

# CORRECTED VERSION

## EDUCATION AND TRAINING COMMITTEE

### Inquiry into the approaches to homework in Victorian schools

Melbourne — 30 April 2014

#### Members

Mr C. Brooks  
Mr P. Crisp  
Mr N. Elasmir

Mrs J. Kronberg  
Mrs A. Millar

Chair: Mrs J. Kronberg  
Deputy Chair: Mr C. Brooks

#### Staff

Executive Officer: Mr M. Baker  
Research Officer: Mr A. Walsh

#### Witnesses

Ms P. Fualau, team leader, settlement services, and  
Ms S. Haintz, youth worker for new arrivals, Whittlesea Community Connections.

**The CHAIR** — On behalf of the Education and Training Committee I would like to welcome you both. This is our inquiry into the approaches to homework in Victorian schools. What you have to say during the course of these hearings is protected by parliamentary privilege, but that would not be extended when you leave this immediate environment. As you are aware, Hansard is capturing all the material that is said here today. You will get a transcript of that and you can have a look for typographical errors — not that there are very many of those sorts of things.

What I would like to do is just record your names. We have Ms Peta Fualau, team leader of settlement services, and Ms Sarah Haintz, youth worker for new arrivals, both from Whittlesea Community Connections. It is a warm welcome that we extend to you. We have 5 minutes less than we would have liked to have, and we apologise for that. Do either of you have some opening remarks where you would like to get things started, from your perspective?

**Ms FUALAU** — Yes. For a bit more background knowledge, Whittlesea Community Connections is a not-for-profit community organisation. When we say ‘community organisation’, we take a lot of pride in saying that because we have over 250 volunteers in our organisation and 23 paid staff, so we are majority volunteers. We have been around for about 40 years and started out as a purely volunteer-based organisation. Our volunteers work across all our programs, including in our homework clubs, and without them we would not actually exist.

We offer a range of programs, including legal services and generalist casework. Our settlement team is one of the core services we have been delivering since the organisation was established 40 years ago. Our first paid position was a Macedonian-speaking settlement worker, so settlement has always been part of what we do. We are fortunate that we have a youth worker in our team who solely focuses on youth and those from CALD backgrounds. Whittlesea has a really high proportion of a CALD community — both older migrants from Greece and Macedonia in really established communities — and we are still seeing very new communities coming into the local area and establishing themselves. We have great links with the community. Our homework clubs run both in schools and at our agency. One of our local schools has a hub that we run in partnership with them there. We run our homework clubs in a variety of ways to meet a variety of needs and offer different options for families and students to be involved in homework clubs.

**The CHAIR** — How many homework clubs do you have?

**Ms FUALAU** — We have four that we run. Two are in schools: one is at a local secondary school, and one is at a local primary school in the community hubs. We were fortunate enough to have a portable building donated to us by Stockland developers. We worked with Thomastown Primary School, which is one of the most disadvantaged schools in the state, to put the hub on school property, so that it would become a community hub that the school could use and the school community could use and also service agencies. The hub belongs to WCC, but we run it in partnership with the school and a couple of other organisations as a way of engaging the broader community in the school.

The other two are run at our office. The reason we do that is that our office is very well located. We are located at a local shopping centre next to a hospital. There are lots of buses coming and going, so people who need to access us on public transport can, which particularly for young people is important. People know our office. They are familiar with our staff, because often families of the young people we are working with see our case workers for other settlement needs. They are familiar with where we are and who we are, so they like to come into our office. We run it twice a week from our office as well.

**The CHAIR** — It sounds such a noteworthy history and odyssey to get to the point you are now over the last 40 years. What was the origin of it? Was it some like-minded people, was there a philanthropist who got things going or has it come out of a particular church group? How did it start?

**Ms FUALAU** — The organisation itself was Whittlesea Citizens Advice Bureau at first, and it was purely a group of local people who saw a local need. There were about four of them who were on a committee that started it. They occupied a little room above an old office somewhere and eventually were

given a space in the local library. It was really just local people addressing local needs. It was not a church group. It had no money. I think they eventually managed to get about \$6000 from the government.

