



**HOBSONS  
BAY CITY  
COUNCIL**



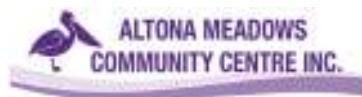
Williamstown  
Community  
and Education  
Centre Inc

# **HOBSONS BAY COMMUNITY CENTRES RESEARCH PROJECT REPORT**

Mark Brophy & Helen Rodd



**Laverton Community  
Integrated Services Inc.**



**Walker Close  
Community Centre**



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\* The term 'committee' will be used in this Report, and is commensurate with the terms 'Board', 'Directors', etc, that individual centres may use.

### Research Team Biographies

**Mark Brophy** has worked in education, training, public service, community engagement, research and management areas for over 26 years in universities, TAFE institutions, industry associations, government, consultancy and the ACE sector. Mark was awarded a PhD in 2002 on his work in alternative learning methodologies for disadvantaged learners and community engagement; he is also a Fulbright Scholar. Mark has been on the Board of ALA and Network West as well as the ACE Peaks Network. Since 2012 he has been the Manager of Williamstown Community and Education Centre Inc

**Helen Rodd** has worked in the youth, education and community sectors for almost 30 years, in diverse settings such as schools, youth services, a Migrant Resource Centre, the Australian Bureau of Statistics, universities and TAFE institutions, local government, neighbourhood houses, and her own professional community development and research practice.

Helen's current focus is the Neighbourhood House sector, and transforming communities through grass roots community participation, community leadership and governance, and community-based research. Helen was Manager of West Footscray Neighbourhood House and has been on the committee for over 10 years. She is currently on the committee of Network West and Director of her own research consultancy

## List of Acronyms

<b>ABN</b>	Australian Business Number	<b>JKH</b>	Joan Kirner House
<b>ACEVic</b>	Adult Community and Education Victoria (Victorian peak body)	<b>LGBTIQ</b>	Lesbian, Gay, Bisexual, Transgender, Intersex or Queer
<b>ACFE</b>	Adult Community and Further Education Board (Victorian)	<b>LCIS</b>	Laverton Community Integrated Services Inc
<b>ACNC</b>	Australian Charities and Not-for-profits Commission	<b>LFE / SEE</b>	Learning for Employment Consortium / Skills for Education and Employment (Commonwealth DET)
<b>ALA</b>	Adult Learning Australia (Australian peak body)	<b>LGA</b>	Local Government Area
<b>AMCC</b>	Altona Meadows Community Centre Inc	<b>LJACC</b>	Louis Joel Arts and Community Centre
<b>AMES</b>	Adult Migrant Education Service	<b>LL</b>	Learn Local (ACFE branding)
<b>ANHCA</b>	Australian Neighbourhood Houses and Centres Association	<b>LLEN</b>	Local Learning and Employment Network
<b>ASIC</b>	Australian Securities and Investment Commission	<b>MCH</b>	Maternal and Child Health
<b>ATSI</b>	Aboriginal and Torres Strait Islander	<b>MEGT</b>	Melbourne East Group Training
<b>BSL – NILS</b>	Brotherhood of St Lawrence – No Interest Loans Scheme	<b>MID</b>	Mild Intellectual Disability
<b>CALD</b>	Culturally and Linguistically Diverse	<b>MoU</b>	Memorandum of Understanding
<b>CAV</b>	Consumer Affairs Victoria	<b>MRC</b>	Migrant Resource Centre
<b>CD</b>	Community Development	<b>NBEC</b>	Newport Community and Education Centre
<b>CCA</b>	Community Colleges Australia	<b>NCVER</b>	National Centre for Vocational Education Research
<b>CGEA</b>	Certificate of General Education for Adults	<b>NH</b>	Neighbourhood House
<b>CGS</b>	Community Greenhouse Strategy (HBCC)	<b>NHACE</b>	Neighbourhood House and Adult Community Centre
<b>DET</b>	Department of Education and Training (Victorian or Commonwealth)	<b>NHCP</b>	Neighbourhood House Coordination Program (through DHHS)
<b>CWA</b>	Country Women's Association	<b>NHVic</b>	Neighbourhood Houses Victoria (DHHS NHCP peak body)
<b>DGR</b>	Deductible Gift Recipient	<b>PBI</b>	Public Benevolent Institution
<b>DHHS</b>	Department of Health and Human Services (Victorian)	<b>PT</b>	Part Time
<b>DOE</b>	Department of Employment (Commonwealth)	<b>RTO</b>	Registered Training Organisation
<b>DOJ</b>	Department of Justice (Victorian)	<b>SCC</b>	Seabrook Community Centre
<b>DSS</b>	Department of Social Services (Commonwealth)	<b>SCH</b>	Spotswood Community House
<b>EAL</b>	English as an Additional Language	<b>SCH</b>	Student Contact Hours
<b>EES</b>	Environmental Engagement Strategy (HBCC)	<b>SKCC</b>	South Kingsville Community Centre Inc
<b>EFT</b>	Equivalent Full Time	<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats (Analysis)
<b>FBT</b>	Fringe Benefits Tax	<b>TCC</b>	Tax Concession Charity
<b>FT</b>	Full time	<b>VCAL</b>	Victorian Certificate of Applied Learning
<b>GST</b>	Goods and Services Tax	<b>VRQA</b>	Victorian Registration and Qualifications Authority
<b>HB</b>	Hobsons Bay	<b>VTG</b>	Victorian Training Guarantee (RTOs)
<b>HBCC</b>	Hobsons Bay City Council	<b>WCBH</b>	Walker Close and Brooklyn Hall Association
<b>HBBUG</b>	Hobsons Bay Bike User Group	<b>WCEC</b>	Williamstown Community and Education Centre
<b>HESG</b>	Higher Education and Skills Group (Victorian DET)	<b>WCIG</b>	Westgate Community Initiatives Group
<b>ICT</b>	Information Communication Technology		
<b>ITEC</b>	Income Tax Exempt Charity		

# INTRODUCTION

**The key purposes of this Research Project Report were to:**

- |           |   |
|-----------|---|
| <b>01</b> | <b>Map the characteristics</b> of the eight community centres in Hobsons Bay to build a clear picture of their nature and current activity.             |
| <b>02</b> | <b>Provide a deeper and more accurate knowledge</b> of the community centres of Hobsons Bay.  |
| <b>03</b> | <b>Provide an analysis of strengths, weaknesses, opportunities and threats</b> to the community centres that can inform future planning and management. |

This Research Project was extremely ambitious.

