

**COMMUNITY DEVELOPMENT AND JUSTICE  
STANDING COMMITTEE**

**INQUIRY INTO BUILDING RESILIENCE AND ENGAGEMENT  
FOR AT-RISK YOUTH THROUGH SPORT AND CULTURE**

**TRANSCRIPT OF EVIDENCE  
TAKEN AT PERTH  
WEDNESDAY, 15 JUNE 2016**

**SESSION TWO**

**Members**

**Ms M.M. Quirk (Chair)  
Dr A.D. Buti (Deputy Chair)  
Mr C.D. Hatton  
Ms L. Mettam  
Mr M.P. Murray**

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**Hearing commenced at 11.16 am****Ms LAUREN REID-DORNBUSCH****Get Active Project Officer, Communicare, examined:****Mrs BRITTANY LANCE****Acting Coordinator, Cultural Services, Communicare, examined:**

**The CHAIR:** On behalf of the Community Development and Justice Standing Committee, I would like to thank you for your interest and your appearance before us today. The purpose of this hearing is to assist the committee in gathering evidence for our inquiry into building resilience and engagement for at-risk youth through sport and culture. I would like to begin by introducing myself. I am Margaret Quirk, the member for Girrawheen. On my right is the Deputy Chair, Dr Tony Buti, the member for Armadale. On my left is Ms Libby Mettam, the member for Vasse. On her left is Mick Murray, the member for Collie–Preston. And on his left is Mr Chris Hatton, the member for Balcatta. The committee is a committee of the Legislative Assembly of the Parliament of Western Australia. This hearing is a formal procedure and therefore commands the same respect given to proceedings in the house itself. Even though we are not asking you to provide evidence on oath or affirmation, it is important that you understand that any deliberate misleading of the committee may be regarded as a contempt of Parliament. This is a public hearing and Hansard will be making a transcript of the proceedings for the public record. If you refer to any documents during your evidence, it would assist Hansard if you could provide the full title for the record.

Before we proceed, would you please respond verbally to the following. Have you completed the “Details of Witness” form?

**The Witnesses:** Yes.

**The CHAIR:** Do you understand the notes at the bottom of the form about giving evidence to a parliamentary committee?

**The Witnesses:** Yes, I do.

**The CHAIR:** Did you receive and read the information for witnesses briefing sheet?

**The Witnesses:** Yes, we have.

**The CHAIR:** Did you have any questions in relation to being a witness at today’s hearing?

**The Witnesses:** No.

**The CHAIR:** We have some questions to ask you today, but before we do that, have you got any opening statement or remarks that you would like to make?

**The Witnesses:** No.

**The CHAIR:** Before we ask some specific questions, maybe you could outline Communicare’s role in this area of activity?

**Mrs Lance:** Yes, sure. I am the acting coordinator cultural services. I oversee a range of settlement services for refugees who have just recently arrived in Australia. So that includes the humanitarian settlement services, the settlement grants program and the complex-case support program. I also oversee the Get Active project, which Lauren is the project officer with. I first started in my role with Communicare as a project officer, so the program is very special to myself and now it is to Lauren as well. Lauren, did you want to speak?

**Ms Reid-Dornbusch:** Yes. The aim of the Get Active project is to empower and build a capacity for children and young people within the south east corridor. We are able to do that by linking them within the sport and active recreation opportunities, either facilitated through the Get Active project or linking them with local clubs within their area through support from the state sporting associations, as well as our active schools program, which has just finished a 12-month pilot program. I can go into that later. It has been within the Islamic colleges in the south east corridor. We are able to do all these things with support from state sporting associations, local government community development officers and club development officers as well and assistance through the Department of Sport and Recreation through the KidSport initiative and financial assistance.

[11.20 am]

**The CHAIR:** What is the source of your funding for those activities?

**Ms Reid-Dornbusch:** It is solely through the Department of Sport and Recreation.

**Mrs Lance:** And the settlement services is through the Department of Social Services.

**The CHAIR:** Can you let us know how you go about building links or transitioning these kids to the community of sporting clubs?