**The CHAIR** — Probably to pay their phone bill or something.

**Ms FUALAU** — For some operating costs. Then they just worked really hard to get funding when they had their settlement worker come on board. It was not until I think more than 10 years later that they actually got a manager, who is now our CEO. Our current CEO is the first and only CEO that the organisation has had. Our philosophy of our committee of management is still that it is made up of local people, and they are all volunteers. We still make sure that it maintains its essence and that it is run by the local community, and that they have input in the way our programs are developed. We are always ensuring that we are addressing local need rather than government priorities, which I think sometimes can not necessarily match up with what we are doing. We try to make sure we address need first and then seek resources, which can sometimes be to our detriment financially, but we manage.

**The CHAIR** — Can you explain your relationship with local government?

**Ms FUALAU** — Yes. We work really closely with local government. Our organisation is in a local government office space, so we have subsidised rent with them. They find a portion of our budget for the year, so I think we get about \$300 000 overall from our council. They consult with us a lot on a range of partnerships. The biggest one at the moment is the community futures partnership. It focuses on a range of issues in the local area and is made up of lots of clusters of different local organisations that work on planning for the local area into the future. We run lots of projects in partnership with our local council, so we have a great relationship with them.

**The CHAIR** — And the rest of your funding comes from the state government?

**Ms FUALAU** — Made up of state and federal —

**The CHAIR** — And federal.

**Ms FUALAU** — and philanthropic. Wherever we can get it, really. Our settlement team is largely funded by the department of immigration through the settlement grants program.

**The CHAIR** — Does any of that money flow through the settlement gateway to actually support the homework clubs?

**Ms FUALAU** — No.

**The CHAIR** — So where does the main funding stream for the homework clubs come from?

**Ms FUALAU** — We do not really have one. We were initially funded through the Learning Beyond the Bell program that CMY received funding for, but that program was changed and the funding was pulled back, so we no longer have recurrent, ongoing funding.

**The CHAIR** — When did that occur?

**Ms FUALAU** — About 12 months ago.

**Ms HAINTZ** — I am not sure.

**Ms FUALAU** — Last year, about 12 months ago. I think we had funding for that for the first two years and then it stopped, so I am not sure. There were conversations between the department and CMY about that, so I do not really know why those decisions were made. I was not involved at the time.

**The CHAIR** — Is there an overlap between the work of CMY and what you are doing?

**Ms FUALAU** — No, not really. Our homework clubs were started with the support of that program, so the way they are set up and the way they run are very similar to the models that CMY were talking about, because they were based on what they are currently doing. But when that funding ended we made a commitment to continue the homework clubs, because we saw that there was a need for them and that they were achieving outcomes. We recently applied and received \$8000 through the VMC-OMAC grants, but for us it is now just a matter of us trying. We have a trivia night this Friday to fundraise for our homework clubs. For us it is just fundraising and applying for grants wherever we can to try to keep them going. But we have no ongoing, sustainable funding, which is one of the issues, because it makes it difficult to have some certainty around them. I suppose we can only support them without funding for so long.

**Mr BROOKS** — How much funding did you receive through Learning Beyond the Bell? Do you remember, roughly?

**Ms FUALAU** — No, sorry. I can let you know —

**Mr BROOKS** — No worries.

**Ms FUALAU** — in the office, but I cannot tell you off the top of my head.

**Mr BROOKS** — The question I had was more around the homework programs. Given the challenges that newly arrived communities face, I would imagine there would be a lot of crossover between homework needs, learning needs and a whole range of other factors or challenges as well.

**Ms FUALAU** — Yes.

**Mr BROOKS** — How do you manage that? Is the homework focus just solely on homework or does it end up linking into other levels of support as well?

**Ms FUALAU** — Yes, absolutely; it does. One of the advantages we have is that Sarah is a caseworker as well as coordinator for the homework club, so she builds those relationships with the students and families. A young person might come to her in homework club with an issue. She would then end up working with them outside of that, or vice versa. She will engage with the young person who comes to us for help with a range of issues and link them into homework club.

We also have relationships with the families because they are seeing our other caseworkers or are involved in other programs we run. The opportunities to be part of those programs come through homework club, whether it be through holiday programs or because we are currently working in partnership with a couple of other organisations through the refugee action project to run a series of sessions around educational pathways for children.

One of the issues — and I know CMY was talking about parents and particularly those of refugee background — is the lack of understanding around the education system and what the options are for young people. We did some consultations with our homework club kids, and they talked about pressures from home to become doctors or lawyers. This project was sort of a result of those consultations, and we are running — is it five sessions?

