AGENDA

FOR BURTON COMMUNITY HUB PRECINCT SUB COMMITTEE MEETING TO BE HELD ON

16 MARCH 2022 AT CONCLUSION OF PARA HILLS PRECINCT SUB COMMITTEE

IN WITTBER AND DR RUBY DAVY ROOMS, SALISBURY COMMUNITY HUB, 34 CHURCH STREET, SALISBURY

MEMBERS

> Deputy Mayor Cr Chad Buchanan (Chair)
> Cr Donna Proleta (Deputy Chair)
> Ms Kelly Blandford (Burton Primary School)
> Ms Jennifer Cook (Burton Community Centre)
> Mr Tony Dalwood (Salisbury United Football Club)

REQUIRED STAFF

> Chief Executive Officer, Mr J Harry
> General Manager Community Development, Mrs A Pokoney Cramey
> Manager Community Participation and Partnerships, Ms C Giles
> Team Leader Community Learning North, Ms N Cooper
> Community Development Facility Co-ordinator, Ms B Chinner

APOLOGIES

LEAVE OF ABSENCE

PRESENTATION OF MINUTES

REPORTS

OTHER BUSINESS

CLOSE

ITEM	BHPSC1
HEADING	**BURTON COMMUNITY HUB PRECINCT SUB COMMITTEE**
DATE	16 March 2022
HEADING	Burton Community Hub - Hours of Operation
AUTHOR	Claudine Spinner, Team Leader, Community Learning and Development, Community Development
CITY PLAN LINKS	4.4 We plan effectively to address community needs and identify new opportunities 4.1 Members of our community receive an exceptional experience when interacting with Council
SUMMARY	The Burton Community Hub is a brand new facility that will provide a range of exciting new programs and services for the community. This report sets out the recommended operating hours of this new facility including its library service based on the 2020 service review of libraries and the broader needs and expectations of the local community.

RECOMMENDATION

That Council:

1.   Approves that the operating hours of the Burton Community Hub including its library service be 9am to 5pm each weekday and 9am to 1pm on Saturdays.

ATTACHMENTS

There are no attachments to this report.

1.   **BACKGROUND**

   1.1   The Burton Community Hub is currently under construction and is due for completion in June 2022.

   1.2   This Hub facility consists of the relocated Salisbury West Library, the Workshop, a communal garden and community programs areas.

   1.3   Council is now required to determine the operating hours of this facility which includes the library service.

   1.4   In August 2020 a service review of library operating hours was conducted by external consultant BeeSquared.

   1.5   In December 2020 Council resolved (0799/2020) that library opening hours would be reduced including those at the Salisbury West Library. These changes came into effect on 1 July 2021.

2.   CITY PLAN CRITICAL ACTION

2.1   Nil

3.   CONSULTATION / COMMUNICATION

3.1   Internal

3.1.1   Team Leader South (Community Capacity & Learning)

3.1.2   Team Leader North (Community Capacity & Learning)

3.1.3   Human Resources Business Partner – L&D (People and Culture)

3.2   External

3.2.1   Nil

4.   REPORT

4.1   When considering the operating hours of the new Burton Community Hub, Council needs to align the operating hours of all co-located services in order to achieve operational efficiencies as well as meet community expectations.

4.2   As a result of Elected Member feedback, in August 2020 BeeSquared consultants were appointed to review financial, customer, transactional and quality data for Library Services to analyse and make observations on operating hours. This included analysis of key data to examine patterns of customer usage and activity over a 3-year period.

4.3   In December 2020 Council resolved (0799/2020) to reduce the library service hours including Salisbury West Library with changes to come into effect from 01 July 2021. The current operating hours for the Salisbury West Library are 9.30am to 5pm Monday to Friday and 10am to 2pm on Saturdays.

4.4   The current planned operating hours for the broader Hub operations are 9am to 5pm Monday to Friday with opportunities for the community to access hire spaces after hours and on weekends.

4.5   The Burton Community Hub includes an open plan design where it is not possible to segregate the library service from the main building's operations as is currently done at the Para Hills Community Hub. To have the main building open at 9am and the library at 9.30am would cause confusion for our community as well as create operational inefficiencies.

4.6   This report recommends that the weekday opening hours of the Burton Community Hub be 9am to 5pm including the hours of the library service.

4.7   This report recommends that the weekend library service opening hours of the Burton Community Hub be moved from 10am to 2pm to 9am to 1pm to capitalize on pedestrian traffic from nearby sporting and retail facilities.

4.8   The proposed changes will not incur any additional budget requirements however rosters will be required to be altered slightly to accommodate these recommendations. A staff consultation process will need to be implemented once the business needs of the site have been determined.

5.   CONCLUSION / PROPOSAL

5.1   The current proposed operating hours of the Burton Community Hub and the Salisbury West Library service are not currently aligned and have the potential to negatively impact the customer experience and create operational inefficiencies.

5.2   It is proposed that the operating hours of the Burton Community Hub including the library service be 9am to 5pm Monday to Friday and 9am to 1pm on Saturdays to align with community needs and expectations and to also capitalise on the increased pedestrian traffic on Saturday mornings from local sporting and retail facilities.