The Report details the research conducted over a two-year period with the community centres located within the Hobsons Bay City Council LGA.

It is the direct result of many stakeholders working collaboratively.

This included all of the community centre managers, relevant staff and committee members, as well as Hobsons Bay City Council and sector peak bodies.

Without their cooperation and significant level of trust, this Report would not be possible. We thank all those involved.

As an example of the challenges, all centres had to agree to be transparent and share key organisational information not only with each other but publicly in this Report. All centres also agreed on NHVic amalgamating census data and the results are published here.

We suggest that this research is possibly the first of its kind, and that it reflects the collaborative spirit of the community centre sector.

True to the nature of the Action Research methodology itself, change has occurred already as a result of the work undertaken – notably, amongst the centre managers themselves, who provided most of the information and approval of data release.

At the very least, managers are much more aware of each other's work, and what services and programs are available across Hobsons Bay community centres, and have a deeper understanding of each other's operations, as well as an awareness of synergies and possible opportunities.

The research utilised several data resources and Action Research methodology.

## Report Structure

Firstly, a history and background analysis of how centres plan their work is provided.

This is followed by a comprehensive Key Characteristics Chart, which portrays all of the centres' work in detail.

The Key Characteristics Chart was developed over a considerable length of time, with constant cycles of validation with centre managers and key staff.

A Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis was then carried out for each section in the Chart, with key questions raised for stakeholders, including Council, committees, managers and staff, to address.

The Report then presents an amalgamated set of data produced by a NHVic census of all centres, complemented by Hobsons Bay City Council profile data and ACFE data.

The data section focuses on the programs, people and demographics of those who attend the centres. Correlation is made with the total population levels and demographic characteristics where possible.

A second SWOT Analysis for this section is also created.

Some of the findings have also been further validated through personal interviews between the Project Researcher and centre managers and committee chairpersons.

# RECOMMENDATIONS

It is recommended that this Report firstly be **distributed** to key stakeholders, such as centre managers (including senior staff), centre committees, the Council, relevant peaks (NJVic, ACEVic, Network West, etc) and relevant departments (ACFE, DHHS, etc).

Secondly, it is recommended that the Key Questions posed in the analysis are placed on the Agenda of relevant meetings and **discussed**.

For ease of reference the location of the Key Questions in the Report are provided in the table below.

<b>Key Questions to be Addressed by Stakeholders</b>	<b>Page</b>
<b>Structure and Identity</b> – Analysis and Key Questions	21
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The forums to address Key Questions could include, but are not restricted to, centre committee meetings and / or the Hobsons Bay Community Centre Managers' Meetings.

With the latter meetings, it is suggested that Council, relevant government departments and peaks be included in discussions.

It is recommended that the discussion in regard to the questions posed in the Report take into consideration the 'depth' and detail contained in the raw data of this Report.

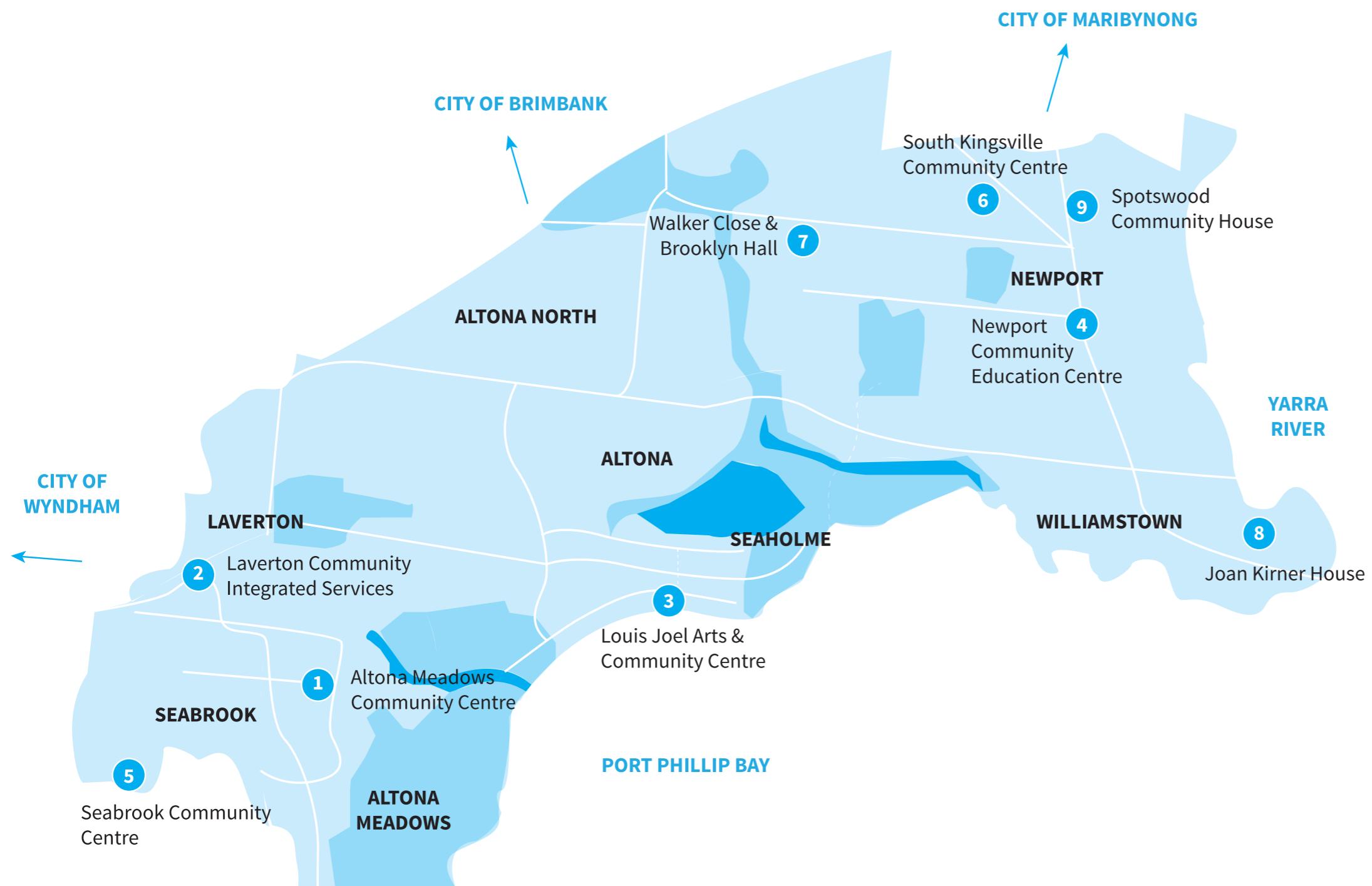
All stakeholders will bring a different perspective. For example, DHHS and Network West have a focus on community development through the NHCP; Council needs to meet its strategies and plans; ACFE aims to increase workforce participation rates through the Learn Local program and pre-accredited training; committees need to reach goals, oversee viability and govern; and, all the while, centre managers need to balance all stakeholders' needs, as well as oversee staff and run the operations of the organisation.

