

# The Friends of HEAL Foundation Annual Report 2019



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# Welcome - CEO

## - Jane Griffin

I am pleased to present the 2019 Annual Report for The Friends of HEAL Foundation.

Working with children and teens of refugee backgrounds in school is both an interesting occupation and a privilege, and I have been grateful for the opportunity throughout 2019. Since 2004, I have sat beside many kids with immensely sad stories, tragic tales, horrifying journeys, and awful experiences around war and fleeing home. However, working with these children also tells me of their great strengths, their courage, their determination, and their adaptability. They are a diverse collection of kids, with different backgrounds and experiences.



Researchers have noted the need for community-based interventions to assist those new arrivals who have experienced horror and deprivation: 'Community-based psychosocial programs for refugees are needed in order to ameliorate the impact of the trauma and resettlement stressors on the individual, family unit and their community as a whole.' Slewaw-Younan S, Blignault I, Renzaho A, Doherty M. (2018)

Creative arts therapy in schools, whether it is Music Therapy, Art Therapy or Creative Movement therapy, answers this need. Since we started our charity to provide therapy in 2012, general understanding of the value of such therapy is growing. Fortunately our Chair, Adele, understood at Milpera that this therapy is helpful, right from the start. It is clear that through therapy, kids hurt by trauma can regain strength.

**...Art therapy among disadvantaged groups such as asylum seekers and refugees is recognised as a powerful tool to help overcome the trauma that exile and displacement cause. ..(it) can be an extremely empowering process through which individuals can develop and sustain resilience.** Nicolini,A. (2018)

HEAL services in five schools are busy with this process using paint, clay, crayons, dance, yoga, and music, facilitated by well-credentialled, registered therapists. Two key aspects of arts therapy with displaced children have been established by researchers Akthar and Lovell (2019). These are: (1) providing refugee children with a safe space to heal and discover new-self; and (2) giving refugee children a voice to express and share stories.

These are indeed the key aspects of the work done in HEAL.

We would include a third key aspect: (3) helping refugee-background children develop relational abilities. Researchers have found impaired relational ability in some refugee-background children who have experienced trauma, with aspects like trust compromised.

**The goal is to help refugees see that while they truly have suffered irreversible losses, being a refugee also offers an opportunity. But, whereas the losses are forced upon them, they have to discover gains for themselves.** Thernstrom, M (2019)

We are in the assistance in gain-getting business! This therapy work does not take place in a vacuum. One of the many benefits of existing in a school is that there are many opportunities for connection for HEAL participants, both within the school setting, and outside the school. Some snapshot examples: at St James, there is a choir to join, encouraged by the Music Therapist; at Woodridge, HEAL therapists can also connect kids to an ACCESS worker, who connects with families in the community; at Kedron children and their families are referred to VoRTCS, home-tutors organised by St Vincent de Paul organisation; and at Milpera, therapists refer kids to “Pushing Boundaries”, the sports charity which places children in sports teams, gets them kitted out, and provides volunteers to transport them to and from games outside of school hours. We are grateful for such important connections and HEAL therapists are a valued link in ensuring such referrals occur. This year we have again been grateful for the welfare agencies and support services who work alongside us in supporting kids: QPASTT, Multicultural Australia (formerly MDA), World Wellness, NAYS, and so many more.

We are also grateful for the understanding, compassion and support of the staff in schools with HEAL services. It takes an initial leap of faith for Principals and teachers to allow students to leave their classes to go to therapy. It is great that educators understand the ways in which therapy helps kids to be available to learning, and they provide the HEAL space and appreciate the service on site. Students at Woodridge,





Kedron, and Yeronga State High Schools, and St James College benefit from HEAL creative arts therapy.

We could not run this service without our supporters who donate generously every month; who supported special events like our popular annual lunch; held fund-raisers for us, such as the QMO concert, QPAC Concert, Anna Weston's Art Show and others; and others also gave randomly. Of special note is the active contribution of the Watson family, who provided printing, web services, and live music for our charity. The English Foundation and Ashirwad Foundation have been instrumental in our providing service, and Bill and Cath Henderson are loyal and generous donors.

I know the Board join me in thanking all who support us, and I must thank the Board. Thanks for the energy and commitment of our Chair and Co-Chair, Adele Rice and Tim Medhurst. Also big thanks to Janelle Paterson (our Social Committee leader), and Michael Clarke (Treasurer extraordinaire.) I thank the Board Directors for their hours spent on FHEAL, all voluntarily, and all with good grace. Thanks also must go to the dedicated and hard-working therapists in the schools, making the difference with each child. All of these people enable this very important work.

#### **Jane**

Artworks created during a staff art therapy exercise at Milpera.

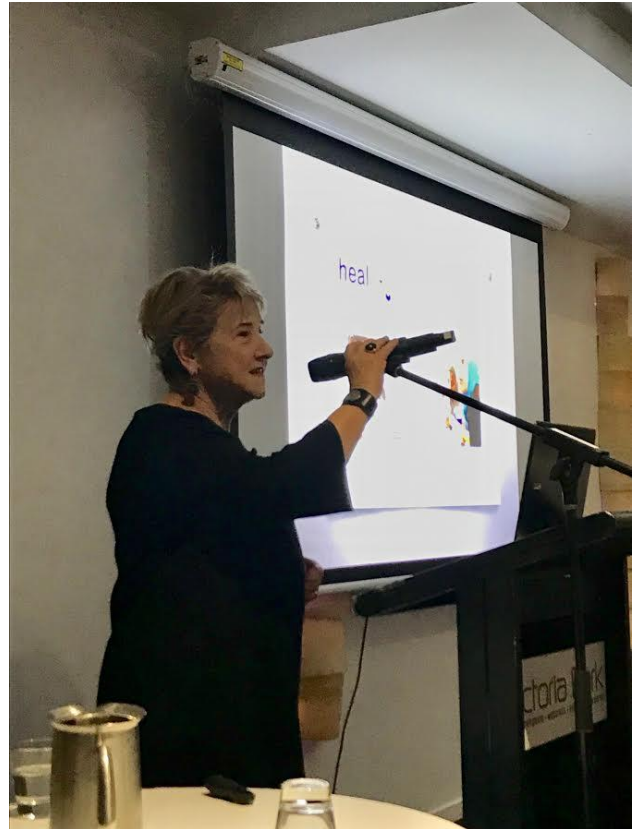


## Report from the Chair

- Adele Rice, AM

2019 has been a year of consolidation for the Friends of HEAL Foundation. There has been a significant achievement of our goals, successful outcomes for recipients of the HEAL services, increased credibility due to excellent performance backed by research findings and enhanced reputation and financial support from our donors, sponsors and benefactors and of course our family and friends.

In 2019 we were privileged to have had another QPAC concert "Songs of Hope and Healing" which again had the dual outcome of raising money for the Foundation while simultaneously raising the profile of the work we do. This year John Kotzas, CEO of QPAC, dedicated the concert to the victims of the Christchurch massacre and their families. We thank John and acknowledge his leadership which in turn, enabled me to convey the condolences of nearly 2000 people present in the Concert Hall that night to the victims' families and the citizens of Christchurch. These messages were formalised by QPAC in to an official letter of sympathy and support to the Mayor of Christchurch post the event. We look forward to our next QPAC Concert on 6 May 2020.



Speaking engagements in 2019 about the work of our Foundation and our services included a presentation to the Ashirwad Foundation. The CEO and I attended their fundraising evening at Victoria Park, did our presentation and a very generous cheque was received. The partnership with this Foundation is also facilitating other donations of goods and services to HEAL at Milpera and to the school itself.

I was a panel member at BGGs during Harmony Week and gave a talk about Friends of HEAL to the Probus Club at Bli Bli. I have also presented on Friends of HEAL to the Board at St James. I accompanied our CEO on school visits to Woodridge and Kedron State High Schools and also to St James College where discussions are ongoing.

The month of August was Multicultural Month and I represented Friends of HEAL at many events including the Premier's reception at Parliament House, an IFTAR dinner at Parliament House and the Queensland Police Service Multi- Faith Dinner at the Greek Club.

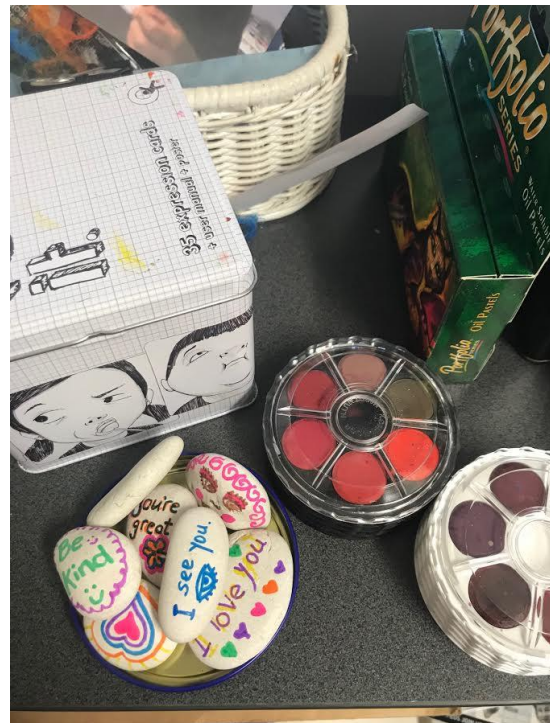
It is pleasing to note that on the one hand schools are taking more fiscal responsibility for partially funding creative arts therapists in their schools but on the other hand the number of destination schools post Milpera is increasing. This will leave many refugee background students without HEAL services post Milpera at the very time that we are not wanting to expand the program. The current context of the Special Humanitarian Program with small intakes of refugees and little possibility of permanency for those asylum seekers who have arrived by sea means that early screening followed by intervention in our schools is still a paramount need. In fact, given the research on intergenerational trauma and newer work on "Lethal Hopelessness" the newly arrived traumatised young people in our schools need HEAL. It is good and fitting that our Board sees the need to continue with fund raising for the immediate future while we contemplate, clarify and then describe our plans and goals for our own future, one that is closely tied up with THEIRS.

Thank you on behalf of the Board. Each of you has helped "to grow our future citizens". A huge thank you to Jane and Bill for their on-going generosity, hospitality and the care they show us.

We look forward to a creative, productive year ahead.

**In the hands of a skilled therapist, this place of art-making ...can not only represent a safe container (safe space) that encourages authenticity and familiarity – a journey on which clients can integrate different pieces of their identity through self-expression and aesthetic creation – but also build a bridge to the new environment.**

**Dieterich-Hartwell**





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.*





## *Fund raising in FHEAL*

Fundraising Report from Janelle Paterson, Social Sub-committee.

**2019 has been another year of enjoying the support of the many friends of the Friends of HEAL, who attend our events and thus contribute to our mission. Two main events were great successes:**



### **QPAC – 18 March 2019**

Australian music royalty graced the QPAC stage for our uplifting, packed house concert. The award winning Vika and Linda Bull together with 200 singers and musicians, Mzaza, JADE New World Collective and the QPAC choir performed with plenty of heart and soul.



The success of the concert was not only measured by the sale of enough tickets to fill the Concert Hall, the pure joy and smiles shared, but by the sight of money dropping in our



collection buckets at the end of the concert. Thanks, Bucketeers! Thanks to John Kotzas and QPAC for a generous donation as well.

Big thanks to all who made this possible, there is much that happens behind the scenes to make this concert the success it was. As well, thanks to those of you who not only came along, but brought friends and family with you. It's great to share the joy.

## The Summit – Luncheon 19 May, 2019

Once again the weather was on our side making it another perfect day in Brisbane. The Summit also proved to be a wonderful venue for our annual luncheon. The staff there were supportive and accommodating throughout the whole process of the organisation for this event, as well as providing excellent service and support on the day.



With over 60 items again for our auction the physical changes made to the set up helped to accommodate all the wonderful goodies. We enjoyed fabulous flowers organised by Sally Carson, fashions by Anannasa, paintings, cushions, clothing, etc etc, please see the last page of the report for the full list. Big thanks to so many who gave so generously to the auction, too many to mention, although special acknowledgement for Jane and Bill for all their hard work, their generosity and extreme patience. Without their commitment our success would not be as great.





Bill Griffin was also vibrant as our MC on the day. Thanks to team Watson, including their printing company Enklo, whose work included the setup of ticket sales, the printing of all our materials, and the payment organisation of silent auction items led by Kelly. With their skilled daughter Riley (pictured) enchanting us with her musical talent, we were thrilled to hear our new FHEAL theme song, "Time" (written and produced by Kev Kelly, thanks!). The Watsons also supplied an Enklo staff member, Emily, to assist with collecting monies. Well done and many thanks.

QMO (Queensland Medical Orchestra) performed a concert for FHEAL 30th June at the Edmund Rice Performing Art Centre, St Laurence's College on Southbank. They are a group of health professionals and students who raise money for local charities through music. We were thrilled to receive their cheque.



Big thanks to Timothy Sherlock, Choir Coordinator, Office of Identity and Mission, Australian Catholic University, for organising a Choir Concert in May at the University in Banyo. Thanks to the talented singers too. The donated funds were most welcome, as was the delightful music!



To our supporters, words are not enough to express the gratitude, respect and admiration for your support and commitment. Gratitude bucket is overflowing. Whether organising a fundraiser, attending an event, or donating, YOU are doing good in the world, thanks!



## **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, all 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.

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Sharing our stories, our feelings, it is the area where we are the same that impresses me. The differences are but delightful flourishes on the surface, like different-colored costumes, and I enjoy them. But the basic ways we are human, the basic ways we simply are, stand out to me now. I came to see we are all really one, and I no longer feel alone.

Anon.