**Ms Reid-Dornbusch:** Yes, absolutely. There are two, potentially three, main ways we do that. One of those is our pathway programs, which is working in partnership with the state sporting associations and the local clubs themselves and the local government, where we run pathway programs, as we call them. They are otherwise known as transition programs, where we build up the skills of the children and young people, some of which are children of families from the humanitarian settlement services —

**Mrs Lance:** Settlement Grants services.

**Ms Reid-Dornbusch:** Sorry. It has changed names recently. There are new arrivals or they are families in the community that might not be comfortable or confident enough to join a local club or not be aware of how to join a local club. We run six to eight week pathway programs, where they are learning the skills. They are able to participate in club culture. The parents are engaged in knowing what a sports club is, how a sports club operates and that they are non-paid-volunteer-run, where the money goes for paying fees and that you need to pay fees. And then from that process of the six to eight week program that we run in combination with the local clubs and the state sporting association, we are able to help them then join the local club or if that local club is not the closest, we help them find their closest and then assist with KidSport actions to pay for them to be involved in the club.

**Dr A.D. BUTI:** In regard to, you said, building up their skill levels, I presume with some of the kids the actual athletic ability is not the issue; it is a cultural issue.

**Ms Reid-Dornbusch:** Absolutely.

**Dr A.D. BUTI:** So how do you actually go about building on that?

**Ms Reid-Dornbusch:** That is run by the coaches. The coaches are all accredited by the state sporting associations or their local club. They would be teaching them what happens at a normal training session; for example, cricket. For some of our new arrivals, they are given a sport they have never been exposed to. They are not aware of it. They are not aware of the rules. They might not even have held a ball of that size. Coming from soccer-predominated countries, a small ball might be obscure for them. It is about taking them back to the ground level and the basics and bringing them up with what is cricket, how do we do it, and then that they are comfortable enough to join a local club.

**Dr A.D. BUTI:** Leaving the rules and that aside for a minute, what does it mean to be in a club and how a club works?

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**Mrs Lance:** I think the benefit of the Get Active project and its links within the settlement services for refugees and going back to the topic of building resilience and increasing engagement, I guess there are two parts. One of them is engaging the people. We all know the benefits of sport and that sport provides an environment in which people can build their resilience. I guess the engagement side of things is to obviously get as many kids involved, but then looking at the groups that, due to the background that they are from, different cultures, mental health issues or for whatever reason—the whole categorised as at-risk young people. How do we work with them to get them to the point where they can be involved in this sporting environment to build their resilience? We do that through obviously engaging with the families, getting a really good understanding of where they have come from, what barriers do they have. I mean, it could be—we say at-risk—but then looking at the different cultural groups, so whether they are from a culturally and linguistically diverse background, whether they are from a refugee background, which brings additional sorts of barriers to participation, which need to be understood in a way that you can support them to join, and then as well also ensuring that the clubs are aware and understand where they are from and then they come and provide that inclusive environment. So that is the engagement-type sort of aspect of it. But then with regards to building resilience, like I said, everyone knows the benefits of sport. Everyone knows that it is great physically, emotionally, psychosocially. It is fabulous. But I guess the benefit of having organisations such as Communicare and the Edmund Rice Centre, who you met before, can kind of work within those environments to increase the potential of sport and recreation environments to build resilience. I guess if you look at the different aspects that are needed to build resilience, so the team work in making sure that young people feel a part of the team, that their culture is accepted, that they get to make decisions, that they have got leadership opportunities, the positive behaviour and environment within the club, so your inclusion policies and your drug and alcohol, no tolerance for racism, so all of those things combined, working with the sports clubs, working with the families, to then just facilitate that.

**Mr M.P. MURRAY:** Essentially, I guess, you want to link the young people to leadership and mentors and also to community groups and organisations within the suburbs?

**Ms Reid-Dornbusch:** Yes, absolutely. And within the Get Active project we have a leader and he has a program where we are able to provide leadership opportunities within sport and recreation and within our own program that they are able to give back to their community and come on board when we are running a program, that they are able to have gone through a coaching course and gone through a referee course and to come back as a youth leader or a youth ambassador and to give back to the program and their community members.