It is also recommended that stakeholders consider whether the questions posed fall under governance and / or operational responsibilities.

For example, a question in regard to increasing efficiencies in staffing, or joint utilisation of resources between centres, is an operational item, and centre managers and the relevant staff should address this.

A question in regard to reviewing and altering individual centre aims and goals is strategic and falls within the governance responsibility of committees.

Finally, the range of questions raised by the data is not exhaustive. Stakeholders and groups will most likely find other questions that emerge from the data.



## THE COMMUNITY CENTRES OF HOBSONS BAY

Acronyms – in parentheses – will be used throughout this Report

- 1** Altona Meadows Community Centre Inc. (AMCC)
- 2** Laverton Community Integrated Services Inc. (LCIS)
- 3** Louis Joel Arts and Community Centre / Hobson Bay Community Advancement Co-Operative Ltd. (LJACC)
- 4** Newport Community Education Centre / Outlets Co-operative Neighbourhood House Ltd. (NCEC)
- 5** Seabrook Community Centre (SCC)
- 6** South Kingsville Community Centre Inc. (SKCC)
- 7** Walker Close and Brooklyn Hall Association Inc. (WCBH)
- 8** Williamstown Community and Education Centre Inc. - Joan Kirner House (WCEC - JKH)
- 9** Williamstown Community and Education Centre - Spotswood Community House (WCEC-SCH)

# PROJECT OUTLINE

## Rationale

Community centres\* operate in a complex, demanding and fast-changing community environment.

The challenge is to continuously respond to new and emerging trends and needs within communities, and balance this with the challenges that all community centres face- that is, the demands of running complex, enterprising organisations that are accountable to the community, and to a variety of funding bodies and regulators that each require significant compliance and reporting practices, whilst remaining financially viable.

It's a balancing act between good social business practice and achieving good community development outcomes.

To remain vibrant, relevant and responsive, community centres need quality information and a sound evidence base, as well as the relevant knowledge and skills to inform their decision-making.

At the local level, the key stakeholders in this decision-making are those in the community (as represented by committees, service users, members and neighbours) and the staff, with primary responsibility laying with the manager and funding bodies, such as Council.

This Project seeks to provide a solid information and evidence base for decision-making, planning for change and achieving community outcomes for Council, managers, Committee members and key stakeholders.

## \*NOTE

Over time, community centres across the sector have adopted various names to reflect the work they undertake. In this Report, the following terms are interchangeable, and are equivalent to and incorporate the meaning of a 'Community Centre':

- Neighbourhood House
- Neighbourhood Centre
- Adult Learning Centre
- Community House
- Community Centre
- Community Service
- Community Integrated Service
- Learning Centre
- Living and Learning Centre
- Community and Education Centre
- Arts and Community Centre
- Learn Local (those with ACFE funding)
- Adult Community and Education Centre

## Aims

The Hobsons Bay Community Centre Research Project Report aimed to:

- Provide a background, history of and context for community centres and their work
- Document how centres do their planning
- Map the characteristics of the eight community centres in Hobsons Bay to build a clear picture of their nature and current activity. Namely, their –
  - Structure and identity
  - People (staff, committees, volunteers, students)
  - Sites, spaces and infrastructure
  - Contractual relationships and obligations
  - Networks
  - Promotions
  - Programs and services
- Provide a deeper and accurate knowledge of the community centres of Hobsons Bay by mapping the characteristics
- Provide an analysis of the characteristics
- Collate and provide an analysis of NHVic, Council and ACFE data
- Establish the extent to which community centres are currently responding to their communities
- Provide an analysis of strengths and weaknesses of, opportunities for and threats to the community centres that can inform planning and management
- Pose questions for Council, Committees, managers and staff to address.

## Scope and Limitations

This Project was commissioned by Hobsons Bay City Council and is specifically focused on the eight designated community centres.

The scope did not include other services located in Neighbourhood hubs, such as Laverton Hub or Newport Community Hub, or Library services, such as Altona Meadows Library and Learning Centre.

Furthermore, the scope did not include an analysis of co-located entities or organisations located within the precinct of each centre, although their presence was noted in data collection.

The scope is also limited to a Council context. An analysis of State and Federal Government plans, policies and strategies, although considered, was outside the scope of this Project.

The contents of this Report are rich in data that can be utilised in many ways.

There is the possibility of further analysing the existing data to gain even more insights than are discussed here.

As mentioned previously, the research was very ambitious. Significant work has focused on collecting the data for this Report, with limited resources.

A careful balance has been the aim, to cover 'depth' and 'breadth' of information without compromising the Report's integrity. In other words, not 'biting off more than we could chew'!

