



IMPACT REPORT 2021 - 2022



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*Cover photo: HEAL students from Afghanistan perform at the St James College cultural night.
Left: An artwork created by a HEAL student at Milpera State High School.*

About HEAL

Who We Are

Founded in 2004, HEAL is a targeted, early intervention response for children and young people from refugee backgrounds, employing expressive arts therapies to help them navigate their trauma-recovery, settle into schools and bridge the gap of their disrupted schooling, through:

- Individual and small group therapy
- Transition support
- Crisis support
- Capacity building and support for teachers and school communities

Expressive arts therapies are evidence-based and delivered by qualified arts and music therapists. HEAL therapists work with school staff, families, cultural communities and other service providers to support young people in our program. HEAL’s expressive therapies are less stigmatising for young people, have a focus on fun and creativity, are effective at reducing stress and isolation and foster connection and positive relationships.

HEAL supports students to:

- Improve their emotional regulation in the classroom
- Engage with learning
- Improve their relationships with teachers and peers
- Increase their self-awareness, confidence and self-esteem
- Improve their mental health

HEAL programs are funded by private philanthropy and by fee-for-service.

HEAL is a not-for-profit company limited by guarantee and a registered charity. In 2021, HEAL joined with QPASTT, Queensland’s specialist torture and trauma recovery service.

HEAL’s head office is at the Brisbane Multicultural Centre, Woolloongabba, Queensland.

Acknowledgment

HEAL acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians of the land where we live and work and we pay our respect to their cultures, their ancestors and their elders – past and present.

We recognise the continuing trauma caused by losses of children, language, lore and land and the impact that this continues to have on psychological, physical and spiritual wellbeing. We recognise that since time immemorial, Aboriginal and Torres Strait Islander peoples have nurtured communities of belonging and thriving and we work in solidarity towards a future of healing and justice.

Our Vision

Our vision is for children and young people from refugee backgrounds in Queensland to have an equal chance to flourish.*

Our Passion and Purpose

Our passion is to harness the power of creativity through expressive arts therapies to nurture emotional wellbeing and healing so that children and young people can grow and learn without trauma being a barrier.

Our Commitment

We are committed to the United Nations International Convention on the Rights of the Child (CRC).

We believe that children and young people have:

- the right to a full life
- the right to an education
- the right to a standard of living that is beneficial for their physical and mental health needs
- the right to have their voice heard

We strive to fulfil Article 22 of the CRC that states that ‘children who come into a country as a refugee (or asylum seeker) should have the same rights as children who are born in that country.’

Our Values

Children and young people are at the heart of everything we do.

The values that guide us are:

CREATIVITY	We harness the creativity of children and young people to enable healing from refugee-related trauma.
CARE	We understand that parents and guardians want the very best for their children. We care about their needs and wishes and work together with them in the best interest of their child.
CONNECTION	We believe in the collective power of a connected environment. We collaborate with other caregivers (teachers, guidance counsellors, leisure workers and volunteers) to promote safe and positive experiences and nurture trauma-sensitive environments.

**Flourishing refers to the experience of life going well. It is a combination of feeling good and functioning effectively. Flourishing is synonymous with a high level of mental wellbeing and it epitomises mental health.*

Chair's Report

It is my pleasure to present the HEAL Impact Report for 2021/2022.

This year, HEAL provided expressive arts therapy for around 270 students across three Brisbane secondary schools. We also supported more than 80 cultural community leaders through expressive therapies in our Communities Healing to Thrive program (see page 18).

We clarified our vision and purpose through our Strategic Framework, including our theory of change (see page 8) which maps how HEAL's services give children and young people the opportunity to grow and flourish without the multiple impacts of trauma - including intergenerational trauma.

In February 2022, the devastating Queensland floods once again impacted our service at Milpera State High School, destroying much of our art and therapy supplies and damaging our HEAL rooms. With incredible resilience, and supported by community donations, HEAL's therapists were able to continue their work, welcomed by staff and students at Yeronga State High School until Milpera was repaired and rebuilt.

After a 2-year hiatus due to COVID-19, in June we were delighted to welcome back Songs of Hope and Healing, HEAL's annual benefit concert presented in partnership with QPAC. It was a truly inspiring night, featuring diverse performers – including headline act Mahalia Barnes - and a wonderful testimonial for the HEAL program by a past participant Omal (read more on page 11). Fundraising is HEAL's primary source of revenue and we look forward to continuing this partnership together with other opportunities to engage once more in person with our generous community of supporters.

