



# IMPACT

## GET IN TOUCH

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WHERE INNOVATION MEETS MENTAL HEALTH



# WELCOME TO MPOWER

MPOWER is Australia's largest mental health toolkit and online educational resource. This revolutionary platform adapts One Vision Production's proven approach to youth-engagement for changing learning environments.

One Vision Productions has partnered with a host of high profile program ambassadors including Chris Hemsworth, Damon Gameau, Ash Grunwald and 2020 Indigenous artist of the year- Baker Boy. These leaders teach masterclasses in film, song, music production, hip-hop, breathwork, meditation, dance and yoga, fitness, cooking and physical and mental wellbeing.

MPOWER is a gamechanger in the mental health and education space. It incorporates hundreds of hours of content from global producers and award-winning documentary makers to transform lives. Youth are educated on topics such as mind mastery, the freedom of forgiveness, discovering creative potential and the path to self-actualisation. Users are given the tools to not just survive a crisis but to thrive through the toughest of times.

MPOWER's evidence-based, transformative online tutorials are accessible to individuals, schools, students, teachers, parents, individuals, social workers, youth centres and remote communities through the tailored online platform. This includes 4 separate, yet complimentary tools for schools, individuals, centres and families – MPOWER Classroom, MPOWER Workshops, MPOWER Mentoring and MPOWER TV. The MPOWER interactive app is in development and will be launched in 2022.

# WHO WE ARE

One Vision Productions (OVP) is an Indigenous-led not-for-profit based in the Northern Rivers region of New South Wales. OVP engages at-risk and Indigenous youth in education and mental health awareness by providing evidence-based music and film programs. OVP has been implementing youth-driven educational programmes for over a decade, and has measurably improved the lives of more than 10,000 young people in over 70 Indigenous communities.

OVP's programs bridge the gap between the mainstream curriculum and alternative education. Youth are given tools to tackle low self esteem, difficult life situations, depression and anxiety. OVP's programs measurably improve youth self-expression and confidence. OVP has strong partnerships Australia wide, has gained a reputation as a pioneer in the youth mental health space and has won a multitude of awards that recognise this achievement.

"We help young people achieve their aspirations, by listening to them, empowering them and investing for their future."

OVP Founder,  
Mark Robertson.



# WHY WE ARE DIFFERENT

MPOWER offers innovative solutions for supporting young people, using their passions and interests as the basis for change. Too often, services are created without consultation with the young person – leading to programs that struggle to engage and

inspire youth. OVP is different. Experienced caseworkers and mentors ensure youth receive tailored and flexible support and choose positive life pathways.



# OUR HISTORY

## BEGINNING

2006-2013

OVP Director Mark Robertson, a highly acclaimed and talented musician, producer and teacher, begins to deliver multi-media workshops for at risk and disengaged youth in remote communities.

2006

2009

Mark's teaching methods, project delivery and demonstrated positive outcomes for Indigenous and disadvantaged young people are recognised throughout Australia and internationally.

Mark is awarded the Australian Young Social Pioneer of the Year Award for Innovative projects towards social and educational change.



2009

2013

Mark attends lunch with Prince Harry at Kirribilli House.

Mark attends celebrations with key government departments at the invitation of the Australia Governor-General Quentin Bryce.

2013

2014

OVP is awarded funding through the Department of Prime Minister and Cabinet's Indigenous Advancement Strategy to deliver 'Music For Change.' Mentorships and workshops to indigenous youth, at high-risk of disengagement.

2014

2016

OVP partners with SAE Institute to offer a Certificate III in Technical Production (Live Sound) to 17-23 year olds (10 in total) who have disengaged from formal education. 80% of these students are now employed within the creative arts sector or have gone on to further tertiary study.

2016

BIG YEAR

OVP is named a leading grassroots organisation at the NSW Council of Social Service.

Mark is recognised for his contribution and vision with a Winston Churchill. This Scholarship enables him to visit the USA to explore youth organisations that use hip hop music programs as a means to engage disadvantaged youth.

2016

BIG YEAR

The NSW Department of Education, Aboriginal Education Awards recognise One Vision Production's Music For Change project with Mullumbimby High School Students, calling the program 'Outstanding Aboriginal Education'.

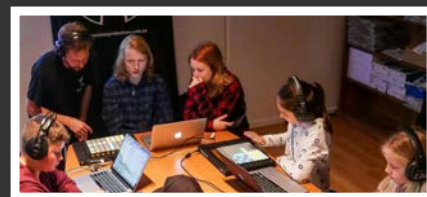
2017

The Indigenous Advancement Strategy programs evaluation sees OVP cited as an example of best practice to other service providers and regional management.

2017

OVP is awarded funding through NSW Department of Education's Links to Learning scheme to deliver their Music For Life hip hop music, dance and film production workshop program to students at risk of disengaging with mainstream education.

OVP, with support from the Department of Family and Communities, establishes the Creative Hub in the Byron Arts & Industry Park. Equipped with a professional recording studio, this is a multipurpose creative space to offer youth professional music production experience through OVP programs.



OVP launches Friday Night Live. A regular, free evening welcoming youth to learn professional production and creative media with experienced facilitators.

2017

BIG YEAR N.2

2018

OVP partners with BackTrack to develop pilot program Change The Track. An intensive mentoring program for 20 young people identified as at high risk of becoming entrenched in the juvenile justice system.

