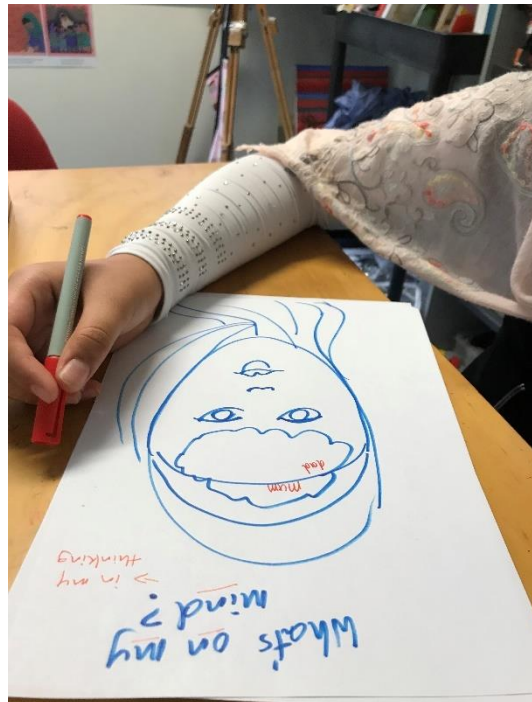


The Friends of HEAL Foundation Annual Report 2018



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Welcome - Chief Executive Officer

- Jane Griffin

I am pleased to present the 2018 Annual Report for The Friends of HEAL Foundation.

For the past year, our pursuit of creative caring has continued in the form of creative arts therapy including art psychotherapy, music therapy and creative movement. Our therapists have approached their work with kindness, knowledge, curiosity, honour and humility in facilitating sharing with young therapy participants.

Meaningful engagement comes from upholding our mission: using creative arts therapy to enhance mental health of adolescent former refugees in schools: improving well-being, providing relief from distress, increasing the possibility for social inclusion and good settlement, and of course increasing the potential to learn and live well and happily. This positive commitment is one we take seriously.

Our newcomers are generally a resilient group, who have showed their strength and determination in surviving war, refugee camp life, persecution and loss. However the young HEAL participants are those who need some support in finding their feet here, in regaining their balance, and in settling well.



A recently conducted longitudinal study of humanitarian migrants, "Building a New Life in Australia" (BNLA), looked at the settlement experience of humanitarian arrivals in Australia, over five years, from 2013 until 2018.

The findings suggest that what happens after arrival may have a large impact, and therefore it is imperative that settlement is done well:

Our research and others' shows what policymakers and governments can do

to help refugee children thrive in Australia. We need to:

- integrate children and families into host communities

- support families to stay intact
- provide stable settlement with minimal relocations
- support children's education
- support parents' employment
- ensure access to health, social and economic resources
- reduce post-migration exposure to violence and threat, including detention, racism and bullying.

Zwi, K. (2018)

The work of FHEAL is aimed at ensuring integration, aiding settlement, encouraging successful access to education, helping with good mental health, and assisting an understanding of this culture, including the challenges it presents. The latest wave of research in the BNLA study further suggests greater peer difficulties experienced by the young people in the study, and the need for early intervention. Again, our work in the HEAL services links well into the recommendations:

Overall, treating mental health problems early remains a priority in resettlement. Initiatives to enhance parental capability, physical health, school achievement and participation could assist to improve settlement outcomes for young refugees.

Fazel, M. (2018)

Sometimes the children at our five schools are sad, or lonely, or hungry, or scared, or confused. They feel disenfranchised, distressed. Sometimes a parent needs assistance.

The work of the creative art therapists is varied and has great depth and width. They are responsive and adaptive. They are not simply using music or art to provide comfort or distraction to refugee background kids. They are using every one of their senses and the breadth of their knowledge and experience to assist young people in whichever way is most appropriate, culturally and psychologically, at that time.

HEAL therapists are highly trained (all have Masters qualifications), and they are well aware of school systems and community networks which they may utilise to assist. Therapists work closely with class teachers, other service providers, and the school administration. They receive stories of horror, see tears of deep grief, provide a pathway to hope, and listen to tales of man's inhumanity to man, woman and child. This is serious and imperative work.

I want to thank the HEAL therapists who give so much to their young therapy participants. Thank you to Chair, Adele Rice, and our FHEAL Board, volunteers all, whose support and energy is so appreciated. And of course, **enormous** thanks to donors and supporters. It is a constant, gaining the funds to keep this work going, and we are grateful to those who really understand the need to help our children blossom.

31.12.2018

Report from the Chair

- Adele Rice, AM

I feel as Chair, I can reflect the sentiments of fellow Board members as I begin a formal report with a preamble that pays our utmost admiration, respect and love for our CEO, Jane Griffin, in what has been her Annus Horribilis and for her partner in life and our Secretary, Bill Griffin. Not once has either of these two extraordinary people faltered, or allowed Jane's breast cancer journey to become a barrier to the crucial ongoing work of the Friends of HEAL Foundation nor to the smooth and efficient running of the Board. Jane and Bill, we salute you.

Throughout 2018 and despite changes of and additions to Board membership as well as some changes in therapist personnel, the achievements of the Foundation's work have never been greater or more significant. The CEO report this year specifically anchors the activities of our Foundation in the most recent research and studies of newly arrived cohorts of refugee background young people in Australia. The creative therapy services we provide are right on track.

I recently engaged in a feedback session with one of our major, longstanding and loyal benefactors, The English Family Foundation, who themselves undergo rigorous evaluation and scrutiny of the various charities they support against their Foundation's Sustainable Development Goals. I was pleased to be able to verify that the work of FHEAL is a perfect fit for their SDGs, namely, Good Health and Wellbeing, Quality Education and one called Reduced Inequalities. I was able to provide additional relevant commentary and observation on their SDG about Peace, Justice and Strong Institutions. Our CEO's report draft was made available to the EFF for the research evidence references which are now public findings. I also engaged in a lengthy survey/questionnaire via telephone from The Funding Network of Australia who were seeking feedback on their former successful pitchers.



In 2018 we were privileged to have had another QPAC concert "Songs of Hope and

Healing”, which not only raised money for the Foundation but which also raised the profile of its work. A highlight of this year’s concert was the Friends of HEAL Community Choir trained by The Boxties, which included students from Milpera, St James’s School and Kedron State High School, as well as students and adults from the wider community. Some Milpera staff, Board members, several therapists and FHEAL supporters also participated. The feedback on the concert listed the FHEAL Community Choir as a highlight. The QPAC CEO John Kotzas had always wanted some refugee-background student involvement and was so delighted with the process and the outcome that he met with me and the Boxties to explore how the choir could be continued. As Chair, I sought and received funding from three sources to enable this work to continue with tuition and management of the choir to be done by The Boxties who then invoice us for their work. There was then a concert at QPAC by The Boxties, with the choir performing at the end of the year. It is worth noting that two refugee background students in high schools who were in the choir this year, successfully auditioned for places in The Boxties Music School and will receive free ongoing music tuition.

Due to the success of the 2018 QPAC concert, plans are afoot for the third “Songs of Hope and Healing” concert in 2019, and the date will be Monday 18 March, in the QPAC Concert Hall once again. We are very grateful to John and QPAC for this opportunity. It is expected tickets will go on sale in late January via QPAC. Please come along.

In previous years talks given to large groups of service clubs and Probus clubs rarely resulted in donations to our Foundation. In 2018, promoting our work in small and friendship/ interest groups has resulted in increased financial commitment to FHEAL. An increase in individual’s donations are noted in the Treasurer’s report and requests to speak to groups -e g: Graduate Women, Tennyson Ladies’ Golf group, Ashiward Foundation, Inner Wheel - are always responded to in the affirmative and the donations ensuing have been generous.

2018 has seen five HEAL receiving schools take up the partial and in some cases, considerable, resourcing of the HEAL services in their respective schools. Hopefully this will continue in 2019 as it has always been our goal. Meanwhile we still need to raise the funds necessary to sustain all services across five schools, amongst the changes in the Leadership teams in three schools, and our ongoing determination to pay our therapists a fair and decent wage so that they remain in our employment to provide a stable and sustainable service.

In summary, 2018 was a year full of achievements amidst very tough times for our courageous, resilient and knowledgeable CEO who was so ably replaced as Coordinator of HEAL at Milpera by Bethany Mahadeo. Bethany, the ultimate multi-tasker, took the reins and led the Milpera team with skill-sharing her expertise throughout the year and relieving Jane of additional worry. The Board is very grateful to you Bethany, and to all the members and staff who make up the Foundation’s team and Team Jane.

We are on target and set for a wonderful and productive year in 2019. We thank Jane and Bill for hosting the Board meetings and for their ongoing generosity and the hospitality they show to us.

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

We were fortunate to have a number of fund-raising activities this year, ranging from selling donated clothes online to a QPAC Concert!

We could not do our work without sponsors' and donors' support. The return for your money is the knowledge that you are making the world a better place, easing suffering, and assisting young people to thrive!

Fundraising Report from Janelle Paterson, Social Sub-committee.

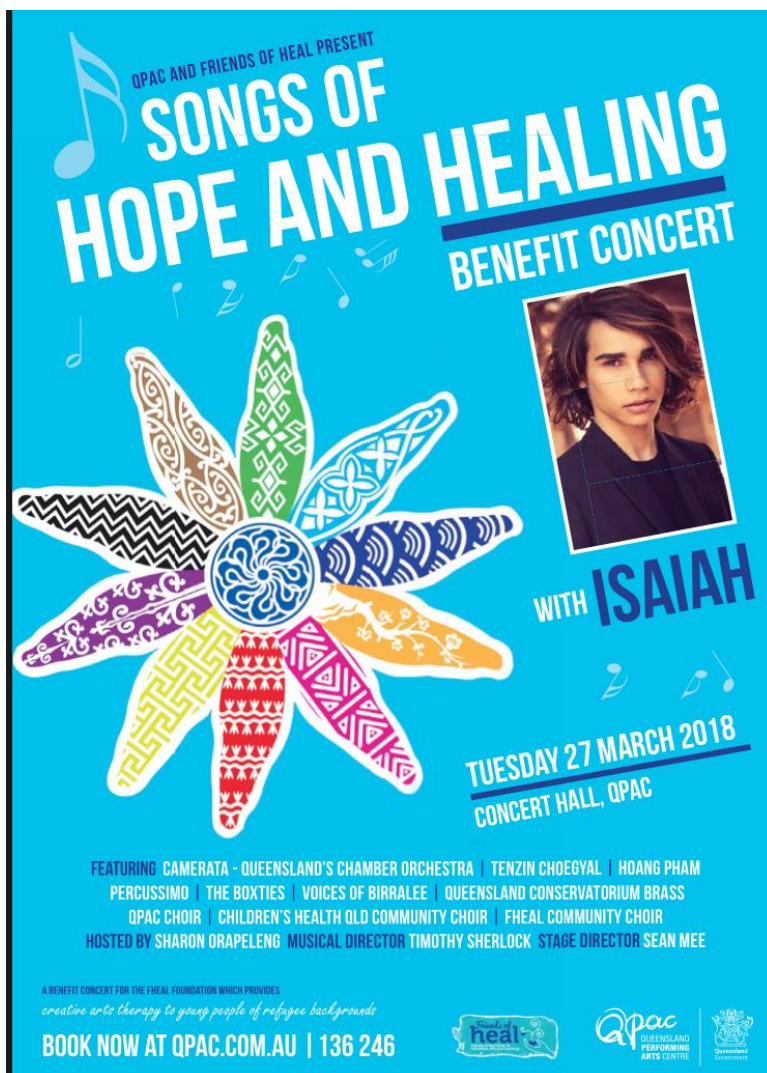
QPAC : Songs of Hope and Healing Concert

This unique variety concert in the Concert Hall was jam-packed with amazing talent, the audience almost filled to capacity and buckets were clinking with people's generous donations at the end, with the help of the Board family and friends Bucket Bunnies.

As well as their hard work, creativity and management skills, QPAC also gave a generous donation and we are grateful for their kind support.

Isaiah was a star performer and Sharon Orapaleng was a marvellous MC. We enjoyed hearing Shag Rock, Tenzin Choegal, Hoang Pham, Brisbane Birralee Voices, and others.

A big thanks to John Kotzas and his capable staff, and also to the Boxties who performed with style. Thanks too for the Boxties efforts in the weeks leading up to the big night, training the FHEAL Community Choir, ready to perform ! You singers were fab!





**Bucket bunnies at QPAC
ready to collect
donations on the night.**



Rehearsal : The Boxties created the FHEAL Community Choir.

The Summit – Luncheon 21 May, 2018

There were 226 tickets sold for our annual luncheon, thanks to all our wonderful supporters who now look forward to our lunch each May. Brisbane turned on a beautiful day and the Summit offered an incredible view of our town. There were over 60 items to be auctioned thanks to the generosity of so many people, not to mention the work that Friends of FHEAL committed to sourcing the items. Big thanks and acknowledgement to Sally Carson and Thea Soons again, a dynamic team, the work of Jose Rogas, who was once again a prize sourcing champion, Jane's tenacity to secure items and Adele's endless list of friends who will give all to support – we say thanks again.

Sharon Orapaleng shone brightly as our MC on the day again. It is difficult not to be mesmerised by Sharon's presence. Sharon was ably assisted by a remarkable assistant on the day who guided and encouraged support from our guests, thanks Board member Bill Griffin. Sharon is a highly skilled mental health worker as well as a colourful and entertaining speaker. She kindly undertakes the speaking task without a fee for us.

We were entertained by the amazingly talented Riley Watson, who performed one of

Missy Higgins songs 'Oh Canada'. Although some tears may have been shed around the room we were grateful for this beautiful version of this song to be performed as the message is relevant to us all. The lyrics were printed and placed in Jane's goodie bags of thanks which were given to each person.



Sharon Orapaleng, Janelle Paterson and Jane Griffin meeting at Milpera HEAL

The work behind the scenes for this event is a huge undertaking. Thanks to Jane who sought Katherine Winlaw's help in planning our timeline. This helped us to stay on task and make sure all boxes were ticked. Team Watson's work never ends between the setup of ticket sales, the printing of all our materials at Enklo printing, the payment organisation of silent auction items-

the work is overwhelming. I take my hat off to you both, Kev and Kel Watson, and offer the biggest bucket of gratitude for all this work. Huge thanks too for all who gave items

for our silent auction, and those who bid for them!. It's a popular event, with art, fashion, homewares, and a treasure trove of vouchers to be won each year.

Big thanks for vouchers from donors, including Bend and Fly, via one of our FHEAL therapists, Renae Stevens, pictured right, who is an anti-gravity instructor as well. Multi-talented!