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

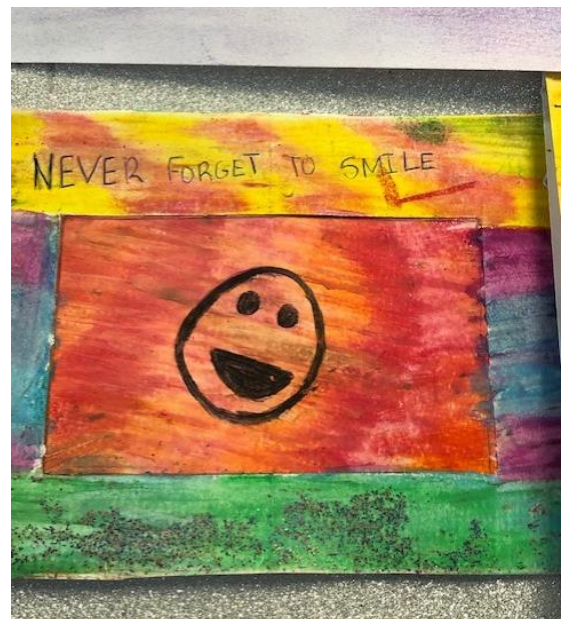
### **Review of Arts Therapy program at Kedron SHS in 2019**

By Judy Gordon

**Who were you before the world told you what you were not?**

Bryant McGill

The HEAL Arts Therapy program continued in 2019 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 and classes referred by teachers, running group programs with funding from the Commonwealth Bank and attending classes to support clients and teachers.

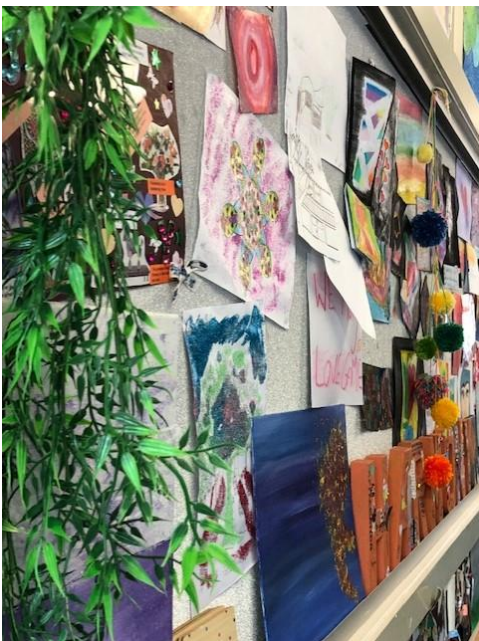


Approximately 42 scheduled participants were seen in Art Therapy in 2019 as referrals and an additional 17 non-refugee students (EAL/D) were able to participate in whole class sessions as members of EAL/D classes. While these additional EAL/D students were not categorised as refugees themselves, many had similar challenges, (settling, parents from refugee backgrounds, financial difficulties, sometimes intergenerational trauma). In most cases, non-refugee students were seen as part of the school-funded hours except on the occasions when they were part of whole class sessions.

Client referrals came via classroom teachers, HOSES (EAL/D), Guidance Officers or were self-referrals. In other cases, students were identified and referred by the therapist herself for individual sessions. After working with students in whole class sessions or during break time activity groups it became evident that 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, while other clients participated as part of a group program. For ease of timetabling and accessing students, whole class sessions were usually scheduled to fit with the existing lesson times for the school pastoral care program or the teacher who requested class sessions. As part of the Heal service, the therapist also ensured that there was some flexibility to be able to attend to emergencies or crisis situations when required.



Linking with pastoral care lessons to facilitate Arts Therapy sessions during this time was particularly beneficial as it provided the opportunity for contact with a greater number of students and the chance to build stronger relationships with staff. Students were more comfortable in their familiar classes and the therapist and teacher were able to collaborate on identifying areas where specific work or support may be required (peer relations, communication etc.). This was particularly successful with the Year 7 group to help support them in beginning high school and settling. It also provided an ongoing opportunity for these classes to be monitored for the whole year and for students to feel able to ask for support when required. From these class sessions the therapist was also able to identify a number of students who she felt might benefit from individual sessions and these

students were then timetabled to attend HEAL.

The HEAL room has been open to students in both breaks on the therapist's days and has provided a safe and welcoming space for many students who have made regular use of it this year. Students from all year levels come to relax, talk, make art, work on school tasks, meet new people and seek support.

### Teacher Feedback

Teachers reported that students who attended the HEAL program generally improved in their capacity to recognise and manage emotions, were calmer, less worried or anxious and happier. In some cases, they also noted improvements in the students' interaction with others and engagement with learning. In many cases teachers noted that these clients developed more willingness to ask for help before they reached the point of overwhelm. They observed and commented that the students usually returned to the classroom calmer and more engaged after attending HEAL sessions.



With the group programs in particular this year, teachers noted that the students who participated showed improvement in their willingness to share how they were feeling and details about their own stories and challenges with each other. They also observed an improved capacity for empathy and supporting each other.

*When I checked in with the student I referred to HEAL, she seemed so much happier and relieved. Her mum also told me that she was much more positive when returning home after speaking with the HEAL therapist.*

*I have noticed students are more comfortable in the class and are becoming more resilient.*

*Our HEAL therapist has the ability to support students and help them build personal skills to develop. She is not just able to listen and help them feel understood, but builds skills in students so that they are more independent and better able to succeed in the future.*

*Our students have specific needs given their language challenges and diverse cultural backgrounds. They need to work with people who have experience in this area and understand the challenges. HEAL offers a service that can't be met by other places.*



## Student Feedback

Students who attended regular HEAL sessions reported that it felt good to have somewhere to talk and make art and 'get things out of their head'. Some shared that they found it difficult to talk with their family and friends about their worries and so it was helpful to have someone to tell, even if there was no easy solution. Many clients found that the skills they learned through attending HEAL helped them to manage future stressful or challenging situations more capably. Those who regularly 'dropped in' to the HEAL space in breaks expressed that it was comforting to have a place to go that was peaceful and friendly and everyone was welcome.

*I don't like telling my friends when I am sad because I don't want to make them sad. When I come to HEAL, I can tell you and then I feel better.*

*I like coming to the HEAL room at lunchtime because you can talk about anything and just relax or make something creative.*

*Being in the group has inspired me to be more creative and feel less nervous about the future.*





## Reasons for referral to Arts Therapy

The top six reasons for referral at Kedron SHS in 2019 were

(Reasons for referral to Arts Therapy figure 1)

Other (this describes various groups)

Worried

Possible family issues

Disengaged from schoolwork

Poor impulse control

Sad/distressed

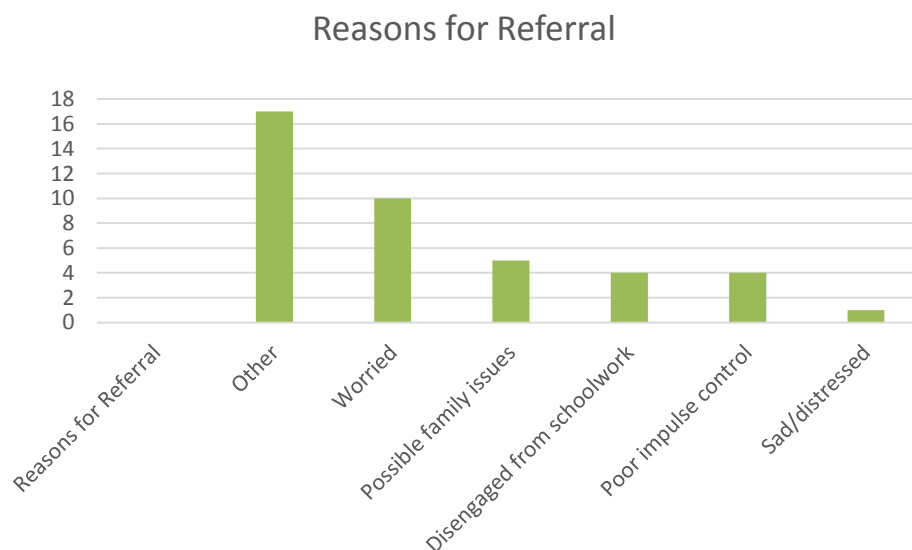


Figure 1

A significant number of referrals to HEAL in 2019 were due to children being 'worried'. Students may be worried about schoolwork and coping, family situations, friendships and relationships, future directions, integrating into a different culture and many other things. A significant number came due to 'other' reasons as well as 'disengagement from schoolwork', 'possible family issues', 'poor impulse control' and 'sadness'. The referred students at Kedron SHS came

from a range of domestic situations. There is a balance between those who live in families with both parents and those who live in single parent families or in the care of other relatives. They come from all year levels (7 – 12) and range in age from 11 – 18 yrs.

### **Country of Origin/Ethnicity**

The largest ethnicity represented in referral numbers was a combination of Burmese/Thai. Participants may have been born in Thailand and identified as Burmese or Karen & Karenni or born in refugee camps in Thailand to Thai parents. The next largest groups were Iranian and Sri Lankan. Remaining participants represented in similar numbers were Afghani, Sudanese, Congolese, Nepalese and Rohingya. 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 funded one day of the HEAL service in 2019 these extra students who fall outside of the usual criteria for FHEAL were 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.

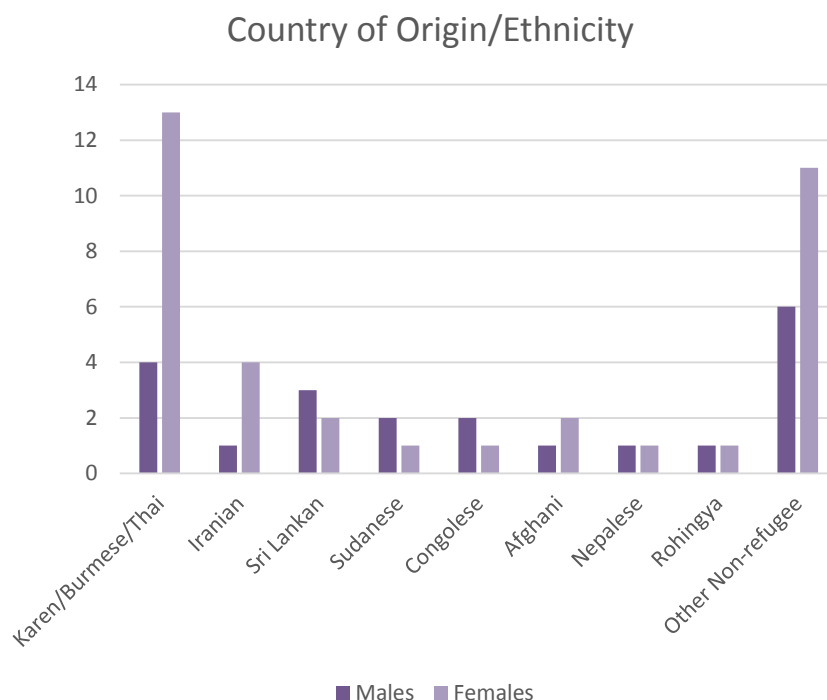


Figure 2.

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 kids who come to enjoy the space in breaks or other students from EAL/D classes who are interested in some of the activities on offer. Occasionally, students will also bring friends from mainstream classes to introduce them to the space. 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 where they can seek support for themselves or their friends

### **The difference HEAL makes**

Most of the work in the Arts Therapy program with students (in individual sessions) in 2019 involved assisting clients to process and manage difficulties in their lives, related both to school and home. Assisting students to better understand what is happening for them through exploration using the arts, can provide a sense of relief and allow them to feel more equipped to establish strategies for coping. Children are assisted with learning ways to not only manage, but also ask for help when they need it and build resilience. As noted in the reasons for referral section, as students present with a range of issues, engagement with the Arts Therapy processes in a safe and supportive space with a trained therapist has shown to be of great value in assisting them to process some of their experience.

The work in the Arts Therapy program in 2019 at Kedron SHS offered clients the opportunity to explore their worries, curiosities, stresses and aims in a range of creative and safe ways. Clients engaged in drawing, collaging, sand tray stories, sewing, role-play, storytelling and other arts based processes.

In addition to scheduled HEAL sessions, many students found the HEAL space a calm, social, fun and nurturing space to spend time in during breaks. Often, regular visitors would decide on a project for that week and they would all engage in it, sharing the experience and supporting each other. For most, it became a regular and consistent part of their daily routine. During these 'open space' drop in times, students enjoyed a range of activities including making art, listening to music, sharing stories and ideas or just relaxing. At times, they found it a



place to resonate with others and know that they are not alone in some of their experiences.

The facilitation of whole class sessions enabled the HEAL therapist to support and assist teachers with particular aims and provide additional opportunities for their students. Specific examples of this included the facilitation of breathing and mindfulness/meditation sessions for senior students approaching stressful periods, an experiential session for a class around feelings that came up for them when writing their story in a History task, and sessions around endings and beginnings as students approached difficult changes.

The therapist met regularly with referring teachers and the A/HOSES (EALD) to provide reciprocal feedback about students accessing HEAL and discuss plans and ideas for further supporting students in EALD. In addition, she attended fortnightly meetings with the school welfare team. Regular checking in with class teachers with regards to students was also part of the therapist's role in the school as well as supporting them in their own roles.