**Mrs Lance:** The good thing with leadership, in addition, is that you do not have to be interested in a particular sport. You do not have to be an elite athlete to do that. We are both from sporting backgrounds, but there are lots of people in this industry that have a passion about community and inclusion, and they can use sport as a tool to facilitate that. So it really appeals to basically anyone. It is a very diverse field.

**Mr C.D. HATTON:** Thanks for that. Say you are working in the Belmont region, for example. How do you actually outreach to get the clientele in to you? How do they hear about you? And then, how do you get the mentors or leadership group going? I just wanted a bit of an insight into it. How do you compete with other organisations out there in that wide sporting arena?

**Mrs Lance:** We do not necessarily compete. We try and look at ways to work together, as clichéd as it sounds, but approaching organisations and developing that relationship. It is very difficult to go straight to the client, so to speak, but if you target organisations that work—obviously the settlement grants program works extremely well because we are in the same office and the clients are there, so we can do that. The departments for juvenile justice, child protection, education and even employment with their new transition to work, which is for young people at risk—so just providing an awareness of the service, not only what we provide but in addition to getting out there

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the benefits of sport, which can then trickle down to the families on the ground. And as you build those relationships, you are invited to more meetings. You can actually have the opportunity to meet with the families on the ground and talk to them and see what their hesitations of joining a club are. Most are not aware of sport.

**Mr C.D. HATTON:** I have got no doubt that what you do is absolutely fantastic.

**Ms Reid-Dornbusch:** Are you asking practically what specifically we are doing?

**Mr C.D. HATTON:** Yes. Say there are three or four schools around in your locality and it is lower-to-middle socioeconomic or lower socioeconomic, whether it be Belmont, Armadale, Gosnells, whatever—Mirrabooka. You are not at Mirrabooka, though, are you?

**Ms Reid-Dornbusch:** No, we are in the south east corridor, so that encompasses Armadale, Gosnells, Canning, Belmont, Victoria Park —

**Mr C.D. HATTON:** Yes. So what are your benchmarks? How do you know you are capturing your youth? I am just interested to know about your benchmarks.

[11.30 am]

**Ms Reid-Dornbusch:** There are a lot of meeting groups and reference groups in that area, so there is a collaborative action network at hand and a part of the youth partnership program, so there are ones running in Canning, Gosnells, Armadale and Belmont as well. We are part of various networks. We are also part of a lot of other networks as well running in the Town of Victoria Park, and specifically within the schools we work in the Kewdale Australian Islamic College. We have been intensively within that school for almost a year now. The way that we would endorse a program that we are running is going through the school channels absolutely. We have a fantastic working relationship with a lot of teachers at a lot of different schools. But also we have a network of over 500 families through the humanitarian settlement services and settlement grants program that might not still be in our program but we still have their contact details. Through a translating service, we would call up all of those families and go, “Look, we’re having this program.” We also send it through other organisations, such as your ASeTTS, your MercyCare, your Centrecare, and we try to really promote it through all of our networks that we want as many children and young people to have the opportunity. We are not trying to claim ownership. We want to provide —

**Mr C.D. HATTON:** I am sorry for stealing the table here. But say you have a group of Sudanese boys, immigrants, and they are being pushed by their peers into soccer and football, AFL and things like that. What is the point of difference when they come to you? What is the point of difference? Why would they go to you and not to the status quo, traditional sporting group, like a footy team?

**Ms Reid-Dornbusch:** We would love them to be in a footy team. Our goal is to get young people into sporting opportunities. We see that they would benefit from being in a sporting club. We are about to run a hockey pathway program, so we will definitely advertise that and give them the option of, “Would you like to try a different sport? There’s a hockey club down the road. It would take you five minutes on the bus.” We would work out those things of their transport or we would talk to their parents. If the parents are not happy with them playing a full-contact sport, we could offer this as an alternative.