Some of our lovely lunch guests enjoying their goody bags.





Brisbane Golf Club



Brisbane Golf Club were very kind in offering to sponsor us in 2018, offering such fundraising delights as a High Tea and a Trivia Night. See sample social post above. The setting for these functions at the Club is beautiful, overlooking the greens, and the management extremely capable. The Golf Club members and friends were generous in their support of these fun functions, and we thank them heartily.

Ashiward Foundation

We were pleased to meet the Ashiward Foundation this year, and to have the opportunity to share our work with them. Ashiward are very involved in good works, with innovative and meaningful charity work going on in multiple places, and luckily they decided to offer support to FHEAL. We appreciate their assistance.

School Site Reports

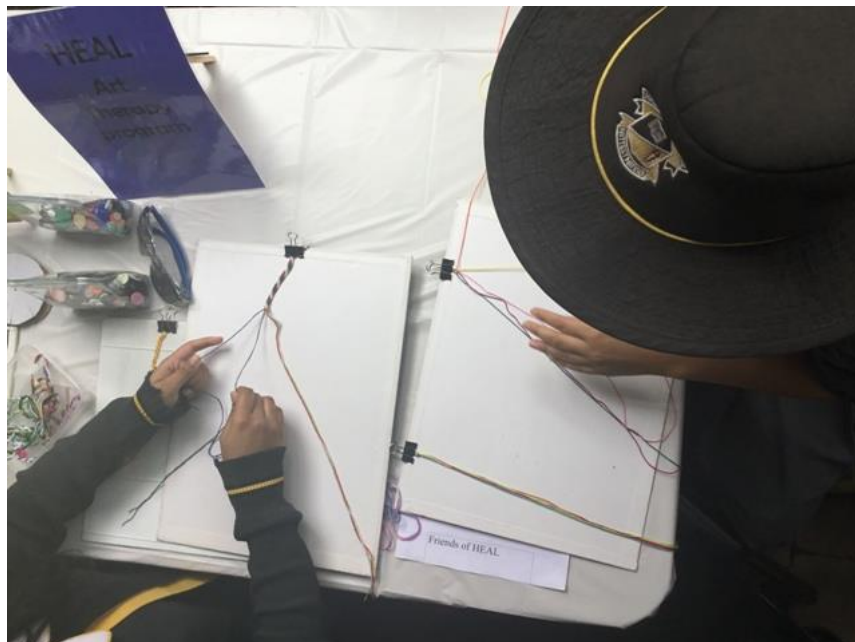
The following pages offer reports written by therapists at the various school sites at which FHEAL provides creative arts therapy. (It should be noted that as well as having FHEAL funded days, all School sites now fund their own additional therapy days, but the reports for all HEAL work are included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

Kedron State High School

Review of Arts Therapy program at Kedron SHS in 2018

By Judy Gordon

The HEAL Arts Therapy program continued in 2018 at Kedron SHS for three days per week with one day funded by FHEAL and two funded by the school. HEAL at Kedron was staffed by Judy Gordon for the three days per week, seeing individuals, facilitating whole class activities in pastoral care lessons and classes referred by teachers, attending classes to support clients and teachers and co-facilitating student group programs with MDA and QPASTT.



Approximately 41 scheduled participants were seen in Art Therapy in 2018 as referrals and an additional 34 non-refugee students (EALD) were able to participate in whole class sessions as members of EALD classes. While these additional students were not categorised as refugees themselves (born in Australia, sponsored etc.), many had similar challenges, perhaps parents from refugee backgrounds and sometimes intergenerational trauma. In most cases, non-refugee students were seen on the school-funded days except on the occasions when they were part of whole class sessions. Client referrals came via classroom teachers, HOSES (EALD), Guidance Officers and the MDA Youth Settlement worker who visits the school weekly. In other cases, students were identified and referred by the therapist herself for individual sessions after working with them in whole class sessions or during break time activity groups and believing they could benefit from additional support. In a small number of cases, clients were self-referrals. Clients were generally prioritised in terms of needs in determining the frequency of their sessions. Some were seen weekly while others attended fortnightly. Whole class sessions were usually scheduled to fit with the timetabled lessons for the school pastoral care program or the teacher who requested class sessions. The therapist ensured that there was also some flexibility to be able to attend to emergencies or crisis situations when required.



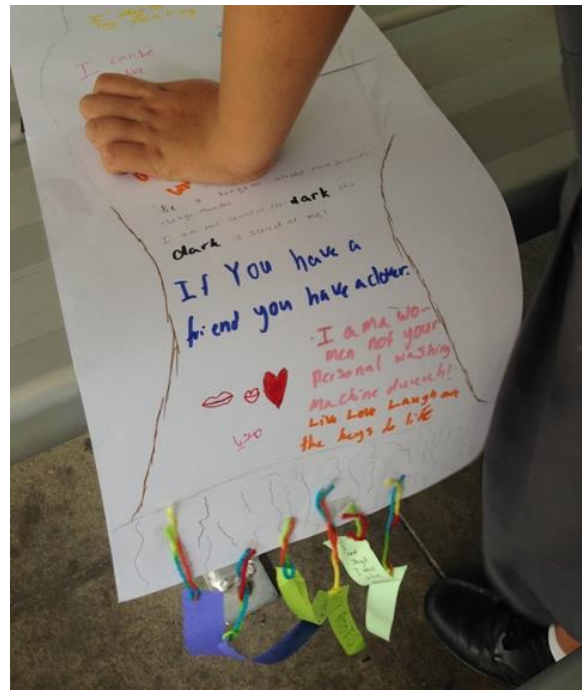
The continued opportunity to link in with pastoral care lessons and facilitate Arts Therapy sessions during this time provided the opportunity for contact with a greater number of students and the chance to build stronger relationships with staff. This was particularly successful as some of these student groups were Year 7s so it was an important support for them beginning high school and provided an ongoing opportunity for these classes to be monitored for the whole year. From these class sessions the therapist was also able to identify a number of students who she felt might also benefit from individual sessions and these students were then timetabled to attend HEAL. The HEAL service is becoming more widely known by students and staff (particularly the availability of the break time drop in space) and it is very pleasing that the service will be continue in 2019 at KSHS despite some changes in the structure of EAL/D.

Caring about the happiness of others, we find our own.

Plato

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. They also noted improvements in the students' interaction with others and engagement with learning. In many cases teachers noted that these clients were able to focus better in class and were more willing to ask for help. Teachers overwhelmingly expressed a confidence in and appreciation for the service and valued that it was ongoing, so that students could feel confident that they could return to HEAL at any time in the future if they needed support.



Heal provides amazing support for our students. Not only support, but also strategies to help them manage. I cannot imagine school without our Heal therapist.

This particular student desperately needed a person to talk to about the many challenges in his life. Without the support of our Heal therapist, he would not have been able to succeed in his studies in Year 12 or cope with these challenges.

The Heal service has helped students develop self-confidence in order to share and verbalise their concerns and worries. The Heal Therapist has developed a seamless approach to interacting within a classroom setting so that everyone feels supported and valued and the manner in which the therapy is delivered is flexible and accommodates

both the individual and the class as a whole. This service is invaluable to both students and teachers in our school.

Student Feedback

This year feedback has been collected both from students who attended Heal as regular clients and from those who regularly 'dropped in' to the Heal room during breaks. This 'drop in' space began quite informally and at times developed into a 'sewing club' or a 'creativity circle', while at other times simply a safe, calm space to meet, relax, chat and share.

I like coming here because I get to be ME!

Thank you for being here for us always! You've made sewing club a fun, relaxing and comforting place for us.

I like to come here because it relaxes me and gives me peace.

I really enjoy coming to the Heal room because I feel safe and calm and I feel like I can just talk about anything I like. Thank you very much!

It's the best place to let all your worries out of your mind.

It's a good place to talk about my feelings and it is safe.



Reasons for referral to Arts Therapy figure 1

The top six reasons for referral at Kedron SHS in 2018 were

- Worried
- Other
- Disengaged from schoolwork
- Poor impulse control
- Possible family issues
- Sad/distressed

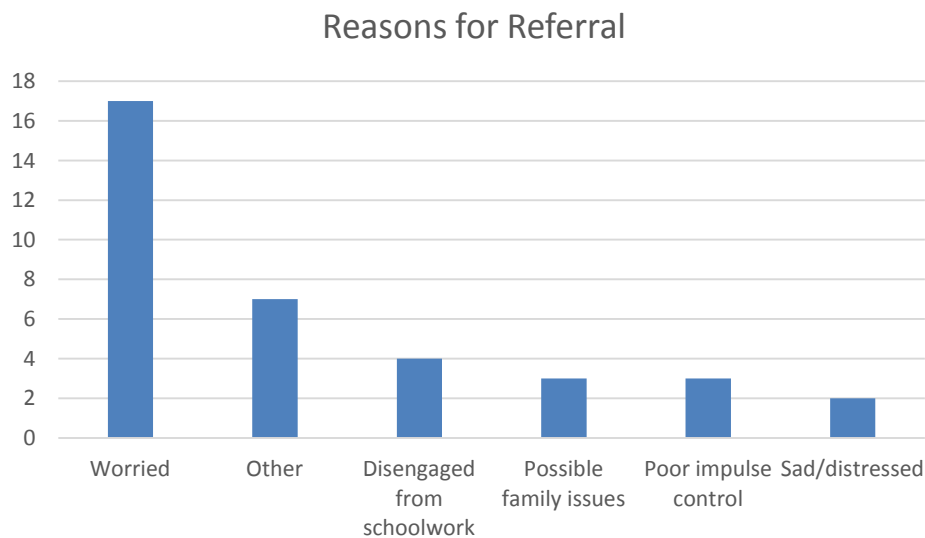


Figure 1

The number one reason was 'worried' which covered a wide range of issues. Clients may be worried about schoolwork and coping, family situations, friendships and relationships, future directions, integrating into a different culture and many other things. The referred students at Kedron SHS come 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

Figure 2



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 & Kareni or born in refugee camps in Thailand to Thai parents. The next largest groups were Nepalese and Rohingya. Remaining participants represented in small numbers were Sri Lankan, Afghani, Iranian, Iraqi and Syrian. 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 two days of the Heal service in 2018 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.

In addition to these statistics, several other students visit the Heal space during the breaks to participate in activities, make art, talk and relax. Some may be current clients who come to enjoy the space in breaks or other students from ESL classes who are interested in some of the activities on offer. This is an important part of the service as it allows the therapist to get to know more students and provides the opportunity to raise awareness of the service in the school so that students know this is a place where they can seek support for themselves or their friends.

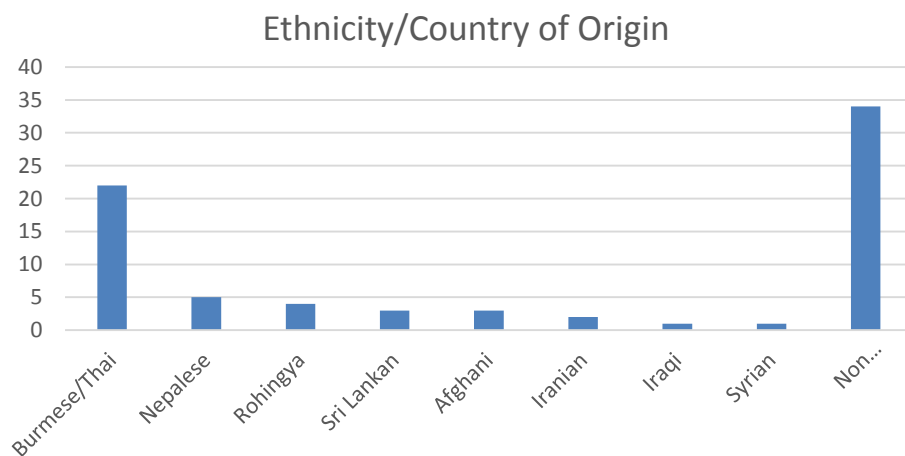


Figure 2

The difference HEAL makes

The work in the Arts Therapy program in 2018 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. Most of the work in the Arts Therapy program with students (in individual sessions) this year has involved assisting clients to explore ways to make sense of what they can manage and control and how to let go of things that are not in their control or learn strategies to build resilience.

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. For some clients it was the first time they had found a safe and confidential space in which to articulate their fears, frustrations, worries and dreams.

In addition to scheduled HEAL sessions, many students found the HEAL space a calm, social and nurturing place to visit during breaks and this became a regular part of their daily routine. During these 'open space' drop in times students enjoyed a range of activities such as sewing, drawing, listening to music, sharing stories and ideas or just relaxing.

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 exploratory experiential session with a class around their group dynamics and communication and co-facilitation of pastoral care lessons and sex education.

The therapist meets regularly with 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 attends fortnightly meetings with the school Welfare team and also meets regularly with casual support staff from MDA and QPASTT to create strong connections to assist in further supporting shared clients. Regular checking in with class teachers with regards to students is also part of the therapist's role in the school as well as supporting them in their own roles.



Special programs/collaborations

In 2018 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) – the two year 7 classes in EALD were involved in Therapist facilitated Arts Therapy sessions once a week designed to link to the Kedcare program. Students explored themes such as their journey, identity, goals and dreams, emotions and peer relations.
- Continuation of the lunchtime craft/sewing group – well attended by year 8/9/10 girls and some boys who completed a variety of creative projects. This was beneficial for assisting students with relaxation and slowing down, learning new skills and meeting new friends/socialising.
- Whole class sessions with a variety of groups to help assist teachers in addressing concerns around group dynamics, communication skills, goal setting and stress management. These were facilitated with years 8, 9 and 12.

Tree of Life Young Women's Group

In collaboration with the Youth Settlement Worker from MDA (visiting one day per week), a Tree of Life 6 week program was delivered to a group of 11 girls from years 8 & 9. The program aims to provide the opportunity for students to identify their own particular strengths, skills and values and how these can be used to build internal resilience for moving forward into the future. Students were referred with this in mind.

I enjoyed being in the Tree of Life group especially when we got to talk and share. I realised that other people have some of the same feelings as me.

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

Drumbeat Program

The Heal therapist was invited to join the 9 week Drumbeat program facilitated by QPASTT workers as a way of encouraging the participation of current Heal clients (particularly girls). This program aims to provide students with the opportunity to not only learn drumming but explore relationships and communication using the drumming as a metaphor. The students who participated in this developed greater confidence and communication skills and all expressed an appreciation for the opportunity to have fun.

I enjoyed Drumbeat because we got to have fun making music but also talk about relationships and our feelings.