Mark is named as a Macquarie Kickstarter. OVP designs 'Village off the streets.' A project designed to help 100 youth off the streets.

OVP works with 100 Indigenous youth conducting long term programs. OVP works in 15 schools in Northern NSW, and multiple others throughout Australia.

Mullumimby High receives 'School of Excellence' as a result of engaging in our programs.



2019

Mark is named as Westpac Fellow 'Social Changemaker' of the year. Mark's team travel the world obtaining footage from global instructors for 'The Power Of Sound'.

OVP works in 17 schools over the period of a year.

MPOWER is born at a conceptual level.

2018

2019

2020

OVP Organisation designs and creates MPOWER- Australia's biggest media database for mental health.

OVP continues workshops and mentoring throughout Australia.

2021

MPOWER Launches MPOWER TV is made available to schools and individuals.

MPOWER pilot program is delivered in two local schools.

PHN applications are underway to introduce the MPOWER platforms to catchment areas.

OVP demonstrates through past success and continued demand for projects, that their programs are of high interest to youth. Evidence that they provide a forum for individual and collective pride, peer connection, community cohesion and improved well being and mental health.

2020

2021

# MEASURING IMPACT

## Current

Rigorous impact measurement processes are currently in place for MPOWER School Workshops, MPOWER Classroom and MPOWER Mentoring programs.

### MPOWER School Workshops

Students complete a survey before and after the workshop, identifying their engagement in education, interest in mental health learning, connection to culture, community and peers. This creates effective comparison results on the impact of our full day workshops.

### MPOWER Classroom

After the first unit of MPOWER Classroom has been delivered, students are asked to complete a survey which gauges their current engagement in learning, understanding of self, mental health and cultural education. At the end of the 10 week unit, students are asked to complete a comparison survey and share detailed feedback on their learning throughout the unit. Teachers complete a survey at the end of the 10 week unit. This survey reports on the students engagement in the program and development over the course. OVP provides ongoing support to teachers and verbal check-ins if requested.

### MPOWER Mentoring

Students who participate in the MPOWER mentoring program are required to fill out a beginning and comparison survey about their engagement in education and confidence in their creative talents or passions. In the first survey, the student identify their goals and outcomes desired for the program with help of their mentor. The comparison survey asks the students to reflect on their goals and measure how well they feel these were achieved throughout the program.

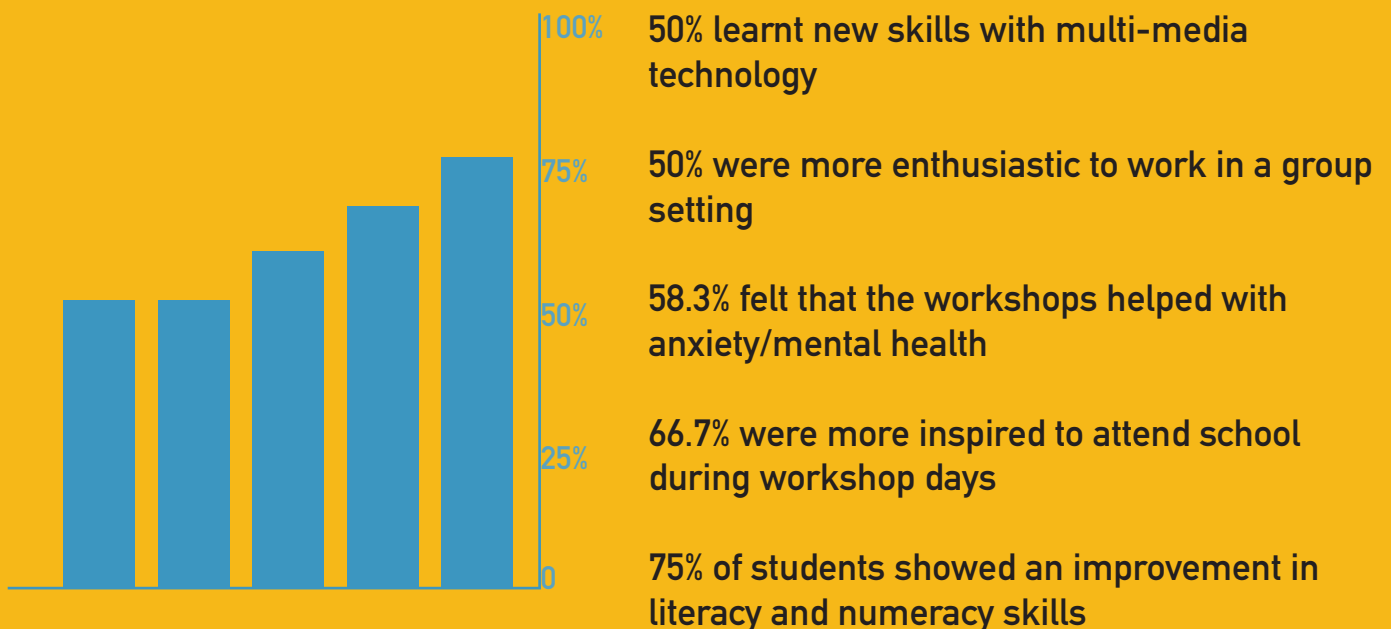
## Future

In 2021, One Vision Productions is moving all impact measurement onto the Social Suite data analytics platform. This will help us to coordinate data collection analysis, build capacity with evidence-based metrics, reduce reliance on subjective analysis, and collect responses from our service beneficiaries before, during and after the program has been delivered.



