AGENDA

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

10 MAY 2022 AT CONCLUSION OF PARA HILLS COMMUNITY HUB PRECINCT SUB COMMITTEE

IN LITTLE PARA CONFERENCE ROOMS, SALISBURY COMMUNITY HUB, 34 CHURCH STREET, SALISBURY

MEMBERS

Deputy Mayor, Cr C 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

QUESTIONS ON NOTICE

There are no Questions on Notice

MOTIONS ON NOTICE

There are no Motions on Notice

OTHER BUSINESS
(Questions Without Notice, Motions Without Notice, CEO Update)

CLOSE

ITEM	BHPSC1
	BURTON COMMUNITY HUB PRECINCT SUB COMMITTEE
DATE	10 May 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 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 10am to 2pm 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. This Hub facility will consist of the Workshop, a communal garden, community programs and hire spaces, and the relocated Salisbury West Library.

1.2 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.

1.3 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.

1.4 Council is now asked to determine the operating hours of this new facility, which includes the relocated library service.

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 consider the operating hours of all co-located services.

4.2 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.

4.3 Whilst the opening hours will guide when the hub is staffed, the operating model is designed to support the community to access the hub, shed and garden at a much more extension range of times.

4.4 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.

4.5 To have the main building open at 9am and the library service at 9.30am would cause confusion and dissatisfaction from our community and also create operational inefficiencies.

4.6 The Administration recommends that the weekday opening hours of the Burton Community Hub, including the library service, be from 9am to 5pm.

4.7 However, it is recommended that the weekend opening hours remain the same to capitalise on the pedestrian traffic from local sporting and retail facilities.

4.8 The proposed changes will not incur any additional budget requirements. However, if approved by Council staffing rosters will be required to be altered slightly to accommodate these recommendations and 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 10am to 2pm on Saturdays to align with community needs and expectations.

INFORMATION ONLY

ITEM   BHPSC2

                      BURTON COMMUNITY HUB PRECINCT SUB COMMITTEE

DATE   10 May 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.   Adopts the Burton Community Hub Uplift Program as included in Attachment 3 (Burton Community Hub Sub Committee, 10 May 2022, item no BCHPC2.)

ATTACHMENTS

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

1.   Burton Community Hub Update
2.   Program Logic Model
3.   Draft Uplift Program
4.   Fees and Charges

1.   BACKGROUND

1.1   The Burton Community Hub (BCH) is an exciting new facility, which is scheduled for opening 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 opening and relocation of services.

1.3   This report seeks to the adoption of the Burton Community Hub Uplift Program and plan for corporate programs.. Appendix 1 is a presentation, which will be provided by the Community Development Facility Coordinator, at the meeting on 10 May 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 Salisbury United Football Club

4. REPORT

4.1 The Burton Community Hub (BCH) 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 BCH will have 10 computers in its technology suite. The purpose of this suite is to provide in-demand digital literacy and 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 create audio and visual recordings for personal, school or business projects. Across both areas, Council will be delivering a variety of digital, STEM and creative technology programs for a range of purposes including general education, employment and volunteering pathways.

    4.3.2 In addition to the technology suite and media room, there will also be six public computers for the community's general use. These are bookable utilising a 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 are included in the overarching program logic model. A copy of the program logic model is included in Attachment 2.

4.4.2   Staff have developed a six-month Uplift Program designed to activate the new site. Attachment 3 includes an overview of the programs that will be included in the uplift.

4.4.3   Whilst the Uplift Program is extensive, there is availability for the addition of new, bespoke programs and services that are community-led and the Administration welcomes feedback from Council.

4.4.4   Council continues to liaise with a range of potential partners and local community members, who have expressed a desire to be more closely involved with the BCH.

4.4.5   Whilst the doors will be open to the public on Monday 4 July 2022, the major opening event will be held on Saturday 23 July 2022. The purpose of this extended timeframe is to ensure that all equipment, services and facilities have been tested and are fit for purpose in preparation for the opening event.

4.4.6   The major opening event will go from 11am to 3pm and will involve a variety of free and fun activities for all ages. Council will be showcasing its services and programs and will ask for community feedback using ideas boards.

4.4.7   The Administration have liaised with the Salisbury United Football Club to ensure that this launch does not have a negative impact on their operations and as such, the date was selected as this is an "away game" for their club.