On behalf of the HEAL Board, we thank our committed team of therapists (HEAL founder Jane Griffin, Bethany Mahadeo, Sue Cameron and Conny Rodgers) for their expertise and care for HEAL's vision and the young people who access our services. We acknowledge the leadership of HEAL's manager, Farah Suleman, who has made significant headway this year to expand the HEAL program into regional Queensland. And we thank our Board Director Adele Rice (former Chair of the FHEAL Board) for her ongoing dedication, strategic oversight and stewardship of the HEAL program.

Finally, we thank our community of donors and supporters, together with the teachers and principals of participating schools, who make it possible for HEAL to do our work, supporting children and young people to flourish and thrive here in Queensland, free from the impacts of trauma.

Professor Emeritus Keithia Wilson
Chair, QPASTT & HEAL



Manager's Report

A significant achievement this year was expanding HEAL's activities to the regions with a small HEAL pilot at Wilsonton State School in Toowoomba. This program supported refugee children, particularly from the Êzidi community. We worked closely with school leadership, teachers and staff to set up a HEAL therapy space and referral process and met with parents to explain HEAL's purpose. We look forward to reporting the pilot results and hope that it lays the groundwork for more HEAL programs and establishes the benefits of trauma-informed expressive therapies for children across Queensland.

Whilst we know that HEAL works well in schools, we expanded expressive modalities into Queensland's diverse cultural communities together with QPASTT's Communities Healing to Thrive (CHT) program. The CHT program is funded through the Brisbane South Primary Health Network and we are grateful for their ongoing support for collective, community-led healing.

Another major focus of HEAL this year has been progressing our operational capability. We have developed an evaluation framework to ensure we capture quantitative and qualitative data to measure the efficacy of our programs and show that children and young people are benefiting from HEAL and able to thrive in the school environment. Using robust tools including the Personal Wellbeing Index (developed by Robert A. Cummins and Anna L. D. Lau from Deakin University) and the World Health Organisation's WHO5 wellbeing index, our framework includes recording teacher feedback and student outcomes pre and post HEAL interventions. We aim to implement this framework across all our school programs in 2023.

We developed a client management database to ensure consistent records and reporting across all our programs, including student numbers and demographics, student needs and service demand. Our new database ensures the highest level of data security for our records.

This year, we also refreshed our website and aligned our social media handles under the name @healqld, making us easier to find online.

I would like to acknowledge the dedication and passion of the HEAL staff as we continue to grow and map our way together on this journey. This work would not be possible without the support from schools, students and refugee communities. I look forward to another year of recovery and healing through the expressive arts modalities.

Farah Suleman
HEAL Manager



HEAL's Framework

Our Goal

Children and young people have the opportunity to grow and flourish without the impacts of trauma - including intergenerational trauma.



Our Challenge

Any child or young person who experiences prolonged adversity is at risk of lifelong physical and mental health difficulties. They are also at increased risk of poor educational outcomes due to their trauma.

Refugee-related trauma (both direct and intergenerational) can impact negatively on healthy development in childhood and adolescence. It can disrupt the foundations of attachment, behaviour and learning and impair development - with lifelong health consequences. For asylum seeker children and adolescents, the prolonged uncertainty of visa status compounds the trauma experience.

It is much harder and costlier to try to fix a magnification of problems later in adulthood than supporting healthy development in childhood and adolescence.

Our Opportunity

Children and young people are resilient and are likely to recover from trauma if their core psychosocial needs are supported.

In addition to a healthy family environment, if the care-giving environment is safe and stable with positive experiences, children and young people have their best chance of flourishing.

Creative expression is our catalyst for healing. Art, music and play are the tools that children and young people use to express themselves and learn about the world. The expressive therapies (art, music, play, dance, drama) combine psychology and creativity to promote healing and development. They are sensory-focused and can be non-verbal, which makes it easier for children and young people to convey their experiences, thoughts and feelings in ways that may be difficult to express with words (which can feel easier if they are also simultaneously learning English as another language).

If we...

By...