# OVP Jan-July 2021

**83.3%** of participants felt safer and more supported in a school setting after our workshops.



**41.7%** said they were feeling like they needed support after the workshop.

**75%** would know how to do this.



**100%** of participants enjoyed the program

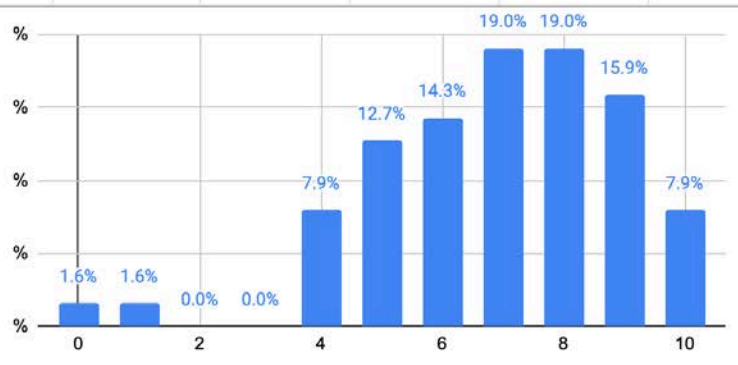
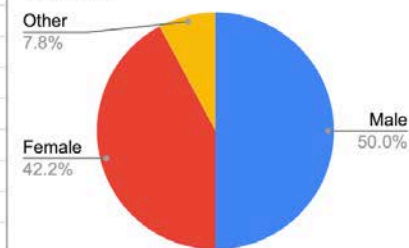
# MPOWER PILOT PROGRAM 2021

## Alstonville and Kadina High School Year 9 & 10 combined feedback

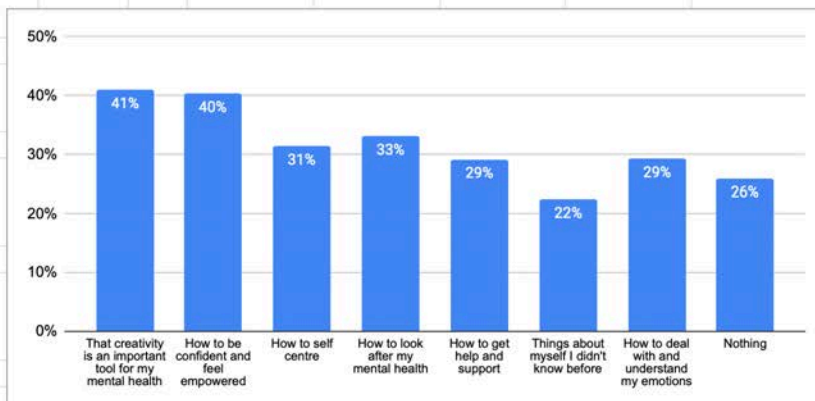
Male	83
Female	70
Other	13

Overall, how do you rate the MPOWER workshop, with 10 being the highest score.

Gender



What did you learn in the MPOWER Workshop? Feel free to select more than one.



Thank you so much! I had the most empowering and fun day at school in a long time.

We appreciated you coming in & talking about this with us because we don't learn about this stuff at school

It was a really great program and I liked all the things we learnt about because they are important for now and the future.

# OVER A DECADE OF IMPACT



Ninety-one percent (91%) of students that have completed our programs report feelings of increased general wellbeing, resilience or decreased levels of anxiety.

At MPOWER, we take wellbeing seriously. The MPOWER platform is based on years of scientifically structured wellbeing activities with proven results.

Driven by the motivation to address pivotal issues facing youth of today, such as school engagement, depression, school attendance and self awareness

“THE PROGRAM HAS  
OPENED UP SO  
MANY  
OPPORTUNITIES  
FOR ME TO PURSUE  
MY DREAMS

STUDENT, OVP  
WORKSHOP



## RESILIENCE

Admit they have increased feelings of resilience



## ANXIETY

Use tools learnt to tackle their anxiety



## ENGAGEMENT

Report feeling more engaged in life, school or culture and community.



The MPOWER platform is results driven.

Teachers have reported our participants having "a dramatic shift in participation and engagement."

Our programs are "Instrumental in improving wellbeing, confidence and self esteem."  
(Teacher, OVP Programs)



Learn more at [www.mpower.online](http://www.mpower.online)

# EVIDENCE OF SUCCESS

## SAE PILOT PROGRAM

In 2016, OVP delivered an OVP Certificate III Music Industry course for Indigenous youth identified as at risk of disengaging, or who were already disengaged from education. (10 students)

All participants selected had previous complex barriers to learning. Issues included mental illness, being in out of home care, and parents with substance issues. In addition to delivering the course, OVP provided intensive support that assisted students to create effective strategies to overcome barriers. 80% of participants successfully completed the year long course, compared with the national average of 32%.



Two years later, all graduates were either completing tertiary study or in full time employment. This illustrates an effective early intervention and diversion program for vulnerable youth, that improves educational outcomes as well as life outcomes. Graduates performed at the 2017 NCOS Investing for Good Conference and Marketplace as part of their final assessment. The performance received a standing ovation from the 200 strong audiences of representatives from the community, government and social service sectors.

"It's a revolution from within." said one student.