**Ms HAINZ** — Four sessions in May.

**Ms FUALAU** — They will talk about that and will engage at different times with just the parents, just the young people, and then bring them all together to talk about what is TAFE, what is VCAL, what is VCE, and the different career options for young people. There are ways they engage through that. The other thing we do with our hub at Thomastown Primary School is that we target the parents first. One of our other partner organisations runs ESL classes for parents. While they are coming to English classes, they build up some confidence and get to know each other. Then we have other services that come in and provide information to them, whether it be on family violence or Australian law as well as what is happening at the school, so that the parents start to engage in activities at the school and start to understand what it means when they get a newsletter and what information is in it.

We also run supported playgroups for parents who have children at the school but who also have younger children, because — particularly at that school — 40 per cent of their prep students have not had early years education. We run supported playgroups to engage those parents and encourage them to bring their younger children along and, again, provide information to them through that avenue as well.

**The CHAIR** — Do you have any tracking mechanism or analysis of what cohorts of parents or groups of parents are relying on and what you have been able to bring to bear for those families or their relationship with the school? Is there any tracking of that? It is really a very encompassing series of interfaces with the families.

**Ms FUALAU** — It is. I suppose for us there are some challenges in that our reporting requirements through the department of immigration mean that we document everything we do, so we do intakes and have track records of what backgrounds our families come from, the sorts of issues they come in with and the sorts of issues addressed in the sessions that we run. The problem is that the data entry is online and once we send it off, we cannot actually access that data.

**The CHAIR** — That is disappointing.

**Ms FUALAU** — That is another whole issue that we are dealing with, but we do try to keep records of that, track what we do and evaluate what we are doing. That is based on the numbers we get, the outcomes we are getting and the engagement of the parents and the students in the program. If students were coming in and leaving again after a couple of weeks, what are we doing wrong there?

**The CHAIR** — Do you actually ask the parents? Do you have a survey instrument or routine in terms of feedback from the parents across these offerings?

**Ms FUALAU** — Yes. We do not necessarily do them regularly; it is more as we see a need arising or as we see new communities coming into the area. For example, at the moment the Iranian community is a newer one in our area, so we have recently run a series of consultations with men and women separately to talk about issues for their community and some of their needs. Out of that has come the Persian-speaking women's group that predominantly does English language support. When we consulted with the men, their real concerns were around their children's education, not understanding the education system and not knowing. One dad said to me, 'My son is going to NMIT. I do not know what that means. What is NMIT?', and so then we are engaging them in the program with RAP. We have regular conversations, but they do not necessarily always happen in a structured way. I think the beauty of that for us is that because we have ongoing conversations with the community, because of our volunteer cohort, because of our tutors, because of our relationship with our young people, we can have those conversations all the time and make sure that we are constantly engaged in the needs in the community.

**Mrs MILLAR** — I notice that your homework club started in 2008, so you have had roughly six years of operation.

**Ms FUALAU** — Yes.

**Mrs MILLAR** — Have you noticed over that time any changes in attendance numbers? Have there been any lessons you have learnt across that six years?

**Ms FUALAU** — Yes. Certainly our homework clubs happened in ebbs and flows, and I think that has been dependent on the communities we have worked with. Early on, in 2008–2009, the demographics of the community were different, and the needs and the interests of the community varied. Earlier on, our engagement and the way we engaged with communities had to change. They were always successful, but it is about us being creative and flexible and really understanding the community to be able to engage with them. I think we have learnt that along the way. We really have to be flexible, patient and accommodating.

The interest of the community has always been English. Across every community the first priority for communities is learning English because that is going to mean they can navigate the service system, the education system and everything else, but it is what their interests are outside of that that means we get

them coming back. Years ago it was the Liberian and Burundian communities, and they wanted to do sewing and weaving and those sorts of activities. They were very happy to have men and women together doing lots of activities. We based our homework programs and our English programs around those sorts of activities.

As the Iraqi community came in, they said it was different: men and women separate. So we have our Arabic-speaking women's group, which has over 60 members who come in and do English and a whole bunch of other things. It is just about changing and adapting with the community.

**Mrs MILLAR** — That is very interesting.

**Ms FUALAU** — That is what we have learnt, and that is what we have to continue doing: making sure we are always listening. Because we have so many volunteers in our organisation, they tell us what is needed and what we are doing right or wrong, so we are very fortunate in that way.