4.4.8   As part of the opening event, there will be an effort to highlight the mural painted by Elizabeth Close. Elizabeth Close is a prominent 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. The objective of the mural is to provide a strong link between the Kaurna Wetlands and Burton Community Hub and a visual sign of the commitment of Council towards reconciliation.

4.4.9   In addition to the mural, the students' artwork has also been used to create some fabric designs for some furnishings for the internal children's area.

4.5 **Governance**

4.5.1 Fees and charges relating to programs and hire have been prepared ready for Council decision by the General Manager Community Development and are included as Attachment 4.

4.5.2 Council has recently adopted the SpacetoCo automated room booking system for the Salisbury Community Hub (SCH), Bridgestone Athletics Centre, Para Hills Community Hub, BCH and Twelve25 Youth Centre.

4.5.3 This software will allow for a more streamlined and accessible room booking system and it is expected it will increase activation levels across all sites.

4.5.4 Due to some current technical issues, this system may not be operational at the BCH by July 2022. Community Development staff will assist with room hire bookings until such time that it is functioning.

4.5.5 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 To prepare for the relocation to the BCH, the Salisbury West Library staff have been removing damaged or unused items in the collection at Salisbury West.

4.6.2 This operational process will provide the required space for the intended build-up of newer materials that will be arriving once the Hub is open.

4.6.3 In order to centralise all history resources and collections, the Salisbury Family History Collection is in the process of relocating to the SCH alongside the local history area. It is anticipated that merging these collections will ensure a consistent customer experience and improved service delivery.

4.6.4 Whilst the Home Library service will also be relocating to the BCH, the Administration does not expect any major disruptions or changes to its operations and customers.

4.7 **Communications**

4.7.1 Regular internal and external communications are underway across City of Salisbury's social media platforms and website.

4.7.2 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 A professional photographer has been engaged to take images of the build for use in future social media postings.

4.7.4 As part of the stakeholder engagement strategy, multiple site tours have taken place with a range of stakeholders and a pop-up information stand hosted at Hollywood Plaza is also planned for May 2022.

4.8 **Decant**

4.8.1 The Salisbury West Library is currently scheduled to close on Saturday 4 June 2022 at 2pm.

4.8.2 As previously mentioned, the Salisbury West Library staff have been removing damaged or unused items in the collection in preparation.

4.8.3 A small morning tea event is planned for Friday 3 June where the local community, including regular patrons, will be invited to attend.

4.8.4 Over the past few months, staff have also been active in advising any Salisbury West Library patrons, who might be eligible, about the home library service. Several customers have already signed up for this service.

4.8.5 Removalists are booked with tentative dates and the coordination of all relocation activities and infrastructure is now being planned, including the Paralowie community garden and the Men's Shed.

4.8.6 The Administration is currently waiting on the advice from the supplier regarding estimated arrival time of a small quantity of some shelving and chairs for the BCH due to global shipping issues.

4.8.7 If the delay is forced beyond the opening day deadline, the Administration does not expect this to have any significant impact on the overall operations and launch event.

5. CONCLUSION / PROPOSAL

5.1 The BCH is due to be first opened on 4 July 2022 at 9am.

5.2 The major opening event will be held on Saturday 23 July 2022 from 11am to 3pm and involve a variety of free and fun activities for all ages.