NAME	ACTIVITY 2 YEARS AFTER COURSE
Participant n° 1	Successful musician and performance artist. Record Label International travel.
Participant n° 2	Successful musician and performance artist. Record Label International travel.
Participant n° 3	Founder of Youth focused NGO.
Participant n° 4	Currently completing studies.
Participant n° 5	Film Producer
Participant n° 6	Enrolled in Circus Arts
Participant n° 7	SAE Graduate
Participant n° 8	Completed year 12.

## 2 YEARS LATER..



- 8 out of 10 participants of the program are still engaged in higher education or employment.

'Starting the course changed my life. I'm now a successful musician with a recording contract and I travel internationally as a performing artist'.

Coedie, 2017.

\*2009 NSW Young People in Custody Health Survey Full Report



## It works!



MPOWER offers young people the opportunity to improve physical and mental wellbeing through a range of holistic modalities.



### OUTCOMES

Identification of passions, interests and strengths.

Positive role modelling.

Identification of goals and barriers to success.

Personal Action Plan.

Increased engagement in education and training.

Improved mental and physical health.

Holistic and integrated support.

Community Engagement.

Behaviour change.

Reduced Offending.

# INDICATORS OF SUCCESS

Determination, perseverance and belief in ability to affect situations and control their life's direction.

Identification of passion and interests and motivation to pursue.

Connection to culture.

Ability to self reflect.

The ability to self regulate behaviour and increased emotional intelligence.

An understanding of brain development and ability to adopt a growth mindset.

Proactive engagement in social and recreational activities.

Self-esteem and improved perception of own value or worth.

Ability to implement strategies to overcome challenges.

Ongoing engagement in education and/or training.

Improved physical and emotional health.

An ability to understand emotions, and empathy for others.

Creating social change throughout Australia for more than a decade  
working in over 70 communities and over 10,000 youth

120

Schools we have worked with  
across Australia

85

Workshops & programs  
delivered

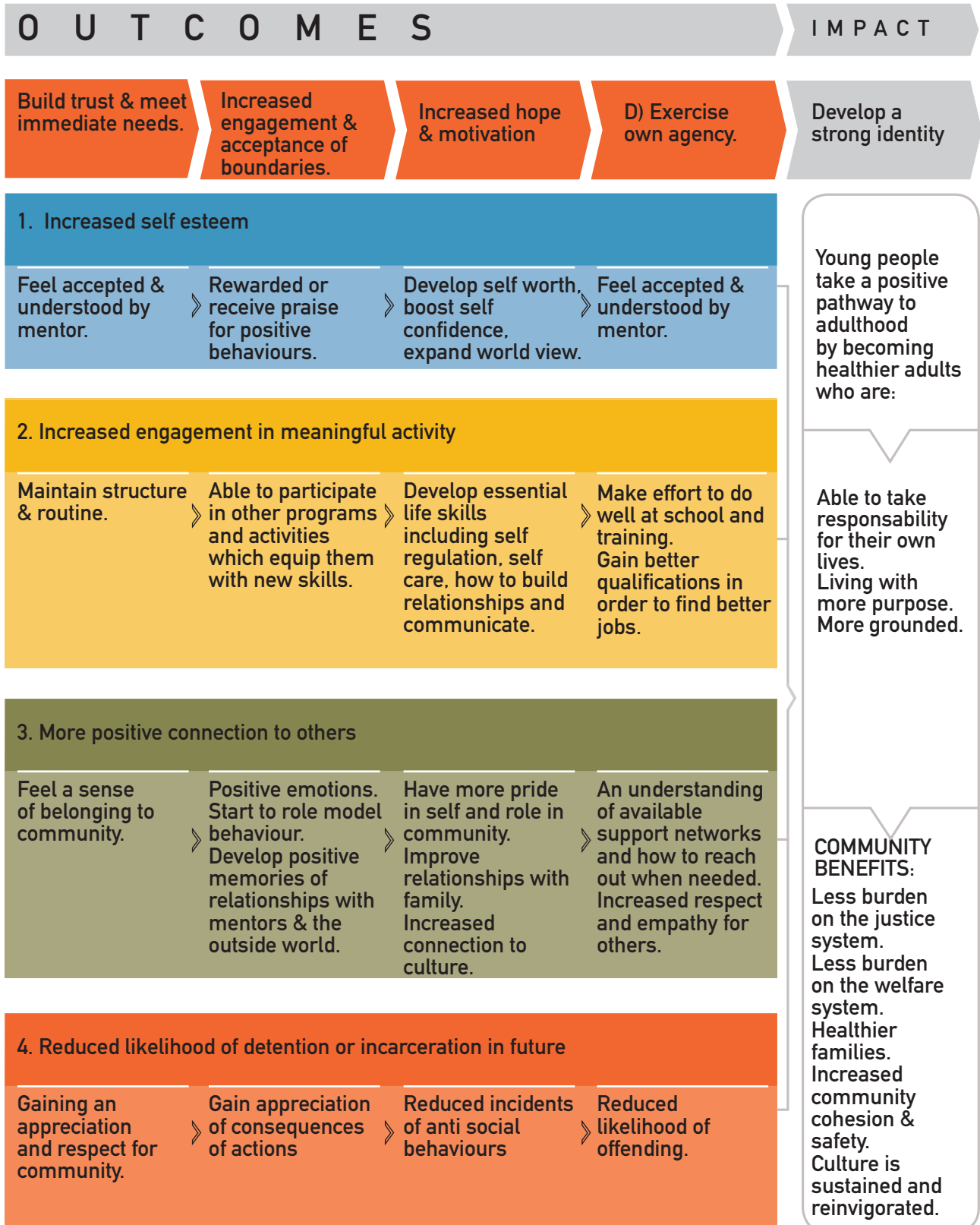
70

Indigenous communities we  
have supported

100%

Our commitment to increasing  
youth mental health  
awareness

# HOW MPOWER CREATES IMPACT





# MPOWER BENEFITS

## Research – How MPOWER will benefit Australia

According to the Australian Government's 2020 Productivity Commission's inquiry report, improved Mental health is a key driver of economic participation and productivity in Australia, and hence has the potential to impact incomes, living standards, social engagement and connectedness. It stated that improved population mental health could also help to reduce costs to the economy over the long term.