**The CHAIR** — In terms of your outreach back to schools, how are you able to achieve that? Beyond the schools you have mentioned that physically support what you are doing, have you got any of the parents in communion with the schools on a base of greater confidence, not only in understanding but feeling as a parent that they can have better dialogue with the schools about their children's needs? Because one example that CMY left us with was the fact that some of them have become members of the school council, for instance. So they have managed to transit right through to that level of commitment to and engagement with the school. Can you tell me just a little bit about how it might flow backwards and forwards as you build parent confidence, understanding and linguistic skills and how that might directly affect their relationship with the school and tie it to a better outcome from the homework perspective?

**Ms FUALAU** — Yes. Do you want to make any comment?

**Ms HAINTZ** — No, not really.

**Ms FUALAU** — From our perspective, us engaging with parents is somewhat new in terms of linking them to the school. We have done lots of homework involvement, but it has all been very removed from the school. That is a new thing for us. We have not had any examples of that sort of level of involvement in the school, but what we have found is that as we are doing it and parents are gaining confidence in what is happening with their children's lives at school, it is reducing some of the intergenerational conflict and the role reversal that children are having to take on more of a leadership role in the family because they are the first ones to learn English. They have to interpret everything and take on that role. The more we build up the confidence and the skills of the parent, the less that has to happen and the young people can focus on being young people and going to school. So at this stage parents are not so much having a higher level of involvement in the school in those sorts of roles, but definitely there is their confidence in understanding what is going on. We are sort of at that stage at the moment. But we do see that down the track those sorts of things become possible because they have better literacy levels and a better understanding of what is going on and they are more informed. The biggest thing everybody tells us is that they want information. There is never enough information about what is available and what is happening.

**Mrs MILLAR** — I am also interested in access to technology and how you see this impacting on students you are working with through the homework club.

**Ms HAINTZ** — A lot of the students we get at our office come because they need the printing, the photocopying and that sort of thing that they do not have access to at home, and they are welcome to use those things at our office. We only have three or four computers in the commuter room, but they access those. For our program that is run at Lalor Secondary College, a huge number of students are accessing that homework program purely because they need the resources. The library is well equipped with those, and that is where we run the Lalor program.

**The CHAIR** — Is that a couple of hours in the evening or late afternoon?

**Ms HAINTZ** — Yes. It is from the time school finishes until 4:30 p.m. It is about an hour and a half, all up — an hour and 15 minutes.

**The CHAIR** — But they are not necessarily students of Lalor Secondary College, though?

**Ms HAINTZ** — For this program they are, though it is straight after school and we will get anywhere from 65 to 70 kids on a good day in the library using the resources. There are volunteer tutors there to help them, but a lot of them are happy to work quite independently in that particular program if they have got the internet and resources there.

**Ms FUALAU** — I think it is a big issue for families as well, particularly for new arrival communities where finance is always a big issue and the pressure is on parents to be able to access those sorts of things for their children. It puts a lot of strain on them and means the student can fall behind at school, and then you end up with that risk of disengagement from school because they are embarrassed that they do not understand the technology or do not have access to it. It is a bit of an issue.

**Mrs MILLAR** — Converse to what you said, do you think if these students did have access to the technology at home your numbers would fall off?

**Ms HAINTZ** — No. They still need the actual knowledge because their parents do not have the support there or anything like that. It comes together.

**Mr ELASMAR** — You said you have four homework clubs. Do you know how many students attend these?

**Ms FUALAU** — Across them, between 80 and 90 per week. A large percentage of them are in Lalor Secondary College. We think that ideally homework clubs situated in schools works best, particularly when you have the support of the teaching staff, because they are the ones who have those initial relationships with students and can encourage them to come along. They are also in a familiar environment, which makes it a lot easier. The one at Thomastown Primary School has about 20 students. We do not really have capacity for more than that, and we are actually turning kids away from that because of space — —

**The CHAIR** — So with Thomastown Primary School they are their own primary students doing what the Lalor Secondary College students are doing.

**Ms FUALAU** — Yes.

**The CHAIR** — They are moving from the classroom to the library or other facilities.

**Ms FUALAU** — To the hub.

**Ms HAINTZ** — The school program, yes.

**Ms FUALAU** — A range of students from different schools come to our office either because we have gone out to the schools and talked to the teachers about promoting that program or because they know us through their families or other engagement they have with our office. Of the two that we have at our office, one is purely an ESL class for students who need extra English support. The other is homework club one-on-one support between tutor and student. It is usually the same tutor with that student who is matched up to support them with their homework. We have our relationship with La Trobe University in Bundoora, and we have student teachers from the faculty of education there who come and do the one-on-one support.