Participation in school events

Harmony Day

The HEAL service was represented at a number of school events in 2018. In March, Harmony Day was celebrated with lunchtime displays and activities provided by a range of groups and individuals from within the school as well as some outside agencies. In collaboration with MDA, the HEAL service provided arts activities for students as well as a listening ear. Visitors to the display were invited to add their own thoughts and creativity to a project collaging large letters, which would spell out the word HARMONY. These letters are now part of the Heal space.



Mental Health Week

During Mental Health Week in October, the school hosted a number of activities and events to help raise awareness of the importance of mental health. During that week, one day featured a lunch break expo involving a number of different presenters and activities, which students could participate in.

Activities were provided by both internal school groups/representatives and staff as well as some outside agencies. It was an excellent opportunity for students to discover that

there are many strategies they can use to take care of their own and their friends' mental health but also that there are many support people and organisations out there to assist them with this. In collaboration, The HEAL therapist and MDA Youth Settlement Worker along with some Social Work students provided a table of activities including art materials to create small affirmation cards and materials and guidance for making friendship bracelets. Several students from the lunchtime sewing circle volunteered at the display to help teach visitors how to make the bracelets.



Arts Therapy at Kedron SHS has continued to grow in 2018 and the program is progressing well. The school Administration and EALD staff are very supportive of the program and interested in exploring additional ways to incorporate the HEAL service. Feedback from teachers is 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. There is also interest in ways to further link with students in classes and lunch breaks. The EALD department is very supportive and welcoming and teachers express gratitude for the inclusion of the HEAL service. The continuation of connections and relationships with MDA and QPASTT within the school is strengthening the support network available to students and will continue in 2019 with plans to further create and facilitate groups together.

Due to changes in the Kedron SHS funding, HEAL Arts Therapy will be reduced to two days per week (one continuing to be funded by FHEAL and now one funded by KSHS) at Kedron SHS in 2019.

A healer does not heal you. A healer is someone who holds space for you while you awaken your inner healer, so that you may heal yourself.

Maryam Hasnaa

Milpera State High School

By Bethany Mahadeo

Review of Arts Therapy program at Milpera SHS in 2018

2018 saw the art therapy services offered in HEAL at Milpera reach their fourteenth year, having been established in 2004. The year proved to be busy and challenging, both due to the number and complexity of students requiring support and changes to staffing within Milpera's student support services; however, the HEAL therapists continued to immerse themselves wholeheartedly in the work, and, as always, enjoyed the great rewards this vocation brings. In HEAL in 2018, arts therapist Jane Griffin took health leave from March, while Bethany Mahadeo, Renae Stevens and Bindii Thorogood offered individual and group Arts Psychotherapy, and Jamie Rowitsch offered Music Therapy to newly arrived students of refugee background. All manner of creative therapies— painting, drawing, singing, sculpting, song-writing, sandplay, and many more - were used daily to achieve therapeutic goals.



Art therapy offers an indirect and non-threatening way of self expression, while giving teenagers a sense of control and autonomy in a world that may not always feel comfortable.

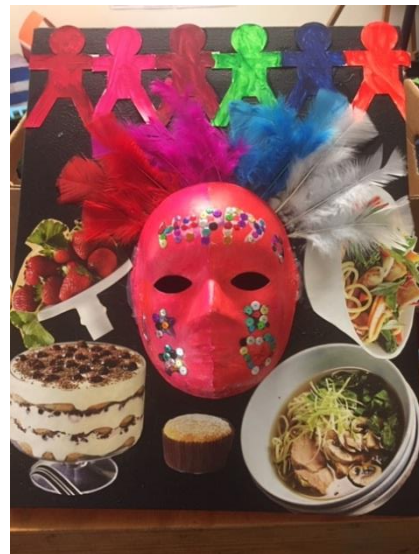
Jennifer Breslow

This year, the art therapy service was supported by FHEAL, with the funding of two out of a total of eight equivalent HEAL therapy days per week. One of the FHEAL days was kindly funded by the English Family Foundation, who enabled a new project using creative movement with refugee background students in schools. More on this further along in this report.

HEAL therapists also supported the ongoing learning of two tertiary creative therapies students on practicum– Danielle Ogilvie (Masters of Mental Health – Art therapy at the University of Queensland) and Emma-Lee Steindl (PhD Student, Queensland University of Technology). Abdul Ibrahim continued to support students, HEAL therapists and teachers in his role as therapy assistant/ teacher aide throughout 2018, and he will be greatly missed as he takes long service leave in the first half of 2019.

Therapy can sometimes be difficult and challenging, however HEAL is a popular activity with participants, with negligible drop-out. HEAL therapists are also available to respond quickly to support teachers with managing difficult behavioural or emotional reactions students may experience in the classroom, as well as offering a drop-in service for students to access at break times. HEAL continues to be a popular lunch-time spot, with all manner of activities happening – dancing, singing, art-making, sharing food, playing chess and getting help with homework or other settlement issues.

HEAL therapists continue to screen all newly arrived students of refugee background, making sure the most vulnerable receive timely support, and introducing the service to others who may need support further along their settlement journey. Teachers continue to refer students via the HEAL referral form, and the school's Home Liaison Teacher, Janelle Paterson, works closely with therapists and students, providing invaluable support to families as they settle into life and school in Australia.



HEAL Evaluation Forms: Examples of teachers' feedback, 2018

Feedback from teachers was provided verbally to therapists, and on paper, through the HEAL Evaluation form, at the end of each term. Feedback was positive, with a definite message of appreciation for the HEAL service. The following are some sample comments from those forms. The best recommendation is the continued referral of students to HEAL from teachers.

Feedback re HEAL: Are you hoping this student will continue in HEAL? Yes

Comment: M. has grown but is facing more challenges that require this ongoing, vital service.

Can you comment on the value of having HEAL service at the school?

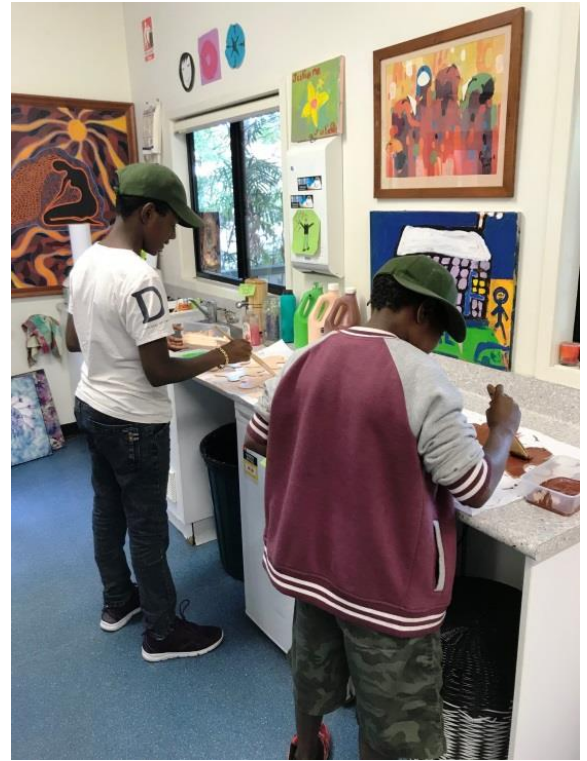
Without this service M. would not be able engage in learning.

Feedback re HEAL: Are you hoping this student will continue in HEAL? Yes

Comment: F. still seems to need 1-on-1 attention, her mood fluctuates.

Can you comment on the value of having HEAL service at the school?

Essential! F's home situation is so difficult, HEAL helps her manage.



Feedback re HEAL: Are you hoping this student will continue in HEAL? Yes

Comment: M. has made tremendous progress socially and academically.

Can you comment on the value of having HEAL service at the school?

It is an incredible support for M. in particular.

Student Feedback

Students often provide feedback to HEAL therapists. They are offered the chance to give feedback during sessions, in formal and informal ways.

It's good for me to talk with (name of therapist) and she can really hear me.

Thank you for my time. I don't want it to finish.

Life is good when you smile. La vie est belle quand tu s'ouvrir. We love you Miss (name of therapist).

I love Milpera HEAL and I learned so much about me and I love the art too.

I will never forget this room and the things we talked about. Now I can breathe and relax.

Students also come to visit on “**Back to Milpera Day**”, an afternoon in December when past students come back to let us know how they are getting along. The following are notes regarding comments from past students on that day from arts therapist Renae Stevens (pictured below):

“I did have a lovely time talking and reconnecting with (past students, named) at back to Milpera day. They expressed how much they missed coming to Heal and that they wished their new schools had Heal. They missed the intimacy they experienced in the Heal community. I understood they missed the sense of safety and a place to be a child...



T. (said she) missed the sense of acceptance she had experienced at Heal

...it is after so many of our kids leave Heal and Milpera that they are overwhelmed with gratitude for the place they were first to experience support.

I think the evidence of HEAL's impact is how many of these kids do return, even years later, to revisit a place that they thought of as a home. They never forget HEAL.”

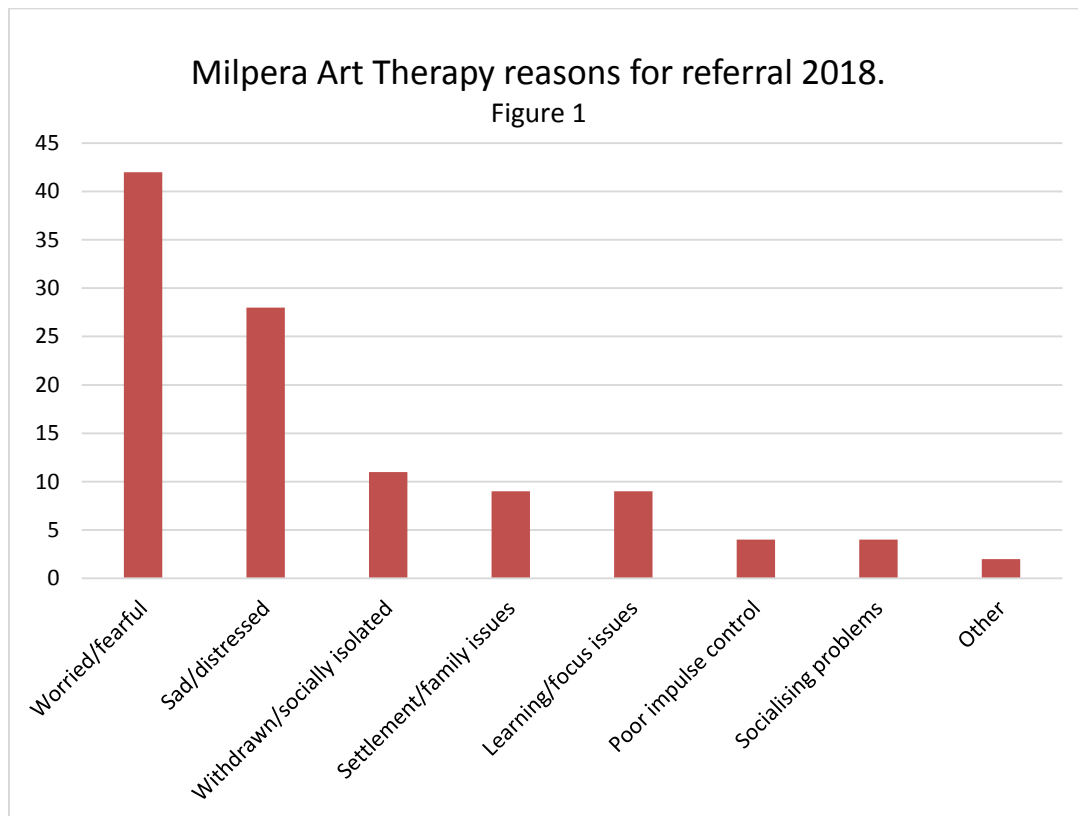
I am not what has happened to me. I am what I choose to become.

Carl Jung

Reasons for Referral in Milpera HEAL Arts Therapy.

Students coming in to HEAL are there because of a number of reasons. They may have been brought along by a friend who values their own HEAL therapist and wants to help a mate out. They may have been referred via the teacher referral sheet, by a teacher who has some concerns. There may have been a request from an outside agency, or a parent, or the school administration. When taking referrals in 2018, the most apparent referral reason amongst 109 students seen was appearing worried or fearful (See Figure 1).

Next reason was sad/ distressed. Bearing in mind their past experiences, this is to be expected. The next most visible reason was withdrawn/socially isolated, which can be linked to sadness, fear, and worry. It should be noted that while we attempt to outline referral reasons, there is a great deal of overlap in each reason. For example, children may be concerned about family issues (lack of family here, loss of parent, ill/missing siblings, etcetera) but this of course will lead to worry and lack of focus in class, trouble socialising, and so on.

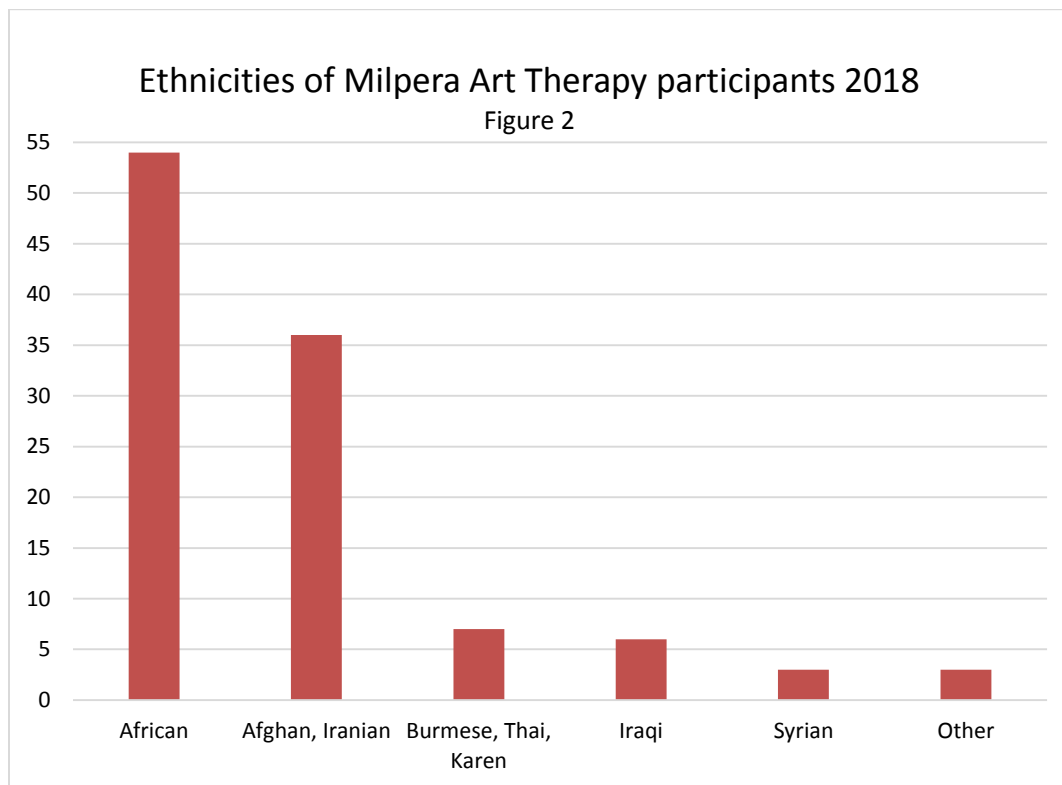


Country of origin/ethnicity in Milpera HEAL Arts Therapy

Students of refugee background attending the HEAL service for arts therapy come from a range of countries. Look for the headlines regarding global conflict and displacement and there they are, as shown on the graph (Figure 2).