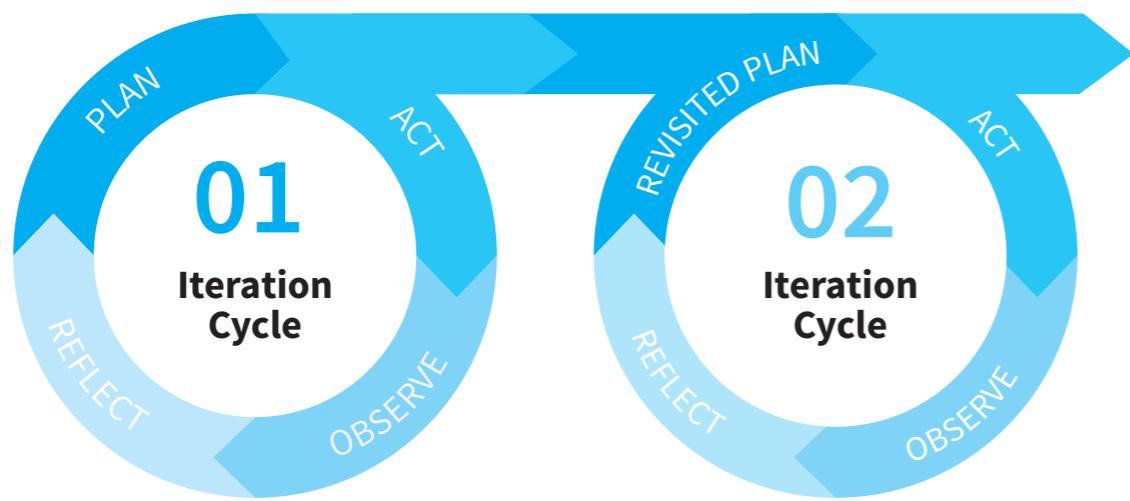
As with all research, we expect this Report will provoke further questions and open up other avenues for research.

## Methodology

The Study adopted a two-stage community development process as a framework for the Project and an Action Research methodology for each research stage. Action Research involves working through the four cycles of: Plan, Act, Observe and Reflect. Each of the two stages of the research involved continuous iterations of the Plan – Act – Observe – Reflect cycles.

Winter and Munn-Giddings' (2001, p 8) definition of action research, as a 'study of a social situation carried out by those involved in that situation in order to improve both their practice and the quality of their understanding', captures the essence of the philosophy underlying the action research approach.

**Diagram 2 - Action Research Process**



**SWOT Analysis Framework:**

A further SWOT Analysis was then carried out on the Participant and Activity Data.

The outcomes of the SWOT 'Strengths' analysis are provided as statements.

As discussed earlier, in the Introduction, the outcomes in the 'Weakness', 'Opportunities' and 'Threats' analysis are presented in this Report as questions to be posed for key stakeholders to address.

# WHAT IS A COMMUNITY CENTRE?

## History and Context

As a field of practice, the community centre sector is diverse and idiosyncratic. Community centres are present across Australia, with each state's sector varying in history, structure and funding arrangements (Rooney 2011).

The Victorian sector is the most developed and mature of all the states, being unique in both its size and geographical spread across metropolitan and country areas (Humpage 2005, p 14).

Community centres came late to Australia, which did not import the Settlement House model conceived during the 1860s in the UK and put into practice during the 1880s in both the UK and USA (Scheuer 1985). It would be another 100 years before a similar movement would emerge; however, that is not to say community centres in Australia emerged in a vacuum.

The predecessors for our community centres during the late 19th and early 20th centuries were most likely Mechanics Institutes, Progress Associations and Citizens Advice Bureaus.

The religious, charitable organisations that developed in 19th century Melbourne, such as the Brotherhood of St Lawrence, were also providing purpose (McMahon 2003; Scott 2011).

Nonetheless, the analytical orientation exemplified by the Settlement House movement towards locating social problems in structural inequity and being involved in social reform is clearly a part of the community centre sector philosophy (Mendes 2009, p 17). The sector in Australia is a member of the International Federation of Settlements and Neighbourhood Centers (IFS 2015).

It was during the socially progressive period of the 1970s that the Victorian sector and movement developed. At that time, 'houses' or 'centres' mostly operated as local, community-based development and learning organisations, unfunded and with volunteers, until, in 1986, the Victorian Government developed a structured program and funding scheme, now known as the Neighbourhood House Coordination Program (NHCP) (Humpage 2005, p 14).

Progressive social policy and the influx of funding from local councils, and Victorian Government (such as ACFE) and Federal Government support, saw some centres grow into larger, more complex organisations.

Further funding from business and philanthropic organisations has also increased the sector's reach over time.

Currently, there are approximately 400 community centres in Victoria (NHVic 2016), with more being built in growth areas, indicating that they are considered a key feature of community infrastructure.

The Victorian model also consists of 16 networks, managed by the Department of Health and Human Services (DHHS). There are 10 regional networks and six metropolitan networks, as well as a state peak body, Neighbourhood Houses Victoria (NHVic). Victoria is also the base for the federal peak body, the Australian Neighbourhood Houses and Centres Association (ANHCA).

Other peaks have formed over time that reflect and support the adult learning aspect of community centres. For example, there are Adult Community Education Victoria (ACEVic) and, nationally, Adult Learning Australia (ALA) and Community Colleges Australia (CCA).

The sector has evolved and matured over the years and this brings with it both gains and challenges. In the early years, the development of strong voluntary organising (including the drive for community ownership and management) was a key feature, being informed by ideas of participatory democracy, active citizenship and social change.

The influence of neo-liberalism, public sector management discourses and corporate governance in the last 20 years has meant that community centres have been framed as 'enterprising businesses' and competitors in a marketplace. This has posed a challenge to the sector's values of community ownership, participation and collaboration, and its role as an advocate for social justice and social change (Kenny 2011; Ife 1997).

Parallel to the development of the sector is the growth of professional courses in Social Work and Community Development, both at the Higher Education and Vocational Education level, as well as increased scholarship in community development practice, exemplified by Jim Ife (2013) and Susan Kenny (2011), who author the principal Australian texts in the community development field of practice.

Many centres are Learn Locals delivering pre-accredited training under ACFE, and a number are also RTOs delivering accredited training for the Victorian DET. This work requires trained and qualified teachers and tutors to deliver training. For those centres delivering EAL courses, teachers are also required to have post-graduate qualifications.

These developments have created a professionalised workforce and a social and community services industry quite different from the sector's voluntary and community-led origins.

The term 'sector' implies uniformity; however, this is far from the reality. The quote 'If you've been to one neighbourhood house, you've been to one neighbourhood house' (NHVic 2016) expresses the unique characteristics of each house as it responds to its local community.

The key to understanding community centres is NOT as a 'one size fits all' type organisation but as locally based community-development organisations that develop from the bottom up, involving the local community in developing their character, programs, courses, campaigns and decision making.

### **Definition of a Community Centre**

Community centres are community service organisations that operate in a localised way to respond to a range of issues and opportunities within communities. They have capacity for flexibility and responsiveness and to shift priorities and resources as new needs emerge (Rodd 2015).