### **Special programs/collaborations**

In 2019 the HEAL service linked to a range of activities in the EAL/D department and designed programs to further support students in a range of ways. Some of these included:



- Year 7 Kedcare (pastoral care) – involved in therapist facilitated Arts Therapy sessions once a week designed to link to the Kedcare program. Students explored themes such as self-esteem, peer relationships, their journey, identity, goals and dreams, emotions and peer relations. Also assisted with lessons around puberty.
- Continuation of the lunchtime creativity groups – students came to participate in a range of creative activities. Some individual activities and others as a shared process.
- Two 16 week group programs made possible through a funding grant from the Commonwealth Bank. 'New Images' project enabled participants to explore self-image and self-esteem, communication and relationships, future goals and much more. This program was conducted over two terms with a year 7 class and two terms with a class of Year 10 females.
- Collaboration with classroom teacher and School Nurse to provide a series of Q & A sessions around puberty for a small class of Year 8 females.



## Participation in school events

### **Harmony Day**

In March, Harmony Day was celebrated at Kedron State High with lunchtime displays and activities provided by a range of groups and individuals from within the school as well as some outside agencies. The HEAL service provided arts activities for students who dropped in to the activities and chatted with the therapist and HEAL student volunteers.

### **EAL/D social afternoon**

To ensure EAL/D students who had moved further to mainstream classes still felt supported and connected, an afternoon gathering was organised by EAL/D staff. The students enjoyed an afternoon of food, creative activities and social sports. The Heal service facilitated a creative activity making pom poms and sharing stories.

Arts Therapy at Kedron SHS has once again been very well supported in 2019. The school Administration and EALD staff have ensured that it is valued part of the EAL/D department and are always willing to explore additional ways of incorporating the HEAL service. Feedback from teachers is very 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.

Although funding for one day per week from FHEAL for Kedron SHS will cease in 2019, it has been vital in making it possible to establish the service in this school and enable it to grow with the additional support of funding by the school. Due to changes in funding, HEAL Arts Therapy will continue one day per week funded by the school in 2020.



...witnessing the transformation that takes place in people when they master their traumas has proven to be a deeply sustaining and uplifting experience in my life.

Peter A. Levine

## ***Milpera State High School***

By Jane Griffin

### **Review of Arts Therapy program at Milpera SHS in 2019**

**Creative self-expression is the beginning to a long journey of self-development and healing.**

Melissa Rodriguez

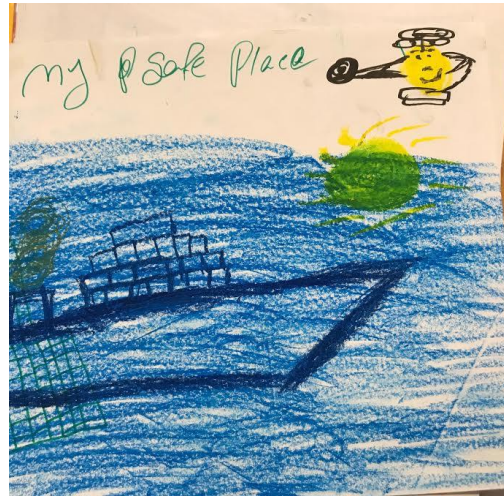
#### **How does HEAL work?**

We have met and worked with so many strong young people from refugee backgrounds, who have survived so much difficulty, and yet turn up at school each day willing to push on with learning. Our therapists are a skilled bunch, pictured. With Bethany Mahadeo, Jamie Rowitsch, Renae Stevens, and Abdul Ibrahim, we have contributed to many students' learning, well-being and settlement throughout the year. We have been pleased by support from administration and staff at Milpera since 2004.



We use many creative arts therapy ideas at school. An interesting book published last year is **Positive Art Therapy Theory and Practice** (Wilkinson & Chilton, 2018). Like many recent books, it confirms the value of therapy carried out with the strengths- based processes such as those used in HEAL. We do not use a deficit model of practice, in which we assume something needs fixing; rather we offer facilitation of regaining strengths and developing life skills to improve well-being. The "Strengths-based approach" describes psychotherapy which focuses on people's unique talents, resources, skills, abilities and strengths. We use positive emotions in therapy sessions using themes of hope; gratitude; humour; savouring; reappraisal and mindfulness (Wilkinson & Chilton). Creative activities thus lead to meaningful discussion around important concepts. This also makes therapy a place which young people value.

An example of such an activity would be: **My Safe Place**, in which we focus on the idea of safety, and what a safe place looks and feels like. Children from war or refugee camps have often had little experience of true safety, and yet being able to envision and describe a safe place is an excellent tool for self-regulation, drawing the safe place is calming, and being mindful about now being safe helps with settlement for new arrivals. Some examples of kids' pictures of their safe places follow (with permission):



Obviously such an activity is fun but also meaningful, and leads to important talk, offering comfort and security, processing memory and exploring ideas in therapy.



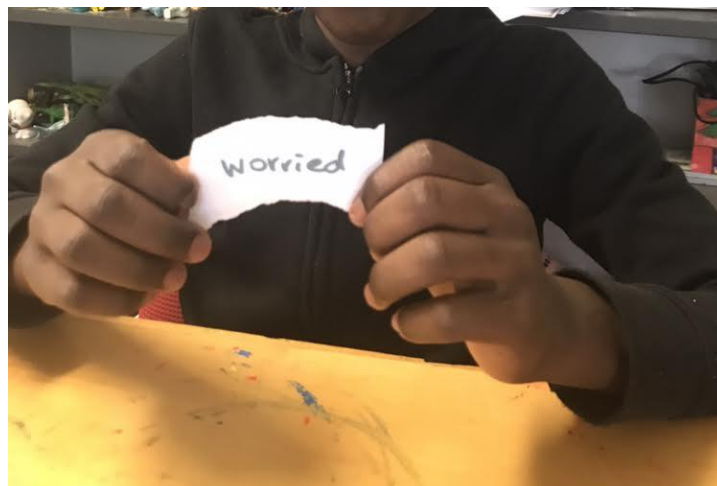


Emotional regulation is an important aspect of our work- children who can self-regulate will feel safer and more able to be resilient when facing challenges in life. Therefore identifying our feelings is a practice used in therapy.



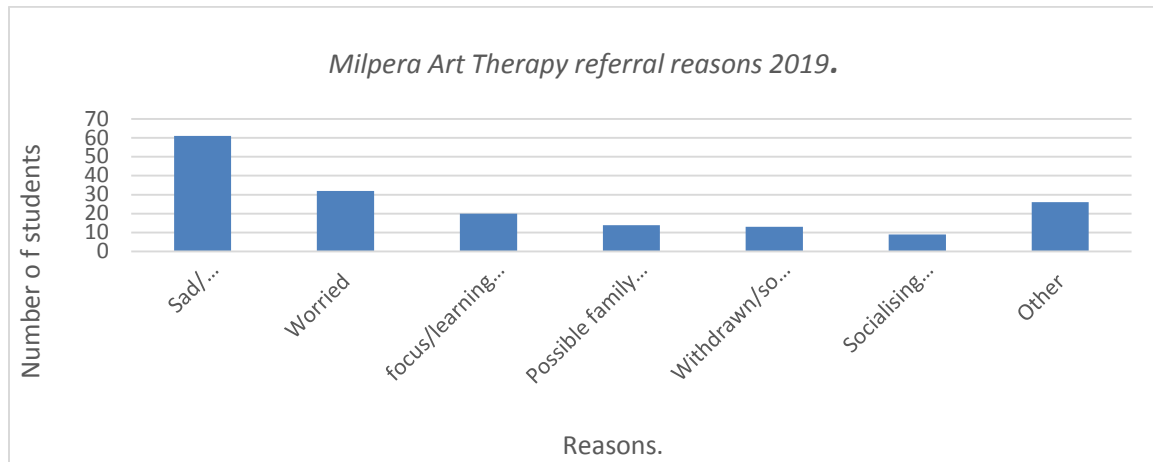
**Just as we develop our physical muscles through overcoming opposition - such as lifting weights - we develop our character muscles by overcoming challenges and adversity.**

Stephen Covey

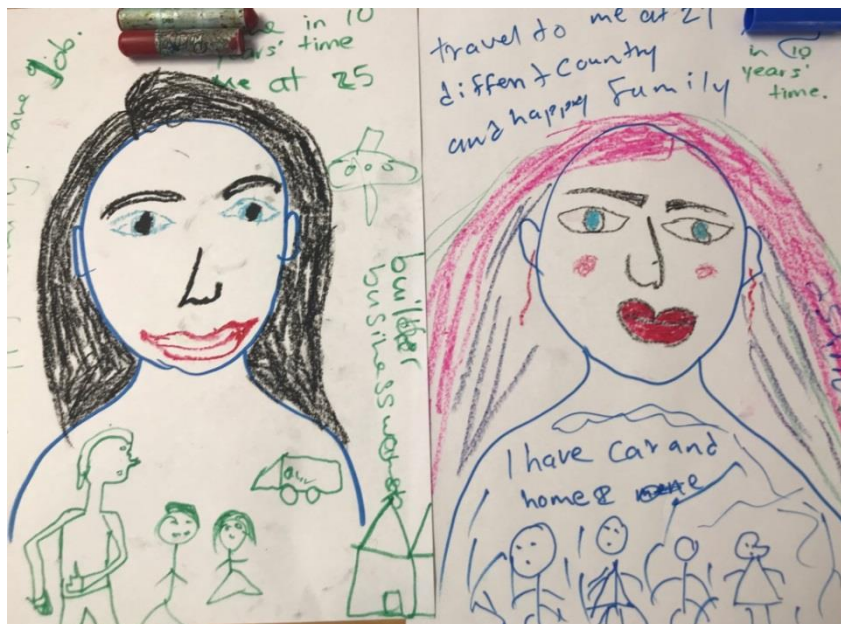




### Reasons for Referral in Milpera HEAL Art Therapy.

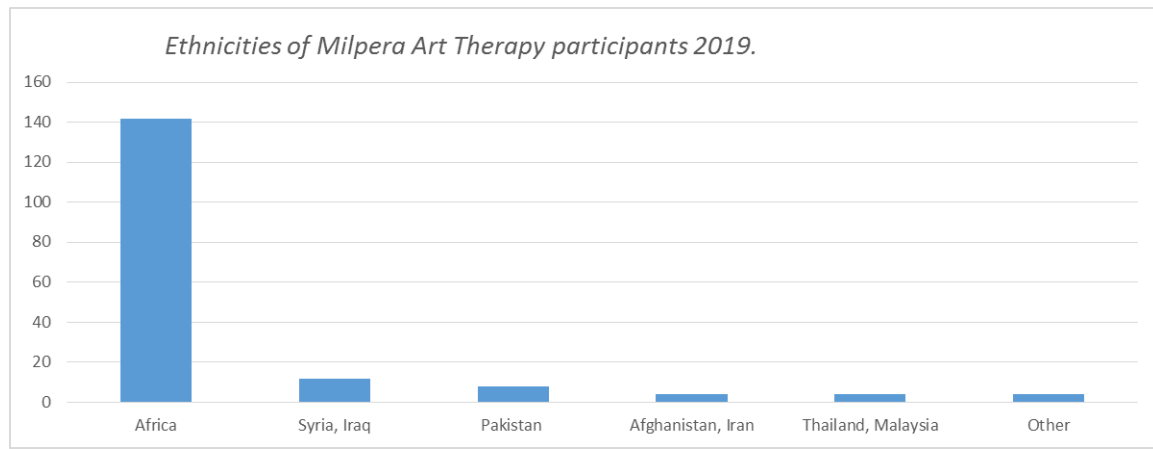


In Art Therapy in HEAL, the children seen were referred by class teachers, or referred via therapists doing on-arrival screening, or came via requests from outside agencies. Although many children have more than one reason for referral, these can be roughly collected into groups of reasons, with the most prevalent being sadness or flat mood, followed by 'Worried'. Not surprisingly these impact on ability to focus in class and learning issues, and this was the third largest reason mentioned in the Art Therapy students. Students largely came to be seeing therapists because their enrolment interview or initial HEAL screening suggested past trauma and/or challenges, and teachers also referred students who they felt would benefit from HEAL.



### Country of origin/ethnicity in Milpera HEAL Art Therapy.

The majority of young people seen by HEAL in art therapy at Milpera were from various parts of Africa, with large numbers coming from refugee camps. Places included: Burundi, Tanzania, Kenya, Sudan, South Sudan, Ethiopia, Uganda, Democratic Republic of Congo, Malawi and Guinea. Others were from Syria, Iraq, Afghans from Pakistan, Afghanistan and Iran, and some were from minority groups in Myanmar.



Overall, in 2019, the total number of children seen on formal timetabled scheduling in HEAL art therapy and music therapy was close to 150; and overall about 82 ethnicities were represented. There were 20 whole class groups who enjoyed Music Therapy sessions; and 20 whole class groups gained the benefit of experiencing creative movement/art therapy.