**The CHAIR** — We asked this question of CMY: with that relationship, does the university recognise that work, that placement activity, to go towards accrual of credits across the course?

**Ms HAINTZ** — Not as credits towards the course, as far as I am concerned. They have their own placements that they set up through the diploma of education or whatever they work out it is. There are

volunteer awards that they get. They have to do 80 hours, I think it is, at Latrobe in particular. Not all students are aware of that, but I have had one come to me about that. So I will now just mention to any of the students coming from La Trobe, 'Did you know you could do this?'. They say, 'Oh no, we are just doing it for extra help on the resume', which student teachers need. There is that extra voluntary award they can get.

**Mr ELASMAR** — My understanding is that when you speak to parents, especially those newly arrived to Whittlesea or who have moved to Whittlesea, some students have very heavy after-school sport activities. Do they miss the homework clubs, or is there a way you work around the travelling issue and the distance and all of this? Have you had any difficulties with parents who could not get their kids to the homework clubs, wherever they are?

**Ms FUALAU** — We run other sporting projects that are entirely separate to homework club that we run on nights. Every Friday night there is a soccer program that we run so that they are not clashing with homework club times. I do not know — do you have any issues with parents?

**Ms HAINTZ** — Not with parents, no, and the students who want to come to homework club will come to homework club. I know there is a particular student at the moment who has soccer on the night we have homework club so he does not come at the moment, but usually it is not really an issue. They would go afterwards; they will go to soccer and that sort of thing as well. Yes, it has not been a problem.

**Mr ELASMAR** — If my son is playing tennis or basketball on Thursday and he has to attend the homework club for assistance with his homework but he cannot make it, what is the solution?

**Ms FUALAU** — We have one student in the case study who gets extra homework support separately. We find volunteers who are willing to accommodate that young person outside of homework club time who can work one-on-one with them. The challenge of that can be social interaction, because homework club allows students to socialise and to get linked into other opportunities, but it would mean that they address their homework needs. We provide volunteers who will do one-on-one outside of that.

**The CHAIR** — With your homework clubs, we are looking at them being made up of people from all ethnic groups within the catchment.

**Ms FUALAU** — Yes.

**The CHAIR** — So it is not Arabic-speaking necessarily, and so on?

**Ms FUALAU** — Sure.

**Mr BROOKS** — My question relates to the primary school programs — Thomastown is an example — not so much secondary. The question relates to the support of students to attend. It sort of flows on from Nazih's question. We have heard evidence around supportive family environments to complete homework, or if there is no technology at home, or the parents might not have the skills but they still want their children to complete their homework, they might encourage them to attend, for example, the homework club at a secondary level. But at a primary level, if there is not that encouragement, students do not travel as independently as they might at secondary level. I am wondering if you can give us a sense of the proportion of kids who you think might participate in a homework club compared to those who are not participating. Is there still a large gap, if you like, of unmet demand?

**Ms FUALAU** — Yes, absolutely. One of the things we are looking at and talking about is engaging more with primary schools. I think in that setting it is more important to locate the clubs in schools, because of that issue. Secondary school students can jump on a bus and if they have younger siblings sometimes bring them along, but where there is not that scenario it is important to be in the school.

It is also really important to have the schools on board. We have had other homework clubs run at some other schools that we have stopped running because the teachers just were not on board. Without them encouraging the students to come along, you just do not get the same outcomes and the same level of



attendance. I think Thomastown primary works well because the school is on board, the principal is on board and it is right there at the school, so they just grab their bag and come straight into the hub and they are there set up.

Our student volunteer coordinator actually coordinates the programs for the homework club, so they are structured and we know what we are doing when they come in. They are supported with their learning. The other thing we do at the hub is things like art exhibitions of the students' work. The parents can come in and see it, so the parents know what is happening. That is the best way to get them on board as well.

**The CHAIR** — Do you have retired teachers who would be part of your volunteer cohort?

**Ms HAINTZ** — We do for another program that we run with adults. It is called a refugee support group, but they come on a Wednesday night, and it is retired teachers and a principal who run that. We do not have any retired teachers currently volunteering for our homework clubs. We just have not had any come on board.