The majority of the 109 students seen in 2018 came to us from African countries, and many had been in refugee camps for many years. The next most prominent groups were from Afghanistan (including those who had gone to Pakistan), and Iran (including Iranian and Afghan people). People from Myanmar (Burma), those of the Karen culture, and numbers from Thailand (refugee camps) were also seen in HEAL. Those from Iraq and Syria, fleeing war, like others, often had large stories of more than one displacement in their journeys to safety.

An important aspect of the HEAL service is the interaction of kids from many cultures and countries, and friendships which are formed in group work and also in lunchtimes in the HEAL space, a student centre for eating, drawing, listening to music and connecting with others.



Review of Music Therapy program at Milpera SHS in 2018

HEAL has been fortunate to have the continuing support of music therapist, Jamie



Rowitsch, (pictured right) working three days a week at Milpera in 2018. Jamie conducts both individual and group music therapy interventions and is actively involved in an array of broader components of school life. Jamie's sessions involve a wide variety of music based activity – from drumming and instrumental work to song-writing, singing and dance – that work towards therapeutic goals which are equally diverse – social skills, emotional regulation, confidence building, managing trauma symptoms and many more.

An important aspect of Jamie's role involves the preparation for whole class performances at the Exit Parade 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.



Perhaps one of the most exciting events in music therapy in 2018 was Jamie's role in facilitating the participation of Room 17 students in the CreatEx Project at Queensland University of Technology (QUT).

This was an amazing opportunity for students to spend a full week in November attending a collaborative workshop at the Creative Industries Department of QUT. Mentors from the creative industries faculty worked with Jamie, the class teacher, Mary Hannigan and the group to create student-based performances including dance, music, song-writing and film-making.

As part of the program, students had the opportunity to work with QUT staff about career pathways each afternoon. These sessions were based on student interests, strengths, and included information about opportunities at TAFE, University, Training Colleges, apprenticeships and more.

The week culminated in a performance of their work, presented in a theatre at QUT to an audience of students' family and friends, university staff, and Milpera staff and supporters, and it was a wonderful celebration of the students' talents, diversity, creativity and friendships. (See newsletter right).

Room 17 Goes Large

Funded by the Commonwealth Higher Education Participation and Partnerships Program, this Widening Participation project is design to demystify post-secondary education options for secondary school students experiencing equity and access challenges for continuing education, in particular students from Culturally and Linguistically Diverse and low socioeconomic backgrounds.

Based upon the successful Widening Participation work done in the Creative Industries Faculty over the past two years, including working with young people on the autism spectrum on Altered States and Super Conductor, this project uses a strength-based inclusion model to build capacity for these young adolescents from refugee backgrounds to engage in post-secondary education programs.

For six days students from Milpera State High School will participate in a post-school transition program using a creative workshop program of music, dance and video making.

The week will culminate in a studio performance, accompanied by a discussion forum addressing diversity and access for disadvantaged communities to university and creative programs.

CREATEx

CreatEx @ QUT –Thoughts of Room 17

It was amazing
The Trust and the Teamwork
People, Power, Helping
We had a journey into space
Punching the air; dancing, singing
Learning new moves,
Practising and performing
Learning keyboards, trying to sing
Making our videos
Like heaven everyday
Been in Australia seven months and
The most I've ever had,
So thankful to our mentors –
Moss, Holly, Sarah, Lachie, Alex, Ben
Michael, Jamie, Emma-Lee
Fantastic!! -

https://www.youtube.com/watch?v=b4m2RI_WJzg&feature=youtu.be
(Mwenye Wivu – original song in Swahili)

<https://vimeo.com/301539608/00b737dfcc>
(highlights reel from the week at QUT)

<https://www.youtube.com/watch?v=owRRuqfR2k&feature=youtu.be>
(dance silhouette)

Inner peace is the new success.

Rakshita Rai

Teacher Feedback

Feedback from teachers provided to the Music Therapist, verbally and on paper, through the HEAL Evaluation form, at the end of each term, was positive, and validates the

method used. The following are some comments from those forms, pertaining to participants in Music Therapy at Milpera :

Feedback re HEAL: Are you hoping this student will continue in HEAL? Yes. Comment: W. has improved in many areas. I think he would benefit from continued HEAL support.

Can you comment on the value of having HEAL service at the school?

It is very valuable.

Feedback re HEAL: Are you hoping this student will continue in HEAL? Yes. Comment: F. has gained in confidence and self-isolates less often. Her literacy skills have shown real improvement.

Can you comment on the value of having HEAL service at the school?

A second teacher commented about the same student: Invaluable! F. has blossomed under your care.

Feedback re HEAL: Are you hoping this student will continue in HEAL? (n/a, exiting)

Comment: Improvement identified in learning, behaviour, social and emotional areas.

Can you comment on the value of having HEAL service at the school?

HEAL is an excellent program.

Feedback re HEAL: Are you hoping this student will continue in HEAL? (n/a, exiting)

Comment: I. is displaying more socially appropriate behaviour and has made friends.

Feedback re HEAL: Are you hoping this student will continue in HEAL? (n/a, exiting)

Comment: A. is much more engaged and has some lovely friends now.

Student Feedback

Students often provide feedback on the board of the HEAL room, or in handwritten notes- expressing their love for HEAL and also for the school. They are also asked to give feedback during sessions, in formal and informal ways. Such feedback tells us that one of the great strengths of Music Therapy is that the kids obviously like it- they enjoy coming and appreciate the benefits they derive from sitting with a therapist, making music, dancing and relating in a safe space. Their valuing of Music Therapy is seen in their willingness to attend, and requests for extra sessions.

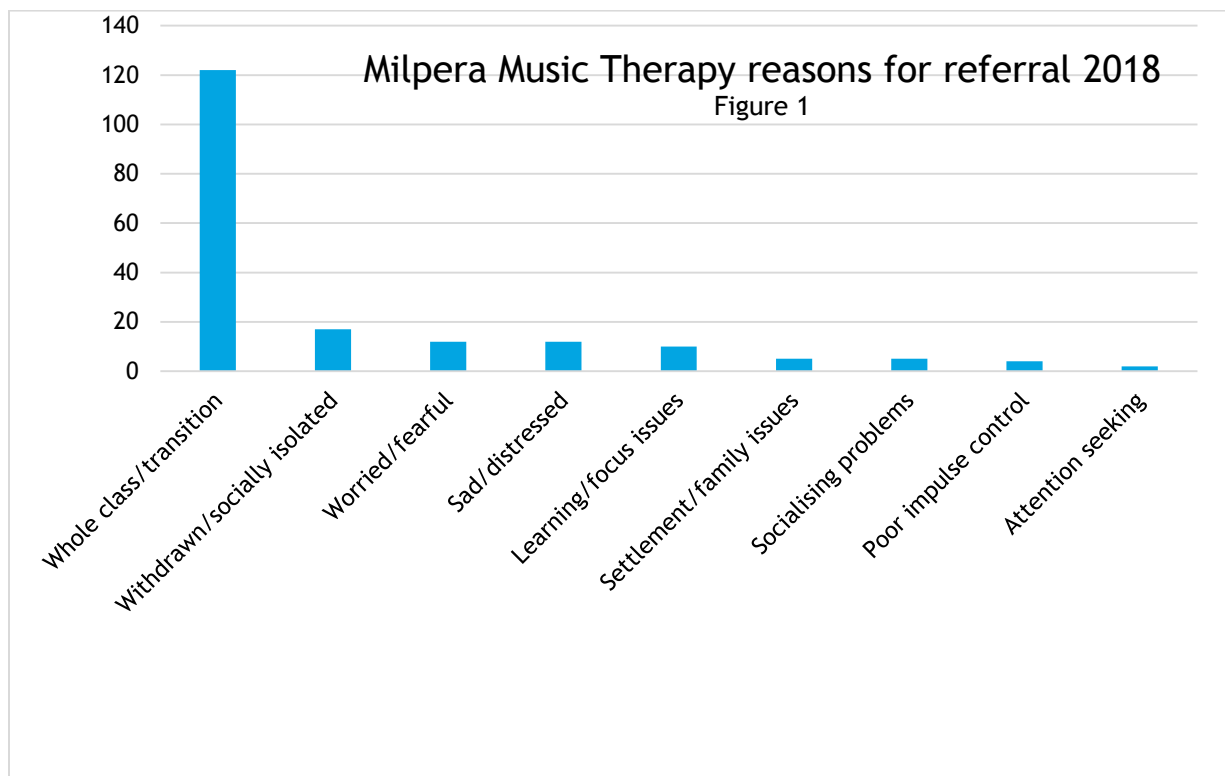


Music therapy can make the difference between withdrawal and awareness, between isolation and interaction, between chronic pain and comfort -- between demoralization and dignity.

Barbara Crowe

Reasons for referral to HEAL Music Therapy

The Music Therapy program encompasses some whole class groups for special projects, and also whole class groups for preparation for “transition” or “exit”- which describes the move from this specialty school, Milpera, to the child’s local high-school. Figure 1 shows both the class groups and the individuals seen for varying reasons, with a total of 189 seen regularly for 2018. Once again the student referrals come by a variety of methods, such as via teacher, outside agency, administration or other school specialist.

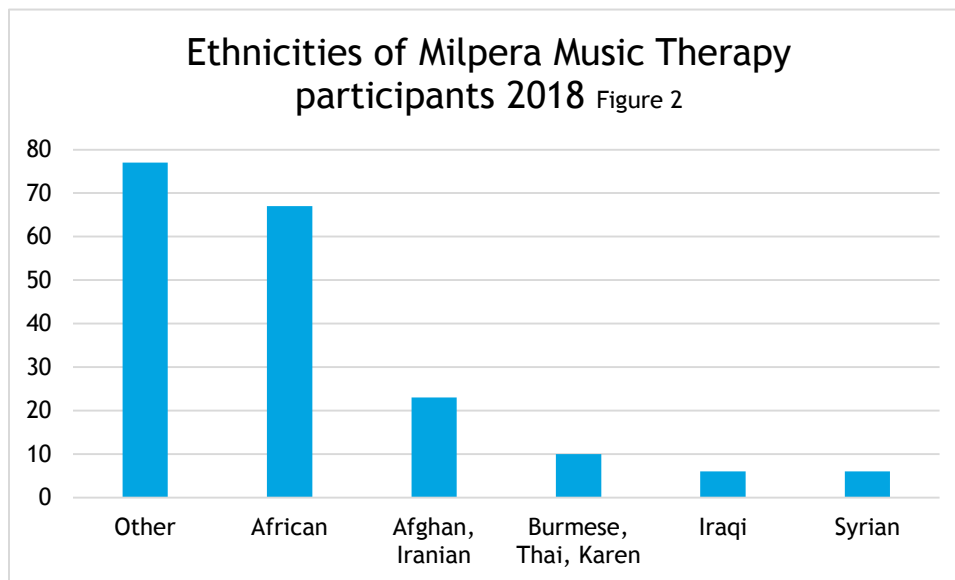


Music is an open-sesame, and if you can use it carefully and appropriately, you can reach into that child's potential for development.

Clive Robbins

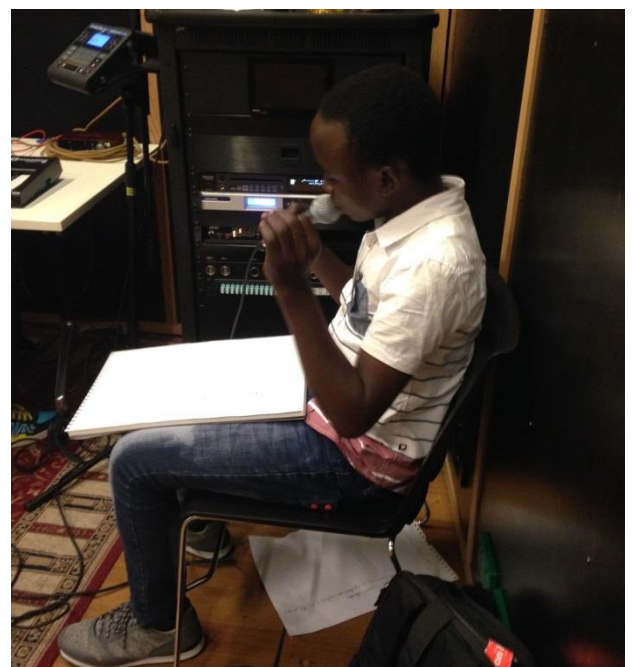
Country of origin/ethnicity for HEAL Music Therapy

As with the Arts Therapy students, the Music Therapy students of refugee background come from known areas of conflict, being the African countries, Afghanistan, Myanmar, Iraq and Syria. However, the “Other” column indicates those in class groups who participate in Music Therapy but are either of migrant background or were not specifically referred.



The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.

Dr Bruce Perry





How do we know HEAL works?

Students come to HEAL for many different reasons, and just as all their stories and journeys are unique, the time spent with therapists will be distinctive. Some commonalities and themes of course will overlap – sharing memories and processing feelings, building self-esteem and identity, smoothing the path of acculturation, building relationships and hopes for the future – and in the

same way, there are some common indicators that let therapists and teachers know that progress is occurring.

One of the clearest, and in a school setting, most valuable, indications that time in HEAL is well-spent is an improvement in the students' availability for learning. Past trauma and current emotional stress have an enormous impact on a student's ability to be present (both physically and psychologically) in a classroom and receptive to absorbing and remembering new language and academic skills. Both teachers and students regularly feedback to HEAL staff that attending HEAL correlates to steady improvements in their capacity to learn and remember.