Our Response

Heal trauma	Using expressive therapies to support individual children and young people to: <ul style="list-style-type: none">• Address the impacts of trauma including emotional dysregulation, difficulties with self and identity and interpersonal difficulties• Promote protective factors such as commitment to school and prosocial behaviours with family and peers• Minimise risk factors (individual and family)• Encourage healthy development (mentally and physically)• Recover and recreate those lost developmental opportunities afforded by creative expression and play
Build skills, confidence and resilience in groups	Using expressive therapies for group programs that strengthen the skills and resilience of children and young people to: <ul style="list-style-type: none">• Have fun, experience joy and engage in positive group experiences• Understand and normalise emotions associated with stress and trauma• Develop positive coping strategies to deal with emotions• Build on innate strengths• Instil a sense of hope by empowering young people to feel more in control over stressors
Create environments for positive experiences	Capacity building school and community environments to be refugee trauma-informed so that they are able to support students to: <ul style="list-style-type: none">• Improve their capacity for effective learning and cognitive functioning• Prosper at home, at school and in the community• Be influential voices and grow to be our future leaders

Our Impact

We will equip children and young people through:

- Empathy and compassion
- Creativity
- Positive experiences
- Responsive relationships
- Safe environments

They will feel:

- Safe
- Healthy
- Happy
- Nurtured
- Included
- Able to reach their full potential

This will result in children and young people being:

- Confident individuals
- Successful learners
- Effective contributors
- Influential voices

And then...

Trauma will not be a barrier to successful growing and learning.

Key Statistics



In 2021/2022, HEAL supported 278 young people from 31 cultural backgrounds across 3 Queensland secondary schools.



HEAL supported 80 community leaders from 10+ cultural backgrounds in specialised expressive therapy workshops.



Generous donors contributed over \$20,000 to fund expressive therapists in schools and support young people to heal and thrive.



HEAL in the news!

Sue Cameron, our therapist at St James College spoke to ABC Radio Brisbane about the HEAL program and the Songs of Hope and Healing concert.

[Listen here.](#)

HEAL founder and art therapist Jane Griffin spoke to ABC Radio National's Jennifer Leake about HEAL's expressive therapy at Milpera State High School.

[Listen here.](#)

"My HEAL therapist helped me to become a woman who is a leader."

HEAL recipient Omal Ahmed shared her story with the Concert Hall audience at Songs of Hope and Healing at QPAC in June.

Songs of Hope and Healing

Our annual benefit concert Songs of Hope and Healing, presented in partnership with QPAC, returned in 2022 following an extended hiatus due to COVID-19.

This year's concert was headlined by powerhouse soul and blues vocalist Mahalia Barnes (daughter of Jimmy Barnes) and showcased an incredible range of artists across different cultures and genres.

For the final number, Bridge Over Troubled Water, all the artists took to the stage joining the 27-strong QPAC Chamber Choir.

The eclectic mix (from the 20-piece Matt Hsu's Obscure Orchestra featuring Tenzin Choegyal, and the Irish Band Sásta, to JADE New World Collective, Yalanj Woman of Song Deline Briscoe, and Mahalia Barnes accompanied by her house band) brought the uplifting and entertaining evening to a close, and the audience to a standing ovation.

A highlight of the night was hearing first-hand about the difference HEAL can make in a young person's life. Past HEAL participant Omal Ahmed took to the stage and said:

"My teacher introduced me to HEAL and I started working with a HEAL therapist. At first, it was difficult to share my emotions with people but after doing a different activity every day, I was really confident around her and became more confident in myself. She always told me to be confident with myself and to love myself. She told me I was a queen, on the inside and outside."

My HEAL therapist helped me to become a woman who is a leader. I know being a leader is not easy, and I have learned that the hard way. My therapist helped teach me to be a strong woman who never gives up. If I fail, I get up and try again. Being an independent woman and a woman that leads her family is a beautiful thing in life."



HEAL in Schools

Milpera State High School

This year, HEAL therapists continued to adapt and provide support to students and school staff through COVID-19 lock downs and the challenges of at-home learning. HEAL supported many newly arrived young people from Afghanistan as the crisis and evacuation unfolded through August and September. HEAL therapists supported the transition and settlement of these students, including connecting them with a number of external agencies.