**Ms FUALAU** — Yes. We have a number of them who work with our adults, but not so much in the homework clubs.

**Mr BROOKS** — Can I ask a question just about the funding again? Does Youth Connections funding fall under your position or is that a separate role?

**Ms FUALAU** — No, that is a separate position. We have another role for disengaged youth that works to link them back into school or education, but that is a separate role, and it is ending in December.

**The CHAIR** — Do you have a view as to what the triggers are for youth to become disengaged?

**Ms FUALAU** — Yes, there are a number of them. Some of it is around what is happening at home. If there are family violence issues or mental health issues at home, it might mean that school stops becoming a priority because there are other responsibilities for that young person to take on, or they are too distracted at school, That is one.

I think with our cohort it is around a lack of understanding of the school system. Some of the issues for us relate to primary school-aged children. Collingwood language centre has an outpost in Thomastown but the wait to access that is six months, so young, primary school-aged children are waiting two terms to get into English class before they can go to mainstream schooling. The secondary school-aged students have to travel to Collingwood to do that. Being in an outer growth corridor, public transport is not great; getting to Collingwood is very difficult. So some students enrol in mainstream school without going to English class. From the get-go they are a step behind. They do not understand what is happening, so they tend to disengage, because they think, 'Well, I am not getting it. I do not understand the language; I do not understand the coursework. What is the point? I will just leave'.

Pacific Island students know that they cannot get HECS loans, and they think, 'Well, I have no opportunities beyond school, so what is the point in going to school?'. They kind of do not have any ambition or drive because they do not have the funds to pay full fees for TAFE or university beyond high school. And some of it is around whom they socialise with.

But I think for our group it is really around that lack of understanding, and post settlement issues: torture and trauma, grief and loss, and guilt about family that is left behind. Also there are problems adjusting to a new system and levels of expectations about what they can achieve or how they have to go about achieving something. We have some young people in that category. I happen to be thinking of one particular client from Iran who was going to be a doctor, because his dad had the right connections back home to make sure he got through school and was able to become a doctor. Once he has come here, he does not understand the language, he is way behind at school, and he cannot understand it. His hopes of achieving that are very challenging, so he has disengaged and is really angry about that. He has some torture and trauma issues from back home, and he has spent periods of time in detention. His mental health

is really not great, and expectations from home and pressures from parents to still achieve those sorts of goals mean that children just become distracted. They cannot focus on school, and they just do not go.

**The CHAIR** — Goodness. I have to say that what you have to say is profoundly moving and important for us to take on board. I want to congratulate both of you on your work and how much you are obviously giving to the community of yourselves and of your own time. It has been a delight to meet with you, and I congratulate you on your work and commitment.

**Ms FUALAU** — Thank you.

**The CHAIR** — I hope you are able to continue to do that and to help and inspire others. It is such important front-line work.

**Ms FUALAU** — Yes.

**The CHAIR** — There is probably a movie arising from what you were saying. Thank you very much for coming along and sharing all of this with us today. We do appreciate it.

**Ms FUALAU** — Thank you.

**Ms HAINZ** — Thanks for having us.

**The CHAIR** — And of course you have had the opportunity to hear what CMY have to say as well.

**Ms FUALAU** — Yes, it was great.

**The CHAIR** — It has been a good arrangement to have you back to back, if you like. Thank you very much for coming today.

**Ms FUALAU** — Thank you. I would just like to say that we really appreciate the opportunity to contribute to these sorts of inquiries and submissions. I think it is great that agencies and a whole raft of people — I looked at the list of people who are presenting — get the opportunity to have input into these sorts of decisions and this sort of planning. We would like to emphasise the importance of supporting local initiatives. We do have those existing connections. I am not talking just about our agency; it happens across the state. There are local community organisations that have the links, the skills, the knowledge and the community base to work with. Those sorts of foundations mean that programs like this can be sustainable because when the community sees a need, they fulfil it regardless of funding. If the funding goes, we will still be there doing it because we see a need and the community wants to keep it going. Volunteers will still come, young people will still come and we will keep going.

When you have blanket types of funding and outside organisations that oversee things, they disappear once that funding goes and you lose what has happened and the momentum that has been built up.

**The CHAIR** — Yes, it is priceless what you have you have got in terms of the will, the compassion and the strategic intent. Sometimes it is really important glue for forward momentum. We do appreciate that.

**Ms FUALAU** — Thank you for your time.

**Witnesses withdrew.**