Item BHPSC1

INFORMATION ONLY

ITEM	BHPSC2
	BURTON COMMUNITY HUB PRECINCT SUB COMMITTEE
DATE	16 March 2022
HEADING	Burton Community Hub - Operations Update
AUTHOR	Claudine Spinner, Team Leader, Community Learning and Development, Community Development
CITY PLAN LINKS	1.2 The health and wellbeing of our community is a priority 1.3 People are valued and they feel safe, included and connected 4.1 Members of our community receive an exceptional experience when interacting with Council
SUMMARY	This report provides an update on the progress of Burton Community Hub Project Teams who are focussing on the successful delivery of community based programs and services.

RECOMMENDATION

That the Sub Committee:

1. Endorse the uplift programs and the plan for corporate programs.

2. Provide input and advice back to the Administration to develop the bespoke programs in accordance with their agenda.

ATTACHMENTS

This document should be read in conjunction with the following attachments:

1. Burton Community Hub Progress Presentation

2. Program Logic Model

3. Draft Program Uplift Content

4. Draft Fees and Charges for Burton Community Hub

1. BACKGROUND

1.1 The Burton Community Hub is an exciting new facility which is due for completion in July 2022.

1.2 To enable it to be a thriving and highly activated community facility, a number of project teams have been established to manage the different elements including programs and events, governance, technology, collections, communications and decant.

1.3 This report seeks to provide the sub committee members with an update on the progress of the identified project teams. Appendix 1 is a presentation which will be provided by the Community Development Facility Coordinator at the meeting on 16 March 2022.

2. CITY PLAN CRITICAL ACTION

2.1 Upgrade community hubs at Burton and Ingle Farm

2.2 Work closely with Community and Senior Centres to provide effective and well received programs

3. CONSULTATION / COMMUNICATION

3.1 Internal

    3.1.1 Team Leader Community Learning North

    3.1.2 Team Leader Community Learning South

    3.1.3 Community Development Facility Coordinator (Burton Community Hub)

    3.1.4 Manager Community Experience & Relationships

    3.1.5 Manager Infrastructure Delivery

3.2 External

    3.2.1 Nil

4. REPORT

4.1 The Burton Community Hub infrastructure project is overseen by the Manager Infrastructure Delivery.

4.2 The operational requirements are managed by the following project teams consisting of representatives from both the Community Capacity & Learning and Community Health & Wellbeing Divisions:

    4.2.1 Technology

    4.2.2 Programs & Events/Governance

    4.2.3 Collections/Family History/Home Library/Workflows

    4.2.4 Communications

    4.2.5 Decant

4.3 **Technology**

    4.3.1 The Hub facility will have 10 computers in its technology suite. The purpose of this suite is to provide in demand digital literacy programs as well as youth led programs relating to a wide range of creative technologies. Adjoining this suite is the media room where our community will be able to do audio and visual recordings for personal, school or business projects. Across both areas, Council will be delivering a wide range of digital, STEM and creative technology programs for a range of purposes including general education, employment and volunteering pathways.

    4.3.2 In additional to the technology suite and media room, there will also be six public computers for the community's general use. These are bookable utilising their library membership card.

4.4 **Programs/Opening Event**

4.4.1 As part of the program planning process, Council has conducted a community needs analysis of the local area and reviewed the community consultation report by UPS. Council has identified the key program delivery strategies for the site and they are included in the overarching program logic model. A copy of the program logic model is included in Appendix 2.

4.4.2 Planning is currently well underway for the six-month uplift program designed to activate the new site at a high level. Appendix 3 is an overview of the programs that will be included in the uplift.

4.4.3 As part of the planning for the uplift, Council continues to liaise with a range of potential partners including Veterans SA, WEA and Incompro.

4.4.4 The opening event will be an exciting event with a variety of free and fun activities for all ages. Council will be showcasing all areas with taster programs as well as ideas boards which the community can use to provide feedback as to what other programs or services they would like to see at the Hub or alternatively, any skills they would like to share.

4.4.5 In consultation with Council's events team and based on the success of their Salisbury Community Fun Day events, Council has identified the most suitable day and time for the opening event to be a Sunday from 11am to 3pm. Currently a number of different models are being prepared for consideration by the sub committee and these will be presented at the Burton Community Hub Precinct Sub Committee meeting in May 2022.

4.4.6 As part of the opening event, there will be a focus on the external mural art project painted by Elizabeth Close. Elizabeth Close is a well-known Aboriginal artist who took the artworks of over 150 Burton Primary School students and adapted them into her concept design. The artwork was created following a student tour of the Kaurna Wetlands led by Uncle Frank Wanganeen who spoke of the importance of different elements of nature to both Kaurna and the wider Aboriginal community. The objective of the mural is to provide a strong link between the Kaurna Wetlands and Burton Community Hub and a very visual sign of the commitment of Council to building a bridge towards reconciliation. In addition to the mural, the students' artwork will also be used to create some fabric designs for adhoc furnishings for the internal children's area.