The report also found that "gaps that need to be addressed in Australia's mental health system extend beyond clinical mental healthcare. In particular, reform of Australia's mental health system means addressing the key gaps and barriers that lead to poor outcomes for youth. It also found that programs run by not-for-profits play [a] key role in the mental health of Australians."

Mental health services are often based on an incomplete picture of what people are seeking-failing to look beyond the symptoms being presented and what is needed to address the individual's needs.







MPOWER responds to The Productivity Commission's recommended reforms, including but not limited to;

- Helping young people to maintain their mental health and reduce their need for future clinical intervention, tackling early mental health problems and suicide risks and recognising that there are numerous gateways in the community through which youth can access the mental health system.
- Helping people to remain engaged in education and stable employment; reforms designed to support and enable Australians with mental health problems to reach their potential in life, have purpose and meaning to them, and contribute to the lives of others.
- Reforming the behind-the-scenes arrangements and incentives to ensure services for people in need are as seamless, connected and timely as possible.

MPOWER is endorsed by the state government and experts around the world.

OVP consults with community centres, schools, government organisations, Indigenous support agencies and youth agencies such as Solid Mob, Headspace and Primary-Health-Network. We attend forums such as Better Chances for Youth in Regional Communities. Our programs adhere to the Northern Rivers Joint Organization Strategic Regional Priority and Ballina Shire Community Strategic Plan. OVP is funded on State and Federal levels under initiatives such as the National Indigenous Australian's Agency (NIAA) and we consistently hit Key Performance Indicators.



NIAA is impressed with OVP Mentoring project outcomes, including increased attendance and engagement in mainstream education, positive behaviour change, increased motivation and enhanced literacy and numeracy skills. An increased sense of connection to culture, country and community is also evidenced.

OVP mentoring programs and reporting selected by the Department of Prime Minister and Cabinet as an example of best practice for other organisations: “OVP reporting is of a high quality and provides a clear and accurate picture of project delivery. Excellent documentation is provided in particular the data collection for attendance and retention.” (NIAA Feedback 2018)

## CASE STUDIES

### Case Study 1

17-year-old participant at SAE was suffering from severe depression and suicidal ideation. This was compounded by a difficult home life and her mother having a life-threatening illness. The trust inspired by OVP Director Mark Robertson allowed her to confide in him, which enabled OVP to implement strategies to get her appropriate support. In conjunction with this, the program provided an outlet for her to express her story in a safe environment. She credits the Music for Change program with saving her life. “I know now how to express my feelings and gain social connections through music,” she says.

### Case Study 2

17 year old student was homeless due to her parent’s substance use issues. This lack of support directly led to disengagement in education. Her enrolment in the SAE component became a turning point in her life, where she discovered her considerable musical talent and became aware of the educational and vocational opportunities open to her. “To be able to create lyrics based on events in my life gives me an output where I can openly discuss some pretty heavy subjects - with support and empathy. She completed her Cert III and pursue her goal to work in the music industry.





### Case Study 3

OVP Mentoring sessions assist students with complex social, emotional and economic issues.

One of the students in the Music for Change Program presented with severe social anxiety disorder and would become extremely distressed at school. His attendance rate and home circumstances made him eligible for OVP mentoring.

During mentoring sessions, the student slowly became more engaged and developed a love of traditional art and didgeridoo making. Throughout this process, the OVP mentor started to develop trust with the student, in doing so the student disclosed to his mentor that he was a victim of domestic violence. He also discussed that he finds social environments extremely challenging. His mentor referred him to the appropriate services and continued to build rapport with the student throughout the program.

This case study student had 31 Absences in the first half of the year, with only 11 the following semester. The support of his mentor was invaluable in assisting the student to positively express his feelings and gain self-confidence. Having a young Indigenous mentor provided the student with a positive role model who helped guide him through a journey of self-discovery and healing.

The high school coordinator told OVP...

"The student was late and anxious prior to the sessions, but now has a massive increase in attendance and confidence."

The student was referred to Kids Helpline, Kids Caring for Country and other counselling services.



# WORKING WITH INDIGENOUS YOUTH

OVP has worked with over 1000 at risk Indigenous youth since 2016. We are a leader in connecting disengaged young people through the creative industries and a pioneer in workshops dealing with youths mental health. Youth demonstrate increased resilience, decreased anxiety and depression and have had a marked impact on improved school attendance, participation and retention rates.



OVP increases connection to land, community and culture for Indigenous youth and cultural awareness for non-indigenous youth. In doing so, Australia has witnessed a consistent and powerful surge in cultural heritage and identity from our youth.

Time and time again our participants have pioneered in the creative industries. Recently, Indigenous Hip-hop group, Indigenoise, became Aboriginal cultural ambassadors on the world stage, signing a record label and impressing national and international audiences with their powerful stage presence, socio-political lyrics and music talent.

