who inspires us all, and our Social Committee leader Janelle Paterson. Both women are a large part of the reason our annual lunch and other fund-raising activities are successful. Treasurer Michael Clarke also fulfils the duties of Treasurer with good will and professionalism.

As for our supporters, you are a loyal and generous group, and the best thanks we can offer you is to assure you that you are making a great and positive difference in the world, via their contribution to FHEAL.

Thank-you!

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



[Adele Rice with Woodridge State High School Arts Therapist Gayle Crisp in HEAL creative space]

The past twelve months have offered many opportunities for connection and advocacy around the important work of the Friends of HEAL Foundation, and the particular needs of refugee background young people in schools. The following is a summary of activities and opportunities to enhance our profile:

- Guest speaker at Social Change Education network (SCENE), the first meeting for 2017. Positive results in networking and practical financial help. Offers of help from attendees Sally Carson and Thea Soons, as well as from Jan Gillies resulted, which enhanced our fundraising.
- A video clip filmed in the HEAL space at Milpera was shown at the National Conference of ASEAQ.
- Probus Talks continued as well as Red Cross.

- Attendance at Crescent Institute events.
- Attended “Voices in the Archives” event at the Fryer Library, UQ, and exhibition of art depicting Siev X drownings, spoke on panel alongside Julian Burnside.



- Master of Ceremonies for a session from QPAC with refugee young people from Yeronga SHS, resulting in an article by Kathleen Noonan.
- Visited therapists as part of review process at St James, Kedron and Yeronga schools.
- Organised QPAC Concert date- now adjusted to: Tuesday 27 March, 2018.
- Meetings to ensure the history of HEAL and Friends of HEAL will be included when the history of Milpera is updated in 2018.
- Took part in surveys re English Family Foundation and The Funding Network. Noted we can reapply to TFN after 2 years from first presentation.

In summary, 2017 was a year of consolidation and stability for the activities of Friends of HEAL Foundation. We set out to double the profit from our annual lunch and succeeded beyond our expectations. However, the lack of stability in the refugee/asylum seeker sphere and the decrease in the numbers of new arrivals will mean that FHEAL needs to be ready to re-frame, re-set our goals and financial needs- a process of formation and review will be undertaken for early 2018.

Once again, thanks and credit is due to our Board, and to our multi-talented, multi-skilled, hardworking CEO Jane Griffin.

Fund raising in FHEAL

As usual we did our best to persuade people to part with their money in order to support our worthy cause. For example, we sold cards and colouring books, and put on movie nights. Our annual lunch was our big fund-raiser for the year, and we were fortunate to have great support for it. We were provided a large array of donated items for our silent auction, Mount Coot-tha was an excellent setting, offering gorgeous views of Brisbane, and we so enjoyed greeting our friends, family and new supporters. Special thanks went to Janelle Paterson, Fundraising Subcommittee leader, Enklo printing, donation collector Jose Rogas Ausejo, and great contributors Thea Soons and Sally Carson. We enjoyed having such high quality presenters as Lexy Hamilton-Smith and slam poet champion Anisa Nandoula.



We also enjoyed a Jazz Night event kindly put on by Jan Gillies and Trish Ferrier which had our toes tapping while supporting refugee youth. It was a great night, featuring a starry line-up which included past HEAL Music therapist Getano Bann and Jan Gillies herself. The energy and effort brought to such events is greatly appreciated.



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 as well as having FHEAL funded days, most School sites now fund their own additional therapy days, but the reports for all HEAL work are included here). The schools are presented in alphabetical order.

Kedron State High School

Review of Arts Therapy program at Kedron SHS in 2017

By Judy Gordon

The HEAL Arts Therapy program continued in 2017 at Kedron SHS for two days per week with one day funded by FHEAL and one funded by the school. HEAL at Kedron was staffed by Judy Gordon for the two days per week, seeing individuals, facilitating whole class activities in pastoral care lessons, attending classes to support clients and teachers and co-facilitating student group programs with MDA.

Approximately 50 scheduled participants were seen in Art Therapy in 2017 as referrals and an additional 18 non refugee students (EALD) were able to participate in whole class sessions as members of EALD classes. Students were referred by classroom teachers, A/HOSSES (EALD) and via identification by the MDA Youth Settlement worker who visits the school weekly. In other cases, students were identified and referred by the therapist herself for individual sessions after working with them in whole class sessions and believing they could benefit from additional support. 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 usually scheduled to fit with the timetabled lessons for the school pastoral care program and the therapist ensured that there was also some flexibility to be able to attend to emergencies or crisis situations when required.

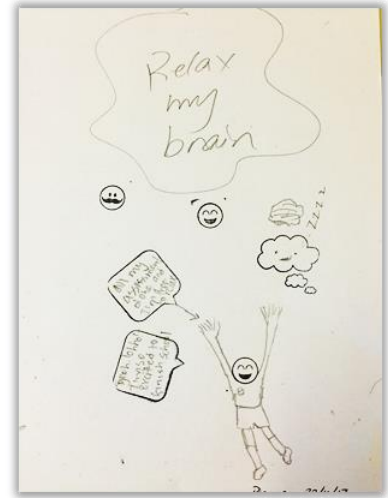
The continued opportunity to link in with pastoral care lessons and facilitate Arts Therapy sessions during this time provided the opportunity for contact with a greater number of students and the chance to build stronger relationships with staff. From these class sessions the therapist was also able to identify some students who may also benefit from individual sessions. After its third year in the school, the HEAL service is now more widely known by students and staff and it is very pleasing that the service will be increased to three days per week in 2018 with an additional day being funded by KSHS.

Reasons for referral to Arts Therapy

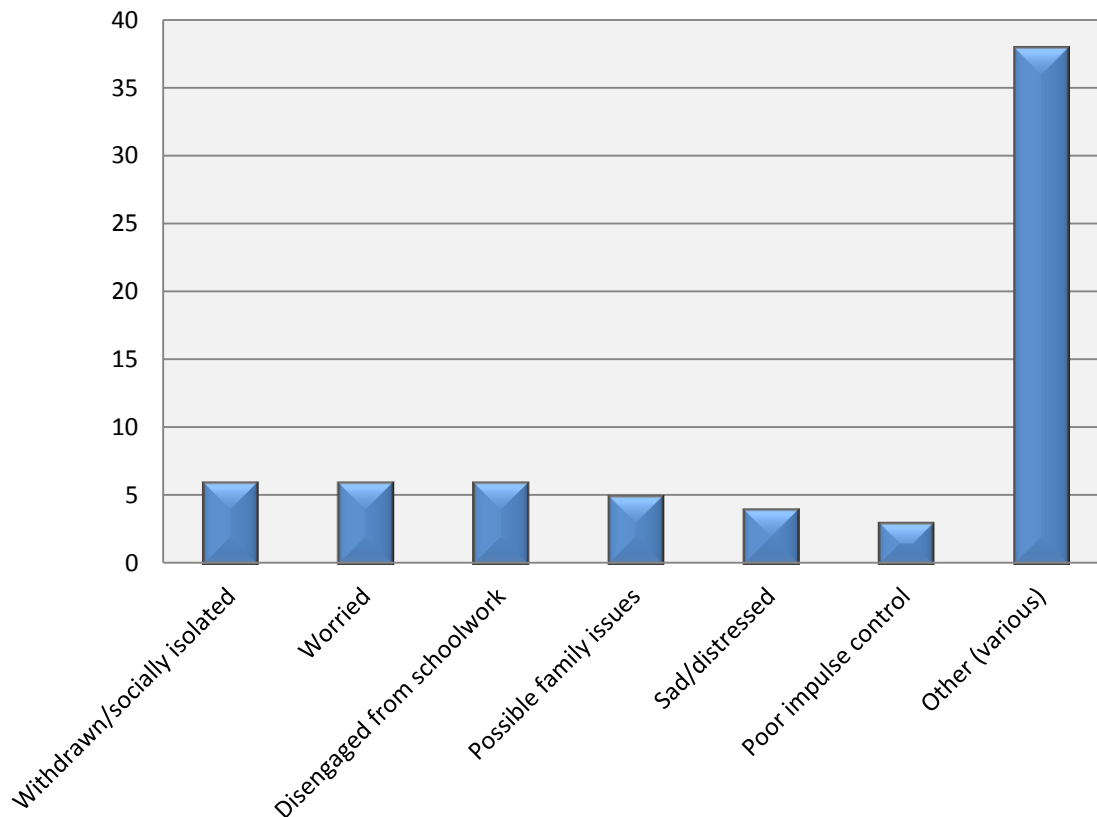
The referred students at Kedron SHS come from a range of domestic situations. The majority live in families with both parents while the remainder live in single parent families or are in the care of other relatives. They come from all year levels (7 – 12) and range in age from 11 – 18 yrs.

The top six reasons for referral at Kedron SHS (Figure 1) were:

- Withdrawn/socially isolated
- Worried
- Disengaged from schoolwork
- Sad/distressed
- Possible family issues
- Poor impulse control



Reasons for referral, Figure 1



The remaining referral reasons were various others. The large number represented in 'various other' reasons also includes students who participated in whole class sessions and may or may not have been from a refugee background and not referred as individuals. These students have been included in the numbers as they were indirectly referred as members of the ESL classes, accessed Art Therapy services and some went on to access individual sessions.

Out of suffering have emerged the strongest souls; the most massive characters are seared with scars.

Kahlil Gibran



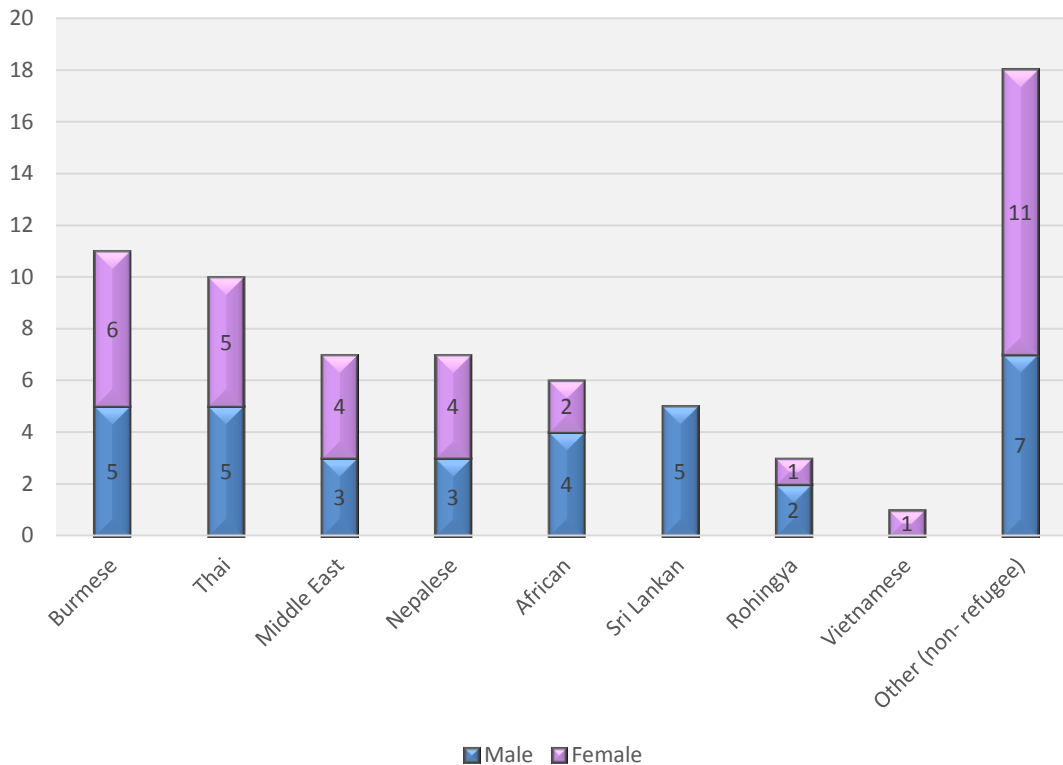
Country of Origin/Ethnicity

The largest ethnicity represented in referral numbers (Figure 2) was a combination of Burmese/Thai. Participants may have been born in Thailand and identified as Burmese or Karen & Kareni or born in refugee camps in Thailand to Thai parents. The next largest groups were African (including Sudanese, Eritrean, Ethiopian and Congolese) and Nepalese. Remaining participants represented in small numbers were Sri Lankan, Rohingya, Afghani, Iranian, Iraqi, Syrian and Vietnamese. The graph reflects that a number of students from 'other' countries have been referred to Heal for Arts therapy sessions. In most 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. They have been included in the data to further show the profile of the HEAL service within EALD. Some

of the numbers in the 'other' also take in students who are non-refugee and have participated in the whole class sessions.