## Review of Music Therapy (MT) program at Milpera SHS in 2019

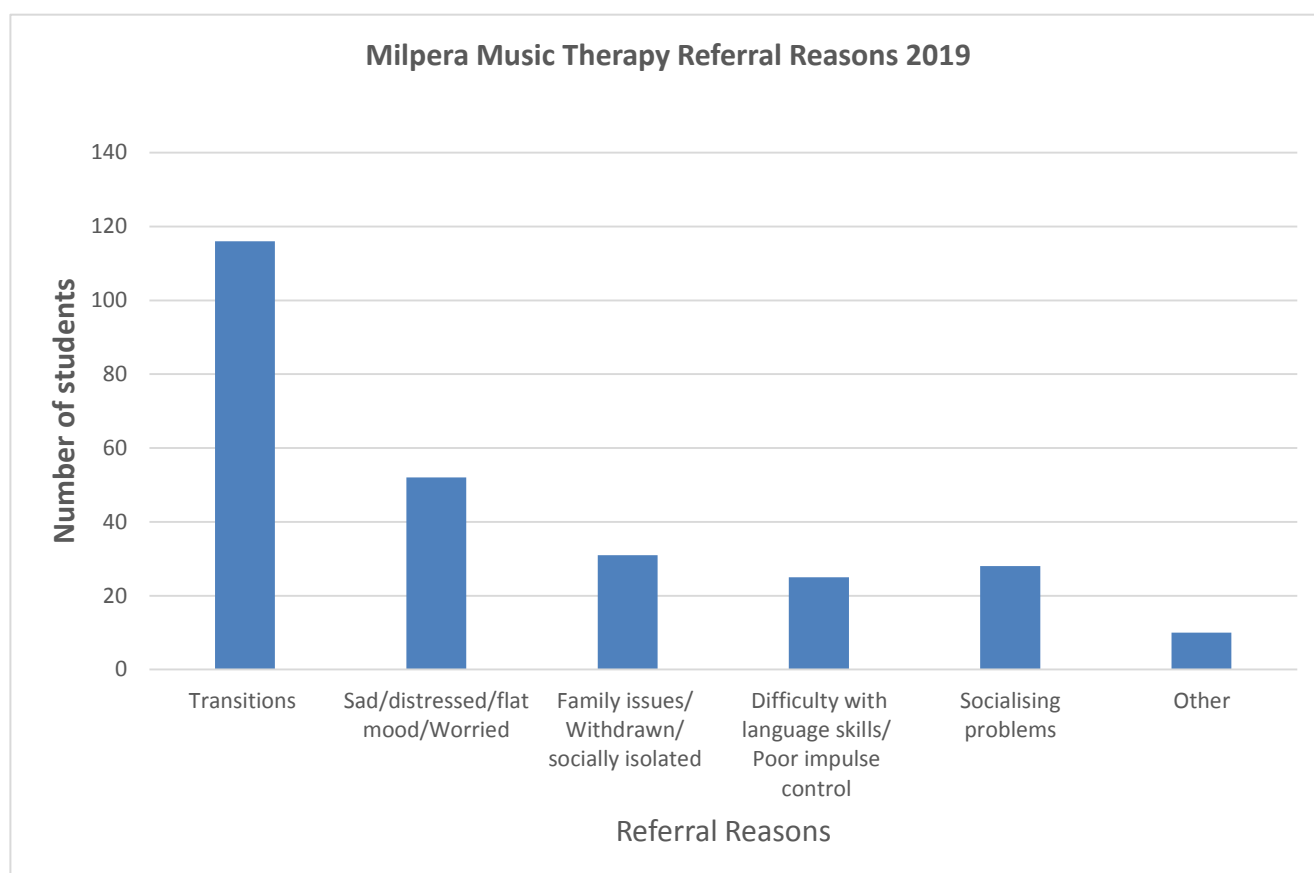
HEAL Music Therapy with Registered Music Therapist Jamie Rowitsch continued this year for three days a week at Milpera in 2019. Jamie facilitated both individual and group music therapy sessions and was actively involved in an array of broader components of school life. Jamie's sessions addressed non-musical therapeutic goals such as social skill development, emotional regulation improvement, confidence building, managing trauma symptoms, and many more. These goals were addressed through active and passive music making including active listening, drumming, instrument playing, singing, movement to music, sound recording, video production and more.





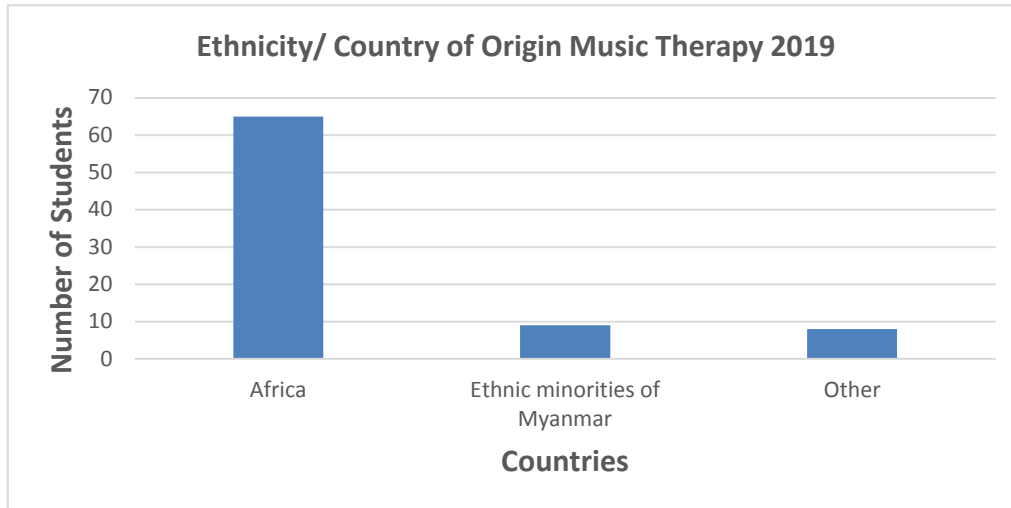
### Reasons for Referral in Milpera HEAL Music Therapy.

Students were referred for individual and group work to MT, and the reasons reflected those seen in Art Therapy, with the addition of “Transitions”, as shown below. An important aspect of Jamie’s role involves the preparation for whole class performances at the Exit Parade and special events each term. This means she spends time on a weekly basis with each of the three to four exiting class groups, to create unique group performances which are presented to the whole school at the Exit Parade. This process is valuable for students as they prepare for the difficult task of saying goodbye to Milpera and the many relationships they have formed there and facing the exciting but daunting task of transition to high school or TAFE. Performing at the parade is an important milestone for both students and teachers, and Jamie skilfully addresses many therapeutic goals throughout the process.



Among children participating in Music Therapy, similar reasons featured as for Art Therapy: sad, worried, with the addition of “being withdrawn/socially isolated ” featuring with “possible family issues”- these generally relate to children here without parents, often from refugee camps or from multiple dislocations, who need some assistance in settling in a new place with new family often. “Difficulty with language skills” is to be expected when little previous schooling has occurred, especially for those in refugee camps; and often students were referred

to improve their social skills in school. Their countries of origin reflected the school population, with students coming from the African continent featuring largely, as with Art therapy. The “Other” are from Syria, Pakistan, Iraq and Iran.



This year a new performance opportunity was created in Term 3 entitled “Milpera’s Got Talent” in which students were invited to perform on Exit Parade Day, after the formal Exit Parade. This

gave students a chance to demonstrate their many talents, and for friends and teachers to support them. Jamie assisted in preparing some performances as well as hosted the “auditions” in the Music Therapy Room at school.

For Mental Health Week, Jamie provided an “Instrument Petting Zoo” at lunch time in which students, staff and teachers could explore a wide variety of instruments including violin, recorder, drumkit, electric guitar, and many more. The activity was well-attended and every instrument roared with excitement.

Another achievement was the completion of a collaborative research project with a PhD Psychology student from QUT. The study was an ethnographic study on the lived group music therapy experiences of six male students at Milpera. It explored the importance of inclusion and equality in music therapy adolescent group settings. It has since been presented at the Australian Music Therapy Conference.



A reunion for the QUT CreatEx project occurred in September 2019. This celebrated a year since the completion of the project. Many Milpera students returned to see their video, music, and photographs on the large screen.

**Someone who has experienced trauma also has gifts to offer all of us - in their depth, their knowledge of our universal vulnerability, and their experience of the power of compassion.**

Sharon Salzberg



## Creative Movement Project, Milpera and Woodridge State High Schools .

### Thanks to the English Foundation.

“Traumatized people chronically feel unsafe in their bodies; the past is alive in the form of gnawing interior discomfort,” noted Bessel van der Kolk, psychiatrist, MD, in **The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma** (2015). “Their bodies are constantly bombarded by visceral warning signs, and, in an attempt to control these processes, they often become expert at ignoring their gut feelings and in numbing awareness of what is played out inside.” **Neurological and biological research suggests that mindfully using the body in healing ways is essential for trauma recovery.**

2019 has seen the second year of a project funded by The English Foundation across two schools using yoga, breath and bodywork with HEAL students. Woodridge State High School and Milpera students have enjoyed using body techniques to relax and recover and connect. Renae Stevens, anti-gravity trainer, yoga master and highly skilled art therapist was the creative arts therapist conducting this creative movement work at Milpera. Jamie Rowitsch, Music Therapist, ran the the project at Woodridge SHS for the first part of 2019, then Dani Ruskin, Art Therapist, took over the project at WSHS.

The Milpera sessions involved a led yoga based exercise integrating synchronised breath with movement, and whole body relaxation. Sessions were held in a private class room. Yoga mats, chairs, balls & bands, Yoga Resource cards, interactive movement games and relaxation music were used to create a supportive environment for mindful movement. At times creative arts therapy interventions were also implemented in the sessions including directive and non-directive tasks involving drawing, painting, clayfield therapy and sandtray.

Renae Stevens noted the following therapeutic outcomes:

Increased sense of empowerment, self-confidence and self-esteem; ability to build trust in self and others; improved acceptance and appreciation of body image; ability to self-regulate emotions and stress levels through breath and movement awareness; opportunity for self-reflection and self-nurturing; improved focused learning and greater self-control in class and social environments.



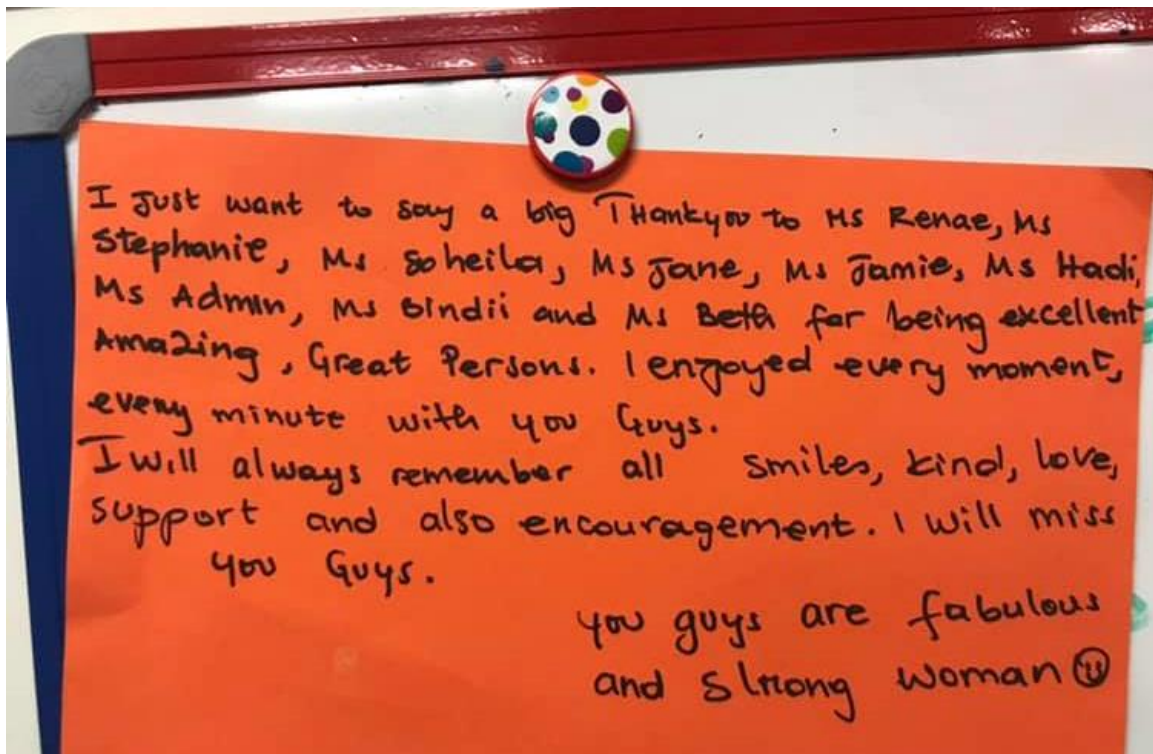
At Milpera, Renae was able to offer **whole school chair yoga** by issuing the following invitation:

Dear Teachers,

HEAL will be offering one session of 'whole class' chair yoga to each classroom this Term. This will be a simple practice that aims to harmonise the class group with synchronised breath and movement and gently invites movement of the spine in all directions with focus also on releasing neck and shoulder tension. The session will be conducted on chairs placed in a circle in your class room with arm width distance apart (if it is possible for you to arrange the room for a 9.15am start that will be great!) There will be an option for a 3 min relaxation lying on the floor with legs supported on the chair or sitting on the chair at the end of the session so I would recommend requesting girls to wear tights or jeans on the day of your session for their comfort.

This practice is appropriate at any time of the day however we have timetabled this offering as a morning session in p.1. for you this term. If you find it beneficial for you and your students, this may be something that you may like to incorporate yourself into a weekly or daily ritual and we will provide a video link of the sequence to help you...

These sessions proved to be popular with students and teachers alike, and gave teachers confidence to continue the practice further with their classes. Teachers commented that the practice was good for a calming start to the day, and for focus and team-building.



### HEAL Evaluation Forms: Examples of teachers' feedback re HEAL Art Therapy, Music Therapy and Creative Movement, 2019

At the end of each term, teachers are asked to provide comment on the HEAL Evaluation form. Positive feedback indicates the success of the service. Following are a sample of the comments copied from some of those forms.

(Student in AT,MT) was able to move towards her academic and social potential. This was recognised at the exit ceremony where (she) received a Bursary.

-Class teacher MS

Thank you for making a huge difference to our classroom. (Student in AT) has become so much more settled and engaged in the classroom. He is a completely different student in the classroom than he was 5 or so weeks ago...

-Class teacher LF

(Student in MT) has really risen to her opportunities this term. Works hard. Asks for help. Seem happier during class time.

-Class teacher MH

(Student in Creative movement AT) has become more settled and confident.