## MENTORING

Our mentoring platform has been delivered in schools to Indigenous youth across the Northern Rivers, providing young people with individual mentoring since 2016. The results of this being increased educational engagement & attainment, increased emotional wellbeing, connection to country, community and culture.



Students involved in the mentoring programs also show positive behaviour changes, increased motivation and enhanced literacy and numeracy skills. Students have increased self-confidence evidenced by school and parent evaluations and mentoring records.

OVP mentoring programs and reporting has been selected by the Department of Prime Minister and Cabinet as an example of best practice for other organisations: “OVP reporting is of a high quality and provides a clear and accurate picture of project delivery. Excellent documentation is provided in particular the data collection for attendance and retention.” (IAS Feedback Jan 2018)

## INCREASING INDIGENOUS EMPLOYMENT OUTCOMES

OVP school programs have increased employment opportunities for Indigenous people.

In 2016, 61.5% of our workforce identified as Indigenous and in 2017- 50% of our workforce identified as Indigenous.

For 6 consecutive years OVP is meeting a target number of hours for Indigenous employment.

## MUSIC FOR CHANGE PROJECTS

Feedback from school Principals and support teachers on MFC Program asserted that overall school participation, engagement and retention increased, and a marked difference in behaviour, motivation and confidence.

Feedback from students shows improved relationships with peers and teachers as well an increase in attendance of up to 15%.

Students gain an enhanced awareness of the importance of education, Mental health and lifestyle choices, as well as information about employment and education pathways in the arts sector.

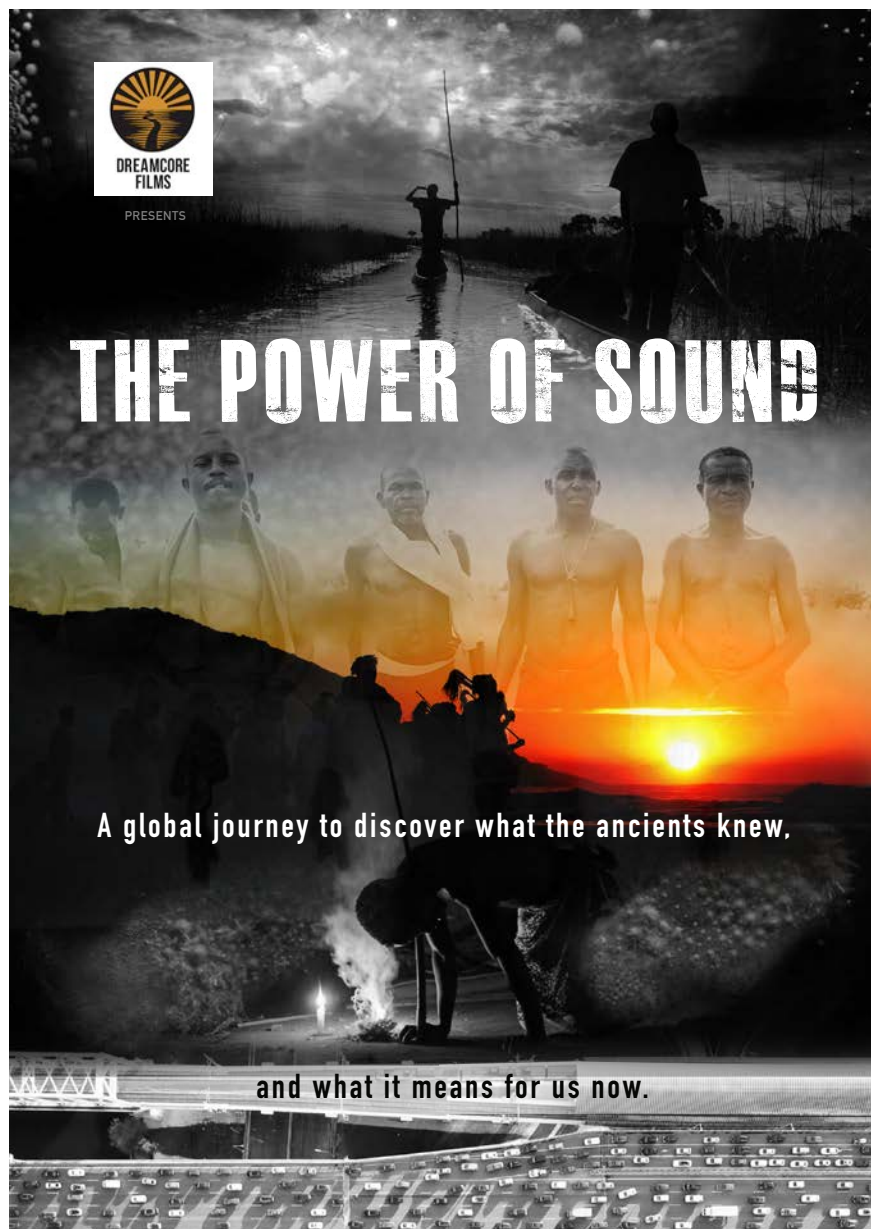
Through our programs, students gain valuable connections with local artists, music producers and film makers while composing lyrical content and learning how to become producers.

Participants gain increased connections with local Indigenous community members, and elders. Visits from indigenous elders and community members, youth mentors and school indigenous support workers all ensured the program was culturally relevant.