**Mr C.D. HATTON:** That is good. So logistically it is quite difficult?

**Mrs Lance:** Depending on the family, some families get active with their kid’s sport and link in with their club independently, which is fine. But we work with the families that have additional barriers to participation, so we meet them where they are at. It might be teaching them about what organised sport in Australia is. They might have played soccer all their life, but the concept of getting to training on time and all these kinds of things that they have no idea about. As well, we offer one family a club in which again we are working with the family, where they are at, and then the club, working with the appropriate club. All that effort is really beneficial in the long run

because they are going to stay with the club, as well as the ongoing assistance. They might join a club and it might be fine for a few seasons and then all of a sudden they get a dispute. It might be miscommunication. But the club can contact us. The families can contact us, which they do, and they are like, “The club said this and I really don’t understand what they mean.” And then you call the club and they are like, “Oh no, no. It was just this.” And then you go back to the family and they are like, “No, no.” And then you can just act as that sort of facilitator between the communication, so you can overcome any issues that come up.

**Mr C.D. HATTON:** Thanks. I think that is the point of difference and the reaction.

**Dr A.D. BUTI:** In many respects you are like the prep school, are you not? You are preparing these kids to go and play mainstream sport. Not all refugee kids or humanitarian kids need to go —

**Ms Reid-Dornbusch:** Absolutely not.

**Dr A.D. BUTI:** Some can just go directly, but of course a lot cannot. I assume you are not dying to get clients. I am sure you have got enough people to work with.

**Mrs Lance:** Yes. We always love more. But yes, we do have quite a few.

**Ms Reid-Dornbusch:** We do not exclude anyone. Our programs are open to all people. But we do targeting promotion, so the channels that we are going through. If an Anglo–Saxon Australian child wants to participate, we are not going to say no.

**Dr A.D. BUTI:** What make-up would be Indigenous?

**Ms Reid-Dornbusch:** We work a lot with Save the Children, One Step Closer out in Armadale, and we are trying to run some programs in Armadale, but I would say it would be more 75 per cent CALD and probably 15 per cent —

**Dr A.D. BUTI:** Although in Armadale it might be a little bit different.

**Ms Reid-Dornbusch:** Yes, Armadale is a bit different. In Canning and Gosnells the majority of our clients would be CALD.

**Mrs Lance:** The program started off as CALD specific and then when it sort of changed over to using the KidSport model, that encompassed Aboriginal and disadvantaged—I hate that word. We have a few Indigenous programs within Communicare. A lot of it was understanding the culture—Indigenous cultures. You need to build that relationship. But last year we had a part-time project officer who was a Noongar man himself. He did a lot of the relationship building with different communities. So yes, it is definitely an area.

**Ms Reid-Dornbusch:** But we also recognise the expertise of Aboriginal-specific organisations, such as Nyoongar Sports —

**Mrs Lance:** Yes, they do.

**Ms Reid-Dornbusch:** — the Clontarf Academy, and they do so many great things with sport.

**Mrs Lance:** We do not want to be running a competing program.

**Dr A.D. BUTI:** You are based in Cannington, are you not?

**Mrs Lance:** Yes, across the south east corridor but based in Cannington.

**The CHAIR:** What are the impediments you have found to working with CALD kids in terms of getting them involved in sport? Are there any?

**Mrs Lance:** Yes. I guess it is just the priority, particularly within the girls, and Lauren can talk about the girls with the Islamic colleges. But for us, for example, the other day we had a family from Iran and their young daughter was interested in doing some form of dance. I went like, “Oh, that’s great.” So we talked to them about transport and about what dance programs are around in the area. This was through a translator, and she was like, “But I don’t want my child to become

a professional dancer and not become a doctor and throw away all of her schoolwork.” And we are like, “Ah.” Then that is the opportunity to just educate and be like, you know, “First of all, professional dancing would be great but this is more grassroots. This is for the physical, the mental and social, and playing a sport while doing schoolwork is actually beneficial, and these are the reasons why.” And he was just like, “Aaah, okay.” He was such a cute man, but honestly it was like just educating and, I guess, the culture of it is more that the boys can go out and play sport; the girls need to stay at home and do the housework and look after the younger siblings, which is fine, but again, it is not sort of saying, “No, they should be out playing sport.” It is being like, “Well, the benefits of sport are this”, and particularly within the Islamic colleges making sure that there are options for them—so all-girl clubs, female teachers.