-Class teacher BB

(Student in AT) is more hopeful and hardworking due to the assistance from HEAL.

-Class teacher OR

Overall HEAL has been very valuable for (student in AT). He has become much more settled, confident and happy.

-Class teacher SN





(Student in Creative movement AT) has really benefited from having the regular 1 to 1 support.  
Thank you.

-Class teacher BO

(Student in MT) has made friends in class...starting to speak up! Good student attitude and behaviours.

-Class teacher MH

### Student Feedback

Our greatest indicator of student satisfaction is seen in the ways in which our HEAL participants present- they are keen to attend, interested in the process, and visible changes occur.

Quotes from students asked about the service (as reported to Art Therapists):

'I like my time to talk and draw about things that are worries. Then they are not so worries'.

'I love my Miss. She helps me to feel good student in school.'

'HEAL is good for me. I want more HEAL. For drawing, music, and I like the dancing. After HEAL I feel good. Then in class I feel relaxing.'

'When I go there (to HEAL) I can think better and feel more good because I can ask questions, play and have a friends.'



## ***St James College***

### **Review of Creative Arts therapy program at St James College in 2019**

*By Bindii Thorogood and Jamie Rowitsch*

**Making art and being creative allows us to explore all the different facets of who we are as people, and not to be just defined by a single thing, such as our race, class, gender or immigration status. I think that's what makes art therapy so powerful in helping people develop resilience – it allows us to connect with our emotions and who we are as individuals.**

**Assunta Nicolini**

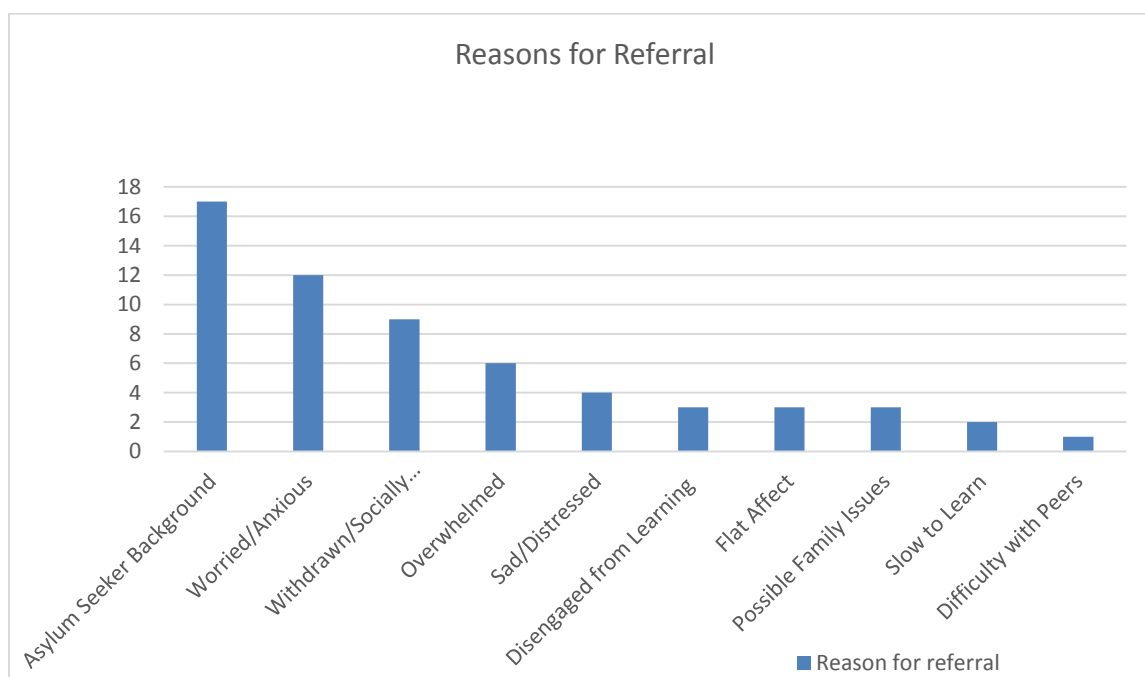
2019 has been a year of change for St James College. Long time and much beloved Principal Gerry Crooks and Deputy Principal Tony McCulkin retired at the end of 2018 creating big change here at St James. The new Principal Ann Rebgetz was welcomed to the school. In the reshuffle FHEAL therapists were allocated a new room, with air conditioning and room for group work. Originally this year FHEAL and the school funded one art therapist, Bindii Thorogood, for one day per week. But as the growing need for the service became apparent, the service benefited from two additional days of Music Therapy. Jamie Rowitsch, Music Therapist started at St James in term two, filling a big need for further access to therapy. Music Therapy has been popular and sought after by the students since then. In the last term Art therapist Bindii went on maternity leave, and Jamie continued on alone.



Approximately 45 students were seen by the two therapists this year including ongoing clients and many new enrolments. Students were referred to FHEAL by members of the Leadership team, Director of Wellbeing, teachers or screened as newly enrolled students. This year saw several students enrolled who had been in detention on Nauru for many years because they were asylum seekers. . Many of these students are over the age of 18, and unable to enrol in any other form of education, due to their strict community detention rules. Our community owes St James College a great deal of gratitude for being one of a handful of schools that has welcomed such students. All these students were screened by the FHEAL therapists to assess their needs and to ensure they were receiving as much support as possible in the school and in the community.

The practice of screening all new enrolments of refugee and asylum seeker background allows the therapists to introduce the student to FHEAL, music and art therapy and to assess their needs. Some clients were seen weekly, some fortnightly and others occasionally depending on their needs. The therapists were also involved in several other activities around the school including Cultural Night, the choir and MDA Skill Up Program.

#### Reasons for Referral to/Continuation of Arts Therapy sessions



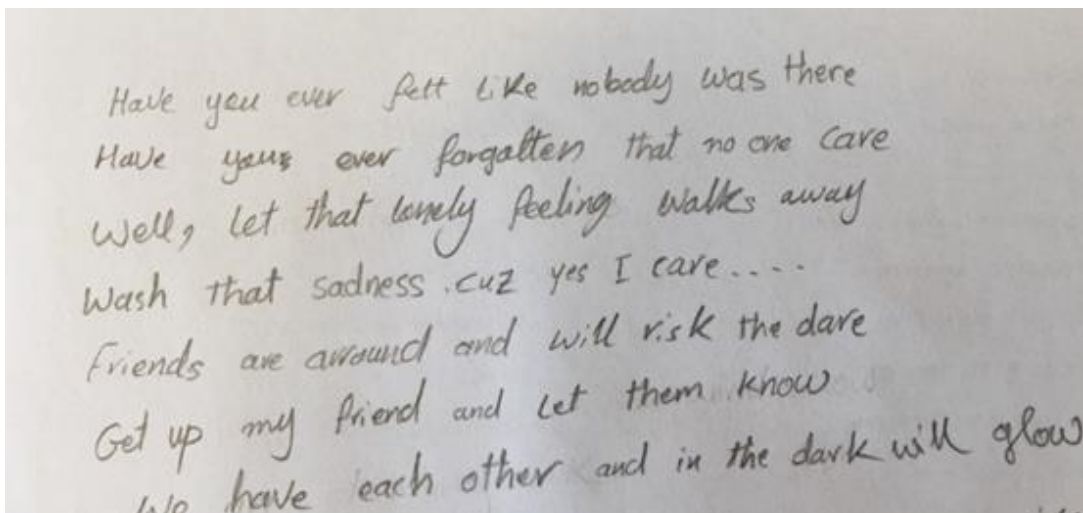




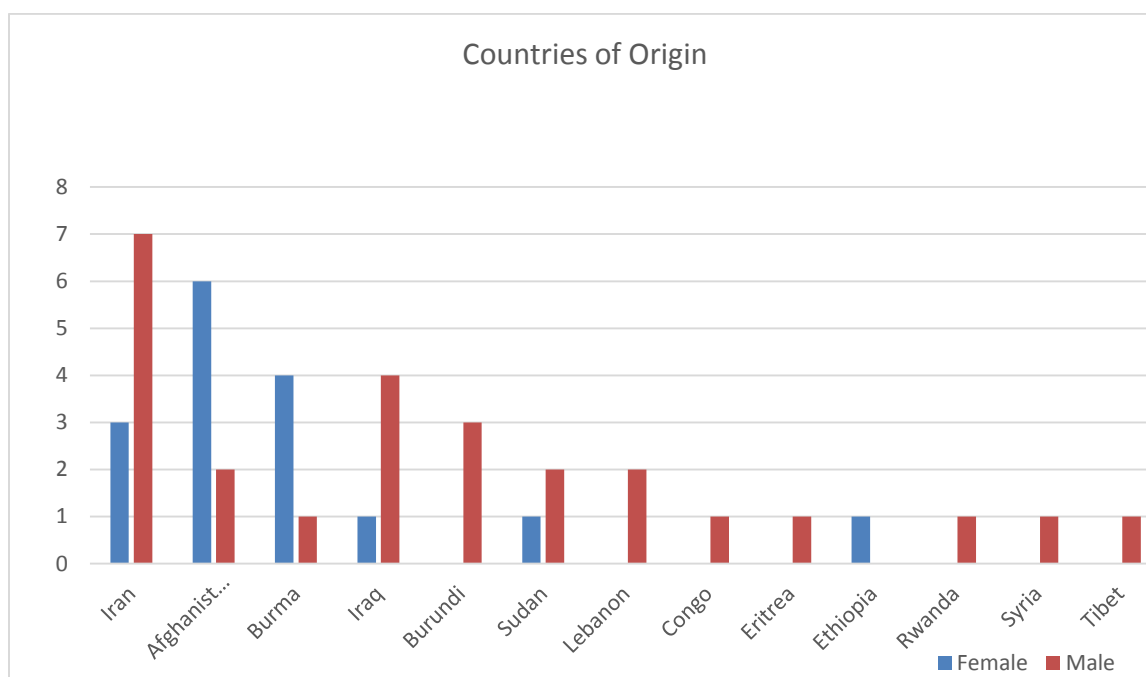
Students were referred to FHEAL in 2019 for many different reasons. They were referred by teachers and other staff, and through the screening process. Many new students were taken on this year, and some were carried on from previous years. Some students were seen weekly, some biweekly and some just in break time for a quick check in. Some students were seen intensely in times of crisis, and then dropped back again to just a check in every now and then. The most common reason for referral this year was having an asylum seeker

background. As mentioned above many new students this year at St James have spent the past five years or more in detention on Nauru, and are now living in Australia on Community Detention Visas. Most of these students have some trauma from their experiences on Nauru, and from the previous lives they fled, and are struggling to recover and settle into their new lives here in Brisbane. This group of young people became the majority of the case load for the music and art therapist this year.

The other major reasons for referral were students who were noticeably worried or anxious, withdrawn or socially isolated, overwhelmed or sad and distressed. Many of the students who were screened for their asylum seeker background were also referred for these reasons as well as physical and mental health issues. It seemed this year that many more students were dealing with issues around social isolation (this year 9, last year 3) and in these cases the therapist would try and see these students in pairs or small groups to encourage social interaction.



## Ethnicity/Countries of origin of HEAL participants

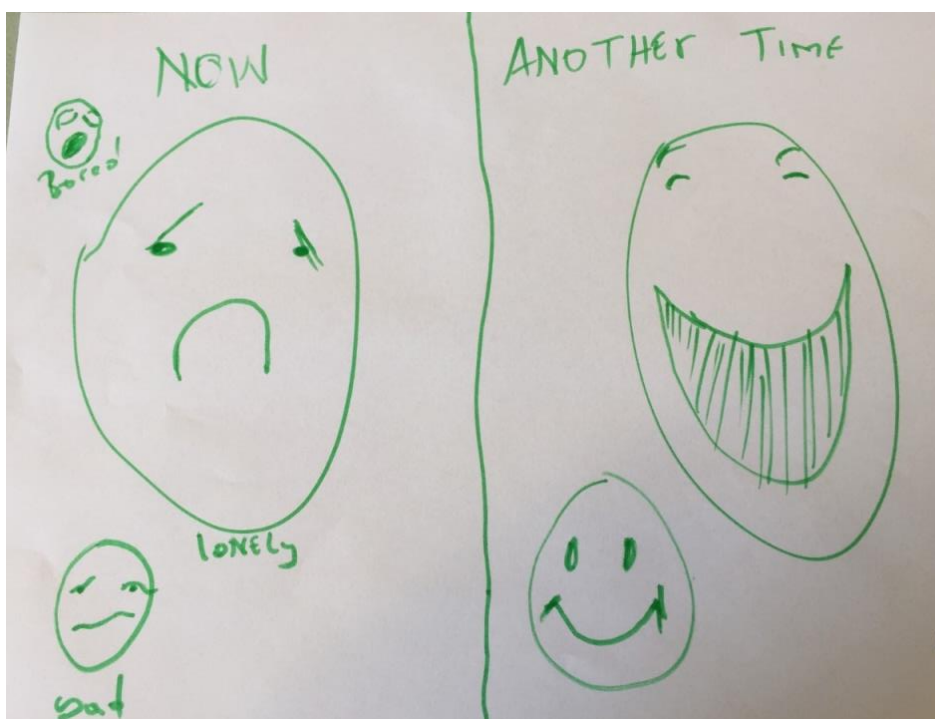


The students who were supported by FHEAL this year came from Iran, Afghanistan, Burma, Iraq, Burundi, Sudan, Lebanon, Congo, Eritrea, Ethiopia, Rwanda, Syria and Tibet. The number of students originally from Iran has increased greatly this year. Some of these students are newly arrived to Australia and benefit from the extra services that St James and FHEAL provide. Some new students this year have come from five years in detention on Nauru, they have been deprived of their teenage years, so it is wonderful to see them joining the community of young people at St James, and to see them have fun, relax and express themselves in FHEAL. Many of the students that come to St James are over the age of 18, so cannot attend a regular state school, but greatly benefit from the supportive school environment at St James, an exceptionally inclusive school.