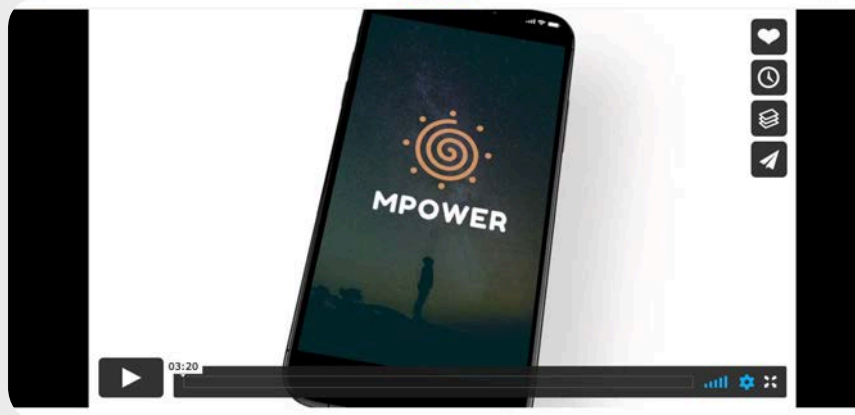


## FILM AWARDS

The Power of Sound documentary has been awarded 24 laurels at International Film Festivals.



# MPOWER PROMO VIDEOS



## PROMO VIDEOS

MPOWER APP Impact Video  
2min MPOWER APP Impact Video  
MPOWER Impact Video (whole offering)  
5min OVP Impact Video for MPower (About Us)  
MPOWER TV Impact Promo  
MPOWER Mentoring  
MPOWER Workshops  
MPOWER TV 30sec Social Media Promo  
MPOWER Classroom Impact Promo  
MPOWER Workshops Impact Video  
MPOWER APP IMPACT VIDEO --VERTICAL

## VIMEO LINK TO COPY

<https://vimeo.com/456079707/b174e82326>  
<https://vimeo.com/476095672>  
<https://vimeo.com/477789676/756e5b3c76>  
<https://vimeo.com/510537883/bdbb9f334b>  
<https://vimeo.com/513217770/685fe94368>  
<https://vimeo.com/509632722/dc2b47088d>  
<https://vimeo.com/509632727/259dc01b7e>  
<https://vimeo.com/517937117/691ecaca3c>  
<https://vimeo.com/533876663/6718f0a653>  
<https://vimeo.com/574320982/a0c0322e3e>  
<https://vimeo.com/576630294/744f24b0fb>

## WEBPAGE-TOP VIDEOS /silent

MPOWER TV Impact Promo 20sec silent web  
MPOWER homePg 20sec silent web (was classroom)  
MPOWER workshop webpage silent header  
MPOWER Classroom 20sec silent web

<https://vimeo.com/513209715/430732128f>  
<https://vimeo.com/509632738/bdc809baba>  
<https://vimeo.com/531190653/8703db3483>  
<https://vimeo.com/539432031/f2a694582d>

## MPOWER PILOT PROMO

LESSON 1 PILOT IN FULL

<https://vimeo.com/479727199/da0ed8c73f>

# COVID IMPACT

## The Conversation, 10 June 2020:

Among the most vulnerable individuals are children and youth with pre-existing mental health challenges. Before the pandemic, rates of mental illness and emergency department visits had been steadily increasing. Years of chronic underfunding have led to a fragmented system marked by excessive wait times and difficulty accessing treatment.

This supports our targeting of the app to disadvantaged/at-risk youth  
headspace National Youth Mental Health Foundation national survey (15 June 2020):

- 20% of young people surveyed say they need support for their mental health but are not following through to access it.
- 40% of young people surveyed felt that the pandemic had impacted their confidence to achieve future goals
- 51% of youth surveyed felt their mental health had got worse during the first Covid lockdown period
- Half of all young people felt the pandemic had negatively impacted their interactions with friends (56%), their study situation (53%), their routine (48%) and their mood (47%).

ABC AU News article (8 August 2020: Statistics show increase in children presenting to hospitals after self-harming

The rate of children ending up in Victorian emergency rooms after self-harming has jumped by a third since this time last year, according to government data seen by the ABC.

Department of Health and Human Services (DHHS) data shows Victoria has recorded a 33 per cent rise in children presenting to hospital with self-harm injuries over the past six weeks, compared to a year earlier.

## CASE STUDY: PWC & University of Sydney & PHN North Coast:

The University of Sydney's Brain and Mind Centre has applied a systems model approach to support mental health services planning and suicide prevention in the North Coast NSW region. The model was developed in partnership with the North Coast Primary Health Network and will contribute to work being undertaken by the North Coast Collective, which seeks to embed a regional collaborative model in addressing mental health needs across the continuum.

Systems modeling offers a unique and important tool for systems analysis to support decision making for complex problems. The modelling reveals links between employment, connectedness, and youth mental health and wellbeing and interactions with the mental health systems.

This modelling paints a sobering outlook if translated nationally. But, given the initial COVID-19

infection and hospitalisation modelling also presented a dire prediction for Australia, a systems model approach could similarly help 'flattened the mental health curve'.

Applying post COVID-19 scenarios with the following inputs - 11.1-15.9% unemployment rate; 24-34.8% youth unemployment; 10-20% reduction in social connectedness - the modelling predicted the following over five years, with broader flow-on impacts across the whole health system:

- Suicide deaths in the region would increase by between 23% to 53%
- Suicide attempts (self-harm hospitalisations) would increase by between 20% and 47%
- Mental health related emergency department presentations in the region would increase by between 15% and 34%

Source: University of Sydney's Brain and Mind Centre

PWC provides the recommendation that we must provide digitally enabled, human-centric mental health care.