4.4.7 Further consideration will need to be given as to the preferred timing for the opening of the new Hub. For example, Council's preference may be to do a soft opening two weeks prior to the major opening event to ensure all elements of the build are functioning effectively. Alternatively, the preference may be to utilise the major event as the key opening.

4.5 **Governance**

4.5.1 Fees and charges relating to programs and hire have been prepeared ready for Council Decision by the General Manager Community Development and are attached as Appendix 4.

4.5.2 Council has recently adopted the SpacetoCo automated room booking system for the Salisbury Community Hub, Bridgestone Athletics Centre, Para Hills Community Hub, Burton Community Hub and Twelve25 Youth Centre. This software will allow for a more streamlined and accessible room booking system and it is expected that it will increase activation levels across all sites.

4.5.3 Work Health & Safety (WH&S) requirements have now been identified and representatives from the WHS Team are working with the relevant project teams to ensure that all standard operating procedures are documented and risk management strategies are in place.

4.6 **Collections/Family History/Home Library/Workflows**

4.6.1 The Salisbury West Library Team continue to work on streamlining their existing collections to make way for new and exciting collections across a variety of genres.

4.6.2 The Home Library service will also be relocating to the Burton Community Hub.

4.7 **Communications**

4.7.1 Regular internal and external communications are underway across social media and website.

4.7.2 Exciting exerts from the time lapse camera will also be used for future postings as well as articles on key focus areas as identified under the overarching Communications Strategy.

4.7.3 As part of the stakeholder engagement strategy, site tours have now begun with project team members attending on 25 February and Elected Members and Executive attending on 7 March 2022.

4.7.4 A professional photographer was also engaged to take images of the build for use in future social media postings.

4.8 **Decant**

4.8.1 It has been agreed that the Salisbury West Library will close one week prior to the opening of the Burton Community Hub to allow for all appropriate pack downs of furniture and assets and the reestablishment of same at the Hub.

4.8.2 Removalists have now been booked with tentative date and coordination of all relocation activities is now being planned including the Paralowie community garden and the men's shed.

5. **CONCLUSION / PROPOSAL**

5.1 The Burton Community Hub facility is due to be opened in July 2022.

5.2 Several project teams have now been formed to manage the interrelated parts of the Hub operating structure.

5.3 This report is for information only and provides a brief overview of the progress of the project teams and annexes several documents that support its contents.

Project Teams

- Technology
- Programs & Events
- Governance
- Collections/Family History/ Home Library/Workflows
- Communications
- Decant

Item BHPSC2 - Attachment 1 - Burton Community Hub Progress Presentation

Programs and Events

- Community consultation report
- Community needs analysis
- Program Logic Model
- Six month uplift program

Opening Event

- Sunday 11-3pm
- Based on Salisbury Fun Day events
- Entertainment and food
- Showcasing the Hub
  - Garden and Workshop
  - Library
  - Media rooms
  - Hall space

A Welcoming Place Mural Project

- 150 students from Burton Primary School
- Tour of Kaurna Wetlands with Uncle Frank Wanganeen
- Elizabeth Close (artist)
- Exhibition
- Soft furnishings

Partnerships

- WEA
- Aboriginal Family Support Services (AFSS)
- INCOMPRO
- Uniting Communities (financial support services)
- Helping Hand
- Burton Primary School

Item BHPSC2 - Attachment 1 - Burton Community Hub Progress Presentation
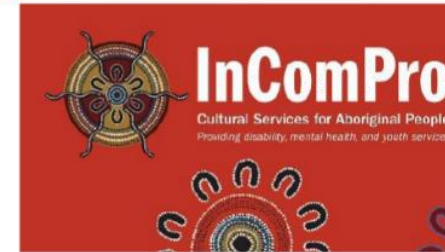
Salisbury West Library

- Removalist booked
- All furniture including staff workstations have been ordered
- Shelving ordered through Resource Furniture
- General weeding of collections

Digital Inclusion

Program Objective:	To provide access to digital resources and to develop competency in the use of digital technologies.
City Plan Link:	A welcoming and liveable city – Connect people to information, people and programs that help them achieve their goals.