In addition to learning, students in HEAL are supported to make healthier, stronger connections – first within the therapy space, but then far beyond, in the classroom, the playground, their family home and the broader community. HEAL is working when we observe our students engaging with friends and teachers, learning to manage the ups and downs of relationships and feeling safe to reach out and connect meaningfully with others.

Connections with others are often more readily observable but HEAL also works to support students to reconnect with themselves. Trauma and the refugee journey are unavoidably disruptive to a sense of identity and creating a coherent personal narrative – a comfortable and authentic internal story about who you are, where you come from and where you are headed – is one of the primary goals in HEAL. We know that we are approaching that goal when we observe our students showing greater self-confidence, being willing to take more risks with trying out new skills and language, having more comfort and security in sharing their stories and reflecting on their experience and beginning to explore future possibilities.

Aside from the complexities of a refugee experience and the roller-coaster of settling into a new culture, community, language and school, HEAL participants are managing the processes and curve-balls of adolescence. In a similar way to a parent observing their teenager's progress, Milpera staff are constantly gauging the overall wellness and successes (or failures) of our students. Participating in HEAL is found to be one of the key ingredients in good outcomes for young people in this setting, supporting them to engage in learning, to form fast friendships, to value their own identity and story and to imagine a future with hope and aspirations. As therapists, it is a privilege to be part of

this chapter in their lives, and to have confidence in the efficacy of the creative arts in learning.

Participation in school events

Milpera State High School offers an amazing number of opportunities for students to engage in different activities and celebrations throughout the year, and HEAL therapists regularly engage in these, supporting students and the teaching staff. This year therapists were involved in helping students prepare a range of dance, music and aerial yoga performances for a range of school events – from International Women’s Day, Boys to Men Day, Mental Health Week, the quarterly Exit Parades and the ever-popular Back to Milpera Day.

Our music therapist plays a vital role in the preparation for exiting Milpera and the actual Exit Parades, themselves. Jamie works with whole class groups in a therapeutic process across each 10-week term to create a group performance, which she facilitates with musical and technical support at each leaving ceremony. She also leads the whole school’s enthusiastic participation in the school song, at parades and special assemblies throughout the year.

In 2018, Yoga Instructor and Arts Therapist, Renae, continued to provide opportunities for both whole class and small group participation in anti-gravity yoga at “Bend and Fly” yoga studio at West End, in addition to facilitating anti-gravity yoga onsite in HEAL. Renae also introduced the exciting and challenging experience of rock-climbing to Milpera students, offering them an excellent chance to test themselves physically and learn about trust and teamwork.

School camps and excursions play an important role in helping students learn and settle in Australia, and this year Abdul was able to provide valuable support by attending camp with Room 17 and Room 23 students, as well as assisting with various outings to TAFE and receiving school visits.



Creative Movement Project.

Thanks to the English Foundation.

The Australian Childhood Foundation notes that increasingly, there is an understanding that talk-based interventions alone do not address all the needs of young people who have experienced trauma. The effect of toxic stress remains in the body and brain. A range of strategies are needed in working to promote repair and healing. Child focused body- based interventions provide opportunities to support young people to work with their bodies, via engaging with physiological responses and enabling change, to help build a felt sense of safety and trust.

The English Foundation have enabled us to conduct a two year project across two schools using yoga, breath and bodywork with our students in HEAL. The schools are Woodridge State High School and Milpera, and so far this offering is proving to be both popular and useful. Renae Stevens is the creative arts therapist conducting this creative movement work at Milpera. She is very comfortable with body work, being an anti-gravity trainer, yoga master and highly skilled art therapist. Jamie Rowitsch is undertaking the project at Woodridge SHS, and together as part of the project, they are teaching skills to both students and staff members, and working on a theory paper/manual regarding the work. They will also work on producing a short video which will provide instruction regarding useful body movements for relaxation, strength, confidence and better well-being.



St James College

Review of Arts therapy program at St James College in 2018

By Bindii Thorogood

The HEAL arts therapy service began at St James College in May of 2014. Since then HEAL has become a relied upon service to support students. The service began as one day per week staffed by Judith Gordon, it was then increased to two days per week in 2016. Judith continued to provide support two days a week until the end of term one this year, when a new arts therapist Bindii Thorogood took over one of those days. Judith's work at St James was greatly appreciated and staff and students were sad to see her leave in term two. Bindii continued to work one day per week for the rest of the year, seeing students individually, at break times, in small groups and in conjunction with other programs and activities throughout the year.

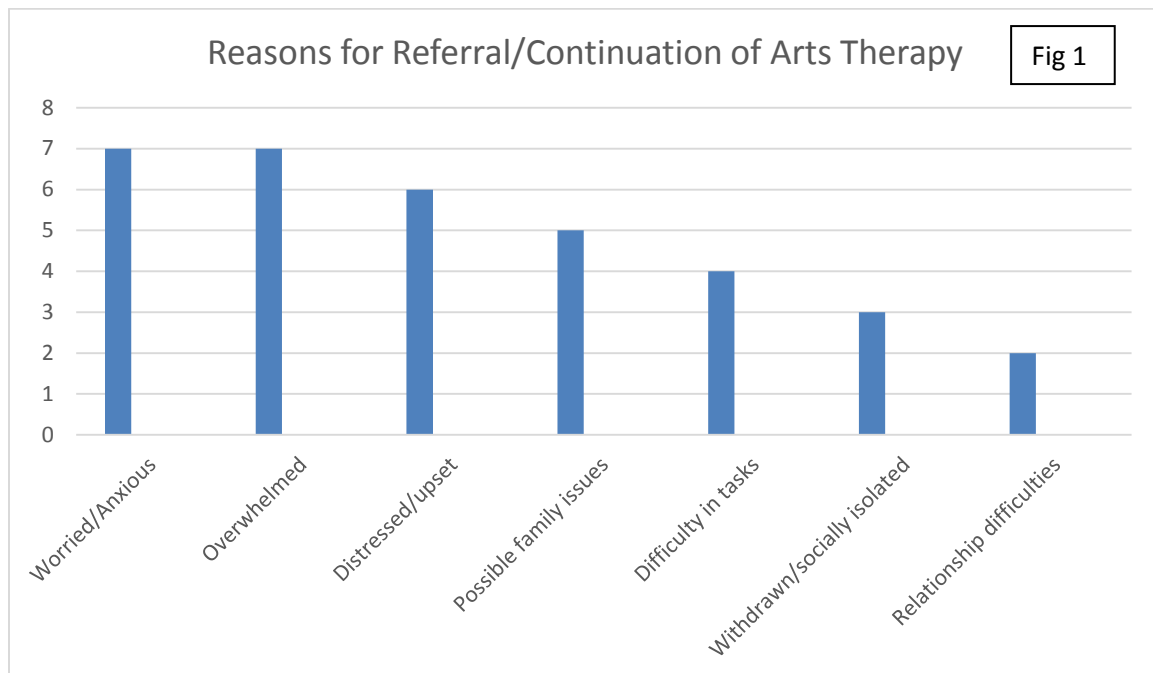
Approximately **50** identified clients were seen for Arts Therapy, by Judith and Bindii in 2018, including ongoing clients and new enrolments. All of these clients were screened by the therapist as new school enrolments or referred by members of the administration team, school counsellors, teachers or therapists from their previous schools. This year the therapist was also able to less formally support **10** additional students via engagement with the MDA facilitated Skill Up program, which was a great success resulting in some students gaining part time jobs and traineeships.

The practice of screening all new enrolments was continued this year by Judith and later Bindii. This process allows the therapist to introduce the students to HEAL and let them know that these services will be available to them as needed for their time at St James. Screening allows the therapist to get to know these new students and assess their needs in terms of art therapy services. Some clients were seen weekly, some fortnightly and others occasionally depending on their needs. The number of students that were able to be supported by HEAL dropped when the number of days went from two, to one, but Bindii has been able to continue seeing students regularly and providing important support to many students. New enrolments and clients were referred by the Deputy Principal and other staff, especially the ESL teachers, for additional support, for urgent matters or when facing an unexpected challenge or crisis.



Reasons for referral to/continuation of Arts Therapy sessions

Students were referred to HEAL in 2018 for various reasons. They were referred by the Deputy Principal, by teachers and other staff at the school. Some of the students supported by HEAL were new enrolments and taken on through the screening process. Others were seen by Judith from the beginning of the year and continued to be seen by Bindii through to the end of the year. Some students are known by the HEAL therapists and have a session every now and then when they needed it. The HEAL therapists often spend break time in the yard with students and make the most of this time to check in with known students and see how they are traveling. The five most common referral reasons were: possible family issues, appearing distressed or upset, worried or anxious and overwhelmed and difficulty in tasks. See Fig 1.

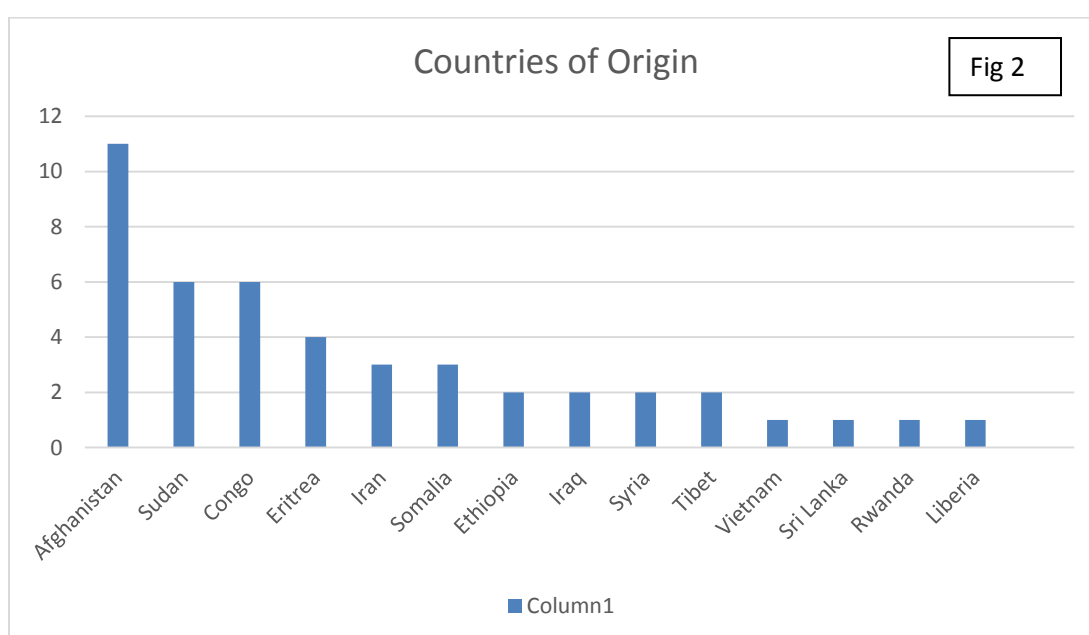


In a world where trauma is ubiquitous and trust is often fragile, art therapy offers a powerful way to help those who suffer to express in images what cannot be said in words.

Dr Judy Rubin

Ethnicity/Countries of origin of HEAL participants

The students who attended HEAL this year at St James came from Afghanistan, Congo, Sudan, Ethiopia, Eritrea, Somalia, Syria, Sri Lanka, Vietnam, Tibet, Iraq, Iran, Rwanda and Liberia. This year there have been many new enrolments from Afghanistan, Syria and Iran. Some of these students are newly arrived to Australia and benefit from the extra services that St James and HEAL 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 HEAL. Many of the students that come to St James, and that come to HEAL are over the age of 18, so cannot attend a regular state school, but greatly benefit from the supportive school environment at the school. See Fig 2.



Art is my cure to all this madness, sadness and loss of belonging in the world and through it I'll walk myself home.

Nikki Rowe

Domestic situation

The students attending Heal at St James College range in ages from 12 to 25 years and come from a variety of domestic situations. A significant number live in single parent families (usually with only mother), a smaller number live in families with both parents and the remainder are either living with other relatives or independently. The domestic situation of the clients often presents pressures and stress ranging from feelings of anxiety about family relationships, 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.

What is helpful for the students is a close, caring and supportive relationship with teachers and staff along with a structured routine. HEAL is just one extra way that the school can offer that care and support for students and allow them to express themselves.

St James teacher.



How HEAL made a difference

This year at St James HEAL made a difference in many students' lives. As mentioned in the above quote from a teacher, what is really helpful for the students that we see is the safe, supportive, structured and caring environment that this school provides. Its small numbers allow relationships to grow and students to flourish. HEAL is something extra that this school offers its students. Over the years HEAL has come to be a really valued service by students and staff. The school's commitment to HEAL shows its commitment to supporting its many students from refugee backgrounds and helping them to thrive.

One particular case where HEAL made a difference this year was with a young woman originally from Afghanistan. Amina (not real name) is 17 years old, she arrived in Australia in 2015 and has been at St James for about two years. She has been a client of HEAL since her previous school. She has gone through periods of seeing a therapist weekly, then dropping back, then picking up again as her life and emotional state dictates. Amina comes from a big family, she lives with her mother and younger siblings, her father is still in Afghanistan.

When Amina started coming to HEAL she was a shy, overwhelmed and distressed young woman. Art, creative expression and psychotherapeutic talking have been used to help Amina to deal with the grief and stresses of her everyday life.

This year after a pause in visiting HEAL, Amina was referred by one of her teachers. She had been sharing distressing stories about her grandmother's death with the class, and had become overwhelmed by grief. She came to HEAL and shared her grief and loss. Since then Amina has come to HEAL almost weekly and the time and space to process her feelings has helped her cope and understand herself better. The girl who most recently came to HEAL is very different to the one in the first meeting. Now Amina is strong and resilient, clearly confident and fiercely intelligent, and she knows what she wants out of life. She is now able to be self-protective, and was brave enough to



apply to be a school captain. As well, she is doing very well in all of her Year 11 OP

subjects (in her third or fourth language, English). This girl knows when to reach out for help, she is able to seek it out when needed and graciously accepts it when offered. This girl is less guarded, more open, she is connecting with other students who really appreciate her, she is growing and learning and beginning to thrive. This girl is also enjoying art-making and having great success with her art. Amina shows how HEAL has made a difference, as we see her blossom. Amina is an amazing and resilient person, perhaps she would have survived her trials without the help of HEAL, but the amazing thing is that she was offered this support by her school.

This example is just a glimpse of what HEAL does, and means, to the students at St James College. This small offering of support, friendship, caring and a safe place for self-expression is a marvellous thing. The fact that St James cares enough to offer their students this extra service is perhaps the difference between their students surviving and their students thriving.