Community centres are spatially defined with a 'strong identification or embedding within a particular geographical area, region and/or community' (Rooney 2011, p 5). That is, they are part of, are influenced by, and identify with, a 'neighbourhood'. Centres themselves are also a 'place', operating in a wide range of different spaces and locations across their geography.

Centres bring people together to connect with, learn from and contribute to their local community through social, educational, recreational and support activities, using a unique community development approach (NHVic 2016). They work in ways that engage local people in local solutions. It has been highlighted that community centres are flexible and able to quickly respond to local needs.

Community centres form a key element of the social infrastructure of disadvantaged communities. The infrastructure provided by the centres can be quickly mobilised, expanded or readjusted to respond to local needs, emerging issues or opportunities (Izmir et al. 2009, iii).

Centres welcome people from all walks of life. This inclusive approach creates opportunities for individuals and groups to enrich their lives through connections they might not otherwise make, creating opportunities for social learning and relations, facilitating social inclusion (including pathways to further education and employment), strengthening networks, building social capital and enhancing health and wellbeing.

### **Practice Frameworks**

Community centres are uniquely different from traditional charity and religious welfare organisations in that participants don't need a label to be considered members, or as 'deserving' of or qualifying for support, they just need to be community members.

This reflects the philosophical tradition of the central position of the citizen and the commitment to active participatory democracy. It also reflects the essence of the dialogical relationship community development practitioners foster with community members. Too, it underpins the unique community development approach of the sector:

Community development is about enabling communities to identify and address their own needs. It starts from the assumption that communities have existing strengths and assets that make them part of the solution. Community development practice is about doing with, rather than doing for (NHVic 2016).

The community development principles that inform the sector are:

- Community participation
- Community ownership
- Empowerment
- Access and equity (social justice)
- Lifelong learning
- Inclusion
- Networking
- Advocacy
- Self help
- Social action (NHVic 2016).

Centres generally offer a mix of direct service delivery and community development programs, and operate as a base for a range of local activities, information, referral and advocacy services, and as a meeting place or community hub.

Some people also enter centres as second-chance learners (i.e. the disengaged, isolated, returning to work, migrants, mature aged, etc), gaining the confidence to engage with other programs or civic

activities or roles, and using it as a pathway into further education, training or employment.

Some people come to the centres in crisis and emerge as participants in a range of positive opportunities, including support groups, awareness-raising events and social movements, as a resident, volunteer or leader.

Centres, through their community development work, achieve important outcomes for their communities, including the reduction of social isolation, increases in civic participation, partnerships and collaboration, enhanced social capital, a greater sense of belonging, improved knowledge and skills, and empowerment.

Centres are key community sites where health, wellbeing and resilience are enhanced, directly, through targeted programming; and, indirectly, by tackling the broader social determinants of health, through their diverse and responsive programs and services that form part of their social-purpose business, and the community development values and principles that inform the vision, purpose and practice of the organisation.

### **How do Community Centres Plan their Work?**

Community centres operate across multiple intersecting contexts and are responsible to various stakeholders. Accordingly, they have a complex range of responsibilities and obligations that they must fulfil, and agendas that guide their practice and service delivery. These include:

- Obligations as a legal entity to fulfil their legal duties and stated purpose, and duties to members, including good governance and financial integrity
- Obligations related to contracts and service agreements
- Being guided by diverse and intersecting social policy contexts and institutions, including sector frameworks

- Responsibility and obligations to the local community and neighbourhood, taking into account strengths and assets, characteristics and diversity, current and emerging issues and planning for future needs.

Any analysis or strategic planning needs to take these essential obligations into account and be realistic about what is possible within the resourcing and human capital capacity of the organisation.



Organisations have to prioritise their actions and work collaboratively with other local centres and services to deliver the collective impact communities need and desire.

The diagram below illustrates the different layers of stakeholders that must be considered in all decision making and / or strategic planning.

The reality is that organisations can't do everything, and nor should they, and there are always constraints. All parties investing in strategic planning need to be 'on the same page' and be clear about their roles and responsibilities.

The 'Incorporated Association' diagram below shows a cycle of checks and balances.

#### Incorporated Association Model



Every person in the Association, from staff to Committee, is responsible 'to', and responsible 'for', others in their community, building trust, equity, capability and capacity for both the centre and the community as a whole.

Prioritising should be based on sound evidence and thorough analysis, including the investigation of local, relevant data in conjunction with appropriate community consultation and validation.

Strategic planning must also take into consideration the contracts, service agreements, regulations and legislation that the centre needs to adhere to (i.e. Childcare Licence requirements, RTO obligations, health and safety, Council Service Agreement KPIs, NHCP Contract expectations, etc).

The strategic planning in the decisions made by centres is complex. For example, the decision to create a new program, initiative, service or course ideally would hinge on the questions below:

- **Vision / Policies:** Does the initiative contribute directly to our Vision, Mission Statement, Values, Goals, Strategy, Actions, Strategic / Business Plan?
  - **Synergy:** Does it meet or strategically align with NHCP Guidelines, Council policy, contracts, any grants, initiatives we have, or yearly schedule? Does it link or dovetail into other work, projects and programs?
  - **Financial viability:** Is the program or service financially viable? Can we afford the expenditure? How does the initiative affect other areas of our work? Should we cost, do a budget, etc?
  - **Need:** Does the program or service meet an identified community need? Why do we need it? What difference will it make? Is someone else doing it already? Is there evidence of need?
  - **Expertise:** Does the centre have the expertise / capability to deliver the program or service? Are we the best organisation to deliver this program or are there other organisations that are better suited?
  - **Staffing capability:** Who will do this? Can the required level of staff be supplied? Will we need to employ new staff? Are the demands on staff reasonable? Do we have the existing staff with the right skills, knowledge, experience and qualifications? Who will supervise, and take responsibility?
  - **Compliance:** What are the compliance implications? Does it meet guidelines, legislation, etc? Can the staff cope with the level of compliance?
  - **Geography:** Can the service or program be delivered within the designated geographical area?
  - **Facilities:** Do we have the appropriate facilities, infrastructure, resources, etc, to deliver the program or service?
  - **Communications:** How do we let others know? How do we get staff, stakeholders, etc, 'on board' with the initiative? How do we communicate success (or otherwise)?
  - **What does success look like?** Qualitative and quantitative?
  - **Risks:** What are the risks, and can we absorb the risks? Is it contentious? Is it linked to community debates, religious, political, etc? Are there legal issues (e.g. OHS, discrimination, exclusionary)? What are the health and safety issues? How do we reduce or rectify any issues that emerge?
- (Sourced from Brophy 2016, 'New Initiative Assessment')

The above discussion questions will help stakeholders understand both the existing challenges and balances, and also to cope with any change of strategy or direction of a centre.