Problem Statement	Inputs Holistic program delivery across multiple program logic areas.	Outputs: Activities	Outputs: Participation	Short-Term Outcomes 0-10 weeks During program
Low levels of digital inclusion particularly with vulnerable groups (seniors, ATSI, people with a disability) including challenges relating to access, affordability and digital capacity. Limits their ability to seize local opportunities. Greater dependency to perform daily activities online including accessing government services A larger than average portion of residents of Salisbury have had little access to technology training in education or in employment. This has led to an increasing schism between their skills and the minimum technology skills required for employment or everyday activities. This has limited their ability to be a thriving and connected community. Access to services is increasingly digital first and creates a disconnect between those who have ready access to technology and those who don't.	Qualified and experienced staff and management Facility- library and community spaces Australian Digital Inclusion Index 2021 to target vulnerable groups and core challenges Volunteer assistance Internal budget External funding lines Australian Schools Curriculum to align children/youth programs Tomorrow's Libraries Report Emerging digital trends relating to workplace and community services Current and up to date fleet of training devices/resources and emerging technologies	ACE Foundational Skills programs Adult digital literacy programs Online resource curation and tutorial videos Creative technologies programs for all ages Programs focussing on STEM elements One on one tech help Themed events ie National Simultaneous Storytime, Science Week, Book Week, Science Week Primary school class visits/tours School holiday programs Library resources workshops Drop in events (ie esports/gaming) Esports tournaments	Individuals and families without the appropriate internet access and technology within the home Individuals with an interest in technology and a desire to learn/create Individuals who are marginalised by their reliance on technology (without the skills and knowledge to safely navigate)	Build participants' capacity to navigate support services that are increasingly 'digital' first eg. MyGov, Centrelink. Individuals increase skills and confidence to explore technology in safe, meaningful and creative ways and feel that they are part of a thriving and connected community. Children have increased awareness of career opportunities in the technology/creative technologies sectors. Adults increase their social networks in order to overcome feelings of isolation and build conectivity Individuals increase knowledge of available digital resources

Item BHPSC2 - Attachment 2 - Program Logic Model

Public PC and Wi-Fi

Organisational support including marketing, management, volunteer recruitment.

Assumptions: Individuals from target group will attend program, the location will be accessible and welcoming, technology and digital infrastructure will be maintained and refreshed, program activities will be engaging and relevant, program will have low staff turnover, staff will participate and engage in training and other services, partner organisations will be involved.

External Factors: Other services available to individuals in neighbouring areas, changing demographic of area, capabilities of local schools to provide similar opportunities or program, changing nature of technology platforms and usage in society, COVID restrictions and fear, transport and accessibility changes.

Medium-Term Outcomes: 10 weeks – 12 months
Participant have a greater understanding the impact technology plays in their life and have increased capacity and confidence in navigating online services and digital systems such as tablets, computers and smart phones.

Long Term Outcomes: 12 months to 7 years
An overall increase in the digital capabilities of Salisbury residents in both their everyday life and in employment leading to a thriving and connected community. Increased employment in technology reliant jobs

Evaluation Methodology

- Direct and indirect observation
- Participation rates
- Feedback from Carers/Parents
- Online and paper- based surveys
- Follow up phone calls for sample size twice per year (volunteer driven)
- Storytelling (capturing stories and images)
- Stakeholder feedback

Item BHPSC2 - Attachment 2 - Program Logic Model

Economic and Workforce Development

Program Objective:	To support and empower Salisbury residents to develop sustainable employability prospects.
City Plan Link:	A growing City that creates new opportunities – build work readiness in our community so residents are aware of an can pursue job opportunities.

Problem Statement	Inputs	Outputs: Activities	Outputs: Participation	Short-Term Outcomes 0-10 weeks During program
Salisbury LGA has a high unemployment rate compared to the National average especially youth unemployment which has been exacerbated by COVID-19. Industry have a large number of vacancies and skill shortages which they have been unable to fill. Individuals who are unemployed or underemployed are more likely to correlate with other social and economic vulnerabilities such as mental health, substance abuse, homelessness, domestic violence, low literacy rates and poverty. Artificial intelligence has begun to replace low skilled job roles making them redundant. People are needing to upskill to identify new pathways and for those who have been out of school for long periods, regain the ability to adopt a 'learning' mindset.	Qualified and experienced staff and management including Polaris Industry feedback/alignment Volunteer assistance Internal budget Grant funding The Small Area Labour Market results Catalogue items and internal physical resources. Training area and technology Organisational support including marketing, management, volunteer recruitment.	ACE Workforce Literacy ACE Digital Literacy RTO Partnerships Industry connections Local govt collaborations Collaborative projects with Polaris	Individuals from low socio-economic backgrounds, including those with a history of low literacy and school completion rates Adults 18- 60 years Youth 16-25 years who are not engaged in school Unemployed or under-employed individuals	Individuals Increase skills and confidence to set workforce related goals Individuals increase their workforce networks and awareness and build their capacity and confidence to engage in further employment pathway activities. Individuals increase their knowledge of local employment growth areas Increased workforce related vocabulary and digital skills Identify potential employment pathways for themselves or their family/peers Increased awareness of industry needs and skill gaps. A positive impact on industry skill shortages and general vacancies.