Neuroscience research shows that the only way we can change the way we feel is by becoming aware of our inner experience and learning to befriend what is going on inside ourselves.

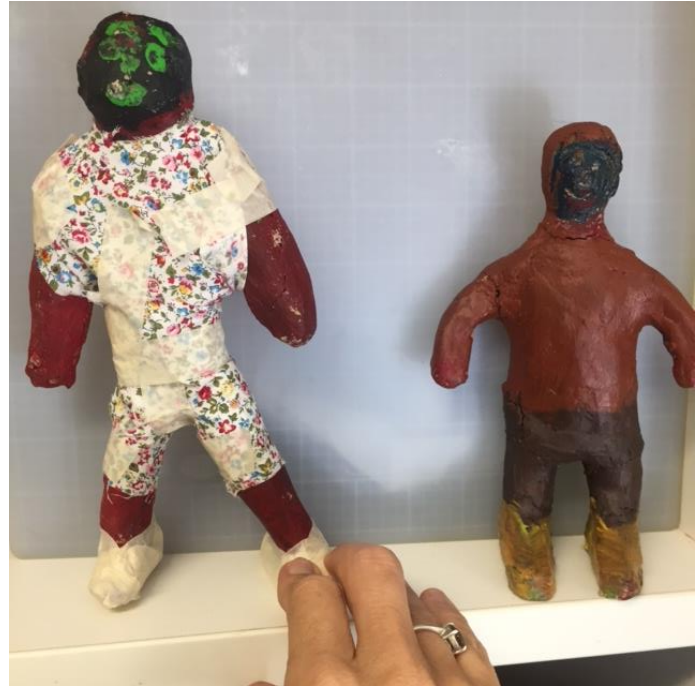
Bessel A Van der Kolk.

General feedback

Teachers and other staff have been very supportive of HEAL this year.

An email from the school's principal Gerry Crooks:

Bindii has done great work in art therapy with our refugee and asylum-seeker kids who may be suffering trauma as a result of their experiences. Our partnership with FHEAL (Friends of the Home of Expressive Arts and Learning) has been a wonderful asset to the College and has assisted numerous young people. Thank you to Judith Gordon and now Bindii for all their excellent work. I am hoping FHEAL (through Adele Rice and Jane Griffin) will be keen to extend the partnership with us into next year.



Student Feedback

Student feedback indicates that they appreciate the opportunity to engage in relaxing and creative activities and enjoy time in a calm, safe space where they can speak openly. Anxious students have appreciated finding somewhere confidential to share some of their difficult stories and know that they will be supported. Students are grateful for a place to go to when they feel overwhelmed and many have learnt strategies for managing difficulties in their lives and techniques for relaxation.

I really enjoyed coming to HEAL, talking and drawing.

Year 10 student.

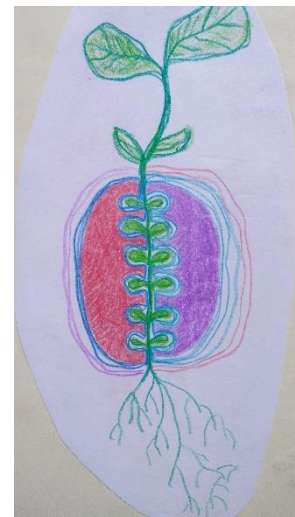
Collaborations/other projects

MDA Skill Up

This year the HEAL therapist again participated in the Skill Up program run by the Multicultural Development Association. Bindii worked alongside two Youth Settlement Workers to facilitate the group of 15 year 11 and 12 students from refugee backgrounds. The 8 week program ran over two terms this year and offered students help with job searching and job interview skills. They provided coaching and practice of these skills in

a fun supportive environment. Students created vision boards and participated in activities focused on improving communication skills, networking, body language, problem solving, resume writing and goal setting. At the end of the program students participated in mock interviews, where industry professionals came to the school and talked with the students. This program was highly successful and resulted in several of the students gaining employment from the connections they made in the mock interviews. This program gave other students the confidence to go out on their own and find employment.

Many of the students who participated in this program are also HEAL clients. Having the HEAL therapist there provided reassurance and connection for the students, it also allowed the therapist to get to know more students on a personal level and become more integrated into the school. Participating also strengthened connections with MDA which has benefited shared and collaborative support for our students.



HEAL Art Therapy service has continued strongly at St James College in 2018 and it has been well supported by the Leadership Team and staff. Students are becoming more aware of HEAL and appreciating it as an additional place to find support, guidance, respite and safety. HEAL will continue to provide service for the growing community of young people at St James College in 2019.

There is no normal life that is free of pain. It's the very wrestling with our problems that can be the impetus for our growth.

Fred Rogers.

Woodridge State High School

Review of Music Therapy and Art Therapy program at Woodridge SHS, 2018

By Marja-Liisa Rintala, Jamie Rowitsch, and Gayle Crisp

HEAL at Woodridge consisted of services offered by Jamie Rowitsch, Music Therapist two days per week; and Gayle Crisp, Art Therapist one day per week until September, followed by Marja-Liisa Rintala, Art Therapist and Drama Therapist. Students were identified for service via referral from teachers, guidance officers, support staff, as well as via whole school screening for refugee background students which took place throughout the year. The HEAL room also offers a place for students to create, relax, ask questions, and make friends during break times throughout the school day.

The HEAL referral sheet was designed and used for the purpose of teacher referrals, and some students self-referred after getting to know therapists in the HEAL room. Over 60 students participated in timetabled HEAL Music and Art Therapy sessions during 2018, as well as many more students who received services in the classroom via whole class Music Therapy sessions and those who visited the HEAL room during break times. The therapists worked closely with the excellent Woodridge teachers and support staff to ensure the best outcomes for the children.

Teacher Feedback

Feedback from teachers was provided verbally to therapists, and on paper, through the HEAL



Evaluation form, at the end of each term. Feedback was positive, with a definite message of appreciation for the HEAL service. The following are some comments from those forms (different colour indicates different peoples' feedback):

P has improved his concentration in class. He's more engaged in activities ... needs lots of support in class.



HEAL gave [student] extra support which was needed. Thank you!

A.seems more settled and hasn't had any more depressive episodes. Thank you!

This was an amazing [group] session. Students who were normally quiet participated. Huge smiles. Everyone (including me!) looked forward to these sessions. Allowed for relaxation, expressing, sharing. Thank you so much!

M really enjoys going to these sessions and it's very important because he is engaged to something meaningful in his life.

Student Feedback

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

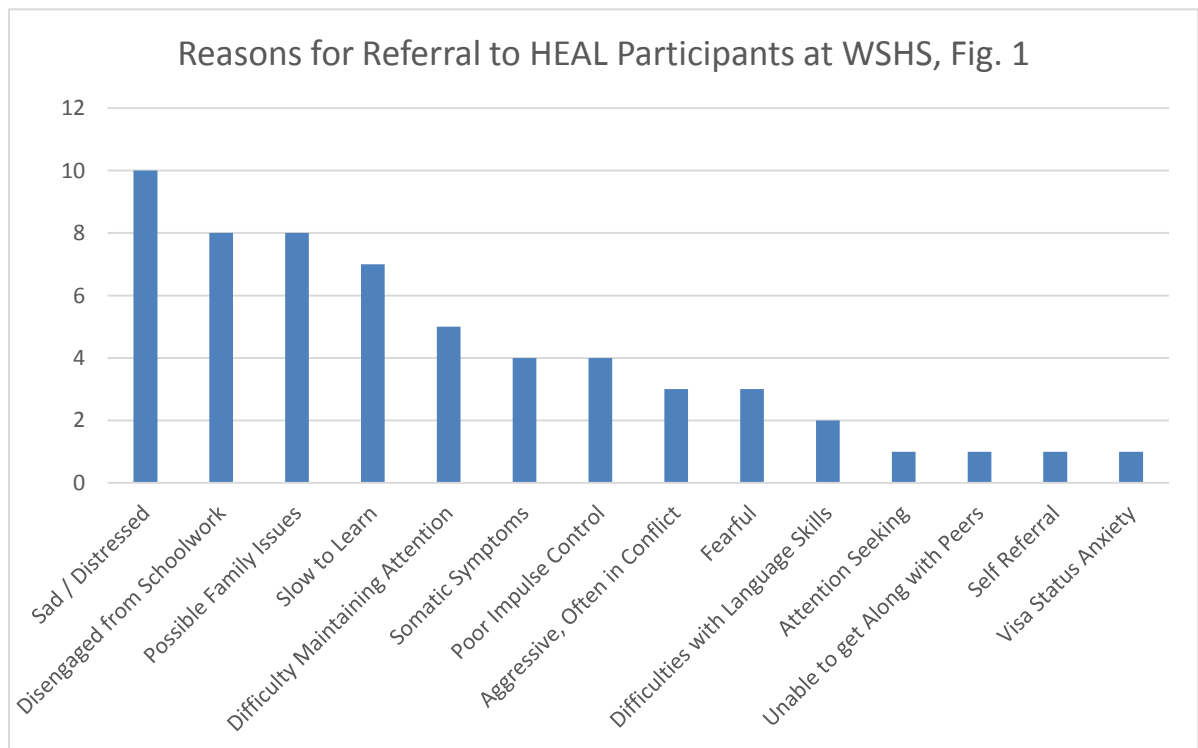
Thank you for being kind and beautiful to me and even to other students. Thank you.

[Classroom] want to thank you for supporting us with lovely songs and games. We are so happy for you to come next term and support us again.



Reasons for referral to HEAL Music and Art Therapy

There are a variety of reasons young people end up being timetabled in to HEAL, but the most prominent reason in 2018 was feeling sad or distressed (Figure 1). This is to be expected, when looking at the context which brings these kids here. They have lived in refugee camps because their country was unsafe. Some were born in those camps and have never known peace. During the developmentally significant stage of adolescence they have moved to a new country, with an unknown language and unfamiliar culture. This is sure to create some ill ease. Fortunately the HEAL service is well able to build feelings of safety within our newcomers, which eases sadness and anxiety, and increases better well-being. 2018 was a busy year in HEAL with a total of 61 names recorded.

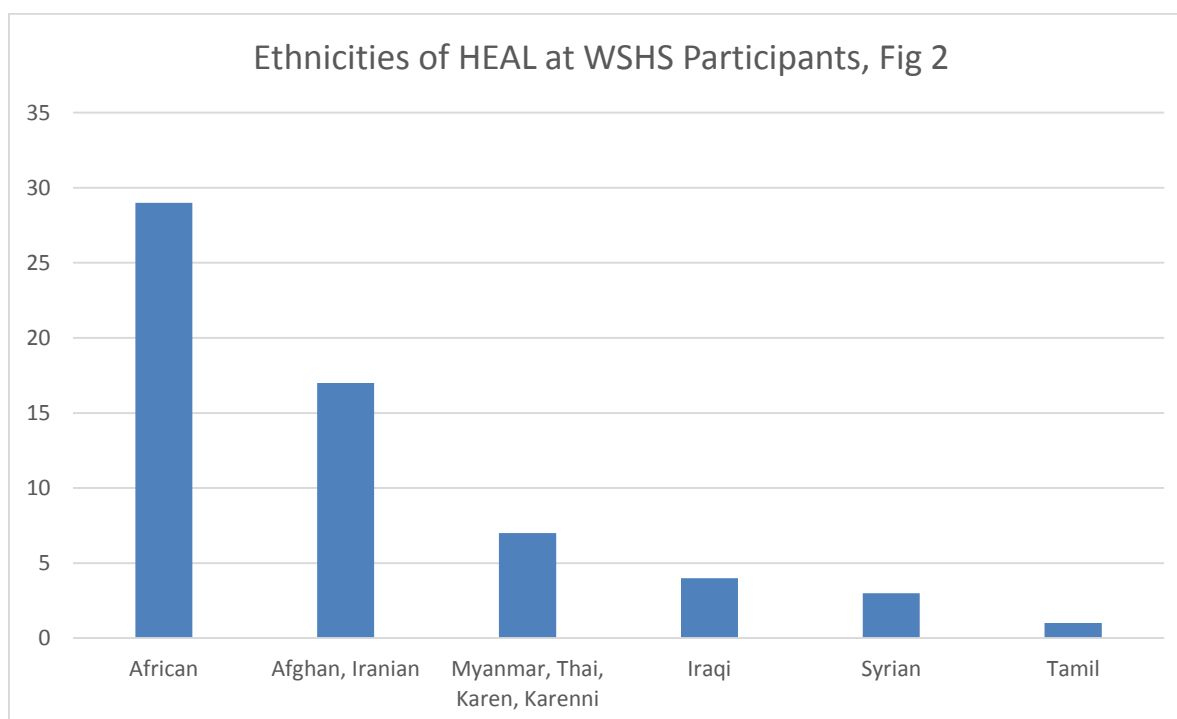


Where does it all lead? What will become of us? These were our young questions, and young answers were revealed. It leads to each other. We become ourselves.

Patti Smith

Country of origin/ethnicity in HEAL Music and Art Therapy

The HEAL participants' countries of origin relate exactly to the places which have had war, persecution, danger and unrest (Figure 2). The largest number of kids seen in HEAL, just less than half the participants were those coming from Africa, which included Somalia, Congo, South Sudan, Ethiopia, Eritrea, and so on. The next largest numbers came from Afghanistan, or were Afghans who had been living in Iran. The next most prominent group of children were those from Iraq, particularly Mosul.



I found I could say things with color and shapes that I couldn't say any other way - things I had no words for. Georgia O'Keeffe

Music Therapy program at Woodridge SHS in 2018

Jamie Rowitsch, the Music Therapist at Woodridge conducted individual and group therapy, as did the Arts Therapists. Students took part in singing, instrument playing, active listening, movement, song-writing, lyric analysis, as well as storytelling and art making through music. Confidence building, social skill development, conflict resolution,

identity building, relaxation, emotional regulation, and self-expression are common goals in music therapy.

The Music Therapist also conducted yoga/movement and music therapy sessions with classrooms and individuals at Woodridge throughout the year as part of the Creative Movement Program (discussed in Milpera section). Students engaged in movement activities to support relaxation, mindfulness, body awareness, emotional regulation, and self-expression. Teachers were also invited to join in with creative movement as neuroscience is increasingly proving that in order to better engage the mind, we need to engage our bodies.

Art Therapy program at Woodridge SHS in 2018

Art Therapists enjoyed working with students using drawing, clay, collage, games, sand play, crafting, drama games and other creative methods to form psychotherapeutic relationships.

In 2018 group programs were designed around specifically identified needs, and this included focusing on identity, strengths and resources, wellbeing, self care and building confidence in conversational/relational skills. Some types of activities that groups engaged in included music, dance, collage, individual and group art making with connected storytelling, and games with reflective conversations.