Ethnicity/Country of Origin, Figure 2



In addition to these statistics several other students visit the HEAL space during the breaks to participate in activities, make art, talk and relax. Some may be current clients who bring friends to enjoy the space with them in breaks or simply students from ESL classes who are interested in some of the activities on offer. This is an important part of the service as it allows the therapist to get to know more students and 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.

Teacher Feedback

Teachers reported that students who attended the HEAL program were generally calmer, less worried or anxious and happier. They also noted improvements in communicating, asking for help and interacting with others. Some teachers observed improvements in students' capacity to cope with difficulties and increased engagement

with school. They also expressed an appreciation that the service is ongoing and students can return if they need support again in the future. Quotes follow:

He is a sensitive boy with big dreams and HEAL offers him a chance to set and achieve realistic goals.

It is a truly fantastic service that has made a huge difference to our students and teachers.

It is good to be able to refer a student for support and know that they will get balanced and appropriate feedback and strategies.

Everything that is done for students is above expectations – the timely response and the use of different approaches to suit student needs is excellent.

Student Feedback

I love coming here; it's so comfortable and relaxing and is a good place for chatting.

It was nice to come to HEAL because I could talk about what was worrying me.

It was always the place I came to for help and I really loved it. I hope I can come again next year.

A day in Heal

A day in HEAL may involve a combination of scheduled individual sessions with students, small groups, visits to classes and also facilitation of whole class sessions. The space is also made available for students to visit during the two breaks to relax, make art, sew or just chat. Time is allocated for checking in with teachers to discuss the progress of HEAL clients in their classes and assist them with any concerns about other students in their classes. The therapist meets regularly with the A/HOSSES (EALD) to provide reciprocal feedback about students accessing HEAL and discuss plans and ideas for further supporting students in EALD.

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 a variety of issues by using drawing, collage, construction, sand tray 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 learn strategies to build resilience. Students may present with stress around school pressures, relationship/peer difficulties, family problems, anxiety, past trauma, disengagement and a range of other issues. 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 occasions on which the therapist is able to visit classes provide an opportunity to further build relationships with students and teachers and support both. The whole class facilitated Arts Therapy sessions as part of the pastoral care program provides the opportunity to present the information to students in a different format and incorporate some more experiential and creative strategies for learning. This enabled students who are from an ESL background to feel less overwhelmed by the information in the program and be presented with more accessible ways to receive it.



Special programs/collaborations

In 2017 the HEAL service linked to a range of activities in the EALD department and designed programs to further support students in a range of ways. Some of these included:

- Year 7 Kedcare (pastoral care) – each year 7 class in EALD was involved for one term each in Therapist facilitated Arts Therapy sessions once a week designed to link to the Kedcare program. Students explored themes such as their journey, identity, goals and dreams, emotions and peer relationships.
- Facilitation of end of term art making sessions with Year 8 classes
- Meditation sessions for year 9 classes to assist with focus in class
- Establishment of a lunchtime craft/sewing group – well attended by year 7/8/9 girls who completed a variety of projects. This was beneficial for assisting students with relaxation and slowing down, learning new skills and meeting new friends/socialising.



Multicultural Garden Club

A Multicultural garden club was established by the Youth Settlement Worker from MDA (visiting one day per week) and facilitated with the assistance of three community volunteers. The program was designed to assist referred students with a range of skills, not just gardening but the planning and management of the project and interacting and co-operating with others.

The HEAL involvement began as the therapist attending the sessions to further build relationships with past and present HEAL clients and interact with them in a different context as well as to support other supervisors in the project.

Later in the year as the group continued to grow in size, the decision was made to integrate an Arts Therapy element and a program of activities was designed which linked to the work they were doing in the garden. With the introduction of this, during Garden Club sessions students would be divided into two groups and spend half the time working in the garden and half the time participating in the Arts Therapy session. This program was successful in helping students to reflect on their experiences and gain a greater understanding of how they can transfer the life skills they had learnt into other situations they may encounter.

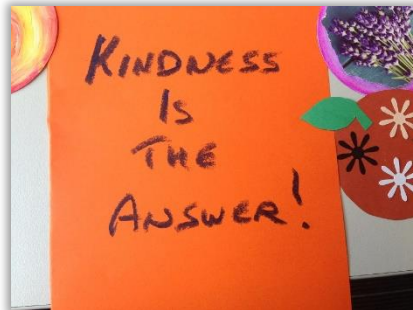
The collaboration was beneficial in strengthening the relationship with MDA and the Youth Settlement Officer to enable us to provide stronger united support for students.



Participation in school events

Harmony Day

The HEAL service was represented at a number of school events in 2017. In March, Harmony Day was celebrated with lunch time displays and activities provided by a range of groups and individuals from within the school as well as some outside agencies. In collaboration with MDA the HEAL service provided arts activities for students including creating statements and artworks to attach to the 'harmony tree' learning some simple macramé knots and sampling some lavender oil scented play dough for use with relaxation and anxiety.



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. Activities were provided by both internal school groups/representatives and staff and also outside agencies. The HEAL therapist and MDA Youth Settlement Worker along with one of the Garden Club volunteers provided a table of 'garden themed' activities including plant displays and sensory experiences, rock painting, leaf printing and rubbings and harvesting sunflower seeds. 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.



Art washes away from the soul the dust of everyday life

Pablo Picasso

Arts Therapy at Kedron SHS has continued to grow in 2017 and the program is progressing well. The school Administration and EALD staff are very supportive of the program and interested in exploring additional ways to incorporate the HEAL service. Feedback from teachers is positive and they 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. The EALD department is supportive and welcoming and teachers express gratitude for the inclusion of the HEAL service. The continued building of connections and relationships with MDA within the school is a positive addition and will continue in 2018 with plans to further create and facilitate groups together.



Heal Arts Therapy will increase to three days per week (one funded by FHEAL and two funded by KSHS) at Kedron SHS in 2018.

Milpera State High School

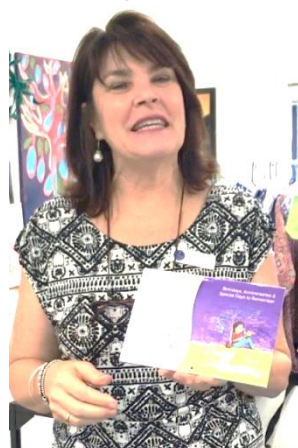
By Jane Griffin

Review of Arts Therapy program at Milpera SHS in 2017

HEAL at Milpera is the longest running HEAL service, having commenced in 2004, and we are fortunate to operate from a dedicated HEAL building. At Milpera the refugee background population is generally 50- 65% of the school, so HEAL is a busy place. In 2017 the HEAL Arts Therapy program was funded for two days per week by FHEAL at Milpera, and a further six to eight days were paid by the school. Therapists Jane Griffin, Bethany Mahadeo and Renae Stevens carried out Arts therapy, and Jamie Rowitsch, Music therapy. We also had Danielle Constance on practicum from MIECAT. The therapists saw individual students, groups, and whole classes for therapeutic activities. Students were identified for service via whole school screening for refugee background students which took place with the assistance of Abdul Ibrahim, HEAL therapy assistant (pictured with prac student



Danielle



Constance and Yoga/Arts Therapist, Renae Stevens). Teachers referred students using the HEAL referral sheet designed for that purpose, and some students self-referred after getting to know therapists in the HEAL room. Over 100 students participated in timetabled art therapy sessions during 2017, as well as many more individuals and classes attending music therapy, enjoying break-times to make art, relax and take it easy in the HEAL space. The therapists worked closely with the excellent Milpera teachers to ensure the best outcomes for the children, and there was a close relationship with the school's Home Liaison Teacher, Janelle Paterson, who assisted with understanding our therapy participants through a closer connection to home (pictured above, centre). It takes a village to settle our kids here.

It's your reaction to adversity, not adversity itself that determines how your life's story will develop.

Dieter F. Uchtdorf, 2016

Teacher Feedback

Feedback from teachers was provided verbally to therapists, and on paper, through the HEAL Evaluation form, at the end of each term. Feedback was positive, with a definite message of appreciation for the HEAL service. The following are some comments from those forms (different colour indicates different person's feedback):

...all of these (four named) students have become much more open to learning and calmer in their classroom behaviour over the last ten weeks...cohesion within the class has improved and continues...Thank you for all the support you and your team provide.

R has become more settled... and developing "awareness" of her behaviour...hasn't been in any conflict this term!

Much brighter disposition, has developed friendships.

A has demonstrated excellent progress developing his social skills and the way he speaks to others.

T is certainly a more dependable, responsible student and is better able to contribute to class cohesion.

A has grown significantly, both developing her social skills and her English language knowledge. Great success!

Instances of bullying have decreased.

A is progressing tremendously in the classroom! It is wonderful to see him settled, happy and responsible.

...giving K the support and individual attention has resulted in her being more responsive/happier/cooperative within the classroom. This has a huge impact on her attitude/cooperation.

R's attendance has been much better...his work/effort has improved.

Following his attendance in HEAL, L returns to class more calm, happier and more confident.