## 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. This year majority of the clients seen by FHEAL therapists are currently in Community Detention and this impacts their lives greatly. The restrictions placed on these families are oppressive and debilitating. This is not even to mention the physical and mental health concerns that these families have after five years of imprisonment on Nauru. They are given a small living allowance, which is well below the poverty line. They are not

allowed to work and adults are not allowed to study. They have a curfew and cannot be out of their houses after 10pm at night. Their humble housing provided by the Immigration Department is often in areas where the families feel unsafe. Although many of the students say that living in Brisbane in community detention is infinitely better than living on Nauru, many of them are dealing with daily anxiety about housing/detention issues. As well as students in this situation there are many students newly arrived in Queensland who have single parent families, live with extended family or are here independently. The domestic situation of the clients often presents pressures and stress ranging from feelings of anxiety about family relationships, financial stresses, 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 and additional responsibilities at home. Students are also often 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 Music Therapy at St James

Music therapy is defined as non-musical goals achieved through music. Musical activities included singing, song writing, drumming, instrument playing, improvisation, movement and guided relaxation.

Many students at St. James showed interest in learning guitar, piano, or voice. Through learning basic five finger patterns on piano or chord patterns on guitar for example, students demonstrated an overall improvement in focus and engagement, connection to school environment, and sense of empowerment through knowledge of independent leisure skill.

Song writing and rap writing was another popular intervention. Students participated in 'blackout' lyric writing in which you eliminate lines from an existing lyric sheet to create a new poem or rap, fill in the blank 'mad-lib' style song writing, or lyric writing completely independently based on person experiences or opinions. This activity gave students an opportunity for development in language skills, attention to task, sense of accomplishment and identity-building.



### HEAL makes a difference:

In HEAL we are a responsive service. This means we deal with what needs to be done, each session, whether it is caring for someone's emotional, social or even physical comfort.

Some examples-

*Severely depressed young boy finds joy through music.*

Student assistance provided when a student was at risk of homelessness

*Socially isolated student who has never been to school before connects with therapist who supports him to continue his education.*

Socially isolated student whose mother has severe mental health issues gets support and help with referral to carers support and now receives funding.

### General Feedback from the school

*"You really listen to me. I like coming to see you because you understand me."*

- Student from Iraq

"I feel this is a very important program that you are running and I fully support any students that you require." -Class teacher.

*"I wish I could have a piano lesson from you every day, Miss."* -Student from Eritrea

*"He does seem happier and has definitely started talking about the future and things he wants to do, where before he said it was hopeless. He's also more socially outgoing and laughs more."*

– Homeroom teacher

## Collaborations/other projects

### **Multicultural Australia – Skill Up**

Students gathered with HEAL art therapist, Bindii, and specialists from Multicultural Australia to participate in one afternoon per week group activities. The group focused on various employment skill development areas including interviewing, CV preparation, and appropriate interviewing clothing.



### **Cultural Night**



Cultural Night is held in term 2 each year. The night is held to celebrate and display the students of St. James College many talents and expertise. Jamie, HEAL music therapist, accompanied a duet of two young women singing a song called "Rise Up" which was about friendship and empowerment.

## **Choir**



HEAL Music Therapist, Jamie, accompanied the St. James College Singers in the QCMF (Queensland Catholic Music Festival) this year along with Sam Payne, Classroom Teacher. The choir earned a Silver Award (second place) and the adjudicators comments were very pleasing towards their voices with major points going towards their volume, tone, energy and integrity. It was St. James first entry into the competition, and was greatly enjoyed. Singing is good for body and mind.

## ***Buddies – Learn English Holiday on the Sunshine Coast***

In collaboration with Buddies Refugee Support Program, HEAL art therapist Bindii supported students in accessing a week-long homestay program near the beach at the Sunshine Coast. The aim of the program is to help develop language skills for students (and their families if space is available) as well as cultural experience and opportunity for development of re-settlement in Australia. Feedback from students was overwhelmingly fabulous, each student was very grateful and excited about the experiences they had as part of the Buddies Program.

**Allow things in your life which make your heart sing, feed your soul or nourish you on a daily basis.**

**Andrew Pacholyk**

HEAL Arts Therapy services have continued strongly at St James College in 2019 and it has been well supported by St. James 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 2020.





## ***Woodridge State High School***

### **Review of Music Therapy and Art Therapy program at Woodridge SHS, 2019**

By Dani Ruskin

Creating artwork allows your mind to be in a safe place while it contemplates the tougher issues you are dealing with. One can use the tools of brush, paint, pastels, crayons etc to expose and even for a short time color those issues in a different light.

George E. Miller

At the HEAL service in Woodridge SHS the young people we meet are those who have survived war and dislocation, have endured uncertain futures and inadequate nutrition, limited education, and danger. In creative arts therapy they express their sadness, grief and fear, but also display their strength, hope and dreams.

At HEAL in Woodridge 2019 there were four therapists working at different times, these were HEAL Arts Therapists Marj-Liisa Rintala, Dani Ruskin, Katie Mitchell, and Music Therapist Jamie Rowitsch. In Term 4 Arts Therapists Dani and Katie were working two and three days respectively.

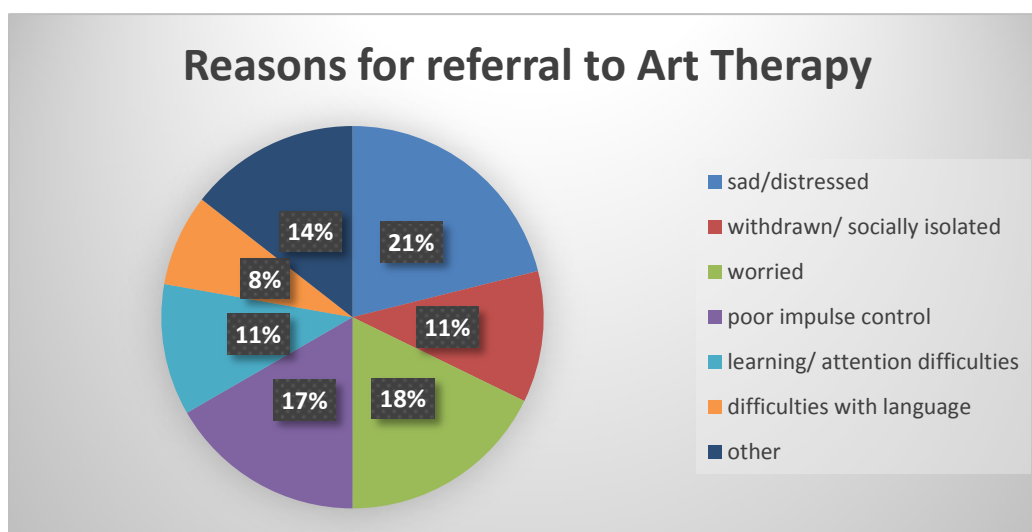


*Adding leaves to the Friendship Tree*

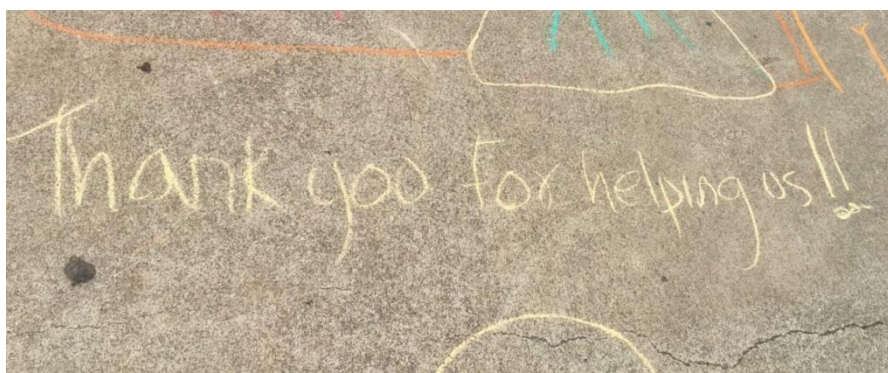
## Referrals

Referrals of young people in need of the HEAL service mostly came from the class teachers and the screening process conducted by HEAL therapists. Other than timetabled appointments, students could access the HEAL Room as a safe space. The HEAL room is a welcoming space in break-time, and young people have the chance to relate to therapists informally at these times.

When attending HEAL, an assessment process is undertaken, which assists in deciding whether Music Therapy or Arts Therapy would be the most appropriate therapy for the individual. Symptoms of distress, current functioning at school, family situation, and the journey travelled are considered. In Art Therapy, the majority of referral reasons related to students feeling sad and distressed, common emotions seen in those coming from war zones and refugee camps.

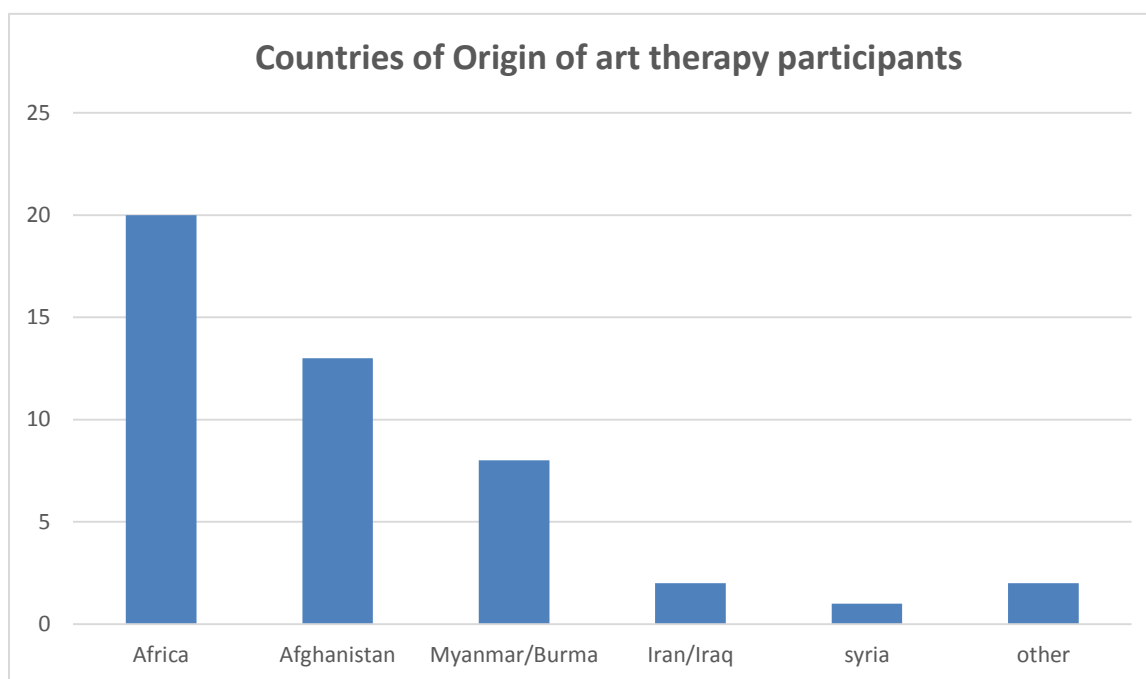


The next most prominent referral reason related to those presenting as worried. Issues of social isolation and poor impulse control were also prominent with boys more commonly presenting as angry. Of the remaining reasons, issues of attention and focus impacting on learning were significant. When life is disrupted, offering fear and family fragmentation, it is challenging to learn anything, let alone impulse-control and use of focus. Of course, each child has his/her own complexities, and none are referred for one reason alone.



## Countries of origin

The reasons for referral are not surprising in the context of the countries of origin of young people seen in therapy. The countries of origin of HEAL participants are also unsurprising- they are the trouble spots of the world today. In 2019 most participants came from Africa, including South Sudan, Eritrea, the Democratic Republic of Congo and others. Of 20 African students seen, 9 came from a Congolese background, and most had lived many years in refugee camps in Kenya often having travelled there on foot, fleeing danger, leaving family behind. The next most prominent group was from Afghanistan. Others came from nations such as Syria, Iraq and Iran, and Myanmar.



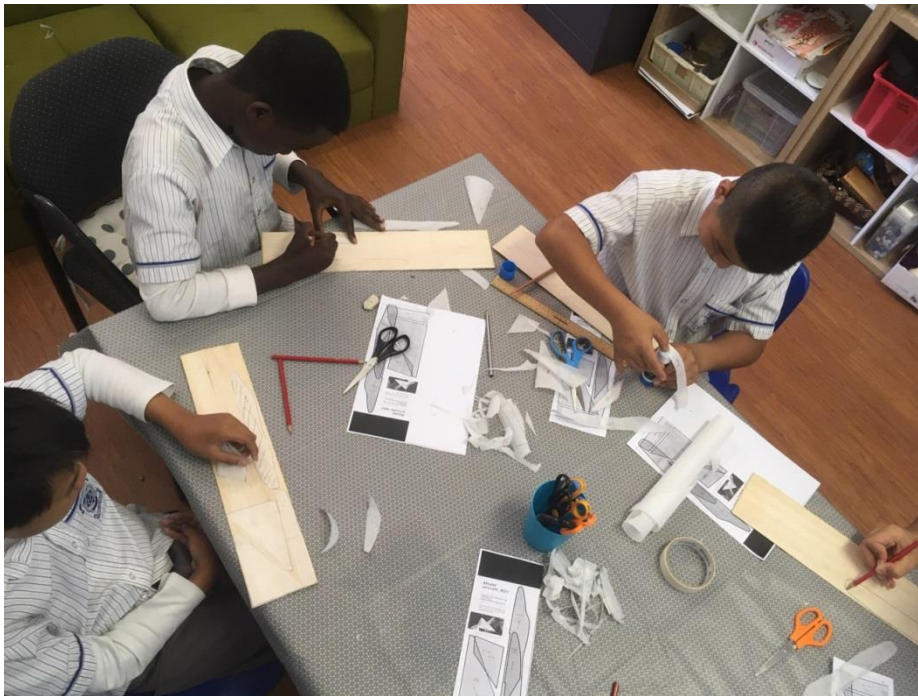
The graph represents individuals only, not the many groups which occurred in HEAL. In their countries, children have experienced violence, danger, deprivation, loss and grief. Trying to live with such difficult memories is challenging, let alone attempting to learn in a new language. Brave!