Individual sessions were designed for each client depending on their emergent needs. These sessions were varied and included creative explorations around personal stories, strengths, resources, relationships, and the use of metaphors to explore life meanings. Psychoeducation about the stress response in the nervous system and the brain, skills which support wellbeing, were an important part of the

program. Art modalities used to bring awareness and express about experiences varied widely, and included the use of pastels, drawing, painting, collage, beading, loom bands, sewing, knitting, construction, sandplay, mapping of journeys, as well as drama, mindfulness and body movement.

Life shrinks or expands in proportion to one's courage.

Anais Nin.

A day in HEAL

The HEAL room is a welcoming space which is open all day, for kids to access before school and in the breaks as they wish, and to attend scheduled sessions as timetabled. Most mornings began with a few children dropping in to say hi; draw a little; get help with homework; play their music; dance a little; drink water, etc. The sessions which took place occurred with individual, pairs and small groups, although there were also larger groups taking place. Therapists also went to classes, to build social skills, relaxation skills, support and encourage mindfulness and to support learning through creative art therapy. In addition, the HEAL room is available as a chill out area if any children are struggling in class, and the teacher needs a quiet space for them to go.

Lunchtimes: The HEAL room was open at lunchtime for students to relax, engage in social and creative activities. This provides a haven and a safe place, as well as a place to gain new friends, practice English and needed touch base with a therapist. Music exploration, games and crafts were often popular during lunchtimes.



Participation in school events

IWA and Multiple Agency Mosaic Project for Young Females Term 1 2018

The aim of the Mosaic Program was to support young females of refugee and migrant backgrounds by establishing trusting connections to provide mentoring, to assist them with finding their passion and pursuing their goals. Some students are experiencing social isolation and this program aimed to develop a platform where these young females could develop skills to assist them with inclusion and social cohesion. The program was initiated by IWA (Islamic Women's Association) with the procurement of mosaic artist Catherine Conaty, and supported by Access, and HEAL. This provided an opportunity to develop multiple connections and support for this group of women whilst connecting them to other young females within their school community.

The young females were engaged in developing skills to create individual mosaic pieces as well as a group collaborative piece around the theme of "Tree of Life". The HEAL Art Therapist offered guidance each week to explore themes connected to what nourishes and supports them, personal strengths, hopes and dreams, and how they also contribute to their world. As the girls worked with the mosaic materials they were prompted to relate to how each new process might be a way to reflect on their own life experience. The resulting art works provided individual pieces that the students could take home as a reminder of their experience, and a large "Tree of Life" Mosaic has now been donated to the school for display. The pride gained in leaving their mark through a significant art piece at the school was celebrated through a morning tea, with staff invited.

QPASST Drum Beat program with multiple agency support for Males Term 1 2018

A group of young males aged 12 -17 years from African, Karen, Samoan, and Afghani backgrounds were identified for this program to support with significant needs for social understanding and connection. QPASST provided Drum Beat facilitator Victor Kollie, and an assistant to run the program. Access and HEAL Art Therapist supported students to attend. Using drumming to explore issues of peer pressure, bullying, dealing with emotions, identity, teamwork and responsibilities, the HEAL art therapist played a significant role in providing emotional support to students and assisting them with understanding the emerging exploration of themes. There were evident positive changes with improved attendance at school and more positive relationships.

Harmony Day: wrist bands, decorations

Harmony Day was a whole school celebration. The Art Therapist provided a table for making individual flags to hang on a collective bunting project which was to be used for decorating the Harmony Day stage for performances by students at lunchtime. Students were also invited to engage with each other through tying orange wool wrist bands on to one another. There were some lovely moments of connecting between students and staff.



Refugee week: art activities June 2018

During refugee week the school invited students to engaged in multiple activities in the playground during breaks. On Thursday the Art Therapist set up an activity to create a Welcome banner in the playground. Students enthusiastically engaged with the collaborative vision contributing their own ideas to the design. On Friday a second activity was offered where by student could create their own version of emojis or faces to add to a poster of people. This poster and the 'Welcome' banner were then used for the Refugee Assembly display. These activities provided a chance for many students to contribute and connect over the creative process.

Yeronga State High School

Review of Arts Therapy program at Yeronga SHS in 2018

By Maitlin Waugh & Bindii Thorogood

The HEAL Arts Therapy program at Yeronga State High School evolved and changed throughout 2018. At the beginning of the year, Yeronga showed its appreciation of the benefits of HEAL services by offering Art Therapist Taraka Hart an additional Yeronga-funded day, bringing the Yeronga-funded days to three. For the first half of the year, Art Therapist Maitlin Waugh also held two HEAL-funded days. When Maitlin left Yeronga for a new career opportunity, Art Therapist Bindii Thorogood replaced her at Yeronga for one day each week in Term 3 and 4.

The Arts Therapists found that the opportunity to collaborate was of real benefit to the work. One day each week was shared by two Arts Therapists in order to run numerous group programs. The Tree of Life program that has run for several years at Yeronga continued in 2018, with all Year 7 EALD students participating for one term. Year 7 teachers were able to refer students who they felt needed intervention early in the year, and HEAL therapists identified students in this program who would need continued support after their term of Tree of Life concluded.



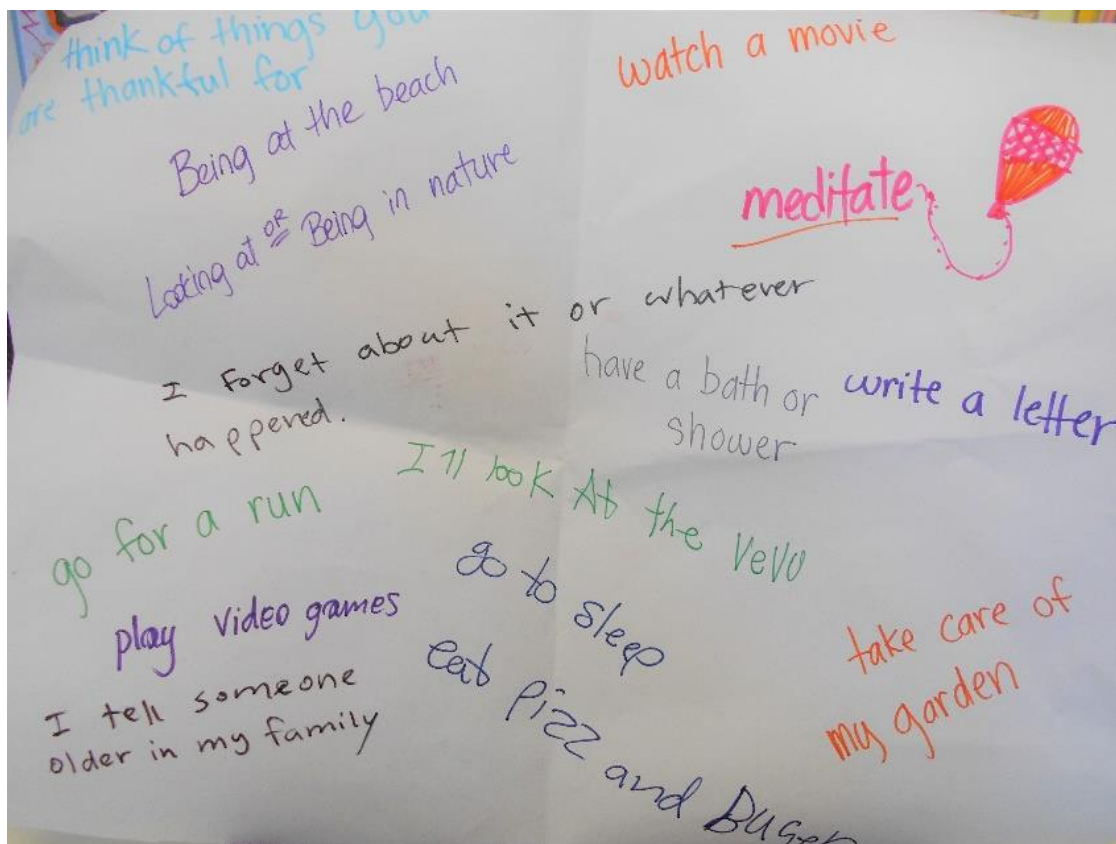
The New Images program, facilitated through a generous grant from the good folk at the Commonwealth Bank, was a new addition to the HEAL services at Yeronga. Twenty five students participated throughout the year, with an average of 6 each term. This program is a photography-based, mixed-gender art therapy group running for 10 weeks. The goal is improved engagement and wellbeing through the exploration of identity, community, and self-awareness

through photography and other creative arts activities. The program was a great success, with students engaging very well, and enjoying being creative and exploring these important themes.

One day of the week is primarily focused on group work, with both Art Therapists present to co-facilitate. There may be some individual or small group session on this day as well, but the majority of individual sessions occur on the days when a solo Art Therapist is at the school. Scheduling sessions for individuals and small groups on the other days of the week tend to be more flexible.

HEAL therapists also petitioned for a larger space to use during lunch breaks for students to be able to drop in and make art, get help with homework, play games, and just chat in a comfortable place. This need had been present for some time, and it was a boon to have a new area found for this purpose in 2018. The room was a great success, with 5—10 students dropping in every day. In particular, Year 7 students made use of the space as a way to stay connected with the HEAL therapists after their Tree of Life program ended, and as an opportunity to experiment with art-making, since they are not able to take any art classes until Year 8. This space also became really important for those students transitioning from Milpera to Yeronga. Students who were new to this school could drop in at break time, make art, and debrief on their transition process.

Apart from these larger group programs, individual and small group art therapy sessions continued. Sessions were mixed between students who need long-running support, those who benefit from a check-in every week or two, and the occasional short-term crisis which could be resolved relatively quickly or referred to a more appropriate service. Flexibility is key in this environment.

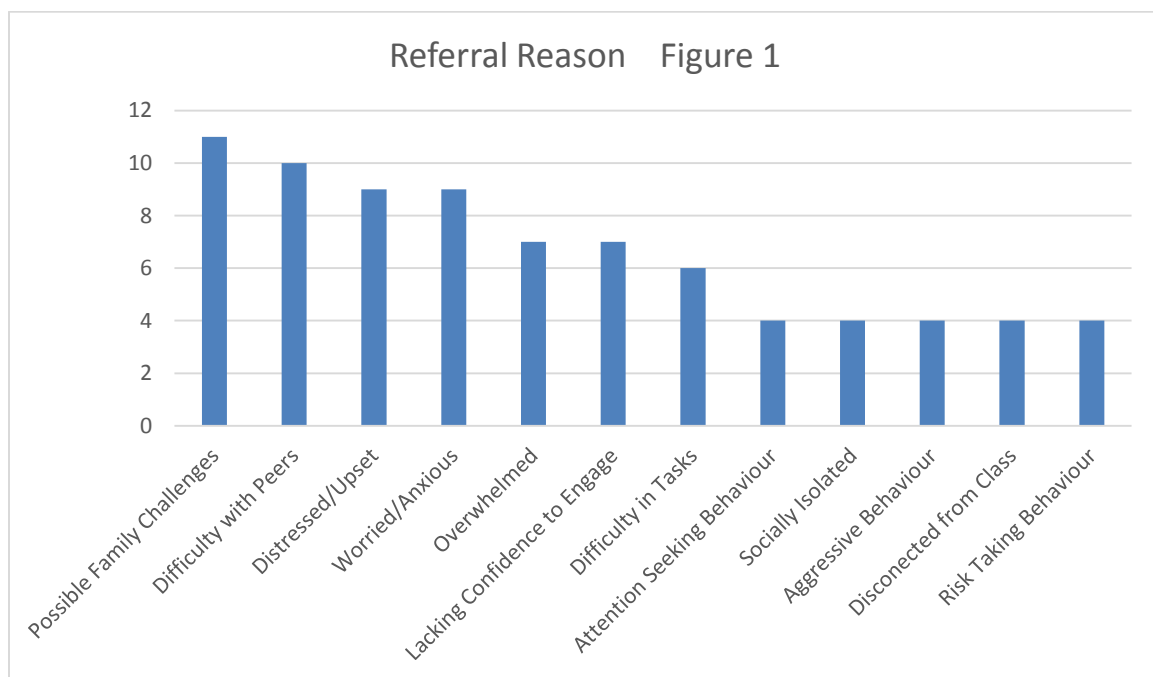


It is the mainspring of life, courage. And courage has many faces.

Fallaci.

Reasons for Referral to HEAL

Referrals came from several sources: the management team, the Tree of Life program, teachers who have a close relationship with HEAL, and students themselves who have become aware of the service through their peers or through announcements at assembly. The most common reason for student referrals was: possible family/home challenges, followed by difficulty with peers, and then poor mood/affect a) worried/anxious and b) distressed/upset. These data (Figure 1) reflect the most common or worrying emotional presentations of the students and the possible issues behind them.

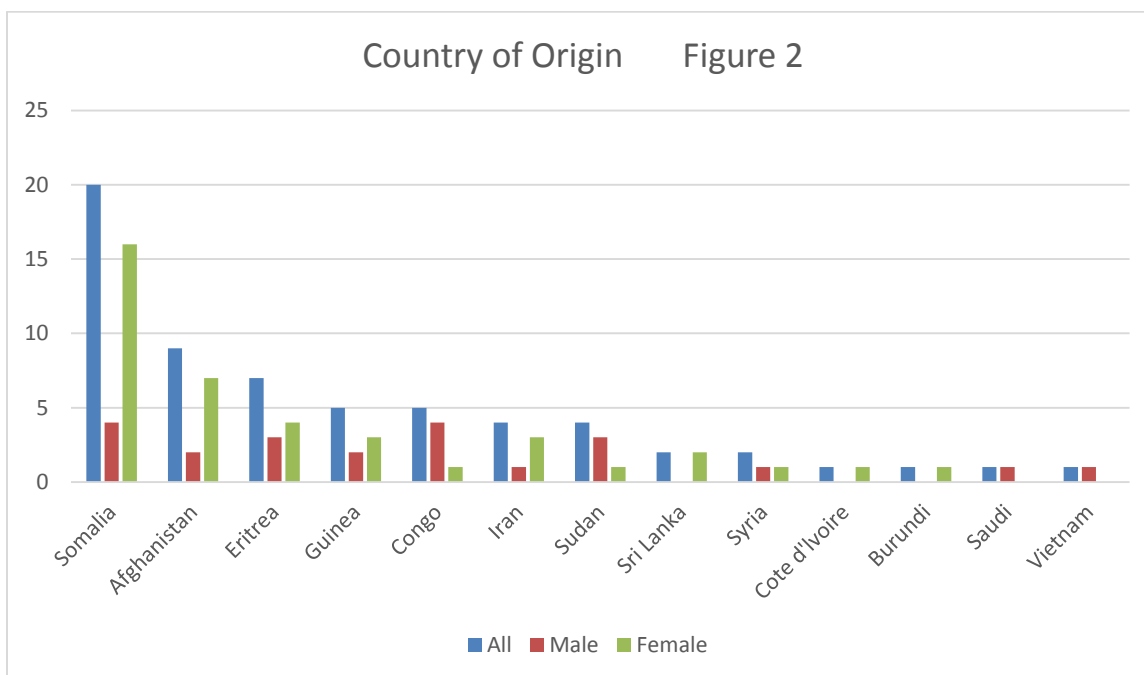


The task of therapy is not to eliminate suffering but to give a voice to it, to find a form in which it can be expressed. Expression is itself transformation; this is the message that art brings. The therapist then would be an artist of the soul, working with sufferers to enable them to find the proper container for their pain, the form in which it would be embodied.