Student Feedback

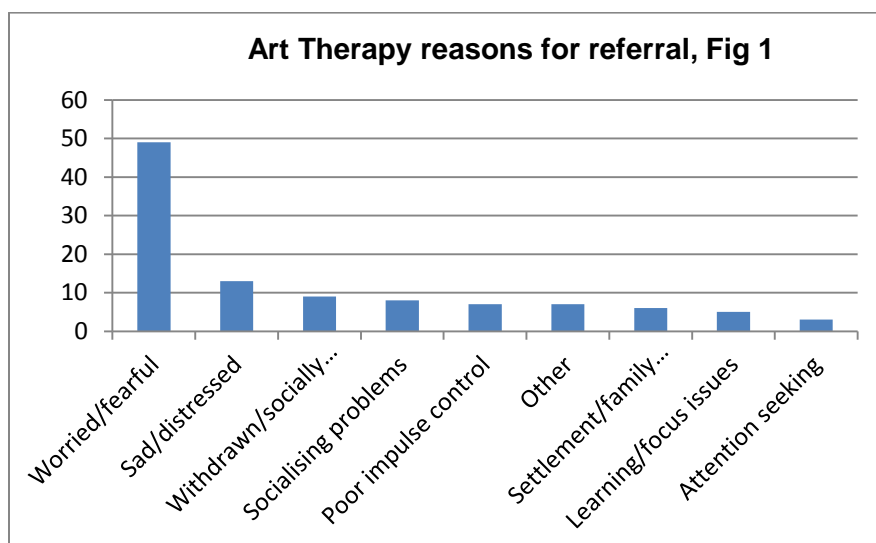
Students often provide feedback to HEAL therapists. They are offered the chance to give feedback during sessions, in formal and informal ways. A much cherished item is the note a student leaves on a therapist's desk (as written):

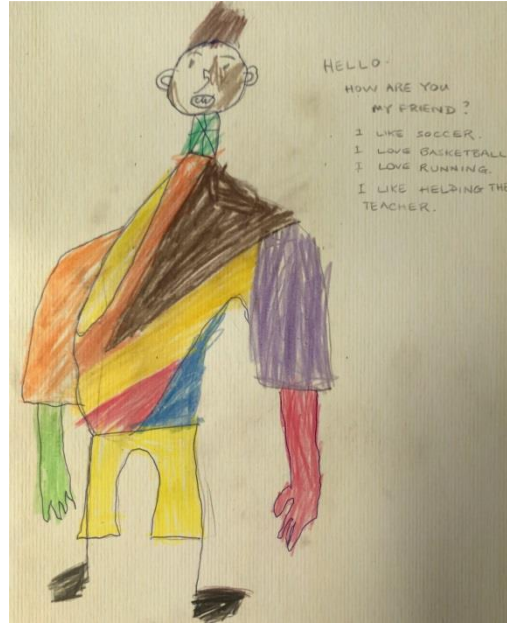
It's a good rest to come to HEAL. You can ask people in HEAL anything you like. You can improve English and you can tell her secret thing because you can trust her. It's good to know about don't argue for religion.

Thank you Miss for making me happy and I will miss you so much and see you next year...love you, thank you.

Reasons for referral to HEAL Arts Therapy

There are a variety of reasons young people end up being timetabled in to HEAL, but the most prominent reason in 2017 was feeling worried and/or fearful (Figure 1). This is to be expected, when looking at the context which brings these kids here. They have lived in refugee camps because their country was unsafe. Some were born in those camps and have never known peace. During the developmentally significant stage of adolescence they have moved to a new country, with an unknown language and unfamiliar culture. This is sure to create some ill ease. Fortunately the HEAL service is well able to build feelings of safety within our newcomers, which eases worry and anxiety, and increases better well-being. 2017 was a busy year in HEAL, although the data suggests less children were seen in Art Therapy than in 2016, with a total of 107 names recorded. This reflects the emphasis on one to one work, rather than having many groups this year. It also reflects the complexity of the newcomers seen- there was less turnover of participants, with some students staying with their therapist over four terms rather than just one or two. Teacher referral, especially the Home Liaison teacher; and assessment screening in HEAL were the main referral methods, although there was also referral from some students themselves.

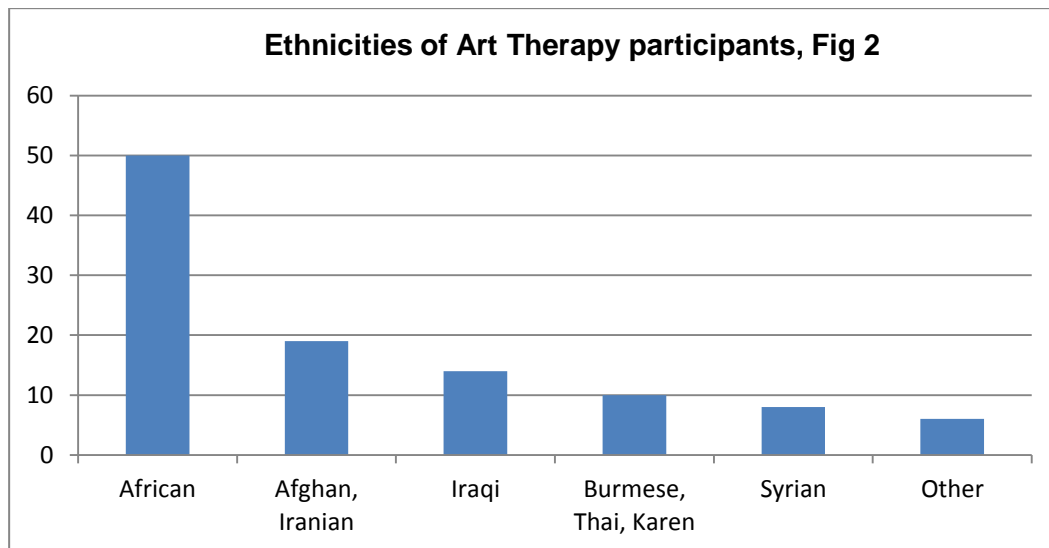




Country of origin/ethnicity in HEAL Arts Therapy

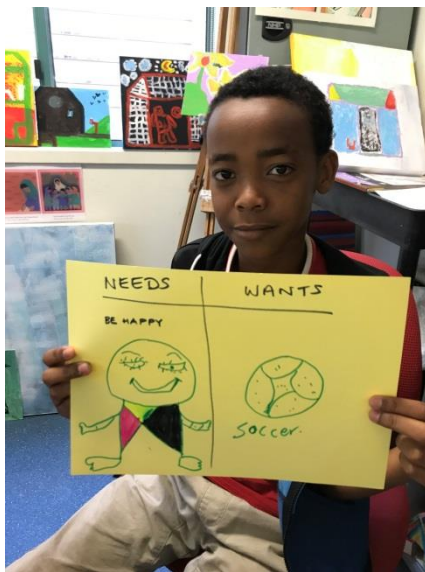
The HEAL participants' countries of origin relate exactly to the places which have had war, persecution, danger and unrest (Figure 2). These kids are survivors, and have left those places where they began, to begin again here, usually without having any say in the process. They prove themselves to be remarkably adaptable. The largest number of kids seen in HEAL, just less than half the participants were those coming from Africa, which included Somalia, Congo, South Sudan, Ethiopia, Eritrea, and so on. The next largest numbers came from Afghanistan, or were Afghans who had been living in Iran. The next most prominent group of children were those from Iraq, particularly Mosul.

Figure 2



A day in HEAL

The HEAL room is a welcoming space which is open all day, for kids to access before school and in the breaks as they wish, and to attend scheduled sessions as timetabled. Most mornings began with a few children dropping in to say hi; draw a little; get help with homework; play their music; dance a little; drink water, etc. The sessions which took place occurred with individual, pairs and small groups, although there were also larger groups taking place. Therapists also went to classes, to implement some activities from BRITA (Building Resilience in Transcultural Adolescents), or carry out some mindfulness training. Sometimes a HEAL staff member accompanied a child in a classroom lesson when it was deemed helpful. In addition, the HEAL room is available as a chill out area if any children are struggling in class, and the teacher needs a quiet space for them to go.



The Arts Therapy involved every form of creativity, including sand play, Clay Field work, textiles, painting and drawing, talking, exercise and yoga, to name a few ideas used.

Another part of the therapists' job is to keep an eye out for children in the sick room or at the school administration office- to understand what is happening for them in the larger school context, and to be of assistance if needed. Therefore HEAL therapists were often seen at the office, sometimes acting as advocates for distressed or unwell children, or assisting the Deputy when a refugee background child has made an error of behaviour in the school.

The Music Therapist was also kept very busy with preparing whole class performances to be done on stage when classes are due to transition to their next schools. Arts Therapists support this process with sessions as required, but the Music Therapist plans the class performance, manages the creative process of song writing/altering, song practice, and final display.

Participation in school events

Milpera State High School is a place which strives to assist our newcomers in settling well in Brisbane. Therefore there is a plethora of activities and special events going on at all times. The HEAL service is well-integrated in the school, with the HEAL Coordinator being a teacher on staff. The HEAL therapists have their part to play. For example, every year there is an International Women's Day celebration, Mental Health Week activities, Boys to Men Day, parent visiting times, and special assemblies held. An example of involvement included HEAL providing visual materials such as big women posters for kids to use as bases for messages celebrating womanhood. Our Music Therapist is an integral part of the school assemblies, particularly when required to sing and play guitar to facilitate school engagement in a song. The school song is particularly popular.



One of our most joyful interactions with students was enjoyed with our Music Therapist Jamie and Arts Therapist Jane, in the care of Yoga Instructor and Arts Therapist Renae. We accompanied a group of HEAL Milpera girls to the "The Yoga Box" at West End, where the girls experienced an introduction to anti-gravity yoga!

This is done while hanging from silk hammocks and was relaxing as well as challenging. The girls did very well in giving it a go, and Renae's great expertise made this introduction safe and educational. It was good for bodies and minds, great for confidence, and really, really fun!



Review of Music Therapy program at Milpera SHS in 2017

We have been fortunate this year to have Jamie Rowitsch working as the HEAL Music Therapist. Jamie is U.S. trained and her knowledge and attitude have been a great fit for Milpera. The Music Therapist at Milpera conducts individual and group therapy, as do the arts therapists, but she also has a large role to play with whole class groups. Three to four classes exit Milpera at the end of each term. In order to assist the transition, there is a celebratory Exit Parade held for each departing class, in which they perform a song or other creative act for the school.

This involves many hours of creativity and supervision for Jamie, who facilitates the kids' performances, and helps them with accompanying music on the day. She also plays guitar and leads the whole school in singing the school song at each parade.



Teacher Feedback

Feedback from teachers provided to the Music Therapist, verbally and on paper, through the HEAL Evaluation form, at the end of each term, was positive, and validates the method used. The following are some comments from those forms, pertaining to participants in Music Therapy at Milpera (different colour indicates different person's feedback):

G seems settled, happy, and has made meaningful friendships. He doesn't require nearly as much attention... (he) has made tremendous progress in all areas! Thank you!.

Y is settled in class. She interacts well with peers and teachers... (and is) comfortable expressing herself in the group.

Thank you so much for working with the students in Room 4. They have made so much progress in all areas, in such a short amount of time.

Having the one-on-one sessions has increased her confidence both socially and in the classroom...Well done, you have made great progress!

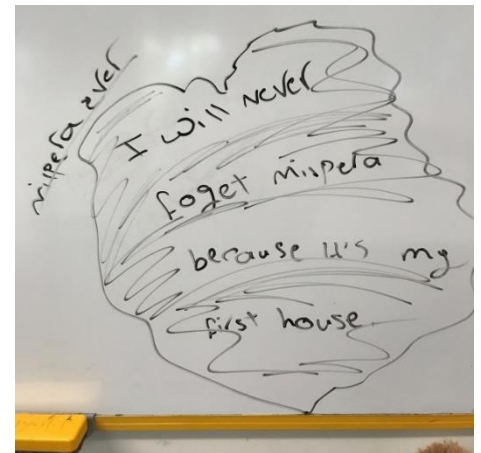
A is so happy, engaged, helpful and caring...She changed so much this term! Thank you for all of your work with her.