The Queensland floods over February/March 2022 affected Milpera State High School, one of six schools in Brisbane with major damage. This created huge disruption and loss of both physical property and therapy supplies and equipment, as well as taking an emotional toll on students, and school staff.

While repairs took place across Term One, Milpera and HEAL were welcomed by Yeronga State High School and our therapists offered emotional and practical support for students and staff in transition to Yeronga and back to Milpera again in April.



In 2021/2022, HEAL worked with 149 students from 25 cultural backgrounds at Milpera State High School.

Top 5 cultural backgrounds:

- Afghan
- Congolese
- Sudanese
- Burundian
- Chinese

Referrals

The most prominent referral reasons to the HEAL service at Milpera were students appearing to be sad, worried, distressed or having flat moods.

The primary referral reasons we see at HEAL (below) are those we might expect to see in children from backgrounds that included refugee camp life, persecution, educational disruption, family separation, and war.

Primary reasons for referral to HEAL at Milpera SHS:

- Sad, distressed, flat mood
- Worried
- Possible family issues
- Other
- Visa status anxiety

Highlights

- We collaborated with Pushing Barriers to increase the engagement of young people from refugee backgrounds in community sport. Eligible HEAL participants can access support including financial relief and transport to help them access sporting clubs.
- We hosted a practicum placement for a Masters of Mental Health Student from the University of Queensland, helping to ensure future art therapists have experience working with young people from refugee backgrounds in a trauma-informed framework.
- We partnered with the Reason to Thrive Equine Assisted Learning Program to enable HEAL participants to access equine therapy sessions, helping students to build their emotional regulation and social skills.
- HEAL therapists have given presentations to organisations throughout the year to share the work of HEAL and help build the capability of other professionals who work with young people from refugee backgrounds, including:
 - Presenting at the Queensland Health School Based Youth Health Nurses Training Day
 - Presenting to staff at Our Lady's College Annerley about "Caring for refugee background students by knowing who they are."
 - Presenting to court and school protection liaison staff in Ipswich about the impact of trauma on young people.

Feedback



From students:

"The therapists are very kind and the students learn to be respectful."

"I love painting and designing. It makes me feel like I'm at my own house."

"Every single time I come to the HEAL I explore new things."

"I learn more things when I come to HEAL. When I am with you I am so happy and you help me and my family."

"I remember when I can't speak English and you got me an interpreter. Thank you for talking to my case manager and explaining my family's problems."

From teachers:

"Thank you for all the work you have done with S. over this past term. It is surely paying huge dividends for both his time here and into the future."



Yeronga State High School

HEAL has one art therapist based at Yeronga State High School two days per week, who is part of the school's Wellbeing Team. The HEAL therapist primarily works with students on a 1:1 basis, but pair work and small group work is also offered to students.

Students seek out the HEAL program - it is seen as a safe space for working through problems - and demand is higher than we can currently meet. Students access HEAL through self-referral or through referrals from teachers and wellbeing staff.



In 2021/2022, HEAL worked with 43 students from 12 cultural backgrounds at Yeronga State High School.

Referrals

In 2021/2022, referrals to HEAL at Yeronga State High School were received primarily from the school's student wellbeing and support team, Guidance Officer, student case management meetings, as well as from HEAL at Milpera. Students also self-referred into the program.

The main reasons for referral were students appearing worried or stressed, visa status anxiety, social isolation and help with transitions.

Top 5 cultural backgrounds:

- Somali
- Iranian
- Eritrean
- Eritrean/Ethiopian
- Afghan

Primary reasons for referral to HEAL at Yeronga SHS:

- Worried, anxious
- Visa status anxiety
- Withdrawn/social isolated
- Transitions
- Other



Highlights

- We helped to facilitate the Wellbeing Team's free Breakfast Club every Tuesday and Wednesday morning for students before school. The Breakfast Club offers a great opportunity for students to connect with HEAL and grow their awareness about the wellbeing services they can access at school.
- We worked with the school Wellbeing Team to emphasise and celebrate inclusivity and acceptance through celebrations including Harmony Day and NAIDOC Week.
- We supported students pending relocation to the United States, partnering with Equus Terra therapeutic horse riding to enable one student to fulfil their wish to ride a horse again and supporting others to create individual plans to fulfil their wishes before their departure.

Feedback



From schools:

"Excellent support for our refugee students at school. Students respond and highly respect Conny and the service she provides." – School Chaplain



Above: Conny Rodgers is HEAL's art therapist at Yeronga State High School.