It is suggested that any actions taken by the key stakeholders on the questions raised in the findings of this Report consider all or some of the items listed above.

## MAPPING THE CHARACTERISTICS OF THE CENTRES

A distinctive characteristic of community centres is that each responds to its community in its own way. Each centre has its own history, character and even personality. Centres create their own networks, partnerships, priorities and strategies that add to their character, identity and profile.

They are responsive and agile; they are not 'one size fits all' organisations, precisely because they foster a culture of engagement with the community and build strong relationships that support their work.

Nevertheless, even though each centre is idiosyncratic in its expression, they are part of a geography and a sector, and many elements of their character, identity, profile and relationships have common themes and common relationships. This would be expected in a sector where collaboration is a stated principle and goal of practice (Brophy & Rodd 2015).

The Key Characteristics Chart, beginning on the next page, maps the characteristics of each of the Hobsons Bay community centres involved in the Project.

### The Chart is divided into seven sections:

- Structure and identity
- People (staff, committees, volunteers, students)
- Sites, spaces and infrastructure
- Contractual relationships and obligations
- Networks
- Promotions
- Programs and services.

Managers were asked to populate the Chart. It was cycled several times across all centres so the managers could pick up on each other's input.

In this way, managers helped each other populate the Chart where an aspect or program that was overlooked in earlier iterations could be included.

As the process is subjective, there may be anomalies in some areas, for example, a particular 'characteristic' may be interpreted differently by different managers. This is due to the Action Research process used, as it is authentic data collection method.

A reflective SWOT Analysis, focusing solely on the data and raising questions, is provided at the end of each section to help interpret the data.

Although somewhat subjective, the researchers collaboratively validated the interpretations with sector stakeholders.

**Note:** Referring to the list of Acronyms on Page 3 will assist greatly in studying the data

## Key Characteristics Chart

### Structure and Identity

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Established</b>	1974	1996	1973	2001	1991	1993	2004	1974
<b>Governance structure</b>	Incorporated Association	Co-operative	Co-operative	Council operated	Incorporated Association	Incorporated Association	Incorporated Association	Incorporated Association
<b>Governance structure-positions</b>	The Board 9 members 7 current 2 vacancies (2016)	Board of Management 8 members All filled (2016)	Board/Directors 6 members 5 current 1 vacancy (2016)	Local government – Lines of accountability	Committee of Management 8 members 7 current 1 vacancy (2016)	Committee of Management 8 members 2 vacancies (2016)	Management Committee 7 members All filled (2016)	Committee of Management 9 members All filled (2016)
<b>Number of members / shareholders</b>	40	280	51	N/A	20 Clubs with multiple members	30	55	99
<b>Annual income (2015)</b>	\$2,607,697	\$357,201	\$226,379	\$90,000	\$140,209	\$495,095	\$140,802	\$847,822
<b>Membership fee</b>	\$5 annual renewal	\$10 shareholder fee on entry	\$1.10 shareholder fee on entry	N/A	\$80 Clubs only	\$0	\$2 annual renewal	\$0
<b>Tax / charity status</b>	DGR, PBI, TCC ITEC FBT exemption; GST concession	TCC ITEC FBT exemption GST concession	DGR, PBI, TCC ITEC FBT exemption GST concession	N/A	TCC ITEC FBT exemption GST concession	TCC, ITEC FBT exemption GST concession	No	DGR, PBI, TCC ITEC FBT exemption; GST concession
<b>Registered identity / compliance</b>	ABN ACNC NHCP (DHHS) Learn Local (ACFE) Children's Service (DET) RTO Crisis/ Emergency Support Service (DHHS) Registered Food Service (HBCC)	ABN ACNC NHCP (DHHS) Co-operative (ASIC)	ABN ACNC NHCP (DHHS) Learn Local (ACFE) Children's service (DET) Co-operative (ASIC)	Local government	ABN ACNC NHCP (DHHS)	ABN ACNC NHCP (DHHS) Learn Local (ACFE) Children's service (DET) Registered Disability Service (DHHS)	ABN NHCP (DHHS)	ABN ACNC NHCP (DHHS) Learn Local (ACFE) Children's service (DET) RTO
<b>Philosophy / ethos</b>	Community development principles & framework	Community development principles & framework Community Cultural development	Community development principles & framework	Community development principles & framework Fits within the broader City Plan and Community Health and Wellbeing Plan and Learning Communities Department Plan	Community development principles & framework	Community development principles & framework	Community development principles & framework	Community development principles & framework
<b>Strategic priorities (from Strategic Plan)</b>	<ul style="list-style-type: none"> <li>Board Professional Development</li> <li>Grow Childcare Centre</li> <li>Enrolments and Marketing</li> <li>Grow Education Centre Enrolments</li> <li>Budget, &amp; improved Marketing</li> </ul>	<ul style="list-style-type: none"> <li>To be a unique Arts and Community Centre in the western region through:</li> <li>Consolidation of governance and management systems &amp; processes</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Community need through community development, facilitating access, inclusion and participation</li> <li>Education and Training programs</li> </ul>	<ul style="list-style-type: none"> <li>Meeting the needs of the local community, especially the need for stimulation, education and community connection</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Community need through community development, facilitating access, inclusion and participation, programs and activities</li> </ul>	<ul style="list-style-type: none"> <li>Service planning and delivery</li> <li>Capability and good governance</li> <li>Continual assessment to meet community needs</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Community need through community development, facilitating access, inclusion and participation</li> <li>Education and Training programs</li> <li>Children's Services</li> </ul>	