P is a lot more settled and able to articulate his concerns after HEAL.

(She) appears calm and settled in class, keen and hardworking and friendly and respectful to all students.

Student Feedback

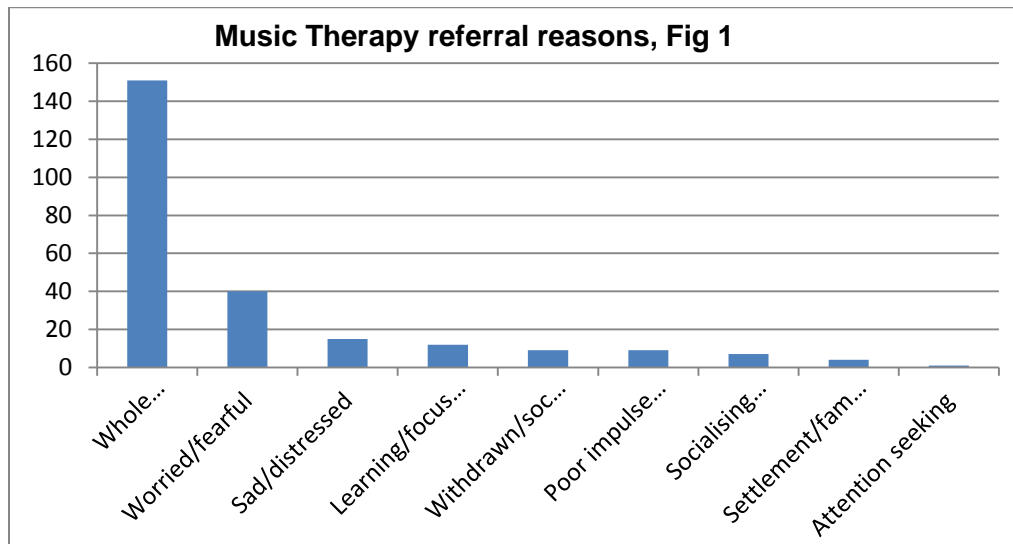
Students often provide feedback on the board of the HEAL room-expressing their love for HEAL and also for the school. They are also asked to give feedback during sessions, in formal and informal ways. Possibly the best thing about the HEAL service is that the kids like it- they enjoy coming and appreciate the benefits they derive from sitting with a therapist, making music, dancing and relating in a safe space.



Reasons for referral to HEAL Music Therapy

Music Therapy reasons for attendance in HEAL reflect those seen in Arts Therapy, but many more students are seen, due to the class group format of some sessions. In the graph(Figure 1) , the largest reason "Whole class/other" represents the many class groups participating in Music Therapy, as opposed to those referred for individual reasons. The most common individual referral reason is the "worried/fearful" category, followed by "sad/distressed," the same as Arts Therapy reasons. There is often commonality there, and participants are sometimes passed from one therapy type to

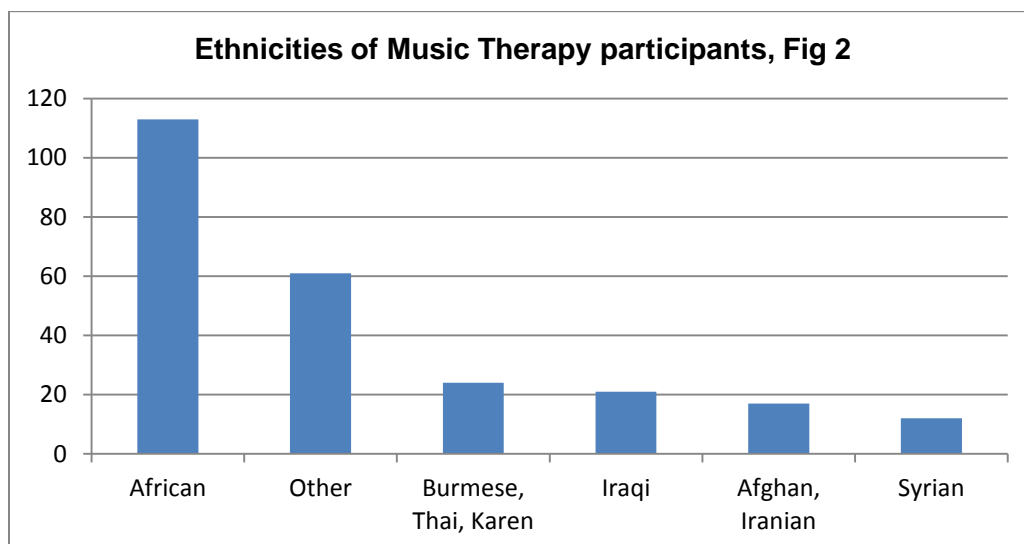
the other, dependent on individual needs and therapy treatment goals. Music Therapy was experienced by a total of 151 students in 2017. A busy year for Jamie!



Be kind, for everyone you meet is fighting a hard battle.
Plato

Country of origin/ethnicity for HEAL Music Therapy

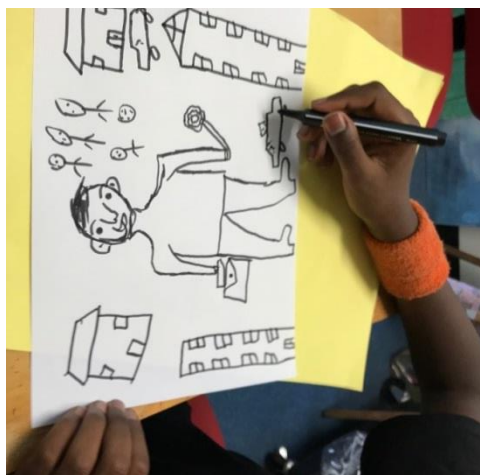
Once again, there is some commonality in the graphs for Arts and Music Therapy. This largely reflects the school population. The “Other” column (Fig 2) in this case indicates those class mates in whole class groups some of whom have migrant (not refugee) backgrounds.





At the end of the day, it isn't where I came from. Maybe home is somewhere I'm going and never have been before.

Warsan Shire



St James College

Review of Arts therapy program at St James College in 2017

By Judith Gordon

The HEAL arts therapy service began at St James College in May 2014 for one day per week and has increased over time to provide two days of service per week for students from refugee and asylum seeker backgrounds. HEAL at St James College was staffed by Judith Gordon in 2017 seeing students mostly in individual sessions with some small pairs/groups and also engaging with them in conjunction with other programs and informally at school activities and in breaks.

Approximately **50** identified clients were seen for Arts Therapy in 2017, including ongoing clients and new enrolments. All of these clients were screened by the therapist as new school enrolments or referred by members of the administration team, school counsellors, teachers or therapists from their previous schools. This year the therapist was also able to less formally support **11** additional students via engagement with the MDA facilitated Skill Up program.

The practise of screening all new enrolments who fit the target HEAL profile continued in 2017 and this enabled the therapist to make students aware of the support service and assess their likely needs in terms of Arts Therapy sessions. Some clients were seen weekly, some fortnightly and others occasionally depending on their needs. Clients are made aware that they will be supported by HEAL for the duration of their time at St James College and therefore can return for sessions whenever they feel they need to. In addition, clients were sometimes referred by the Deputy Principal or other staff for additional support for urgent matters or when facing an unexpected challenge or crisis.

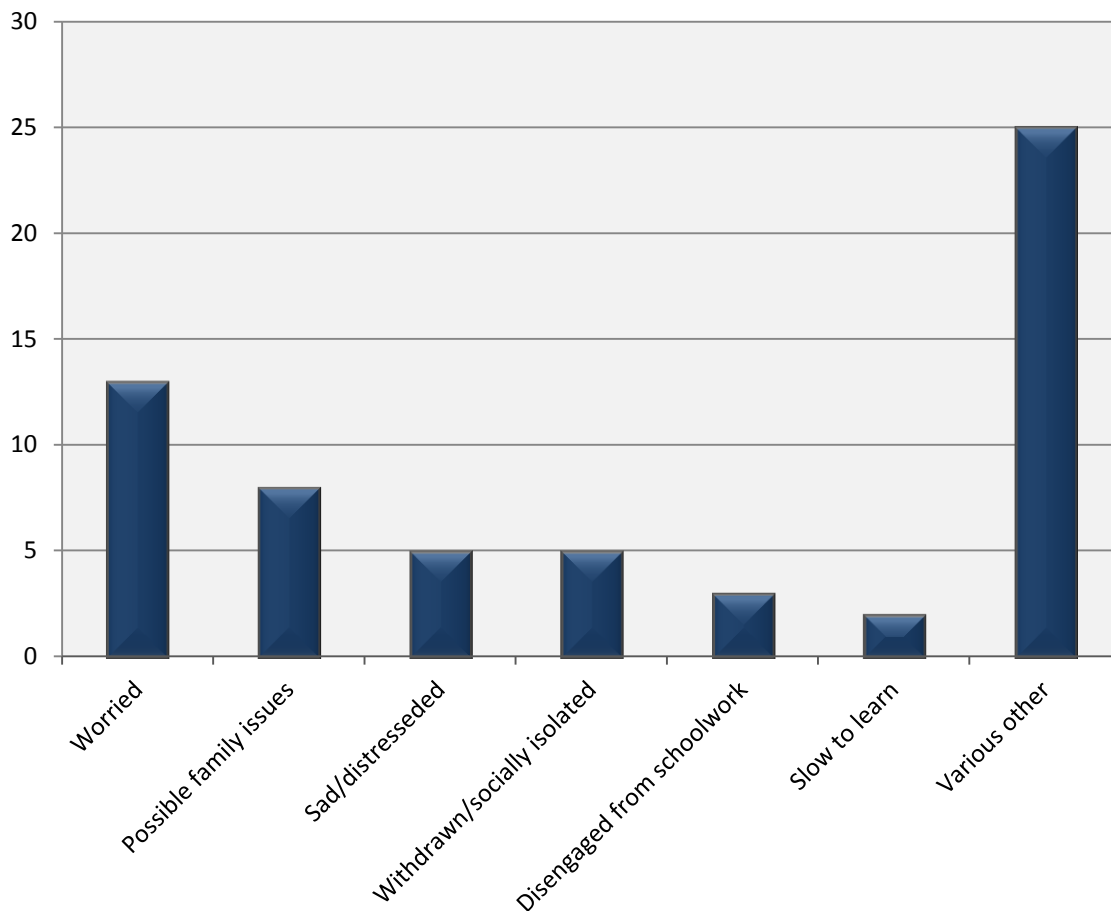


Reasons for referral to/continuation of Arts Therapy sessions

The top 6 reasons for referral are listed below and all other reasons are grouped together and represented in the graph (Figure 1) by 'various other'.