HEAL assists young people with processing extraordinarily hard times to ensure better settlement, through the use of art, music, talk and movement, and this also enables learning.



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



### **Feedback from teachers**

Therapists work with teachers around particular children, offering consultation time to staff. As well as offering consultation about the students, HEAL staff were active with school adults, speaking at staff meetings and participating in whole school activities such as running a number of activities for students during mental health week.

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

**The HEAL service is doing exceptional work with trauma and affected students**

**HEAL is a great support teachers and students can rely on in order to support student outcomes.**

**HEAL has really helped (name) assimilate. Thank you!**

**Thank you to HEAL as this is a very valuable programme!**

**HEAL is doing a great job with students who have difficulties coping with school life due to their traumatic experiences.**

Student participant feedback is gathered by therapists both formally using scales, and informally. The service is highly popular with many students asking if they can attend. The young people enjoy the quiet and reflective space within the school and the individual attention is crucial for those struggling with difficult feelings within a busy school environment. The time, space and care are greatly appreciated by these young people who sometimes appear to grow younger during their time with us, as their anxiety and fear abates, they learn how to calm themselves, regulate their emotions, and they begin to see their safe future here. Here are some of their comments, in their words:

**I feel helped and safe to talk to people that (are) listening to me.**

How I felt before I came to HEAL. I wasn't feel good because I could (not) have enough sleeping... My sleeping is now better.

**I feel happy because I learn alot of things.**

When I come (to HEAL) I feel excited as someone who just found a million dollar.

**Before I came to HEAL I felt a bit nervous. The thing that changed is my anger and I learned how to be more happier. Now I feel better than when I did before.**

Bunting group project



### **The Difference HEAL makes**

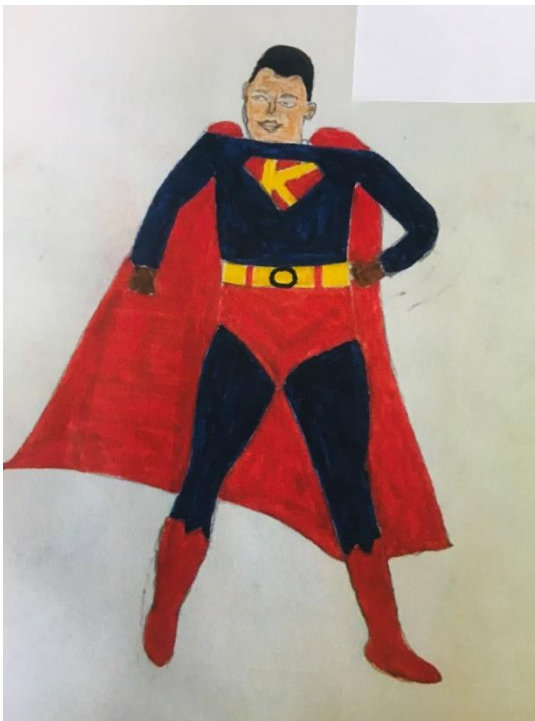
The difference HEAL makes within Woodridge State High school is huge. It is the accumulation of lots of tiny differences in each child's day that amount to a significant change over the course of a year. Sometimes subtle, sometimes not, the smile of a child who has been withdrawn and couldn't make eye contact. The child who comes in at lunchtime with a new friend after

spending all term alone. Seeing big boys who are often in trouble proudly drawing the flowers of their country to show you as they learn to calm their systems. Students sharing memories of their time at HEAL and the things they have done. All these little things create big change.

As art therapists in HEAL we are privileged every day to work with these inspirational young people. Their lives have been hard, physically and emotionally they carry their scars but their courage, determination and positivity are immense.

#### A case :

K is a 13 year old boy who comes from Afghanistan. He comes into the HEAL room at lunchtime to sit and quietly draw. He doesn't find it easy to make friends or to speak in English as he is deaf. The playground and classroom are too loud he says. At first we thought he would benefit from a small group to increase his socialisation but even that was too much for him so one to one sessions were offered. Gradually over time his confidence has grown. He recently drew this picture of him (below) as a super hero -which he certainly is.



Students who come to art therapy have a wide range of materials available to them. Drawing painting, sand play, sculpture, lego and games that facilitate interaction and playful exploration. It is their space and time to ask questions and interact in a different way. Through consistency, confidentiality and dependability from the therapist trust is created. This allows students to share the things that they don't know how to say, to ask for advice or vent their frustrations. They are able to remember the good things from their countries and to talk about their hopes and dreams for the future.



## ***Yeronga State High School***

### **Review of Arts Therapy program at Yeronga SHS in 2019**

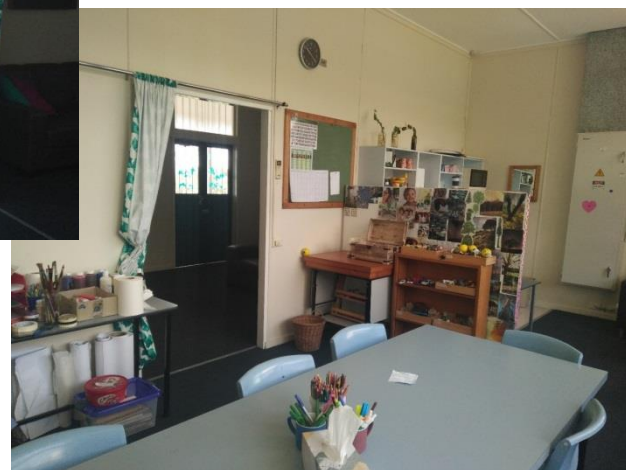
*By Bindii Thorogood*

The FHEAL program continued to thrive this year at Yeronga State High School. Despite some short term leadership team changes this year, HEAL was well integrated into the school and the Student Wellbeing Support Team. The art therapist, Bindii Thorogood, was at the school one and a half days per week, and was replaced by Dani Ruskin half way through term four when Bindii went on maternity leave. HEAL therapists were involved in the school in many different ways this year including therapeutic work with students individually and in groups, in celebrations and special days of awareness. Most of the work that was done was with individual students, and this took up majority of the time at school.

The HEAL program was strengthened this year by the provision of a student wellbeing hub. This was an unused staffroom allocated to the Wellbeing team. This room was used for individual and group work and was open to students every day at first break. Students were allowed to come and use the room to make food if they didn't have any, to sit in the quiet space, to interact with the wellbeing team and to make art. The room was decorated by the art therapists with art work and plants, and new colourful cushions and curtains were made. Overall this space was highly successful in providing students with a safe, calm, beautiful space where they could come and connect with a HEAL therapist or wellbeing team staff member.

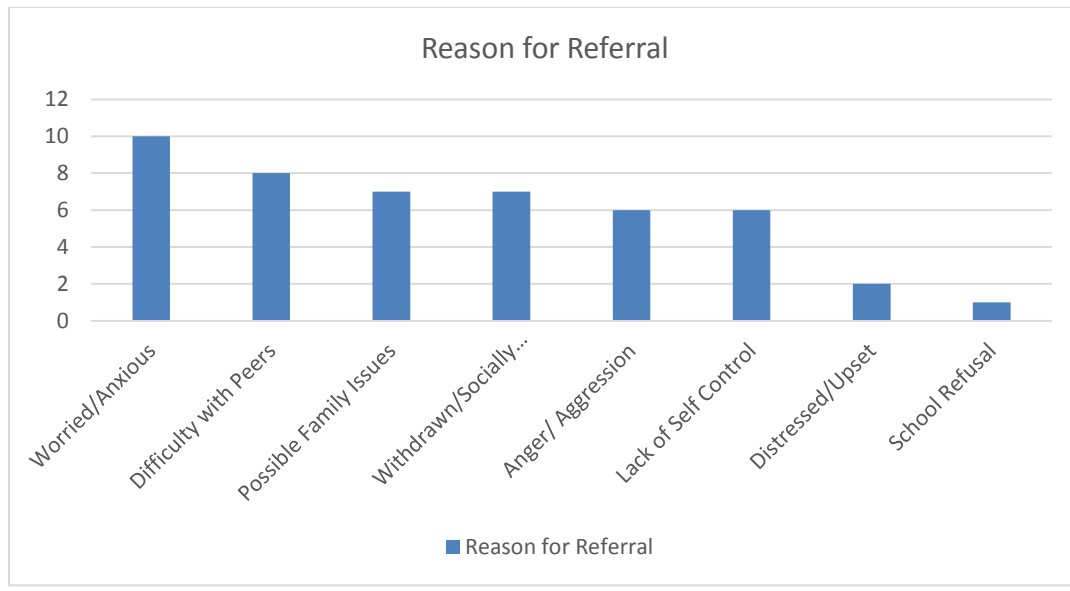


**The HEAL space**



## Reasons for Referral to HEAL

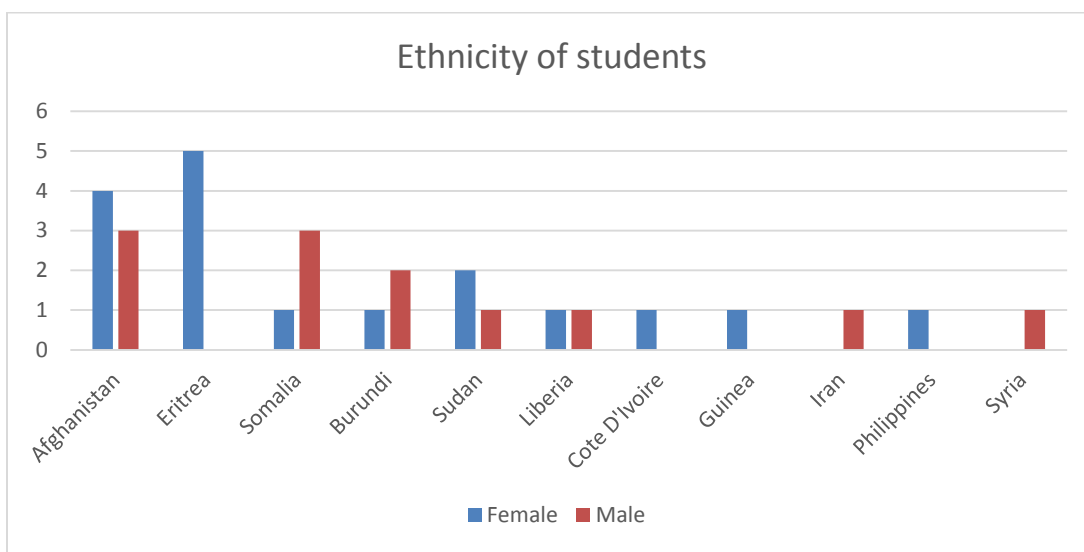
Much group work took place; the graph only represents reasons for the individuals seen. Each term the art therapist facilitated a small group with year seven students. For the first two terms Tree of Life groups were run, and in the second two terms a “Super Self” group ran. This group was based on the Berry Street Model, teaching students about their brains, ways of coping and strategies to be their best self and ready to learn in class. This group was a pilot in term three, but appeared to be a success.



Students were referred to HEAL for various reasons this year and were picked up via many referral pathways. These included referrals from HEAL service at other schools; referral via the Deputy Principals, teachers and the Guidance Officer; therapist screening; and referral from the Student Wellbeing Support Team meetings.

The major referral reasons were that students were worried or appeared anxious, and some were having difficulty with peers. Trauma is known to effect relational capability, so this is not surprising. Many students were referred by the wellbeing team after some kind of altercation with another student or teacher. Hence the higher number of referrals for anger and lack of self-control. Working with these students often involved exploring emotions, understanding their anger and how to manage it. These referral rates were also the inspiration to start the Super Self group to teach a large number of the Year Sevens about their brains, their emotions and what they need to do to be most present in class.

### Country of Origin/Ethnicity



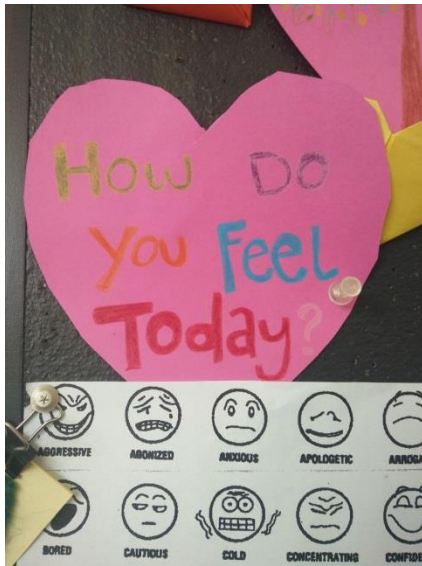
The demographic of students utilising the HEAL services this year was varied, as is the population at Yeronga State High School. The data showed that many students had Afghani backgrounds. There was a high number of Eritrean female students. Other students' countries of origin included Somalia, Burundi, Sudan, Liberia, Cote D'Ivoire, Guinea, Iran, Philippines and Syria. These data are fairly similar to the data from last year, showing that the demographics of the students at Yeronga SHS have stayed relatively the same.