**Dr A.D. BUTI:** You work with what—the Belmont and Thornlie Islamic colleges, is it?

**Ms Reid-Dornbusch:** This is encompassed by the Australian Islamic College, and they have three different campuses, so in Dianella, Kewdale and Thornlie. Additionally, there is Langford Islamic College, which is run under a different school and principal. We have been working intensively in Thornlie AIC and Kewdale AIC. And in terms of barriers, we have found that a lot of the boys are already engaged in sport or the school is able to offer a lot more. Kewdale AIC offers a soccer academy for the boys and they have a humongous weights room. It is bigger than any gym I have ever been to. So there are a lot of opportunities for the male students, we have found, but obviously they do need assistance and there is always the financial hardship, which we are able to provide for through KidSport assistance. But the females, particularly with their younger siblings—we have had to understand that it is not saying that they cannot be there but it is also facilitating a safe environment so basically having female-only instructors. And we run swimming lessons in partnership with Royal Life Saving and 35 per cent of the high school girls at Thornlie Australian Islamic College had never set foot in a pool and they were scared of the water.

**Ms L. METTAM:** Do you think there may be some benefit in promoting the value of sport and art directly into these multicultural communities?

**Ms Reid-Dornbusch:** Yes, absolutely.

**Ms L. METTAM:** So with parents so that they can see the benefit in improving academic results?

**Ms Reid-Dornbusch:** Yes, and as Brittany says, it is not that we are trying to take your child away from it, but it is something that would marry-up beautifully that they are able to use it as a stress relief, that they are able to connect with the community, but also that their academics can benefit from being physically active.

[11.40 am]

**Mrs Lance:** You can promote it, but the main difference between promoting it and then saying, “Oh yes, cool, that’s great” to “Oh okay” and then actually joining the club is building that relationship and that rapport with the community. Lauren is working in the Islamic colleges. They trust her. They know that what she says she is going to follow up with. She is very sensitive to their culture and wants to learn more and comes with good intentions—so then only after that is built; similarly with our refugee families. Some of these families have been in Australia for less than a few months. They have literally just got off the plane and they are in a new culture. They do not speak the language. They have come from war-torn countries where they have lived in paramount fear for such a long time. Through casework, and we do have really a good relationship with our clients, it is only then that they start to really be like, “Okay, we can trust these people.” If you just see them, they are like, “Oh no, no.” “Your kids can play soccer or dance or whatever and be better at schoolwork.”

**Ms Reid-Dornbusch:** And through that relationship at the school we are able to be sending letters home about “It’s February. It’s coming up to soccer registration. These are the benefits. These are your local clubs after each term.” When we did gymnastics, it was the top-side benefits of

gymnastics. We worked in partnership with GWA. If we did soccer, it would be the top-side benefits of soccer. As well, moving forward in the schools, we are going to be delivering the “Brain boost” document in partnership with the Department of Sport and Recreation, to not only the parents at parent information, but to the students themselves, to the teachers and to the school administration. We definitely see that as a priority. That is something you can sell quite easily to parents because they are wanting anything to get an academic edge. So to sell it as, “This will benefit your child academically and socially”, what more would parents want to hear?

**Mr M.P. MURRAY:** Do you see any resistance from clubs and associations about small changes to the rules about uniforms to be able to allow those people to fit in?

**Ms Reid-Dornbusch:** Last week we sent out—the last Tuesday was the first day of Ramadan—an information sheet about, “Hey guys, Ramadan has just started. This is what Ramadan is. This is the implications for your club. It’s not that these children aren’t interested. It’s not that they don’t want to participate. They might be just a little bit less energetic. And a reminder of cultural differences to your uniform.” We have worked really intensively with the clubs. There will always be one or two clubs—it might not be the clubs themselves but individuals that you need to hold their hand a little bit more. With the Department of Sport and Recreation we work with the state sporting association that is behind the club and the club’s development officer from the local government to have a bit more authority and kind of remind them that inclusion is a priority area for all of these organisations. There are a lot of CALD community members. You can boost your numbers at the club. A lot of clubs are seeing that their numbers are dropping off and seeing CALD clients and families as the next target group to boost their numbers and have the under-11s footy team not disappear and actually have enough members to run. So we are selling it a little bit different. Instead of saying, “You need to be culturally sensitive” —