- Worried
- Possible family issues
- Sad/distressed
- Withdrawn/socially isolated
- Disengaging from schoolwork
- Slow to learn

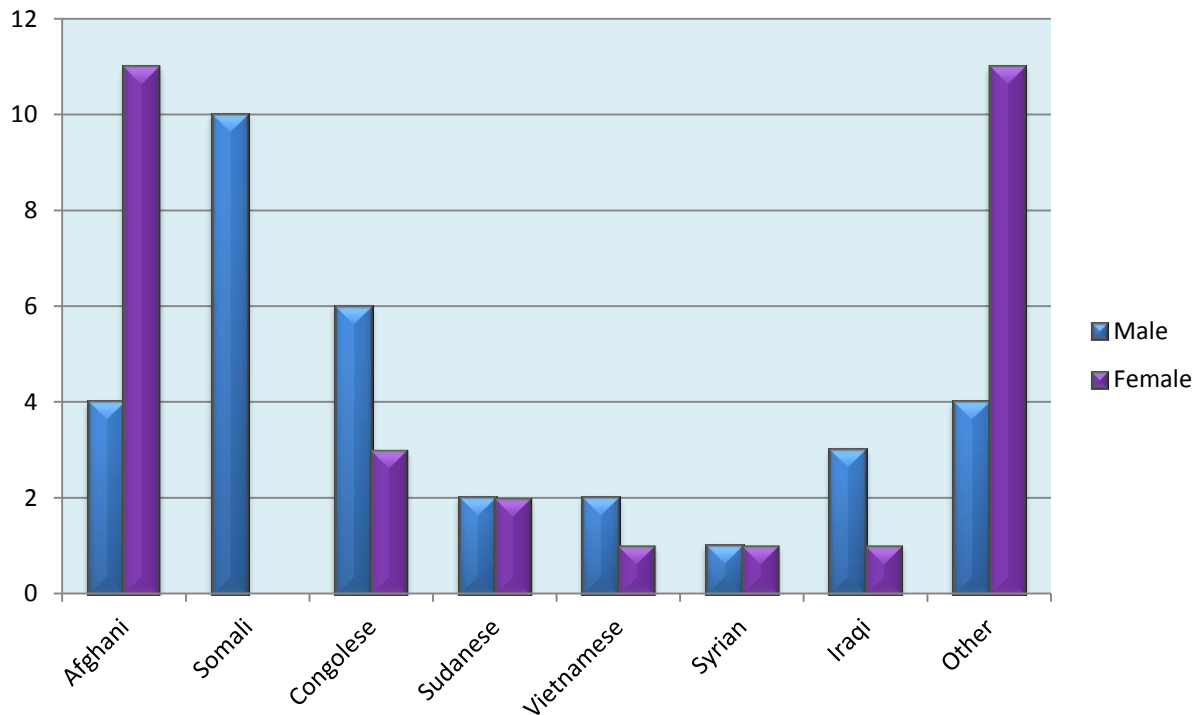
Reasons for referral, Figure 1



Ethnicity/Countries of origin of HEAL participants

Students attending Arts Therapy at St James College in 2017 came from Afghanistan, Iran, Iraq, Syria, Somalia, Congo, Sudan, Other African regions, Myanmar, Sri Lanka and Tibet (Figure 2) The school population still contains a significant number of Afghani students who have enrolled in the last 1 -2 years and 2017 saw an increase in the number of this ethnicity and also enrolment of a number of students from Somali backgrounds. Many of these students are post 18yrs old and as such have gratefully accepted the opportunity to enrol at a Queensland school to continue their secondary education. Some had been previously attending TAFE but felt that they needed a more varied and diverse educational experience.

Country of origin/Ethnicity, Figure 2



Domestic situation

The students attending Heal at St James College range in ages from 12 to 25 years and come from a variety of domestic situations. A significant number 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 or independently. The domestic situation of the clients often presents pressures and stress ranging from feelings of anxiety about family relationships, worrying about the health and wellbeing (physical and

mental) of parents, taking on the role of interpreter for day to day dealings with organisations and agencies in the community, additional 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, financial hardship and social isolation.

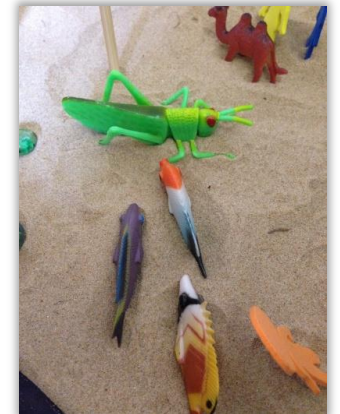
The use of art and imaginative play can give people who have experienced unspeakable events an avenue for expression. From a neurobiological perspective, non-verbal approaches can be particularly effective as the capacity to connect feelings with language often compromised by trauma.

Dr Nisha Sajnani

What happens in HEAL

Most of the work in the Arts Therapy program with students (in individual sessions) at St James College in 2017 has involved assisting clients to manage a variety of issues by using drawing, collage, construction, sand tray, metaphors and talking to explore ways to make sense of their experiences, and coming to some understanding about what they can manage and control and how to let go of things that are not in their control. They have also been able to develop strategies to build resilience and manage overwhelm. Students presented with stress around school work pressures, relationship/peer difficulties, family problems, anxiety, past trauma, disengagement and a range of other issues.

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. Students are sometimes seeking assistance with communicating with Government or support agencies or paperwork relating to day to day responsibilities. The additional day to day responsibilities for independent and older students can add extra stress and result in absences from school to attend appointments either for themselves or to accompany other family members. This stress often reveals itself in somatic symptoms such as headaches and frequent illness. In addition, as mainstream students they are often challenged in managing a large academic workload (in their second language) as well as travelling long distances to school. Often the therapist was able to assist/advise with simple practical worries and tasks during breaks or in sessions 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. Sometimes this may be the only chance to catch up with particular students that week due to other commitments or absences.

Similarly, the Heal therapist also visited some 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. The therapist was able to attend assessment sessions when students were required to present spoken tasks to help them rehearse and prepare and assist them with management of their nervousness.

There is an excellent and strong support network for students at St James College. Administration staff are closely involved in monitoring student welfare and they also have access to strong support from teachers, counsellors and house deans who are heavily involved on a day to day basis. Student wellbeing is always taken into consideration alongside their educational needs. HEAL clients indicate that they feel very welcome and supported at St James and express deep gratitude for the opportunity to attend the school when other doors were not open to them. Several clients graduated from their Senior Studies in 2017 and may not have had this opportunity otherwise due to the age limitations of Qld State Schools.



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 withdrawn students, 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 manage challenges more capably. They express gratitude that students have a safe and confidential space to go to discuss their problems and are provided with strategies for managing overwhelm and anxious feelings.

I believe that many of our students have adjusted well but that trauma is only a scratch under the skin away from rearing up and taking over again. Usually this seems to be when things are stressful...exam time, starting at the school, a sick parent. Heal offers these children a space to quietly and gently get their angst out. Our therapist has such a calm and soothing manner that, while she can't always solve problems, she gives our children the break and safe space to let go of some of the things they are bottling up or feel like they have to keep hidden.

Art therapy is so important to our children because if you don't have the words to say what you are feeling, then you have no voice or outlet. It's the quiet ones who often

struggle the most. Heal gives them a voice.

(ESL teacher)

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 confidential 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 learnt strategies for managing difficulties in their lives and techniques for relaxation.

After I come to heal and talk and make art I feel lighter, like it takes some of the sadness away and takes a weight off me.

I am very sad to be leaving the school but I will never forget how much coming to Heal helped me during my time here.



Collaborations/other projects

MDA Skill Up

2017 also provided an opportunity to work alongside staff from the settlement support agency MDA. Youth Settlement Workers presented an 8 week program (1.5 hrs per week) for selected Yr 11 & 12 students around the theme of preparation for gaining employment and the skills associated with this. The program titled **Skill Up** ran in Terms 2 and 3 with two different groups of approx 8 – 10 students from refugee backgrounds. Students created vision boards and participated in activities focused on improving communication skills (verbal and written), team building, problem solving, resume writing

and goal setting. The program culminated in students experiencing a mock interview with real employers. As many regular HEAL clients were involved in this program, the HEAL therapist attended and collaborated with the MDA workers, assisted with facilitation of activities and provided a check in point for participants between weekly sessions. This collaboration was very beneficial as it provided another context in which to further engage with clients, to identify other students who may benefit from HEAL support and to strengthen connections with MDA to enable increased shared and collaborative support for our students.

I hope to become a civil engineer
but it will be a lot of hard work.

I'm interested in
nursing because I like
to help others.



Lunch time craft

The HEAL therapist began the practise of taking craft materials into the outdoor areas during the breaks to encourage students to learn some new skills and participate in some activities that assist with relaxation. Over the weeks students engaged in knitting and crocheting, macramé making and simple sewing projects. Groups sat at picnic tables and anyone was welcome to join in. These types of activities assist with relaxation and encourage participants to slow down. It can also provide a distraction from mental stress. Sitting together and participating in these kinds of activities also provides an environment for socialising, connecting with others and making conversation.



Art, like exercise, gets us into a flow state, which gets you away from all the things we have on our minds ... doing handwork of any kind – drawing, knitting, quilting, working in the garden – mediates depression and anxiety.

Cathy Malchiodi

HEAL Art Therapy services have continued strongly at St James College in 2017 and it has been well supported by the Leadership Team and staff. Students are becoming more aware of HEAL and appreciating it as an additional place to find support, guidance, respite and safety. HEAL will continue to provide service for the growing community of young people at St James College in 2018.



"After I come to heal and talk and make art I feel lighter, like it takes some of the sadness away and takes a weight off me."

Woodridge State High School

Review of Heal Art Therapy program Woodridge SHS 2017

By Gayle Crisp and Judy Gordon

Art provides an important means of self-expression for asylum seekers and refugees in detention. In art they are able to convey very personal themes that they may otherwise find difficult to put into words, which can be one step towards the reconciliation of past traumas. Art-making also provides a useful means of relaxation, as one becomes absorbed in the activity.

<http://therefugeeartproject.com/home/faqs/>

Woodridge SHS service in 2017 is set up to meet the needs of young people with asylum seeker and refugee background. These young people have endured experiences that have impacted on their lives in many ways: their personal sense of safety has been compromised by violence, war, displacement, and great loss. We at HEAL value the experiences of these young people and how it has impacted on their bodies, their minds, their family situations, and their ability to settle in a new country and learn new language, culture and feel safe in the world. Within the HEAL creative space these children are offered a safe place to be heard, comforted and guided towards recognising their resources and strengths. With assistance they find their way to come to make sense of themselves as valuable human beings who can grow and thrive.

The year began with two Arts Therapists: Gayle Crisp worked three days and Bindii Thorogood (covering leave) worked one day. Term two saw Art Therapist Judy Gordon return from leave. The weekly structure of the HEAL service comprised of two therapists working Mondays providing programs with groups of students and some individuals. Term 1: Gayle Crisp and Bindii Thorogood; Term 2-4 Gayle Crisp and Judy Gordon. Gayle Crisp worked Tuesdays and Fridays providing services to pairs/small groups and individuals.

The HEAL room was open for students at break times (Break 1 and Break 2) during the school day, providing a safe place for students to relax and engage with therapist/s and each other.