Assumptions: Individuals from target group will attend program, the location will be accessible and welcoming, program activities will be engaging, program will have low staff turnover, staff will participate and engage in training and other services, partner organisations will be involved, continued internal and external funding.	External Factors: Other services available to un or under employed individuals in neighbouring areas, changing demographic of area, COVID restrictions and fear, transport and accessibility changes, relocation of large businesses within the area.
Medium-Term Outcomes: 10 weeks – 12 months Stronger work pathway navigation skills, individuals feel an increase in connection to community, gain employment or enrol in further study. Greater alignment between industry needs and participant skills.	**Long Term Outcomes: 12 months to 7 years** Increase language, literacy and numeracy rates across the City of Salisbury, decreased unemployment rate across the City of Salisbury, lowered Salisbury district SEIFA rating. Greater alignment between industry needs and participant skills

Evaluation Methodology

- Direct and indirect observation
- Participation rates
- Feedback from Carers/Parents
- Online and paper- based surveys
- Follow up phone calls for sample size twice per year (volunteer driven)
- Storytelling (capturing stories and images)
- Stakeholder feedback

Item BHPSC2 - Attachment 2 - Program Logic Model

Informed and Connected Citizens

Program Objective:	To ensure Salisbury residents have access to trustworthy and reliable information and community networks.
City Plan Link:	A welcoming and liveable city – • Delivery and support programs that promote active living, health and wellbeing throughout the community • Celebrate our community's diversity • Design services, places and programs that are safe and welcoming for all. • Inform, connect and empower people and neighbourhoods to increase self-reliance.

Problem Statement	Inputs	Outputs: Activities	Outputs: Participation	Short-Term Outcomes 0-10 weeks During program
With an increasing reliance upon online information and communication, the spread of disinformation and/or untrustworthy sources creates a risk of negatively influencing people in their day to day decisions including finances and health & wellbeing Loneliness and social isolation have been identified as one of the greatest public health issues facing society. We need to create opportunities that increase resilience and build connectivity within our community.	Qualified, connected and experienced staff and management Volunteer assistance Internal budget Grant funding Tomorrow's Libraries Report Catalogue items and online resources. Safe and welcoming community spaces within libraries and community hubs Organisational support including marketing, management, volunteer recruitment.	Primary school class and adult visits/tours Library resources workshops Online resource curation and tutorial videos Drop in programs (gaming, LEGO etc) Health & wellbeing programs (including gardening, fitness etc) After school creative technologies Adult digital literacy programs Creative technologies programs for adults School Holiday Programs Disability Access-External ESL beginners	Individuals who are most at risk of social isolation, including individuals with a history of low literacy and school completion rates. Vulnerable individuals or communities who are most at risk of the effects of misinformation.	Increased skills and confidence to make informed lifestyle decisions that support positive health & wellbeing outcomes. Increased awareness of how to identify trustworthy sources online. Increased awareness of support services and networks. Increased sense of belonging and connection to their community.

Item BHPSC2 - Attachment 2 - Program Logic Model

| | | Garden- Fresh Start
Community Workshops- Finance, NAWMA, health, govt services | | |
|---|---|---|---|---|

Assumptions: Parents from target group will attend program, the location will be accessible and welcoming, program activities will be engaging for parents and children, program will have low staff turnover, staff will participate and engage in training and other services, partner organisations will be involved.	**External Factors:** Other services available to children and families in neighbouring areas, changing demographic of area, COVID restrictions and fear, transport and accessibility changes.
Medium-Term Outcomes: 10 weeks – 12 months
Continued building of confidence and skills to identify misinformation and source reliable information (identification of scams, social media misinformation etc)	**Long Term Outcomes: 12 months to 7 years**
Increase language, literacy and numeracy rates across the City of Salisbury
Lowered Salisbury district SEIFA rating

Evaluation Methodology

- Direct and indirect observation
- Participation rates
- Feedback from Carers/Parents
- Online and paper- based surveys
- Follow up phone calls for sample size twice per year (volunteer driven)
- Storytelling (capturing stories and images)
- Stakeholder feedback

Item BHPSC2 - Attachment 2 - Program Logic Model

Literacy and Lifelong Learning

Program Objective: City Plan Link:	Provide a range of opportunities for life-long learning at any age for Salisbury residents. A welcoming and liveable city – Connect people to information, people and programs that help them achieve their goals. Inform, connect and empower people and neighbourhoods to increase self-reliance.

Problem Statement	Inputs Holistic program delivery across multiple program logic areas.	Outputs: Activities	Outputs: Participation	Short-Term Outcomes 0-10 weeks During program
Low literacy and school retention rates within the community resulting in their inability to seize current local employment opportunities. Intergenerational under representation in formal education has led to a deficit in cultural capital for many Salisbury residents and a shortage of positive role models Artificial intelligence has begun to replace low skilled job roles making them redundant. People are needing to upskill to identify new pathways and for those who have been out of school for long periods, regain the ability to adopt a 'learning' mindset. Under representation of people with a disability in programs and space activation.	Qualified and experienced staff contractors and management Volunteer assistance Internal budget Use Early Years Learning framework and the Australian Schools Curriculum as a guide for learning outcomes. Catalogue items, digital resources and internal physical resources including books, toys. Safe and welcoming areas Organisational support including marketing, management, volunteer recruitment. Inclusive design. Network partners Grant funding including NDIS	Primary Class Visits/Tours ACE foundational skills programs Health & wellbeing programs (including communal garden) Early literacy programs (0-5) STEM/creative technologies programs (coding, Tinker Club, Maths is Fun etc) ESL conversational programs Themed learning events including National Simultaneous Storytime, Science Week, Book Week etc Library resources workshops including online resources School Holiday learning One on one tech help Hobby clubs (ie Chess, cooking etc) Early Literacy Programs	City of Salisbury residents – all ages and abilities	Participants develop a 'learning' mindset and become learning champions for others in their family and/or community Adults increase their social networks in order to overcome feelings of isolation and build community connectivity Increased confidence levels in participants to attempt further education/learning pathways for a range of purposes i.e. fun, school, employment etc. Participants have access to information and support Greater representation of people with a disability in programs/partnership activities reducing feelings of isolation and building community connection.