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### Structure and Identity

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Strategic priorities (from Strategic Plan)</b>	<ul style="list-style-type: none"> <li>Program relevance to Community need and future demands and trends</li> <li>Developing Social Enterprise Projects</li> <li>Forming new Partnerships</li> <li>Overall Risk Assessment</li> <li>Greater community and stakeholder engagement</li> <li>Human Resources – funding a Grant / Tender position</li> </ul>	<ul style="list-style-type: none"> <li>Board and volunteer recruitment</li> <li>Consolidation and growth in Financial performance</li> <li>100% leasing target</li> <li>Develop Building Masterplan</li> <li>Improve promotions &amp; branding</li> <li>Innovations: 'Friends of'</li> <li>Low carbon footprint</li> </ul>	<ul style="list-style-type: none"> <li>Children's Services</li> <li>Supporting staff and volunteers</li> <li>Networking/Partnerships</li> <li>Financial sustainability</li> <li>Disability Services</li> <li>Information technology</li> <li>Volunteering</li> <li>Networking / Partnerships</li> <li>Accountability</li> </ul>	<ul style="list-style-type: none"> <li>Children and family services and support, including immunisation services and Sunshine Hospital ante natal clinic</li> <li>Varied programs and services</li> <li>Point of referral</li> <li>Environment and sustainability</li> <li>Health &amp; Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Education and Training programs</li> <li>Children's Services</li> <li>Financial sustainability</li> <li>Disability Services</li> <li>Information technology</li> <li>Volunteering</li> <li>Networking / Partnerships</li> <li>Accountability</li> </ul>	<ul style="list-style-type: none"> <li>Education and Training programs</li> <li>Children's Services</li> <li>Financial sustainability</li> <li>Disability Services</li> <li>Information technology</li> <li>Volunteering</li> <li>Networking / Partnerships</li> <li>Accountability</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring accessibility</li> <li>Networking / Partnerships</li> <li>Financial sustainability</li> <li>Accountabilities</li> <li>Infrastructure</li> <li>Marketing &amp; Communication</li> <li>Information technology</li> </ul>	<ul style="list-style-type: none"> <li>Supporting staff and volunteers</li> <li>Networking / Partnerships</li> <li>Financial sustainability</li> <li>Accountabilities</li> </ul>

### Structure and Identity - Analysis and Key Questions

#### Strengths

The community centres of Hobsons Bay have a long history, with three being established in the early years of the sector, having over 40 years of history to mature, diversify and consolidate (LCIS, NCEC, WCEC). Others developed in the 1990s, probably in line with settlement and residential development patterns, with WCBH being the most recent addition, in 2004.

All but SCC are community governed, demonstrating excellent civic participation in the area. This compares well with the state average of 89 per cent of centres being either Incorporated Associations or Co-operatives (2015 NH Survey). It also compares well

with adjoining LGAs. In Maribyrnong, three of the eight community centres are Council managed. In Wyndham, eight of the 14 centres are Council managed. This demonstrates that there is good community capability to take on the roles and responsibilities to govern a community asset within Hobsons Bay.

Committees have from six to nine members (average of seven). The state average is 7.8 (2015 NH Survey). Most centres have full numbers, with few vacancies.

Member / shareholder numbers again demonstrate good civic participation in the area.

Annual income compared with state-wide data also shows a healthy cohort of viable

centres in Hobsons Bay. State-wide, 17.4 per cent of centres have an income over \$500,000. In Hobsons Bay, this is 25 per cent. Nearly 59 per cent of centres statewide have incomes of under \$250,000. For Hobsons Bay, this is 25 per cent (2015 NH Survey). In some ways, this reflects the organisational maturity of the centres as a whole.

All centres have diverse identities and obligations:

Six of the centres are designated charities. The three with the longest histories have full charity status, which allows them access to a wider range of funding sources and enhances their

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<b>Structure and Identity - Analysis and Key Questions</b>	
ability to deliver diverse programs and responsive community development projects.	Overall, the shared and comprehensive goals prioritised by centres demonstrate a sophisticated level of planning and capability in organisational development and sustainability.
Seven deliver NHCP; half are Learn Locals and deliver childcare; two are RTOs, and some are designated a disability service, a crisis/emergency service and a cultural organisation.	All centres have a strong, shared philosophy, which is a common thread that brings them together as a 'sector'.
As a whole, centres deliver to the Hobsons Bay community a diverse and complex range of services. This demonstrates strong organisational capability, responsive services and programs that fulfil community need. It also illustrates the complex nature of their work and the obligations they must fulfil. This can be both a strength in the range of services delivered to the community, and a risk, in regard to adhering to ever-increasing compliance and regulations.	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>Are small centres with annual incomes under \$250,000 vulnerable? Do they have the resources necessary to cope with local, state and federal policy or priority changes?</li> <li>Considering the large range of registration and compliance with numerous funding and licensing regulators, are centres comfortable and able to meet all compliance obligations? Do they need help?</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>Why are there such significant differences in member fee arrangements?</li> </ul> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>Three of the eight centres have DGR status. Could this provide real opportunities for these centres to work together in joint submissions for philanthropic funding, support and programs?</li> <li>Should SCC become an Incorporated Association?</li> <li>Should partnerships be considered to help efficiencies, reduce costs, reduce risk, etc?</li> <li>Should the centres consider a 'Members Drive' to boost membership, and increase the pool and quality of potential Committee members?</li> <li>Should those centres without charity status, RTO status, NHCP, Learn Local status or childcare be supported in applying for some or all of these?</li> <li>Could centres meet together and workshop their goals? Establish synergies?</li> <li>Should centres specialise, such as LJACC does in arts?</li> </ul>
All centres share two common strategic goals: a primary community development focus, and an organisational/financial sustainability (including growth and innovation) focus. As previously discussed, these two goals represent the core of a community centre's purpose, but also an ongoing tension that requires constant strategic attention.	Most centres prioritise 'people' in their strategic goals: e.g. development of staff, volunteers, including committee of governance, and a partnership focus. Centres see the relationship, human and social capital work as critical to fulfilling the community purpose and organisational success.
Other strategic goals are specific priorities identified by centres (e.g. children, education, disability services, information technology, environment and sustainability), or are about improvements to infrastructure or marketing and promotions.	