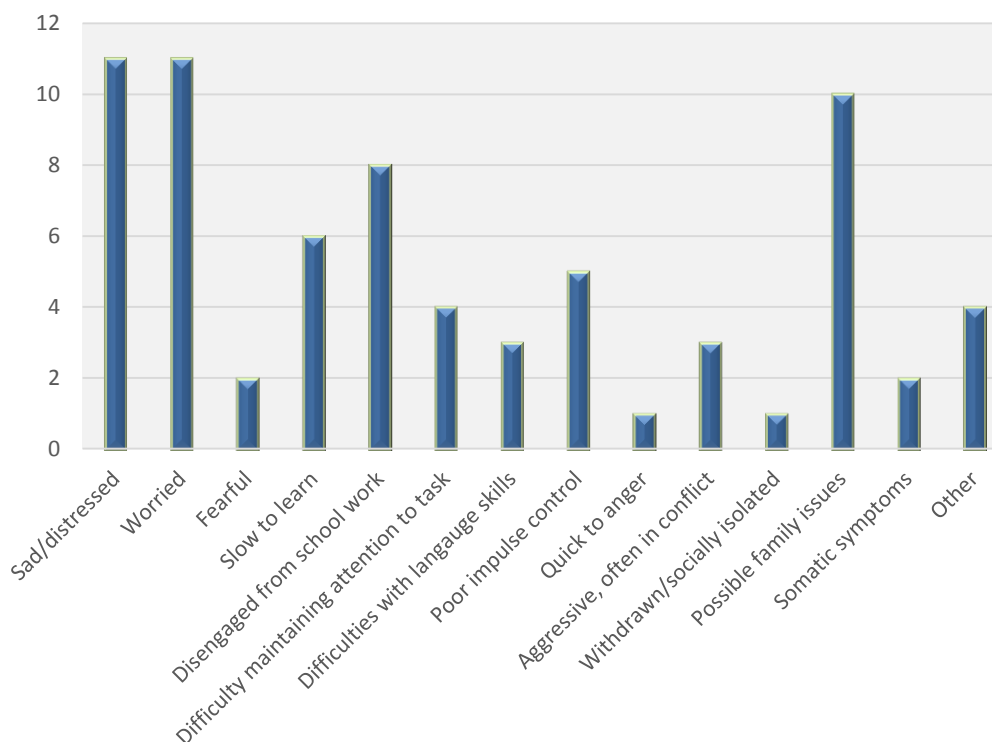
Reasons for Arts Therapy Referrals

Students are predominantly referred to the HEAL art therapy service through their classroom teachers who have insight into students' affect, behaviour, learning progress and social interactions. They may also be referred by Intensive English School administration, who are familiar with students' visa, family situations from enrolment processes, and their general interactions with students. In some cases students were identified as needing ongoing sessions after attending the Heal Service at break times and/or from participating in whole class programs. Self-referral occurs occasionally.

Reasons for referral to HEAL Art Therapy sessions (Figure 1) ranged from anxiety, worry, poor impulse control, family issues, being withdrawn or socially isolated and disengagement from learning/school. Some students were also identified as not progressing in their learning and poor attention to tasks. Poor impulse control is common amongst students from refugee and asylum seeker backgrounds, resulting in problems with peers or teachers/admin.

When attending HEAL students undertake an initial assessment process which gives valuable background information as to the student's needs. This assists with determining what might be useful in regard to therapeutic approaches and whether students will benefit most from individual or group sessions.

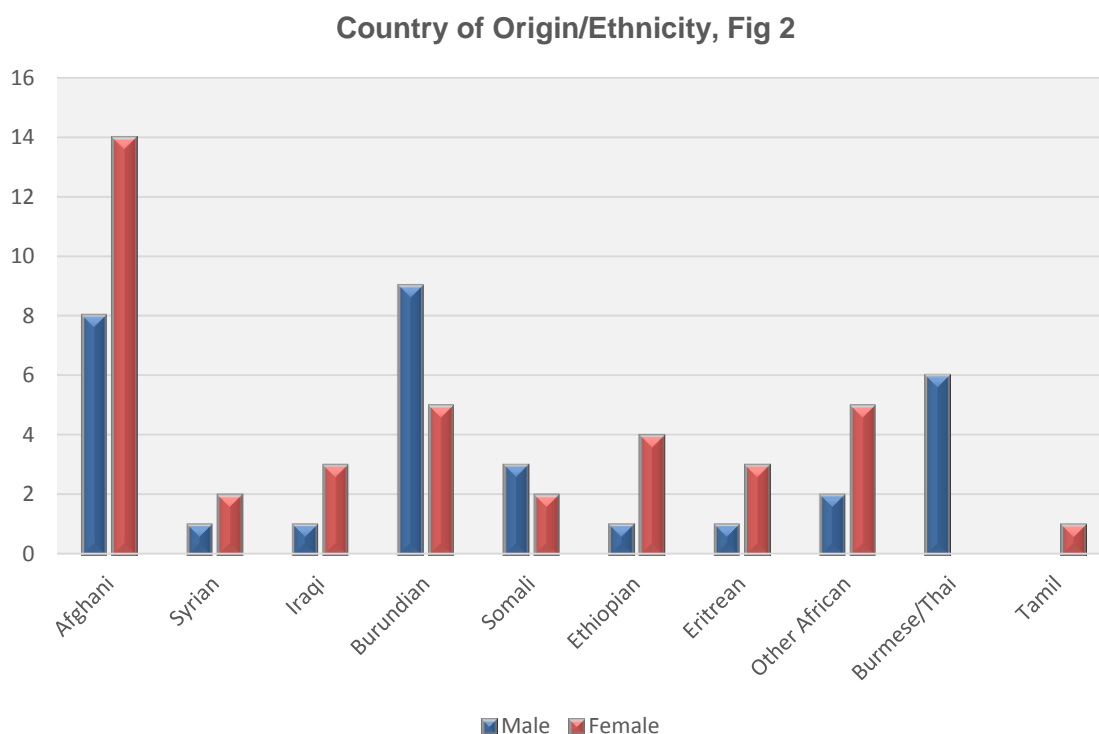
Reasons for Referral to Arts Therapy, Fig 1



Countries of Origin/Ethnicity

The 71 students who visited HEAL during the year came from a wide range of different countries of origin (Figure 2). The ethnic background of the largest number of clients was Afghani, followed by Burundian, Ethiopian, Eritrean, and Somali. A small number of clients were also from other areas of Africa. Additional clients came from Iraq and Syria. A small number of Burmese, Karenni, Thai and Tamil clients were also seen. These clients ranged from those who had been in Australia for 1 – 3 years to those who were newly arrived and had little or no English.

Figure 2



These statistics did not account for incidental connections between therapists and students. Both lunch breaks in the HEAL room were lively as many students came in for various reasons. The HEAL room was supervised in all breaks on HEAL staffed days and so provided a safe place to relax or process thoughts, to meet others, make art, play music, practise conversation, play a board game, have a snack, water or a rest 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 4 and twelve 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 alone or with other relatives, while many other students had only one parent in Australia and others were living with both parents and some students were living with older siblings. A small number 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/or other members of family, and some were parenting children. A small number of clients were living independently. This summary allows a glimpse into the challenges students face in their personal lives.



What happens at HEAL

The work in HEAL at Woodridge SHS in 2017 focused on a range of areas. As an ILC/EALD 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 students that have many responsibilities and whose family 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 toiletry bags, a quiet and comfortable place to sit and relax, make new friends, talk or make art in the lunch breaks. Occasionally throughout the year whole class sessions were facilitated by the HEAL therapist 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 dancing, drama, games and therapist led discussions.

Programs

In 2017 group programs were designed around specifically identified needs and included focuses on journeys, safety, identity, strengths, and building confidence in conversational/relational skills. Some types of activities that groups engaged in included music, dance, collage, individual and group art making with connected storytelling, digital storytelling, movie making, improvised story telling with props and games with reflective conversations.

Individual sessions were designed for each client depending on their emergent needs. These sessions were varied and included creative explorations around personal stories, pastels, drawing, collage, stamping, sewing, knitting, crochet, pom poms, beading, flower making, music, sand tray, symbol work and movement.

...it is only recently that multidisciplinary research involving arts and crafts, social science, and medical and health scholars and practitioners, has begun to show the importance of activities, such as craft-textiles, for positive well-being.

Gail Kenning, 2015

Some students brought with them significant sewing and craft skills which became a way to share their stories and teach each other, thus encouraging confidence and cultural pride whilst building relationships and leadership skills.



Working with a student's cultural identity both as a teenager and person from another country requires the meeting of students in activities and language that is accessible and relevant to them. We often used emojis, pictures, art images and music that students were familiar with to assist with the expression of their experiences.



The relationship between therapist and client is significant to this work. At times play becomes an important part of the process for the repair of developmental delays and interpersonal skills development that were thwarted by life events.



The use of art and imaginative play can give people who have experienced unspeakable events an avenue for expression. From a neurobiological perspective, non-verbal approaches can be particularly effective as the capacity to connect feelings with language is often compromised by trauma.

Nisha

Sajnani



Collaboration and Events

In 2017 HEAL was an active part of the WSHS Student Connect Services Team engaging in a multidisciplinary collaborative approach to student and staff wellbeing. This included contribution to case management of complex clients, participation in special events at school and in the local community.

- Refugee Week Celebrations: HEAL provided guidance for preparing a performance of song “Power in Me” with actions to be performed at Assembly by IES students.
- Support Services Market Day Lunchtime event in IES playground. Providing an art activity for relaxation and social engagement along with information about the HEAL service at WSHS.
- Supported a Beading lunchtime event with Access and Islamic Women’s Association of Queensland.
- Creation of Lanterns for the Access to contribute to Qld Multicultural Awards Event.
- Creation of a banner for the local event of the National ‘Walk Together’ Event.
- Assistance with Year 12 Graduation Photo Booth set up.
- Gayle Crisp attended the 2 day Trauma Aware Schooling Conference along with other Student Connect Services Team with the intention of a collaborative sharing with school staff.
- Conducted an arts therapy process and information session for the Student Connect Services Teams Planning and PD Day.
- Contribution to the planning with Student Connect Services Team for Wellbeing events in 2018.



Teacher Feedback

Teachers noted that students who participated in the HEAL program demonstrated a range of positive effects such as greater confidence, calmer, more settled, increased interaction, speaking up, seeking help, progressing better in class and improved overall well-being. Students generally seemed happier, less worried, and have more resources to cope with difficulties. Teachers are grateful that HEAL provides a safe place for students, as their quotes show:

HEAL is really good to improve physical, mental and emotional wellbeing of students referred. This is because some feelings can be better expressed through creative arts: esp (sic) when it's hard to verbalise. This can help identify blocks and issues in learning and personal development

You are doing an amazing job with these students, which makes my job easier as students come more prepared emotionally for class.

(Student) is a lot calmer and more settled in class.

Giving (student) a place and people with whom she can feel safe is definitely a benefit to her and her learning.

He is focused on his learning and is progressing well.

A safe place to share concerns.

He is more sociable and he asks for help and direction.

Over the term she seemed to become more resilient.

(Student) is more confident in class interaction with teacher and peers.

(Student) seems to be more confident in herself and more comfortable expressing her thoughts and feelings.

(Student) is happy and friendly, and seems more settled in the school routine, which makes him more confident.

(Student) enjoyed attending and sessions always put him in a fine frame of mind and mood.

The HEAL therapists are so approachable, available and committed to the students all day.

"Great job!"



Student feedback

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. See quotes, below. 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. A larger number of students are visiting at lunch time as they come to know it as a familiar and comfortable refuge.

Going to HEAL helps me feel better.

If I am coming to join with my beautiful HEAL teacher I am feeling better. The (HEAL) teacher is very helpful. I like to stay with her and talk about my problem. My teacher is very honest.

I like coming to HEAL it is very nice...thank you so much.