Item BHPSC2 - Attachment 2 - Program Logic Model

		Garden and cooking programs - Children Disability group programs Workshop programs including community projects		

Assumptions: Parents from target group will attend program, the location will be accessible and welcoming, program activities will be engaging for parents and children, program will have low staff turnover, staff will participate and engage in training and other services, partner organisations will be involved.

External Factors: Other services available to children and families in neighbouring areas, changing demographic of area, COVID restrictions and fear, transport and accessibility changes.

Medium-Term Outcomes 10 weeks – 12 months:
Increased participation rates of people with a disability in programs or hiring spaces, increased language, literacy and numeracy skills.

Long Term Outcomes: 12 months to 7 years: Increase language, literacy and numeracy rates across the City of Salisbury, lowered Salisbury district SEIFA rating

Evaluation Methodology

- Direct and indirect observation
- Participation rates
- Feedback from Carers/Parents
- Online and paper-based surveys
- Follow up phone calls for sample size twice per year (volunteer driven)
- Storytelling (capturing stories and images)
- Stakeholder feedback

Item BHPSC2 - Attachment 2 - Program Logic Model

Personal Development and Wellbeing

Program Objective:	To support Salisbury families' personal development and wellbeing post COVID 19.
City Plan Link:	A welcoming and liveable city –
	• Delivery and support programs that promote active living, health and wellbeing throughout the community
	• Design services, places and programs that are safe and welcoming for all.
	• Inform, connect and empower people and neighbourhoods to increase self-reliance.

Problem Statement	Inputs	Outputs: Activities	Outputs: Participation	Short-Term Outcomes 0-10 weeks During program
Children aged 0-6 years in Salisbury are below the state average in meeting literacy milestones. Children that start school behind their peers can find it hard to catch up, and this an have a flow on effect to their later academic success and work-related outcomes including inability to seize local opportunities. People with a disability require greater access to programs and spaces through inclusive design. COVID 19 has exacerbated mental health conditions in all ages as well as the number and severity of domestic violence incidents.	Qualified and experienced staff and management Volunteer assistance Internal budget Grant funding Use Early Years Learning framework as a guide for learning outcomes. Catalogue items and internal physical resources including books, toys. Safe and engaging spaces within community venues External networks and funding Organisational support including marketing, management, volunteer recruitment.	Health and wellbeing programs (garden, yoga, cooking etc) Therapy based programs (art therapy, mindfulness etc) Student and adult visits/tours School Holiday Programs- Learning Early literacy and numeracy programs Immunisation programs ESL conversational programs Partnership programs with football club Drop in programs (LEGO Club, Chess Club etc) Community Workshops- Finance, NAWMA, health & wellbeing etc	Families from low socio-economic backgrounds, including families with a history of low literacy and school completion rates Children aged 0-6 years People with a disability People who are feeling isolated and vulnerable. People disproportionately negatively impacted by the effects of COVID-19	Build capacity in parents through an increase in skills and confidence to provide stimulating play and literacy activities for their child Build capacity in children to increase their social skills and engage positively with others and their community. Build community connectivity for parents through an increase in their social networks and knowledge of development milestones and support services Increased feeling of positive wellbeing and community connectivity amongst participants. Greater awareness of support services available.

	Service referral pathways	Creative Writing		Increased participation of people with a disability via programs or hire.

Assumptions: Parents from target group will attend program, the location will be accessible and welcoming, program activities will be engaging for all participants, program will have low staff turnover, staff will participate and engage in training and other services, partner organisations will be involved.

External Factors: Other services available to children and families in neighbouring areas, changing demographic of area, COVID restrictions and fear, transport and accessibility changes.

Medium-Term Outcomes: 10 weeks – 12 months
Participants achieve enhanced health and wellbeing through applying learnt strategies. Reduction in mental health issues that create barriers to participation in community programs and services.

Long Term Outcomes: 12 months to 7 years
Reduced levels of mental health conditions, greater participation in programs and space activation by vulnerable groups, higher rates of children achieving literacy milestones.

Evaluation Methodology

- Direct and indirect observation
- Participation rates
- Feedback from Carers/Parents
- Online and paper- based surveys
- Follow up phone calls for sample size twice per year (volunteer driven)
- Storytelling (capturing stories and images)
- Stakeholder feedback

Item BHPSC2 - Attachment 2 - Program Logic Model

Stronger and More Creative Communities

Program Objective:	To provide opportunities for individuals to express their cultural identity and community pride, and to increase cultural and lifestyle awareness
City Plan Link:	A welcoming and liveable city –

- Deliver and support programs that promote active living, health and wellbeing throughout the community
- Celebrate our community's diversity
- Design services, places and programs that are safe and welcoming for all.
- Inform, connect and empower people and neighbourhoods to increase self-reliance.