St James College

HEAL at St James College supports students from refugee and asylum seeking backgrounds through a mix of individual and small group therapeutic support, cultural and lunchtime social support programs, camps and whole school activities. One of the challenges of the year has been providing consistent therapeutic support, due to the high demand for service, and the frequent need for responsive triage work.



In 2021/2022, HEAL worked with 86 students at St James College

Top 6 cultural backgrounds:

- Afghanistan
- Congo
- Iran
- Eritrea
- Iraq
- Sudan

Primary reasons for referral to HEAL at St James College:

- Sad/distressed/flat mood
- Worried
- Difficulties with educational transitions
- Disengaged from school work
- Peer difficulty

Referrals

Students are referred to HEAL by classroom teachers, Deans and through HEAL screening. Students have been confident to self-refer this year.

Increasingly, young men are accessing the service for therapeutic and practical support.

Students respond well to HEAL's strengths-based approach, which respects their self-determination and choices about their trauma recovery.



Highlights

- We organised whole of school activities for R U OK Day, including banner painting, a wellbeing presentation and videos created by students, tug-of-war house competitions and lunchtime 'interviews' with staff and students discussing conversation tips and mental health tips.
- HEAL's therapist and two senior students presented at the Trauma-Aware Education Conference in Brisbane. Using film, art and spoken word, they presented reflections on the experiences of students from asylum seeking backgrounds, and students recently arrived from Afghanistan, on the challenges of coming in to the Australian school system.
- Ten students have been able to attend weekly equine assisted learning sessions, which have been complemented by expressive therapies work. Students have improved their confidence and self-regulation skills, as well as developing better team work skills.
- On Afghanistan Independence Day, students prepared a presentation and music for Assembly to honour young women of Afghanistan. Students prepared delicious traditional foods to sell and raised money for an education organisation still supporting young women on the ground in Afghanistan.

Feedback

Students have been positive about HEAL groups this year. Our recently-arrived English as an additional language or dialect (EALD) learners can find the classroom stressful and exhausting at times. Having a regular space to meet, practice relaxation skills, have fun with friends and reflect on what is working well and what they need further support with, has been valued by students. Students have reported reductions in sleep disturbance and anxiety, reductions in feelings of isolation, a strengthening of peer relations and an increased sense of 'belonging' within the school community, due to participation in the group programs.

"I have never known kindness like this before coming to Australia. Thank you for welcoming us and helping us and spending so much time with us."

"Thank you for giving me a safe space when I was at my lowest. Being able to come and play piano and feel safe changed everything for me."

"Thank you for your support over the years. Words cannot express how thankful I am that you were there to guide and help me. Without your support, I am pretty sure I would have just quit, but now here I am graduating."

"Thank you for being my compass during my time at school."

"I've grown strong in myself and much more positive. Once, I used to worry all the time about what other people thought about me. I was always fighting with other students. Now I just get on with life. I've made good friends and we help each other through difficult times."

"Now, I feel happy when I come to school. Sometimes things are still hard and I get into trouble, but I know teachers and staff will help me, they're not out to get me, like I used to think. It's good to feel happy."

Communities Healing to Thrive

HEAL is working with QPASTT to deliver Communities Healing to Thrive (CHT) - a trauma-informed, pro-social leadership program that uses expressive therapy modalities (art, music, drama, dance and play) to meet the unique intersect between the cultural, community, leadership and trauma and mental health needs of culturally and linguistically diverse and refugee background community leaders.

CHT is a community-led healing initiative, which means we do not prescribe or impose the program, rather we work in partnership with community members to identify their needs and the priorities and focus of this work. Our programs are tailored for, or co-designed with, our participants so they have significant input and control over the program design and delivery.

The priorities for many community leaders participating in CHT has been to:

- Enhance their own wellbeing and sustainability as leaders who have themselves had experience of refugee-related traumatic events; and
- Build their capacity to respond to mental and emotional needs of community members by enhancing their understanding of the impact of trauma (pre-arrival and ongoing) on the mental

and emotional health in CALD and refugee communities; building skills and tools to respond to community members and families needing emotional and mental health support; and sharing strategies and knowledge to care for themselves and others.