I feel very happy, I have fun, I like the 'Misses' and being with my friends.

I like playing with the drum because I like listening to people's rhythms. And I like drawing.

I like to play a drum it makes me slow down.



From Here

In summary 2017 has been a successful year. The HEAL service is greatly valued by the IES and wider school community. It has become more integrated within the welfare teams of the school with the building of a collaborative multidisciplinary team approach to care of students. There has been significant contribution to the wellbeing of many students from asylum seeker and refugee backgrounds: providing a safe place for making sense of experiences and developing skills that will assist students to be more available for learning.

Looking forward to 2018, it is expected that HEAL will be operating with therapist Gayle Crisp for 3-4 days each week. The school has offered to cover costing of one to two days of the therapist's wages depending on numbers of students that enrol. There will be continued collaboration with the school and the Student Connect Services Team. Already plans have been made for the HEAL's participation in Student Connect Services events and activities. We look forward to continuing to support the wellbeing of current students and welcoming new students in 2018.

Yeronga State High School

Review of Arts Therapy program at Yeronga SHS in 2017

By Taraka Sticha



The HEAL Arts Therapy program continued in 2017 for four days per week at Yeronga State High School (YSHS) with funding from both FHEAL and the school for two days each. HEAL at YSHS was operated by Taraka Sticha and was assisted from March until October by student Art Therapist, Maitlin Waugh, on Practicum with the Masters of Mental Health. Taraka and Maitlin ran up to eight groups per week, saw individual students and facilitated whole class activities during P.E. lessons once per term. Taraka and Tracey Beck Gude (School Psychologist) also worked together with Tree of Life groups (TOL) and collaborated with care of students needing external referrals and other support.

Over 70 students participated in Art Therapy sessions during 2017 in individual, pairs or small groups. Some of these students were referred through teaching staff raising concerns about behaviours in the classroom and some students were identified by the therapists during group work, as individuals who could be aided by further support. Students have begun to self-refer more this year than in the past, or students tell friends they can take advantage of HEAL services. Individual, pair and group sessions ran weekly to ensure regular assistance unless clients' need was less urgent, and then sessions were scheduled fortnightly. The HEAL therapists maintained a level of flexibility in the program to assist when necessary with crisis situations.

The Art Therapist and Psychologist work together in the Year 7 HPE classrooms each term to provide students with whole class sessions. The aim of introducing mindfulness, creative expression and sharing with other class members was to cultivate well-being

from the time students' enter high school. The introduction to the welfare team in their first year of high school established the availability of assistance throughout their trajectory at high school. Students with higher needs for therapy were sometimes identified during these whole class activities and further support was offered.

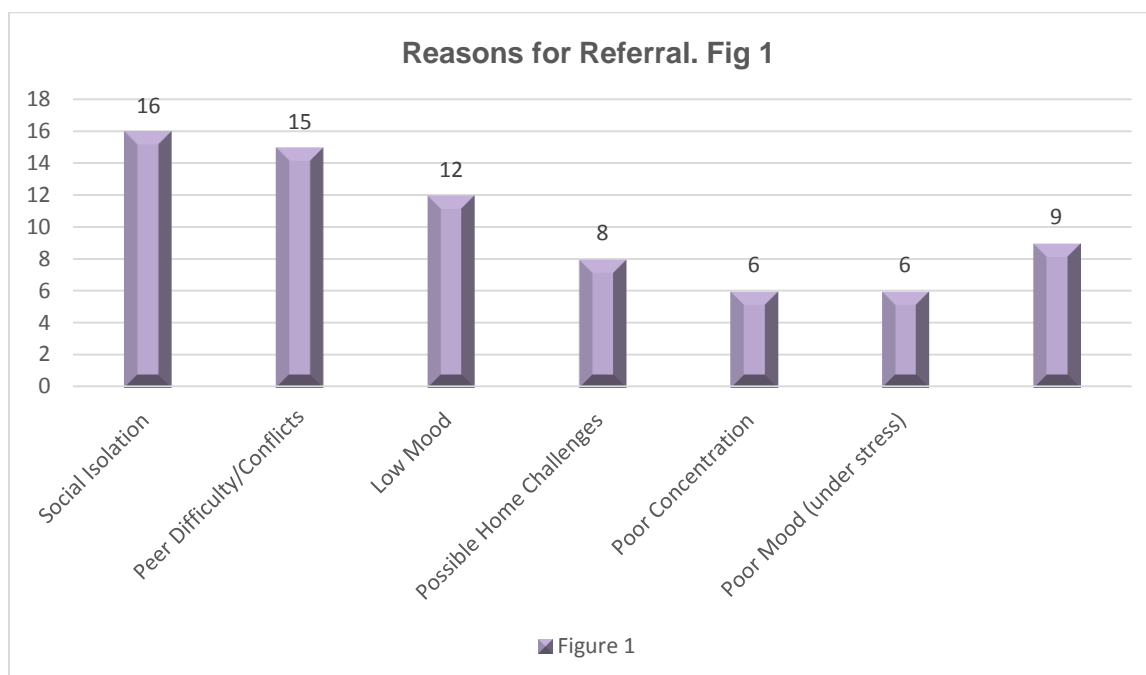
The Tree of Life program was provided for the EALD students exclusively, and all Year 7 EALD students attended a TOL group. In 2017, 54 students attended TOL groups and produced beautiful images and meaningful understanding of themselves and others.

Other groups were formed from Yr 7, 8 and Yr 10 students according to specific needs. 24 students attended these extra groups, making a total number of group attendees 78.

The teachers of EALD students and the therapists work together to support students after initial contact with TOL or a referral, this begins with students in their arrival at YSHS and continues as they move through the year levels if necessary. HEAL has been in the school for over three and a half years and the service has become an integral part of EALD student care and well-being program. This has been demonstrated by a further day of HEAL service to be offered to students, in 2018, funded by YSHS, totalling five days a week.

Reasons for referral to HEAL

Top six referral reasons at Yeronga SHS are shown in Figure 1



The students who attend HEAL at Yeronga SHS come from a diverse range of domestic situations. The majority of students live in families with both parents while the remainder live in single parent families or are cared for by other relatives. Students ranged in age

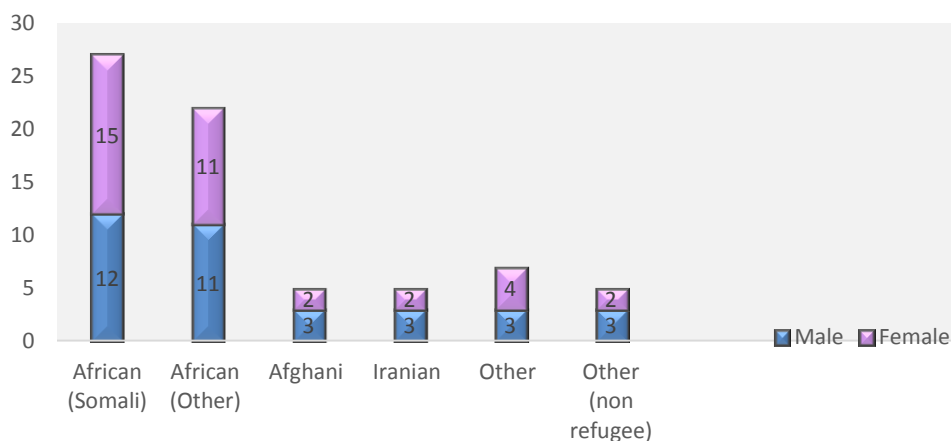
from 11 – 20 years and came from all year levels (7-12), although the majority of clients came from Years 7 & 8.



Country of origin/ethnicity

The largest ethnicity represented in client numbers was students who identified as Somali as seen in Fig 2. These students may have been born in Eritrea, Kenya, Ethiopia or Somalia. The next largest group was other African which was comprised of: Eritrean, Ethiopian, Burundian, Congolese, Rwandese, and South Sudanese students. Afghani and Iranian populations were the same. Smaller representation by ethnic groups such as: Sri Lankan, Pakistani, Syrian, Rohingya, and Tibetan were considered 'Other'. Finally, the 'Other (non-refugee)' was comprised of Australian, Chinese and Samoan students who attended HEAL sessions on days funded by Yeronga State High School.

Ethnicity/Country of Origin. Fig 2



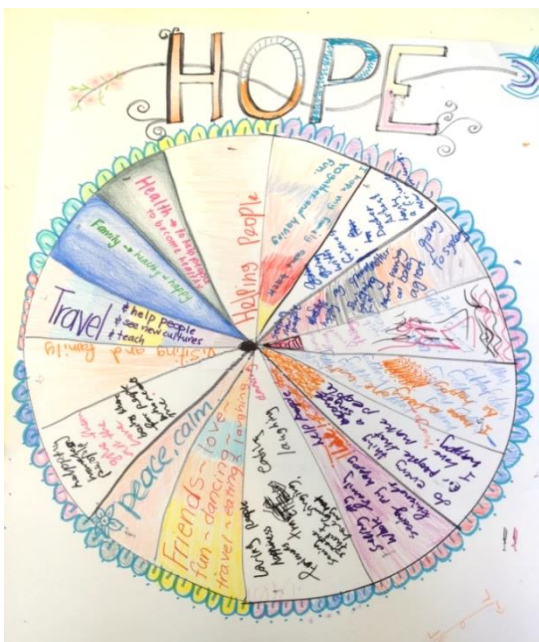
A day in HEAL

Each day in HEAL is differed, however a basic structure is followed. Every day there will be a combination of individual, pair/small group sessions, and occasional visits to classrooms and whole class facilitation. Lunch time is often when students come for lunch vouchers or to request assistance with a myriad of small practical problems related to school business, like changing classrooms/subjects. Lunch breaks are an additional time when students access the HEAL/Welfare space. The welfare team support students who do not have lunch either by providing vouchers for the tuckshop or by preparing quick snacks. The students have a chance to talk in a less formal way, and over time may develop rapport with therapists, especially students reluctant to engage in therapeutic work. Students also bring friends if they did not have food to eat and spread the word of the welfare services.

The HEAL office at Yeronga is quite small so there is rarely art making during lunch breaks, unless a student returns to finish something. Teacher conferencing time is made regularly to check up on student progress and changes in need for support for individuals, it is also a chance for teachers to raise concerns about other students. The therapist regularly meets the Deputy Principal in charge of EALD students regularly to update each other on student progress, share ideas for further support and to plan for EALD student assistance.

Students accessing HEAL support present with stress, anxiety, grief and loss, peer relationship difficulty, challenges in self-regulation, concentration and communication difficulty. Underlying trauma has an effect on the clarity of young minds and the HEAL clients sometimes struggle to be able to attend to classroom activities, and experience challenges learning. Through the use of drawing, painting, visual narrative, sand tray

therapy, games and collage, clients explore ways to express internal thoughts, memories, feelings and actions and how to make sense of what they are experiencing. Students learn more and more self-regulation over time, and gradually attend better in learning environments, perform better at tasks in class, have more capacity to follow instructions, develop more harmonious relationships and process difficult emotions with tools learned in HEAL. Procedures such as breathing techniques and mindful practices are taught to students to help them with coping and stress management. Emphasis is placed on well-being and regulation in sleeping, eating and relaxation.