Problem Statement	Inputs	Outputs: Activities	Outputs: Participation	Short-Term Outcomes 0-10 weeks During program
Lack of understanding of other cultures, lifestyles or beliefs can lead to intolerance, misunderstandings, prejudice and cultural bias	Intercultural Strategy Reconciliation Action Plan Ability Inclusion Strategic Plan Youth Action Plan Qualified and experienced staff and management including volunteers Internal budget/grant funding Catalogue items and internal physical resources Safe and welcoming spaces including galleries, common areas that offer celebratory opportunities Organisational support including marketing.	Creative technology programs ESL social conversation programs Culturally based programs (art, hobbies, crafts, music, language, literature etc) A Welcoming Place Mural Art Project LGBTIQ+ programs Creative arts programs Cultural celebrations (ie NAIDOC, Reconciliation Week, Harmony Day etc) Network partnerships Kaurna Wetlands tours	City of Salisbury residents – all ages	Individuals more connected to their own identity/ sense of self Individuals have a sense of community pride. Individuals feel more connected to their community. Accepting and being more open to other cultures and lifestyles

	management, volunteer recruitment.	Culturally based school holiday activations		

Assumptions: Parents from target group will attend program, the location will be accessible and welcoming, program activities will be engaging for parents and children, program will have low staff turnover, staff will participate and engage in training and other services, partner organisations will be involved.

External Factors: Other services available to children and families in neighbouring areas, changing demographic of area, COVID restrictions and fear, transport and accessibility changes.

Medium-Term Outcomes 10 weeks – 12 months:
Self-acceptance and respect for self, respecting and acknowledging people of other backgrounds and cultures, Increased awareness and acceptance of different communities within Salisbury, reduction in prejudice. Greater levels of community connectivity and pride.

Long Term Outcomes 12 months to 7 years:
Reduced levels of discrimination and intolerance of people's culture, beliefs and/or lifestyles. Reduced level of racially based violence.

Evaluation Methodology

- Direct and indirect observation
- Participation rates
- Feedback from Carers/Parents
- Online and paper- based surveys
- Follow up phone calls for sample size twice per year (volunteer driven)
- Storytelling (capturing stories and images)
- Stakeholder feedback

Burton Community Hub

Draft Uplift Program Content

July to December 2022

Name	Description	Target group
Early/Primary Literacy and Numeracy		
Assorted programs x 5 weeks i.e. Family Phonics, maths is fun etc	Have series of concurrent five-week programs that link to different initiatives and library needs.	0-7 (may include home school)
Preschool programs (multicultural, Storytime, Giggletime, Read Play Learn etc)	Programs that promote literacy skills in children and parental support.	0 - 7 years
Spelling Bee competitions	Between local schools (Windemere and Burton) - 2 a year	Primary School aged
Employment		
English Second (employment pathways)	Delivered as part of ACE Foundation Skills grant funding	17 and over not engaged in formal schooling
English as a Second Language	Conversational class to build participant confidence to access services and engage within their local community	18 and over
Digital literacy within an employment context	Delivered as part of ACE Foundation Skills grant funding. Build participants' confidence to use technology to achieve basic workplace tasks.	17 and over not engaged in formal schooling
Youth skill development	Youth skill-based programs including Barista training, adulting, white card training etc.	Youth
Digital inclusion		
Youth led programs (via Twelve25)	Esports (possible connection to soccer club)	12-25 years
Creative Technologies	VR/AR, experimental and emerging technologies	All ages

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Name	Description	Target group
Tech Try Tuesdays	Group based technology training for beginners	All ages
Junior Coding	A 1hr digital coding session utilising current pre-school digital literacy resources.	2-6 years
One on one digital mentoring	Offering one on one support to assist participants with basic technology functions.	All ages
Podcasting/audio & visual recording	Opportunities for intergenerational and cultural based projects relating to digital storytelling, film making and podcasting.	All ages
Health and wellbeing		
Communal Garden	3 days per week will be programs for those aged 50 and over in line with existing funding (CHSP funded). Other programs include gardening themed workshops, school visits, early years programs and volunteer groups.	3 days - over 50s. Balance of days will be all ages
"Wetland Walkers"	Volunteer led Walking group - Heart Foundation. 1-2 times per week depending on volunteer availability	All ages
Craft Groups	Previous BCC craft groups	
Chess Club	Held after school and facilitator led	Aged 10 and over
Community Chefs (recipes based on nutrition education)	1 session per season (Summer, Autumn, Winter, Spring) using products from communal garden that are 'in-season'	All ages (could combine with garden programs or be children's programs)
Pilates / Yoga group	Via partnership or contractor	All ages including early years
The Workshop NDIS Programs	NDIS Programs offered 4 days per week 9-3.30 for people with a disability	Criteria applies
The Workshop General Programs	Partnering with WEA we will trial a number of programs relating to health & wellbeing, craft and construction i.e. mosaics, pottery, painting, art therapy etc. Also looking to form general group of volunteers who work on community-based projects.	16 and over