In addition to our workshops programs, CHT offers 1:1 support and service linking to natural, formal and emerging community leaders to support them in their leadership role, including:

- Emotional and mental health support related to managing impacts of trauma on themselves and families;
- Specialist support in relation to their role as community leaders responding to mental health issues in their communities;
- Providing content on topics relevant to their community-led initiatives and projects; and
- Providing specialist information on areas relevant to the support they provide community including collective trauma and community resilience, intergenerational trauma, using somatic strategies when managing trauma responses, and developing boundaries in meaningful and appropriate ways.

Highlights

- We delivered workshops to over 80 community leaders and representatives, including from the Burmese-speaking, Cambodian, Burundian, Tigray, South Sudanese, Kenyan, Syrian, Somali, New Zealander and Muslim-faith communities.
- We developed a resource package for community leaders who have participated in CHT workshops, to support their ongoing work with community.
- We supported a range of service providers to understand and apply community-led healing principles and best practice, including: Mater Refugee Health, Ethni, Brisbane South Primary Health Network, World Wellness Group, Queensland Transcultural Mental Health Centre, Inala TAFE EALT Unit and Harmony Place.
- 40.6% of our participants were youth leaders (<25 years) and 42.5% of our workshop participants were male.
- Over 95% of surveyed participants reported very high levels of satisfaction with how they were welcomed and provided culturally-safe and responsive initiatives.
- Over 95% of surveyed participants reported that CHT initiatives had enhanced their understanding of the impact of stress and trauma on themselves and their communities, and how they could respond.



Play Therapy

"ENTER INTO CHILDREN'S PLAY AND YOU WILL FIND THE PLACE WHERE THEIR MINDS, HEARTS, AND SOULS MEET." VIRGINIA AXLINE, PSYCHOLOGIST AND PLAY THERAPY PIONEER.

Together with QPASTT, HEAL hosted an experienced practitioner studying in the Masters of Therapeutic Child Play, Deakin University, to complete a student placement.

From February to June 2022, 120 hours of Child Centred Play Therapy were provided at Durack State Primary School to four children aged 5 -11 years from Congolese, Burundian and Somali cultural backgrounds.

Play therapy is a developmentally appropriate and evidenced-based expressive modality which supports children's development, promotes their well-being and encourages recovery from traumatic experiences

Over the course of two school terms, the children were provided with weekly, individual play therapy sessions where they could explore and express their inner thoughts and feelings while learning new skills in a safe, attuned therapeutic context.

Embedding the placement at a primary school ensured the therapy was accessible for children, strengthened the sense of belonging and connection for the students within the school environment and enabled positive relationships between the practitioner and school staff.

Our People

HEAL therapists have all completed a Masters of Mental Health in Art Therapy and work within a trauma-informed framework. Some therapists come from a teaching background and all complete ongoing professional development about developmental trauma in children and young people.

HEAL therapists in our school services are based in school and support wider school activities focused on wellbeing and positive culture of the entire staff and student body. HEAL therapists work with school staff, families, cultural communities, service providers and universities to share knowledge and assist young people.



HEAL art therapists, clockwise from left: Conny Rodgers (HEAL Yeronga SHS & Milpera SHS), Bethany Mahadeo and HEAL founder Jane Griffin (HEAL Milpera SHS) celebrated 17 years with HEAL in 2022, Sue Cameron (HEAL St James College) at Songs of Hope and Healing 2022.

Governance

In 2021, the Friends of HEAL Foundation (FHEAL) joined with QPASTT (the Queensland Program of Assistance to Survivors of Torture and Trauma). From 1 July 2021, QPASTT assumed the operations of the HEAL programs.

QPASTT is Queensland's only specialist trauma recovery service, delivering programs across Greater Brisbane, Logan, Toowoomba, Townsville and Cairns as well as outreach across Queensland. This union enables HEAL to expand its services for young people, schools and communities with the support, resources and infrastructure of a trusted and established organisation with similar vision and values.

QPASTT and the Friends of HEAL continue to work closely together on developing HEAL, including with FHEAL CEO Jane Griffin who continues her work as art therapist at HEAL Milpera, and FHEAL Chair Adele Rice who has joined the QPASTT Board.

To find out more about QPASTT, visit www.qpastt.org.au



Students enjoy the HEAL room during break-time at Milpera State High School.



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