Steven K. Levine

Country of Origin/Ethnicity

The demographic of students utilising the HEAL services this year was very varied, as is the population at Yeronga State High. The data showed an increase in Somali students followed by high numbers of Afghan and Eritrean students. The rest of the students were from many other countries including Sri Lanka, Congo, Guinea, Cote d'Ivoire, Iran, Sudan, Burundi, Saudi, Syria and Vietnam. See Figure 2.



Domestic Situation

The domestic situations of the students that came to HEAL this year were complex. As reflected in the data, the major reason for referral of students was challenges at home or with family. The students are amazingly resilient, but it is not surprising that the issues that affect them at home affect them in their school life too. Students seen at HEAL come from refugee and asylum seeker background, their families are often split up, dealing with the challenges of living in a new country, learning a new language and of course often have the ramifications of past traumas that seep into everyday life. We see many students that are minors and live on their own, we see many young mothers and try to help them negotiate the challenges of coming to school and also parenting, we have students who are in or fleeing domestic violence situations. Many of the students come from single parent families, or very large families. Their situations are so varied that we treat them in a case by case manner, no one solution or way of working suits every student.

Happiness comes from the full understanding of your own being.

Abramovic.

How HEAL Made a Difference

This year HEAL services made a difference to many students. The group work allowed many students to benefit, having time out of class to be creative, clarify thoughts and form strong connections with other students in the groups. Great impact also came from individual work. This year the HEAL therapists provided comfort, support and a safe place to many students who were in need of such things. This year there were several reports made to Child Safety, students who had no one else to talk with trusted the HEAL therapists enough to disclose things that had been happening, and were supported by the therapists to go through this process. HEAL therapists assist with challenges large and small; and sometimes it is the little things that make a big difference.



One example of how HEAL made a difference this year was with a young Year 11 woman from Liberia. Monisha (not real name) came from Liberia with her father several years ago, seeking safety from the violence of warlords and soldiers in her home country, without her mother.

She and her father moved to a home together in Brisbane, but soon after she was moved to live in the home of her stepsister, to help with her young children. Helping family is

culturally expected, but Monisha found the challenges of housework and study very hard. In this new house she was nanny and maid, cooking and cleaning for the family and looking after the small children, before and after school. Monisha is a very bright young woman, doing very well in her Year 11 subjects, with a group of friends, but faced serious challenges, which she had not shared with anyone at school. Monisha was soon referred to HEAL. When family life threatened to overwhelm her, and Monisha was facing homelessness, she had weekly therapy sessions to assist her. With the therapist, she worked on her options, and her coping skills when feeling distressed and distraught. Today Monisha is still living at her stepsister's home, and is becoming adept at dealing with feeling isolated and missing her mother.

Weekly sessions consisted of psychotherapy with Monisha, drawing on topical themes, and practicing skills of mindfulness and relaxation. The sessions were a time for her to tell someone what had been going on, reflect on emotions around her challenges, learning relaxation and coping mechanisms, and express herself through art. The therapist was a witness to what she was going through, someone to hear her voice, and to provide helpful ways of thought. When Monisha's situation reached crisis point the therapist was able to connect the student with other services, (MDA and NAYS Reconnect) who could further support her. The situation did calm down by the end of the year, and Monisha went on to receive an award and scholarship from school. She will continue to get support from HEAL next year and from the other services through the school holidays. The service which HEAL provides to young people in situations like this

is invaluable, when they feel alone and exhausted, it is so important that the therapist can offer witness, reflect appropriate emotion back, and work on building the child's coping capability. This student was feeling alone and stressed, afraid to share her experiences with her peers or teachers. HEAL made a difference via a therapist who had time and space to express interest and care, and the necessary expertise to work therapeutically in enabling improving the student's confidence, sense of self-value, strength and agency.

Participation in School Events

Mental Health Week

This year HEAL therapists played a big role in planning and facilitating events for Mental Health Week. The Youth Support team (which includes HEAL) planned a week of events and awareness raising activities for staff and students. Each day the team organised guest speakers, coffee and massages for staff mental health, a gratitude-painting activity for students which will be displayed permanently at the school, and a Gardening- for- mental- health activity. The art therapists took part in a special staff meeting about mental health and self-care, leading a fun drumming activity and creating a self-gratitude origami heart gift for each staff member. The Youth Services team also organised a community morning tea, where families, community members and service providers were invited to come along, mingle, eat and enjoy themselves. This event was really successful, connecting families and school and other services. This week's activities were an important way of raising awareness, connecting with students, community and other services and reducing stigma around mental health issues.

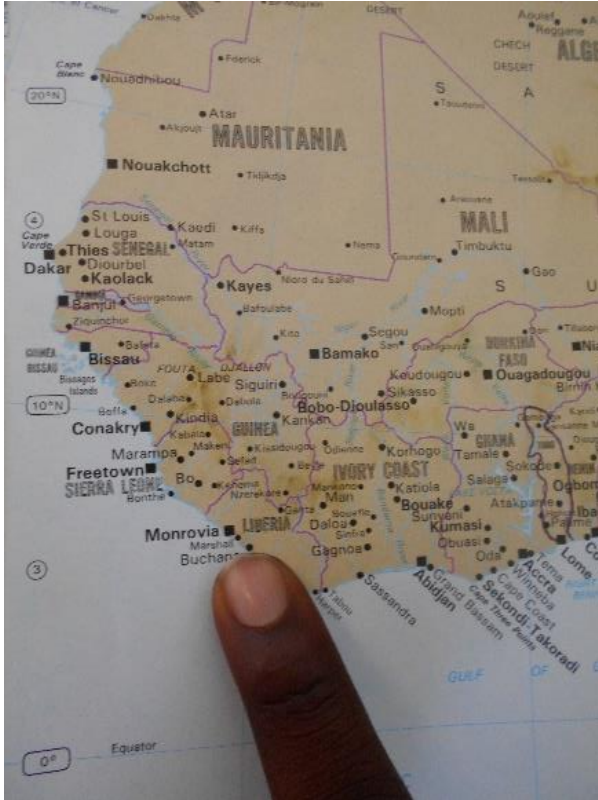
Wear it Purple Day

Wear it Purple Day is a day where all staff wear purple to foster supportive, safe and accepting environments for rainbow young people. The HEAL therapists wore purple and participated in an art activity and music performance by the students. Students were invited to write messages of support and acceptance on small flags and they were flown around the school in the following weeks. Currently in Brisbane there are no services that specifically support LGBTQI+ refugee and asylum seeker youth. This day is really important because it raises awareness, it lets LGBTQI+ refugee and asylum seeker youth know that they are safe and accepted, and is an extra support for those who are currently seriously under serviced.



Blue for Nauru Teacher Walk off

When the teachers of Yeronga went on strike to get the children off Nauru (asylum-seeker offshore detention) the HEAL therapists walked off in solidarity. 55 staff members were part of this protest. Advocacy for our asylum seeking students is an important part of our role.



Teacher Feedback

Teacher feedback is collected after the group and individual sessions, in informal conversation and through email. Some samples of comments shared follow:

The student is more engaged.

The student seems more relaxed.

The student has calmed down in class since the start of the group.

The student still experienced anxiety at the end of the term, but was more able to discuss it.

Student Feedback

Student offer positive feedback on a regular basis, and the HEAL room is a popular and busy place. Each activity brings its own positive commentary from the students. For example, in the last session of a recent group:

I feel good after the last session.

The group was so good.

I feel really happy.

The HEAL art therapy services at Yeronga State High School are going strong. The service is well integrated and appreciated at this school. As the therapists become more and more involved in the school the service strengthens and expands. More referrals come in from teachers and more students know and appreciate what we do. This school is really understanding and appreciative of what the therapists do, and also see the great need for what we do in this demographic. The HEAL program at Yeronga will continue to support students to thrive in 2019.

Financial Report – 2018

FRIENDS OF HEAL FOUNDATION LIMITED

Financial Report for the Period Ended 30 June 2018

ABN 39 161 310 550

DIRECTORS REPORT

Your directors present this report on the entity for the financial year ended 30 June 2018.

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 \$36,950 (2017 year loss \$17,182). The Foundation increased the level of therapist support provided to schools and institutions from the previous year. Revenue received from grants and donations was significantly higher than in 2017.

Significant Changes in State of Affairs

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

After Balance Date Events

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

Future Developments

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

Indemnifying Officers or Auditor

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

Proceedings on Behalf of the Entity

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

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) - 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) - 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) - 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.

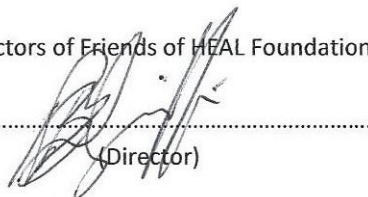
Julie Peel - Julie is the Deputy Principal at Milpera State High School where more than 50 % of the students have a refugee background and many have experienced trauma due to war or dislocation. Julie supports Milpera in providing onsite Art and Music Therapy, essential for the social and emotional development 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).

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

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

A handwritten signature in black ink, appearing to read "A. M. Ngati".

(Director)

A handwritten signature in black ink, appearing to read "Julie Peel".

(Director)

Dated: 20 Dec 2018

**STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME
FOR THE PERIOD ENDED 30 JUNE 2018**

	Note	2018	2017
		\$	\$
Income			
Donations and Grants		131,185	72,276
Sales		40,041	28,421
	2	<u>171,226</u>	<u>100,697</u>
Expenditure			
Cost of Sales		7,020	7,260
Therapy support provided		123,052	108,479
Other costs		4,204	2,140
		<u>134,276</u>	<u>117,879</u>
Profit before income tax		36,950	- 17,182
Income tax expense		-	-
Profit after income tax		<u>36,950</u>	<u>- 17,182</u>
Other comprehensive income		-	-
Total comprehensive income		<u>36,950</u>	<u>- 17,182</u>



STATEMENT OF FINANCIAL POSITION
AS AT 30 JUNE 2018

	Note	2018 \$	2017 \$
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents		169,224	124,928
Receivables		26,774	14,727
TOTAL CURRENT ASSETS		<u>195,998</u>	<u>139,655</u>
NON-CURRENT ASSETS			
Motor Vehicles		31,816	31,816
TOTAL NON-CURRENT ASSETS		<u>31,816</u>	<u>31,816</u>
TOTAL ASSETS		<u>227,814</u>	<u>171,471</u>
CURRENT LIABILITIES			
Trade Creditors		20,189	
GST Payable		270	1,066
TOTAL LIABILITIES		<u>20,459</u>	<u>1,066</u>
NET ASSETS		<u>207,355</u>	<u>170,405</u>
EQUITY			
Retained Earnings		207,355	170,405
TOTAL EQUITY		<u>207,355</u>	<u>170,405</u>

STATEMENT OF CHANGES IN EQUITY
FOR THE PERIOD ENDING 30 JUNE 2018

	Retained Earnings \$	Total \$
Balance at 1 July 2017	170,405	170,405
Total comprehensive income	36,950	36,950
Balance at 30 June 2018	<u>207,355</u>	<u>207,355</u>

**STATEMENT OF CASH FLOWS
FOR THE PERIOD ENDING 30 JUNE 2018**

	Note	2018 \$	2017 \$
CASH FLOWS - OPERATING ACTIVITIES			
Gross receipts from sales and other donors		159,179	86,079
Gross payments to suppliers		(114,883)	(116,813)
Net cash from/(used in) operating activities		44,296	(30,734)
CASH FLOWS - INVESTING ACTIVITIES			
Purchase of fixed assets		-	-
Net cash from/(used in) investing activities		-	-
CASH FLOWS - FINANCING ACTIVITIES			
Net cash from/(used in) financing activities		-	-
Net increase/(decrease) in cash held		44,296	(30,734)
Cash and cash equivalents at the start of financial year		124,928	155,662
Cash and cash equivalents at end of financial year	7	169,224	124,928

The accompanying notes form part of these financial statements.

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 30 JUNE 2018**

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 2018.

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 \$36,950 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	2018	2017
	\$	\$
Donations	88,965	67,276
Grants	42,220	5,000
Sales	40,041	28,421
Total Revenue	171,226	100,697

NOTE 3: CASH AND CASH EQUIVALENTS		
Cash at bank	169,224	124,928
Total cash and cash equivalents	169,224	124,928

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 2018 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

	2018	2017
	\$	\$
Reconciliation of cash flows from operations with net current year surplus		
Net current year surplus	36,950	-17,182
Changes in assets and liabilities:		
(increase)/decrease in accounts receivable and other debtors	(12,047)	(14,618)
increase/(decrease) in accounts payable and other creditors	19,393	1,066
Cash flows (used in)/provided by operating activities	<u>44,296</u>	<u>(30,734)</u>

DIRECTORS' DECLARATION

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

The directors of the company declare that:

- A. The financial statements and notes, as set out on pages 5 to 13, are in accordance with the Australian Charities and Not for Profit Commission Act 2012 and:
 - i. comply with Australian Accounting Standards; and
 - ii. give a true and fair view of the financial position as at 30 June 2018 and of the performance for the year ended on that date in accordance with the accounting policy described in Note 1 of the financial statements.
- B. In the directors' opinion there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

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

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

L. M. Nigatu
.....
(Director)

[Signature]
.....
(Director)

Dated: 20 Dec 2018



It is not the strength of the body that counts, but the strength of the spirit.

Tolkien

J.R.R.

The FHEAL Board

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

Adele



Tim



Bill



Michael



Lisa



Ian



Janelle



Kelly



Julie



Jane-CEO





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