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Name	Description	Target group
School holidays (July and Christmas)		
General	Five events over 10 days relating to craft, health and fitness, learning based programs to include but not limited to treasure hunts, Henna, Nature Play/bush tucker, Ninja Warrior	Primary school aged students
Digital smorgasbord	Five events on alternate days to general programming which may include coding, eSports, robotics, Claymation, game making, video gaming comp, 3D print making, virtual reality, film making, digital art	8-16 years
Movie Days/Nights	External or Indoor using hall space - one per school holiday period	Children (G) rated
Cooking (promoting health and nutrition)	Cook n Create' (mobile cooking school) - Jessica James.	Primary school aged students
General Programming		
Lego Free Play	1-hour sessions with already purchased Lego	School aged
Annual Community Market	A weekend market consisting of local community vendors and low-level entertainment activities (i.e. face painting etc). Garden activities such as plants and produce will also be included.	Community Event
Boardgames/jigsaws	Non-structured sessions. Jigsaws available throughout the day (COVID conditions apply)	All ages
Exhibitions		
Burton Primary School	Exhibition of student artworks relating to Mural	All ages
Women's silk scarves exhibition	Via Incompro	All ages

BURTON COMMUNITY HUB

The Burton Community Hub is an exciting new facility which hosts a range of programs and services for the whole community including a library, communal garden and workshop. It also has a range of spaces available for hire for business, education or social purposes.

The General Manager, Community Development has delegated authority to assess events and functions to be held at the Burton Community Hub to determine whether the booking is low or high risk and vary hire fees on this basis. The General Manager, Community Development may also vary the bond for hiring the Burton Community Hub depending on the type of activity, the rate of subsidy and additional services as requested by the hirer.

The definitions of the types of hire available are:

- **Commercial Hire** – where an individual or organisation is expected to generate income from their venture and whose net profits are dispersed to individual members.
- **Private Functions** - individuals who hire a venue for a function such as a wedding, birthday etc.
- **Local Community Groups** - those whose membership is primarily made up of residents within the City of Salisbury or individuals or groups whose primary function is within the City of Salisbury area.
- **Community Groups/Not for Profit Organisations** - are those that meet for the purpose of providing a service for the community's benefit and do not profit from the function.

The rates listed below are commercial hire rates. All other hirers are entitled to a 50% reduction of the commercial hire rate only.

Fees	2022/2023	2023/2024	GST
Bond fees	$	$	
After hours programs and events (hall)	0.00 to 500.00	0.00 to 500.00	No
After hours programs and events (meeting rooms)	0.00 to 200.00	0.00 to 200.00	No
High risk events	250.00 to 750.00	250.00 to 750.00	No
Equipment bond (technology)	0.00 to 500.00	0.00 to 500.00	No
Rooms			
Meeting Room 1 (per hour)	20.00	20.00	Yes
Meeting Room 2 (per hour)	20.00	20.00	Yes
Meeting Room 3 (per hour)	35.00	35.00	Yes
Meeting Room 4 (per hour)	35.00	35.00	Yes
Meeting Room 5 (per hour)	30.00	30.00	Yes
Hall – (MRs 3, 4 & 5) (includes use of kitchen)			Yes
Weekdays (per hour)	70.00	70.00	
Weekdays (day rate)	360.00	360.00	
Weekday evenings (Mon to Thurs 5-10pm-5 hours)	250.00	250.00	
Fri evening (5pm to 1am)	300.00	300.00	
Saturday (9am-12pm)	150.00	150.00	

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Fees	2022/2023	2023/2024	GST
Saturday (1-4pm)	150.00	150.00	
Saturday (4pm-1am)	450.00	450.00	
Sunday – up to 5 hours (full rate)	210.00	210.00	
Sunday – over 5 hours (full rate)	360.00	360.00	
Outdoor area adjoining Hall -			
Hourly rate (excluding weekend evenings)	50.00	50.00	
Half day rate (9-1pm)	150.00	150.00	
Full day rate (9-5pm)	350.00	350.00	
Weekend evening rate (5pm to 1am)	300.00	300.00	
Kitchen (per hour) (stand alone)	30.00	30.00	Yes
Media Room (per hour)	30.00	30.00	Yes
Creative Technologies Suite 10 (per hour)	50.00	50.00	Yes
The Studio (per hour)	40.00	40.00	Yes
The Workshop (per hour)	50.00	50.00	Yes
City of Salisbury Partnership Projects	0	0	0
Security call out fee	40.00	40.00	Yes
Cleaning fee (per person per hour – min 3 hours)	45.00	45.00	Yes
Key/pass replacement fee	15.00	15.00	Yes
Smoking in building fine (per incident)	100.00	100.00	Yes
Cancellation fee • In excess of 14 days prior to hire date • Within 14 days of the hire date	50% of hire fee 100% of hire fee	50% of hire fee 100% of hire fee	Yes

Item BHPSC2 - Attachment 4 - Draft Fees and Charges for Burton Community Hub