A vision for the next decade was set in mid-2019 in the Mental Health Commission's Connections: Vision 2030 report - a blueprint for mental health and suicide prevention through a more responsive, person-led and person centred system. This vision is just as relevant one year on, but its realisation is now more challenging and more important than ever given the additional impacts of COVID-19.

PWC recommends that progressing the mental health reform agenda must start now.

The need to create a well-rounded and responsive mental health system is more important now than ever before. Australia requires a system which is contemporary in nature, enabling cohesive delivery of, and timely access to, effective mental health support services for those who need it. It must be a system that is inclusive and responsive to the diversity of Australia's people. And most importantly, it should be founded on investment in prevention and early intervention, responding to the changing nature of how we live and work.



The good news is that Australia already has much of the research and tools needed to address the coming 'mental health curve' - what is now needed is an evidence informed approach. This approach needs to build on the strong foundations already set, look to partnerships and alliances to minimise duplication and maximise cooperation, and take opportunities to explore how digitally enhanced or delivered options may assist with scale and access, whilst growing the capability of the workforce alongside.

MPOWER supports this recommendation by integrating partners across all fields — bringing existing companies in to avoid duplication and utilising resources that already exist. E.g. Centre app exercises, links to partner websites for further support based on what the young person needs.



# TESTIMONIALS

Students provided the following responses in their mentee feedback forms.

"Every single school should do it. Every school needs it, it's so good. All those kids out there need it. It's the best!"

STUDENT (female) - MULLUMBIMBY HIGH SCHOOL

"ONE VISION you guys aren't judgemental, you accept us for who we are. That's why we all feel comfortable with you guys."

STUDENT (female) - KINGSCLIFF HIGH SCHOOL

"I've learned a lot more about who I am as a person. It's helped my work a lot. I used to be very anxious. I'm definitely a lot more open to things I don't know and how to learn them."

STUDENT (male) - MURWILLUMBAH HIGH SCHOOL

"Before I did ONE VISION I was walking out of classes every single day, getting into so much trouble. After I did it, I snapped back into learning and getting everything active. I think every school should do it."

STUDENT (female) - MULLUMBIMBY HIGH SCHOOL

"I never used to busk in front of anyone, but [ONE VISION] came and gave me the confidence that there's nothing stopping me. So now I am busking and I'm happy because I'm doing what I love, so thank you guys for that. I'm happy that I've followed what I love doing... not caring what people think... just having the confidence to do it cause it's made me better as a person and happier."

STUDENT (female) - KINGSCLIFF HIGH SCHOOL

"You look forward to it, you want to come to school just to do ONE VISION and then you think school isn't really that bad. After you do it you have more of an attitude that you want to learn. I'm so close to all the people I was in ONE VISION with. I have a crew, I can always rely on them."

STUDENT (female) - MULLUMBIMBY HIGH SCHOOL

"When you come to ONE VISION PRODUCTIONS they teach you what notes to sing, give you background people to help you. You'll actually make a song. It's Life-Changing! Oh man it's scary to imagine what if I wasn't with ONE VISION I'd still be at home trying to put chords together and make beats on an iPad app or something."

STUDENT (male) - MULLUMBIMBY HIGH SCHOOL

"If you're working with someone that really has a good vibe and that you know is so talented at that, it motivates you, it kind of inspires you."

STUDENT (female) - MULLUMBIMBY HIGH SCHOOL

## Parents and Community Leaders Testimonials

"I just want to say a big thank you as a parent. We all know it is challenging as a teenager in schools these days. This program gave my son a project of his own and it allowed his creative juices to flow. It was also a fantastic opportunity for him to work with students from all grades and collaborate with other students he wouldn't usually have a chance to work with. The work you guys do in schools is really powerful and admirable, so thank you from us parents." - Parent  
- KINGSCLIFF HIGH SCHOOL

These programs have been hailed as extremely effective in re-engaging disengaged youth, and as a means of changing high risk behavior. Cedrick Hinton, CEO of the Ngulingah Land Council states "It is programs such as these that are really needed to help youth here as they explore culture and passion through the arts in our communities."

Ian Davies from The Rivers Secondary College states in his support letter that they had improved school attendance and retention from students involved in the program.

## Education Department staff provided the following responses in their mentor feedback forms.

"It is programs such as these that are are really needed to help youth here as they explore culture and passion through the arts in our communities."

Cedrick Hinton

CEO

Ngulingah Land Council

"One student who rarely attended school only came on days when the Music for Change program was running, and has since improved his attendance."

Neil Schneider

Principal

Casino High School

"We anticipate improved school attendance and retention from students involved in the program."

Ian Davies

The Rivers Secondary College

"This activity provided students with the opportunity to consolidate their relationships with other indigenous students and staff within the school. This initiative also provided students with the opportunity to further develop their cultural knowledge. They experienced local language from a respected Bundjalung member and become more knowledgeable on sites and traditional stories.

The tutors who attended most of the sessions provided great experiences and opportunities for the students to learn dance, music and performance skills. The students found it interesting to develop their own music, lyrics and dance. The improvement in the students' confidence levels throughout the project was definitely noticeable.



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