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

5.4 Council adopts the Burton Community Hub Uplift Program as included in Attachment 3 (Burton Community Hub Sub Committee, 10 May 2022, item no. BCHPC2).
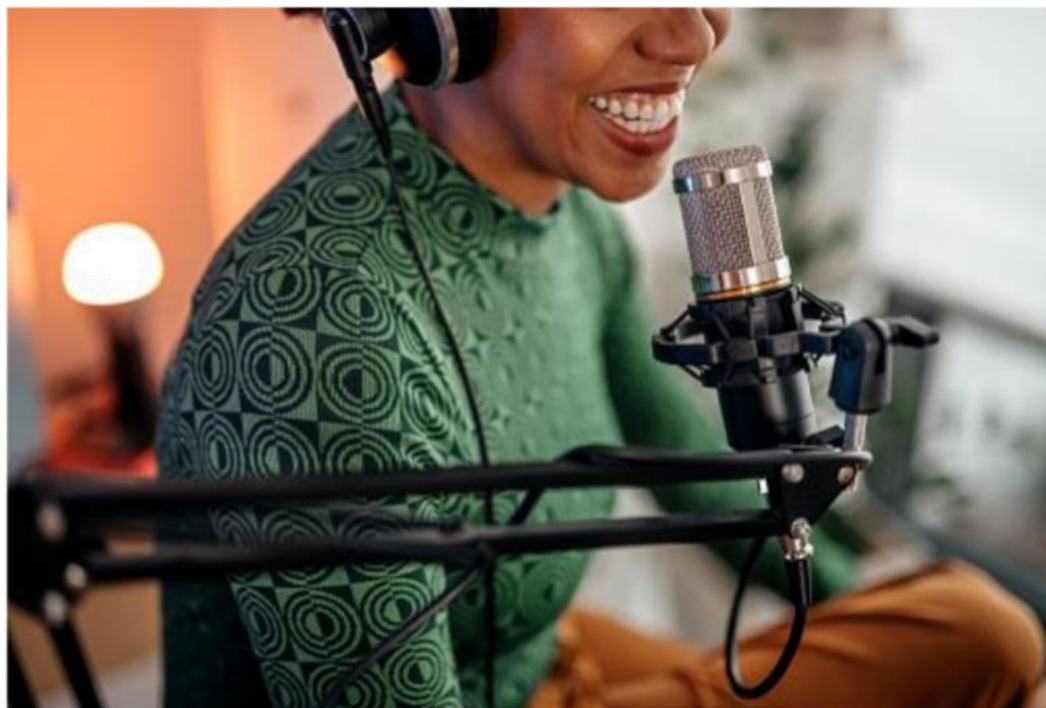
Project Teams

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

Technology

- Technology suite
- Media Room
- Public PCs
- Robotics
- Virtual Reality
- Green screens

Programs and Events

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

Opening Event

- Saturday 23 July 2022 11am-3pm
- Rides
- Entertainment and food
- Showcasing the Hub
  - Garden and Workshop
  - Library
  - Technology suite
  - 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
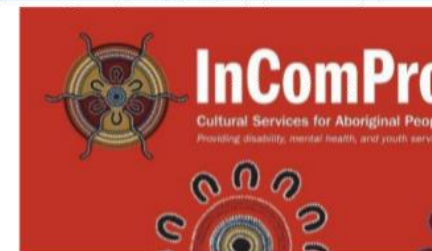
Salisbury West Library

- Closing 4 June 2022
- Removalist booked
- All furniture including staff workstations have been ordered
- Shelving ordered through Resource Furniture
- General weeding of collections

Operational Readiness

- Fees and charges
- Hire terms and conditions
- 'SpacetoCo'
- WHS

SpacetoCo

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

	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. |

Item BHPSC2 - Attachment 2 - Program Logic Model

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: City Plan Link:	To ensure Salisbury residents have access to trustworthy and reliable information and community networks. 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:	Provide a range of opportunities for life-long learning at any age for Salisbury residents.
City Plan Link:	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.	Qualified and experienced staff and management	Health and wellbeing programs (garden, yoga, cooking etc)	Families from low socio-economic backgrounds, including families with a history of low literacy and school completion rates	Build capacity in parents through an increase in skills and confidence to provide stimulating play and literacy activities for their child
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.	Volunteer assistance

Internal budget

Grant funding

Use Early Years Learning framework as a guide for learning outcomes. | Therapy based programs (art therapy, mindfulness etc)

Student and adult visits/tours

School Holiday Programs- Learning

Early literacy and numeracy programs | Children aged 0-6 years

People with a disability

People who are feeling isolated and vulnerable. | 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 |
| People with a disability require greater access to programs and spaces through inclusive design. | Catalogue items and internal physical resources including books, toys.

Safe and engaging spaces within community venues | Immunisation programs

ESL conversational programs

Partnership programs with football club | People disproportionately negatively impacted by the effects of COVID-19 | Increased feeling of positive wellbeing and community connectivity amongst participants. |
| COVID 19 has exacerbated mental health conditions in all ages as well as the number and severity of domestic violence incidents. | External networks and funding

Organisational support including marketing, management, volunteer recruitment. | Drop in programs (LEGO Club, Chess Club etc)

Community Workshops- Finance, NAWMA, health & wellbeing etc | | 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

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			Yes
• In excess of 14 days prior to hire date	50% of hire fee	50% of hire fee	
• Within 14 days of the hire date	100% of hire fee	100% of hire fee	