**Mrs Lance:** At the end of the day all the sports clubs are run by unpaid volunteers, so most of them work full-time and have kids. Usually within the club there is the committee but there are one or two key players within that club who tend to take on more and more. Just being really, really, really respectful of the fact that they are giving their time; they are all in it for the right reasons. You mentioned the uniforms. No club really has an issue with the girls wearing headscarfs and long sleeves. The girls at the school might be like, “Oh no, I can’t do that”, but the club says, “Yes, that’s fine. You can wear it.” Just a simple change like that, which makes such a big difference within the community—they are like, “Oh, that’s cool. I can wear my headscarf —

**Ms Reid-Dornbusch:** The Beckenham Angels is an all-female soccer team. They are so well known about being inclusive, and they actively promote so the girls are able to wear their hijabs or girls are able to wear long-sleeved tops or pants. It is one of their active-promotion strategies because they recognise that there are a lot of Muslim girls in the community who want to play soccer, and they are seeing that as a target market. They are being quite smart about it.

**Dr A.D. BUTI:** What is their name?

**Ms Reid-Dornbusch:** Beckenham Angels. They have recently got a new stadium as well, so they have got fantastic new facilities.

**Mrs Lance:** We are not giving them more things to do or coming in and saying, “Oh, you could be more culturally inclusive.” It is working with them and saying, “Hey, like if you’ve got problems, come to us and we can help and support you”, because what they are doing in the clubs is so incredible.

**Ms Reid-Dornbusch:** It is giving a positive spin instead of reinforcing —

**Mrs Lance:** We are here to help not “do this, do that”, but yes, we truly do want to support them.

**Mr C.D. HATTON:** You have got to 20 locations around Perth; is that right?

**Ms Reid-Dornbusch:** That would be Communicare as a whole.

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**The CHAIR:** No, because they are only in the south eastern suburbs.

**Ms Reid-Dornbusch:** South east corridor.

**Mr C.D. HATTON:** Okay, but as a whole it is 20 locations. So you are dealing, as a project officer, in the south east —

**Ms Reid-Dornbusch:** South east corridor.

**Mr C.D. HATTON:** — and as a cultural services coordinator, and you are both highly qualified, as far as I am concerned, which is great. So how many other staff are in the south east corridor?

**Ms Reid-Dornbusch:** Within Communicare?

**Mr C.D. HATTON:** Yes.

**Mrs Lance:** Communicare has, I believe, 200 staff and over 90 funded programs. Again, the benefit of working with Communicare—it is so cool. We have got the settlement services; we have got the Get Active program; we have got children and family services, so the family day-care and the childcare facilities; we have got employment services, which does the jobactive; we have got the Transition to Work tender, which is for basically at-risk young people—a specialised program to get them into employment and education; and we used to have psych services. We still do but now it is about family and domestic violence and intervention—so our Breathing Space program, which I think is the first or the only sort of program in the southern hemisphere that deals with the perpetrators of domestic violence. As well we have got a number of women's refuges. I guess being in such a diverse organisation and working with them—I helped with the implementation of the Transition to Work program, which was great because they are coming back to this program. There is just so much crossover and the clients are very similar. They are already coming to Communicare—so working as an organisation as a whole to identify areas that we could work together makes sense.

**Ms Reid-Dornbusch:** Then also another project officer who worked on the Get Active project so between myself—her name is Nicole Toia—yes, we run all sporting programs in the south east corridor, which is pretty big!