Whole class activities such as mindfulness and creative exploration and expression of emotions goes a long way to build rapport with students. The support of the classroom teacher assists the therapists to deliver lessons that help students develop peer relationships. For example: students share what they learned during the lesson. Teacher appreciation is shown by their participation alongside students as they learn new ways to cope with difficult emotions or stress. Emphasis is placed on resilience building, self-regulation, and positive communication among the students. The sessions are also planned so students can experience fun. The whole class activities are for all students as the HPE classes are not streamed specifically for EALD students. It helps therapists see clients in a different context which informs student progress.

Participation in school events

The major events HEAL service was represented at Yeronga SHS in 2017 was the Multi Culture Day and Mental Health Week (MHW). On Multi Culture Day students had a chance to paint and decorate Koi Fish Kites from Japan. Over 30 students participated and got to know the Art Therapists a little better.

On each day of MHW during lunch breaks, therapists along with other Welfare team members facilitated activities. Games, Self-portraits (pictured below), potting plants, and other fun activities were provided and students were enthusiastic to participate. The Art Therapist made a presentation during school assembly during MHW about the stigma of mental illness, showing a PowerPoint and short video to illustrate how getting help can transform lives. Students reported learning from the presentation and being moved to help friends in need.



Student responses, Mental Health Week



Maitlin Waugh, AT Prac Student

There is nothing beautiful about the wreckage of a human being. There is nothing pretty about damage, about pain, about heartache. What is beautiful is their strength, their resilience, their fortitude as they display an ocean of courage when they pick through the wreckage of their life to build something beautiful brand new, against every odd that is stacked against them.

Nikita Gill

Commonwealth Bank Grant Presentation

The Moorooka branch of the Commonwealth Bank Australia generously donated to FHEAL. The cheque was presented by the branch manager, Rodney Howlett-Jones (below, centre), and received by the Yeronga SHS Principal, Terry Heath (left). Art Therapist, Taraka Sticha (right). These funds will enable further valuable therapy at Yeronga. Thanks Commonwealth Bank!



Creating Calmer Classrooms

After attending the Trauma Aware Schooling Conference, Deputy Principal, Jess Walker was enthusiastic to support students by training teachers in Trauma Aware teaching practices. Jess Walker (EALD Support), Tracey Beck-Gude and Taraka Sticha developed a Professional Development program called, 'Creating Calmer Classrooms'. The PD allowed staff to develop a deeper understanding of the impact of trauma on young brains, the effect on learning, and skills to improve learning for students. The training was provided over three lessons spanning a few weeks, and teachers reported incorporating learning in between PD days. The training meant teachers and therapist could develop a stronger connection and understanding about the work of HEAL. Teachers reported having a clearer appreciation of the work of HEAL after the training.

HEAL services are being appreciated deeply by staff and opportunities for HEAL therapists in 2018 will include a second therapist being employed and five days of therapist work is being supported by FHEAL and Yeronga SHS. This is very good news for the hundreds of students from refugee and asylum seeking backgrounds that attend the school.



(Photographs from the Creating Calmer Classrooms Professional Development)

Teacher Feedback

Teachers evaluated students' performance, affect, and behaviour in the classroom after they attending HEAL sessions or groups. The feedback suggested students' were demonstrating calmer demeanours, less anxiety and more positive affect. Other areas noted by teaching staff were improvements in communications skills, asking for assistance and peer relationships. The ability to self-regulate and the development of confidence, coping and increased attention span were identified in the evaluation. Some teachers incorporated the same self-regulation model (Zones of Regulation) with the whole class, so students' awareness was reinforced by therapists and teachers.

Teachers become more aware of the option available to bring distressed students to HEAL in cases of emergency. Since the service has been part of Yeronga SHS for almost four years teachers' confidence has to approach HEAL has increased when students presented with the need for assistance. Unexpected student visits are catered for in the lunch space and allows therapists a 'holding space' for students who need time out of class. The lunch space allows students access to a place they can be calm and quiet if they don't feel comfortable in the classroom.

Student Feedback

M.: my favourite things about HEAL-

- *Learning new things*
- *Making us happy*
- *Understanding each other*

S.: I learned-

- *Not everything I worry about is going to happen*
- *New Activities*
- *Listening to each other's ideas*
- *Stuff happening in own country is not happening in Australia. It makes me happy to know that. The things happening in my own country can be less painful by going to HEAL and talking to the therapist.*

F. about the therapists:

- *They make me smile*
- *They make me happy*
- *They help me trust myself*
- *They are there for me when I am angry*

Financial Report – 2017

FRIENDS OF HEAL FOUNDATION LIMITED

DIRECTORS REPORT

Your directors present this report on the entity for the financial year ended 30 June 2017.

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 loss of the entity amounted to \$17,182 (2016 year profit \$52,695). The Foundation continued to maintain the same level of therapist support provided to schools and institutions as the previous year, however revenue from grants and donations was significantly lower than in 2017.

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 .

FRIENDS OF HEAL FOUNDATION LIMITED

Financial Report for the Period Ended 30 June 2017

ABN 39 161 310 550

DIRECTORS REPORT

Information on Directors

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

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.

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 are currently parenting 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.

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.

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 Citizen Association for three years.

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

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

L. M. Ngata
.....
(Director)

[Signature]
.....
(Director)

Date: 15 November 2017

**STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME
FOR THE PERIOD ENDED 30 JUNE 2017**

| | Note | 2017 \$ | 2016 \$ |
|-----------------------------------|-------------|--------------------------|--------------------------|
| Income | | | |
| Donations and Grants | | 72,276 | 155,397 |
| Sales | | 28,421 | 13,325 |
| | 2 | <u>100,697</u> | <u>168,722</u> |
| Expenditure | | | |
| Cost of Sales | | 7,260 | 3,600 |
| Therapy support provided | | 108,479 | 109,631 |
| Other costs | | 2,140 | 2,796 |
| | | <u>117,879</u> | <u>116,027</u> |
| Profit before income tax | | - 17,182 | 52,695 |
| Income tax expense | | - | - |
| Profit after income tax | | <u>- 17,182</u> | <u>52,695</u> |
| Other comprehensive income | | - | - |
| Total comprehensive income | | <u>- 17,182</u> | <u>52,695</u> |



STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2017

| | Note | 2017 \$ | 2016 \$ |
|---------------------------------|------|----------------|----------------|
| ASSETS | | | |
| CURRENT ASSETS | | | |
| Cash and cash equivalents | | 124,928 | 155,662 |
| Receivables | | 14,727 | 109 |
| TOTAL CURRENT ASSETS | | <u>139,655</u> | <u>155,771</u> |
| NON-CURRENT ASSETS | | | |
| Motor Vehicles | | 31,816 | 31,816 |
| TOTAL NON-CURRENT ASSETS | | <u>31,816</u> | <u>31,816</u> |
| TOTAL ASSETS | | <u>171,471</u> | <u>187,587</u> |
| CURRENT LIABILITIES | | | |
| GST Payable | | 1,066 | - |
| TOTAL LIABILITIES | | <u>1,066</u> | <u>-</u> |
| NET ASSETS | | <u>170,405</u> | <u>187,587</u> |
| EQUITY | | | |
| Retained Earnings | | 170,405 | 187,587 |
| TOTAL EQUITY | | <u>170,405</u> | <u>187,587</u> |

STATEMENT OF CHANGES IN EQUITY FOR THE PERIOD ENDING 30 JUNE 2017

| | Retained Earnings \$ | Total \$ |
|--------------------------------|----------------------------|----------------|
| Balance at 1 July 2016 | 187,587 | 187,587 |
| Total comprehensive income | -17,182 | -17,182 |
| Balance at 30 June 2017 | <u>170,405</u> | <u>170,405</u> |

STATEMENT OF CASH FLOWS FOR THE PERIOD ENDING 30 JUNE 2017

| | Note | 2017 \$ | 2016 \$ |
|--|------|-----------------------|-----------------------|
| CASH FLOWS - OPERATING ACTIVITIES | | | |
| Gross receipts from sales and other donors | | 86,079 | 169,087 |
| Gross payments to suppliers | | (116,813) | (116,027) |
| Net cash from/(used in) operating activities | | <u>(30,734)</u> | <u>53,060</u> |
| CASH FLOWS - INVESTING ACTIVITIES | | | |
| Purchase of fixed assets | | | (31,816) |
| Net cash from/(used in) investing activities | | <u>-</u> | <u>(31,816)</u> |
| CASH FLOWS - FINANCING ACTIVITIES | | | |
| Net cash from/(used in) financing activities | | - | - |
| Net increase/(decrease) in cash held | | <u>(30,734)</u> | <u>21,244</u> |
| Cash and cash equivalents at the start of financial year | | 155,662 | 134,418 |
| Cash and cash equivalents at end of financial year | 7 | <u>124,928</u> | <u>155,662</u> |

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 30 JUNE 2017

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 2017.

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 loss of \$17,182, however the Company has a sufficient operating surplus to pay all debts when due and as such, the financial report has been prepared on a going concern basis.

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 | 2017 | 2016 |
|------------------------|----------------|----------------|
| | \$ | \$ |
| Donations | 67,276 | 126,817 |
| Grants | 5,000 | 28,580 |
| Sales | 28,421 | 13,325 |
| Total Revenue | 100,697 | 168,722 |

| NOTE 3: CASH AND CASH EQUIVALENTS | | |
|--|----------------|----------------|
| Cash at bank | <u>124,928</u> | <u>155,662</u> |
| Total cash and cash equivalents | 124,928 | 155,662 |

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 2017 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 | 2017 | 2016 |
|---|-------------|-------------|
| | \$ | \$ |
| Reconciliation of cash flows from operations with net current year surplus | | |

| | | |
|--|-----------------|---------------|
| Net current year surplus | -17,182 | 52,695 |
| Changes in assets and liabilities: | | |
| (increase)/decrease in accounts receivable and other debtors | (14,618) | 365 |
| increase/(decrease) in accounts payable and other creditors | 1,066 | - |
| Cash flows (used in)/provided by operating activities | <u>(30,734)</u> | <u>53,060</u> |

DIRECTORS' DECLARATION

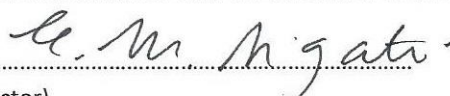
The directors have determined that the company is not a reporting entity and that these special purpose financial statements should be prepared in accordance with the accounting policies described in Note 1 of the financial statements.

The directors of the company declare that:

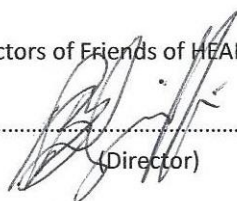
- A. The financial statements and notes, as set out on pages 5 to 13, are in accordance with the *Australian Charities and Not for Profit Commission Act 2012* and:
 - i. comply with Australian Accounting Standards; and
 - ii. give a true and fair view of the financial position as at 30 June 2017 and 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)

Date: 15 November 2017

HEAL People

Board of Directors:

- Adele Rice -Chairperson
- Tim Medhurst - Deputy Chairperson
- Bill Griffin - Company Secretary
- Michael Clarke - Treasurer
- Lisa Siganto - Director
- Robert Logan/Tom Beck – Directors
(not pictured)
- Janelle Paterson - Director
- Kelly Watson – Director

Adele



Tim



Bill



Michael



Lisa



Janelle



Kelly



Jane