### Domestic Situation

The domestic situations of many of the students at Yeronga are very complex. The data shows that an important reason for referral includes possible family issues, and these reasons can be varied and complex. Many students are newly arrived to QLD and are dealing with issues of settlement, new language, new culture and systems to navigate. Many come from very large or single parent homes, some are suffering domestic violence. Some students are here unaccompanied and underage and face the pressure of dealing with all the difficulties that come with that. Many students that come to HEAL have had significant trauma events in the past that affect them to this day. These students are incredibly resilient, but it is not surprising that the difficulties that students face at home or in the past often follow them to school as well, becoming evident in their behaviour.



The school has many ways of supporting students who have such backgrounds and home lives and these include collaboration with caseworkers, connection to many outside services for referral and many in school strategies. The school has an excellent leadership team who really understand the issues that their students are facing and this is evident in their backing of student support measures. The Student Wellbeing Support Team includes Youth Support workers, Psychologist, School Based Health Nurse, Guidance officers, and Art therapists. This diverse and highly skilled team plays a central role in the school in supporting students.



### **How HEAL Made a Difference**

This year the HEAL therapist worked with students of varied backgrounds. One student in particular who HEAL made a difference for was a young man originally from Iran. This student is an asylum seeker who spent the last five years on Nauru. He was brought here after the Medivac bill was passed in late 2018. Originally this student was attending another Brisbane high school. The student was being bullied, struggling to make friends, and then began avoiding school. With the support of some teachers, his caseworker and HEAL therapist, the student was able to enrol at Yeronga, where he already had some established friends. The HEAL therapist worked at both schools and was able to see this student through this time of transition.

The student settled in to his new school well, made friends and felt he was welcomed into the community at Yeronga. While the student has ongoing physical and mental health issues due to his time incarcerated on Nauru, he now has a strong network of support at school. In his time with HEAL the student had been able to express himself freely through creative mediums, to vent his anger and frustration at his current situation, to get support and referrals for other health issues and to have a trusted, positive person to talk to when he felt isolated and vulnerable at school. The support, encouragement and flexibility of the HEAL service was invaluable in this case.



## **Participation in School Events**

### **Mental Health Week**

This year Mental Health Week was celebrated over the first few weeks of term four. The HEAL therapist was involved in facilitating various activities that promoted good mental health to staff and students.

### **Wellbeing Days years 10, 11, 12**

This year at Yeronga there was a focus on student and staff wellbeing. Because of this the leadership and student wellbeing teams decided to run whole grade wellbeing days for the year 10's, 11's and 12's. These days consisted of presentations from a local police officer on students' rights and the law, sessions on study planning, sexual health, and mental health. At the end of each day there was an interactive forum where a panel of wellbeing team, teachers and past students answered questions and joined in robust discussion with the students. These days were a great success in integrating health, mental health and wellbeing into the school life of the students. They also allowed the art therapist to engage with students on a much larger scale than usual and get to know many more students.

Students gained a great overview of ways to improve their wellbeing. The sessions on mental health presented by the two art therapists, the youth support worker and the guidance officer, were a successful way of engaging students in a subject that often gets ignored. The sessions were interactive, informative and fun and the feedback was very positive.

### **Wear it purple**

The wellbeing team organised a celebration of Wear it Purple Day, which recognises and promotes the school as a safe place for students who identify as LGBTQI+. An important day in a school that is so culturally diverse. The art therapist was involved in providing students with purple iced doughnuts, and several creative and interactive activities that celebrated inclusion and safety for LGBTQI+ students.



## Yeronga Celebrates

This year Yeronga celebrated its biannual multicultural day “Yeronga Celebrates”. The HEAL art therapist was involved in organising a special “Aussie” breakfast for staff and volunteers. Also in painting students faces with flags from their countries of origin. The day involved a parade of nations, food festival, cultural concert and colour run. Students were encouraged to wear cultural dress or to wear something “Aussie”. The day was a great celebration of the beautiful diversity that exists at Yeronga. Students take great pride in representing their cultures and all of these are celebrated by the school community.



## International Women’s day

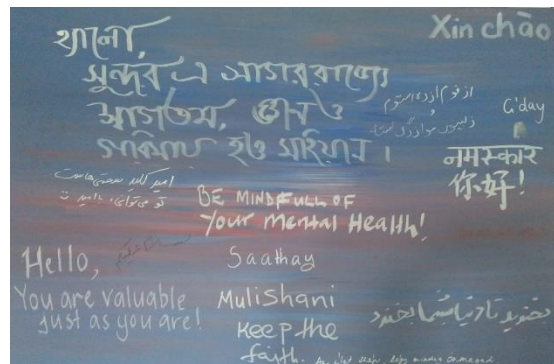
To celebrate International Women’s Day the Wellbeing team organised a special morning tea for female teachers. There was food and celebration and the team hosted tables with mental health activities for the teachers to participate in. The art therapist provided mindfulness colouring. It was a successful event, contributing to the overall wellbeing of the school community.

## Feedback:

Teacher Feedback indicates that the service is working well and is well used by the teachers and administration of the school. Partnerships are working well. Student Feedback is overheard on the spot, and indicates students value HEAL and are happy to attend.

“I’m going to HEAL to talk about my feelings!” Year 8 student to another enquiring student.

“When I am having a bad day, I love coming to HEAL to have a chat and then I feel better.” Year 8 Student.





# ***Financial Report – 2019***

**FRIENDS OF HEAL FOUNDATION LIMITED**

**Financial Report for the Period Ended 30 June 2019**

**ABN 39 161 310 550**

**DIRECTORS REPORT**

Your directors present this report on the entity for the financial year ended 30 June 2019.

## **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 schools and institutions to provide therapists

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

## **Objectives**

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

## **Operating Results**

The profit of the entity amounted to \$33,312 (2018 year profit \$36,950). The FHEAL van was sold this year and additional grant funding was received to support The Boxties Choir project.

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

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

### After Balance Date Events

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



### Future Developments

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

### Indemnifying Officers or Auditor

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

### Proceedings on Behalf of the Entity

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

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

### Information on Directors

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

**Adele Rice** (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 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, Deputy Chair) - 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).

**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, Secretary) - 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 CALD people in their neighbourhood, and home.

**Ian Miller** (Board Member) - Ian is the current Principal of Milpera State High School, appointed at the commencement of Term 4, 2017. He joins the school after several years as a Principal at Moura State High School, a high performing school in Queensland's coal mining region. Before that, Ian was Acting Principal at Longreach State School and Deputy Principal at Longreach State High School and Kawana Waters State College. Additionally, he has been heavily involved in Queensland School Volleyball for well over twenty years, serving in all executive positions as well as becoming a life member of Queensland School Volleyball (QSV). Ian has also served as a Board of Director for Volleyball Queensland. Currently, he is in the final phase of mentoring the new generation of QSV committee members prior to standing down from the position of Deputy Chair in 2019.

**Michael Clarke** (Board Member, Treasurer) - 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.

**Janelle Patterson** (Board Member) - Janelle is an English teacher at Milpera, working as the Home Liaison teacher. She graduated in 2006 and whilst studying she worked at Benarrawa Community Development Association. This is where she became aware of Milpera. She also previously worked in Human Resources. During this time she volunteered for many years with the QLD AIDS Council and with children with disabilities. Janelle is inspired by the students she has the privilege of assisting. She was also President of the Milpera Parents and Citizen Association for three years.

**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. She also runs the FHEAL web site.

**Julie Peel** (Board Member) Julie is the Deputy Principal at Milpera State High School where more than 50 % of the students have a refugee background and many have experienced trauma due to war or dislocation. Julie supports Milpera in providing onsite Art and Music Therapy, essential for the social and emotional development of the students. The unique student centred curriculum values the prior experiences of the students and supports the development of a deep understanding of the new culture. Julie has worked at Milpera for nearly fourteen years and is passionate about achieving high level outcomes for students of migrant and refugee background. Prior to this she taught high school Chemistry, Biology and Science in Queensland, New South Wales, South Australia and the UK. Julie has a Bachelor of Science and a Master of Education (TESOL - Teaching English to Speakers Of other Languages).

**Alice Tidmarsh** (Board Member) – Alice is the current Director of Marketing and Admissions at St Aidan's Anglican Girls' School, appointed in 2015. Prior to this, Alice spent 5 years working across numerous travel brands in the marketing department of Flight Centre's global head office in Brisbane. Alice holds a Bachelor of Business (Marketing & Event Management) and a Certificate in Digital Marketing and is skilled in social media, event management, strategy, negotiation, sales and market research and has recently completed her Foundations of Company Directorship course.



**STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME  
FOR THE PERIOD ENDED 30 JUNE 2019**

	Note	2019 \$	2018 \$
<b>Income</b>			
Donations and Grants		125,981	131,185
Sales		37,543	40,041
	2	163,524	171,226
<b>Expenditure</b>			
Cost of Sales		5,970	7,020
Therapy support provided		93,844	123,052
Loss on sale of non-current assets		14,316	
Other costs		15,082	4,204
		129,212	134,276
<b>Profit before income tax</b>		34,312	36,950
Income tax expense		-	-
<b>Profit after income tax</b>		34,312	36,950
Other comprehensive income		-	-
<b>Total comprehensive income</b>		34,312	36,950



The accompanying notes form part of these financial statements.

## STATEMENT OF FINANCIAL POSITION

AS AT 30 JUNE 2019

	Note	2019 \$	2018 \$
<b>ASSETS</b>			
<b>CURRENT ASSETS</b>			
Cash and cash equivalents		233,924	169,224
Receivables		15,072	26,774
<b>TOTAL CURRENT ASSETS</b>		<u>248,996</u>	<u>195,998</u>
<b>NON-CURRENT ASSETS</b>			
Motor Vehicles		0	31,816
<b>TOTAL NON-CURRENT ASSETS</b>		<u>0</u>	<u>31,816</u>
<b>TOTAL ASSETS</b>		<u>248,996</u>	<u>227,814</u>
<b>CURRENT LIABILITIES</b>			
Trade Creditors		7,326	20,189
GST Payable		0	270
<b>TOTAL LIABILITIES</b>		<u>7,326</u>	<u>20,459</u>
<b>NET ASSETS</b>		<u>241,670</u>	<u>207,355</u>
<b>EQUITY</b>			
Retained Earnings		241,670	207,355
<b>TOTAL EQUITY</b>		<u>241,670</u>	<u>207,355</u>

The accompanying notes form part of these financial statements.

**STATEMENT OF CHANGES IN EQUITY  
FOR THE PERIOD ENDING 30 JUNE 2019**

	<b>Retained Earnings \$</b>	<b>Total \$</b>
Balance at 1 July 2018	207,355	207,355
Total comprehensive income	34,312	34,312
<b>Balance at 30 June 2019</b>	<u>241,667</u>	<u>241,667</u>

The accompanying notes form part of these financial statements.

**STATEMENT OF CASH FLOWS**  
**FOR THE PERIOD ENDING 30 JUNE 2019**

	Note	2019 \$	2018 \$
<b>CASH FLOWS - OPERATING ACTIVITIES</b>			
Gross receipts from sales and other donors		175,228	159,179
Gross payments to suppliers		(128,028)	(114,883)
Net cash from/(used in) operating activities		<u>47,200</u>	<u>44,296</u>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>			
Sale/(Purchase) of fixed assets		17,500	
Net cash from/(used in) investing activities		<u>17,500</u>	<u>-</u>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>			
Net cash from/(used in) financing activities		-	-
Net increase/(decrease) in cash held		<u>64,700</u>	<u>44,296</u>
Cash and cash equivalents at the start of financial year		169,224	124,928
Cash and cash equivalents at end of financial year	7	<u><b>233,924</b></u>	<u><b>169,224</b></u>

The accompanying notes form part of these financial statements.

## **NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 30 JUNE 2019**

### **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 2019.

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

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

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

**e. Going Concern**

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

The Company has recorded an operating profit of \$34,312 and 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

	2019	2018
	\$	\$
Donations	87,011	88,965
Grants	38,970	42,220
Sales	37,543	40,041
<b>Total Revenue</b>	<b>163,524</b>	<b>171,226</b>

#### NOTE 3: CASH AND CASH EQUIVALENTS

Cash at bank	233,924	169,224
<b>Total cash and cash equivalents</b>	<b>233,924</b>	<b>169,224</b>

#### NOTE 4: ENTITY DETAILS

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

35 Orontes Rd  
Yeronga, QLD 4104

#### 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 2019 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

	2019	2018
	\$	\$
<b>Reconciliation of cash flows from operations with net current year surplus</b>		
Net current year surplus	34,312	36,950
Changes in assets and liabilities:		
(increase)/decrease in accounts receivable and other debtors	11,703	(12,047)
Gain/(Loss) on sale of non-current assets	14,316	-
increase/(decrease) in accounts payable and other creditors	(13,132)	19,393
Cash flows (used in)/provided by operating activities	<b>47,200</b>	<b>44,296</b>



## *The FHEAL Board*

Adele

Tim

### **Board of Directors:**

- Adele Rice - Chairperson
- Tim Medhurst - Dep Chairperson
- Bill Griffin - Company Secretary
- Michael Clarke - Treasurer
- Lisa Siganto - Director
- Ian Miller- Director
- Julie Peel- Director
- Janelle Paterson - Director
- Kelly Watson - Director
- Alice Tidmarsh - Director



Bill

Michael

Lisa

Ian



Alice

Janelle

Kelly

Julie

Jane-CEO





Please donate to our worthy cause, via website:

[www.fheal.com.au](http://www.fheal.com.au)

& visit our Facebook page: Facebook.com/2heal

Thanks and all the best!