**Mrs Lance:** We are pretty busy.

**The CHAIR:** Can you tell me how the Get Active project is monitored and assessed and what data you have gathered?

**Ms Reid-Dornbusch:** Absolutely. We have KPIs by the Department of Sport and Recreation and a lot of what we do directly comes back to the KidSport database, so we are able to keep track of what families are coming through and how long they had been through KidSport, but also the number, which is directly linking kids into local clubs. We also keep track of the pathway programs that we run, the number of children and young people that go into the pathway programs and then we follow it up with them. We keep them on a database. We do not just let them come to a program and disappear. We always follow up with them. But also with the Active Schools program, there are some key achievements in the past 12 months of 100 students participating in swimming lessons for the first time. We have had 96 after-school sessions of seven different sports and at least 190 individual students engaged, as well as an interschool carnival that involved Thornlie AIC, Kewdale AIC and Cannington Community College, which involved over 200 individual students.

**The CHAIR:** Other than through the schools, do you identify clients through any other method?

**Ms Reid-Dornbusch:** Yes, through the humanitarian settlement services and the settlement grant services program.

**The CHAIR:** So Immigration or the Department of Social Security will assist. These people have just arrived. They have got kids that are 12 and 13 or whatever.

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**Ms Reid-Dornbusch:** Yes, as well as we get a lot of referrals from other agencies so ASeTTS—Association for Services to Torture and Trauma Survivors—Medicare, Centrecare, as well as a lot of youth workers from other schools that might not be in Islamic colleges, the Department for Child Protection and Family Support —

**Mrs Lance:** We get a lot of referrals from the police.

[11.50 am]

**The CHAIR:** So your specialist subjects should be acronyms!

**Ms Reid-Dornbusch:** Yes, there are so many internally as well. We just referred to them and we forget.

**The CHAIR:** Is transport an issue for these kids—getting them to go?

**Ms Reid-Dornbusch:** Absolutely.

**The CHAIR:** How do you get around that?

**Ms Reid-Dornbusch:** Part of that is conversations with the family, whether it is assessing the family has one vehicle or no vehicles or what their movements are, how many children they have, and that is part of it as well. We try and get all the children to either one club or clubs that are close by or sharing the same sporting facilities, or the distance of public transport. We would map out the bus route, the train route or the bus–train route, or even promoting within local clubs carpooling and making sure people who have joined the club for the first time are aware. Particularly away games might be quite difficult to carpool and promoting that to a family as well to really engage with other people at the club.

**Mr C.D. HATTON:** What about local council? I see the city of Victoria Park fund you a little bit somewhat, do they not?

**Ms Reid-Dornbusch:** No.

**Mr C.D. HATTON:** What part do they play then?

**Ms Reid-Dornbusch:** We have a lot of meetings and reference groups and try to work together with either their club development officers, and potentially they might offer their park for free. That is the kind of financial buy-in they might have.

**Mr C.D. HATTON:** Do they offer any transport by any chance?

**Ms Reid-Dornbusch:** No.

**Mr C.D. HATTON:** Is that ever on the agenda as far as you are concerned?

**Mrs Lance:** I do not think so. Transport in itself is very expensive, and coming from a case-management kind of background, it is not sustainable. So working with the families, because you know you are not always going to have us to pick up the families, and if we did, working across such a large area—so it is more about building the capacity of the family and supporting them intensively at the beginning, whether it be literally going and showing them, which is what we do through the settlement program, how to use a SmartRider, how to top it up, how to navigate the train line—which I am still struggling with myself—but just empowering the family to be able to do things independently. Providing transport would be great and really easy but it does not really accomplish anything and it is money wasted, I say, because there is “Give a man a fish and he can eat it for a night but teach a man to fish and he can ...”—you get my gist. And again, building resilience is all about empowering people to make decisions about their own life and having a sense of control—if that is getting to an away game by themselves.

**The CHAIR:** Thank you very much for your time and for coming in. A transcript of the hearing will be forwarded to you for correction of minor errors. Any such corrections must be made and the transcript returned within 10 days from the date of the letter attached to the transcript. If the

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transcript is not returned within this period, it will be deemed to be correct. New material cannot be added via these corrections and the sense of your evidence cannot be altered. Should you wish to provide any additional information or elaborate on particular points, please include a supplementary submission for the committee's consideration when you return your corrected transcript of evidence. Thanks very much.

**Hearing concluded at 11.53 am**

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