## People

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Staffing</b>	No. 42 EFT 28 Contract / Sessionals 17	No. 2 EFT 1.6 Contract / Sessionals as required	No. 6 EFT 3 Contract / Sessionals 5	No. 1 EFT 0.8 Contract / Sessionals as required	No. 2 EFT 1.6 Contract / Sessionals as required	No. 11 EFT 4 Contract / Sessionals 11	No. 3 EFT 2 Contract / Sessionals as required	No. 22 EFT 12 Contract / Sessionals 12
<b>CEO / Manager</b>	PT 0.85 appointed 1995	FT appointed 2015	PT appointed 1989	PT 0.8 appointed 2008	PT 0.8 appointed 1998	PT 0.8 appointed 2016	PT appointed 2008	FT appointed 2012
<b>Personnel-role distribution</b>	CEO: 1x PT Admin: 5 x PT Education: 7 x PT Childcare: 29 = 7 x FT & 22 x PT Community Centre/ Youth Services: 6 x PT	Manager: 1x FT Admin: 1 x PT	CEO: 1x PT Admin: 1 x PT Education: 5 x contract Childcare: 3x PT Community Centre/ Services: 1 x PT	Manager: 1x PT Can draw upon local government systems and staffing for services	Manager: 1x PT Assistant manager – 1 x PT	Manager: 1 x PT Admin: 3 x PT Education: 3 x contract Childcare: 6 x PT Disability staff: 1x PT; 8 casuals	Manager: 1 x PT Admin: 2 x FT, 2 x PT Education: 6 x PT Childcare: 6 x PT Project Officers 2 x PT	CEO: 1 x FT Admin: 2 x FT, 2 x PT Education: 6 x PT Childcare: 6 x PT Project Officers 2 x PT
<b>Industry Award</b>	NHACE Collective Agreement 2016	SCHADS Award	NHACE Collective Agreement 2016	Local Government Award and Workplace Agreement	NHACE Collective Agreement 2016	NHACE Collective Agreement 2016	NHACE Collective Agreement 2016	NHACE Collective Agreement 2016
<b>Qualifications profile (manager)</b>	Dip Bus Certificate IV TAE Grad Dip Community Sector Management Significant community sector experience	Significant business sector experience	Diploma Business Management Adv Diploma of Hospitality Certificate IV TAE Management for Community Based Committees Significant community & business sector experience	Significant community sector experience	Nursing Significant community sector experience	No response	Bachelor of Business (Accounting/ Information Systems) Diploma in Community Development / Social Services Extensive experience in community / public service sector	PhD Education Significant community, education & public sector experience
<b>Volunteers (average per year including Committee)</b>	67	25	10	2	40	22	17	19
<b>Student / Work experience placements &amp; institution</b>	6 per year approx. Victoria University SEDA Group Local schools	6-7 per year approx. Victoria University Local schools	6 per year Victoria University Selmar Ashley MEGT Swinburne University WCIG Local schools	1 per year Various universities	6 per year approx. Victoria University VCAL Local schools	3 per year approx.	6 per year approx. Victoria University Leap Training College Evocca College Local schools	4 per year approx. Victoria University University of Melbourne Local schools

## Sites, Spaces and Infrastructure

People - Analysis and Key Questions	
<b>Strengths</b>	Managers across the eight centres have an average of nearly 12 years' experience running their centres, as well as significant experience in specialist fields, demonstrating a strong level of centre manager experience and capability across Hobsons Bay. Two have been in the role for over 20 years, holding important historical corporate knowledge and having witnessed and experienced the evolution of the sector. They can offer new staff the long view and a valuable depth of experience, and insights into sustainability and resilience. Overall, the centres employ nearly 90 staff, and the larger, diverse centres employ specialist, skilled program staff (e.g. teachers, childcare educators, disability workers, coordinators, administrative staff). The centres offer local employment options.
	developing the future sector workforce. Community centres are excellent sites for pre-service learning.
	Most centres are signed on to NHACE Collective Agreement, which could assist in any staff-sharing initiatives.
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>There are significant differences in staffing levels between the centres. Does this indicate vulnerability? Are manager staffing hours adequate?</li> <li>High numbers of casual and part-time staff. Does this affect planning, stability, ability to retain staff, etc? Do fixed-term funding contracts restrict centres offering ongoing employment? Is this situation preferred by some staff, providing flexibility?</li> <li>Are staffing hours at LJAC, AMCC, WCBH and SCC too low relative to service provision and managing an organisation? Does this restrict program opportunities or contribute to staff being overworked?</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>Should centres explore the option of sharing staff? Set up a register of sorts: e.g. helping those in part-time work who want more hours? Considering close geographical locations, this could be ideal for some staff. Also, could sharing staff</li> </ul>
	create synergies, best practice, knowledge, opportunities for joint professional development, etc?
	<ul style="list-style-type: none"> <li>Should the centres, or Council or Network West, create a formal partnership with Victoria University, considering its strong presence in the community centres of Hobsons Bay?</li> </ul>
	<b>Threats</b>
	<ul style="list-style-type: none"> <li>Given the increasing complexity of service delivery and myriad compliance obligations and resource challenges, a highly skilled workforce with specialised sector knowledge is required. How well are centres coping with this need?</li> <li>Volunteers are a significant asset. However, are they being supported and managed well?</li> <li>Three centres employ specific community/ project workers, which is positive in terms of being responsive to community needs. This means that in the other five centres, community development responsibilities must sit with other staff. Is there a risk here?</li> </ul>

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Sites</b>	3 12 Crown St Children's Centre Laverton Hub Also deliver programs in Altona Meadows	1	1	1 and "The Cottage"	1	1	1 and Brooklyn Hall	2 JKH SCH Also deliver programs in Altona Nth at Library, MRC, Dulcie Shaw
<b>Ownership of Venues</b>	Crown St – LCIS Child Ctr, Hub – HBCC	LJACC	NCEC	HBCC	HBCC	HBCC	HBCC	JKH – HBCC SCH – DET
<b>Lease Agreement &amp; conditions: - rent / peppercorn</b>	Crown St – Subsidised rental Child Ctr, Hub – Negotiated rent	N/A	N/A	N/A	No rent / peppercorn	No rent / peppercorn	No rent / peppercorn	JKH – no rent / peppercorn SCH – no rent / peppercorn
<b>Maintenance</b>	Crown St – LCIS Child Ctr – HBCC / LCIS Hub – HBCC	LJACC	NCEC	HBCC	HBCC – facilities Garden AMCC	HBCC	HBCC	JKH – HBCC SCH – WCEC
<b>Cleaning</b>	Crown St, Child Ctr – LCIS Hub – HBCC	LJACC	NCEC	HBCC Hope Foundation	AMCC	SKCC	WCBH	WCEC
<b>Security</b>	Crown St – LCIS Child Ctr – HBCC / LCIS Hub – HBCC	LJACC	NCEC	HBCC	HBCC	HBCC	HBCC	JKH – WCEC SCH – WCEC
<b>Utilities</b>	Crown St, Child Ctr – LCIS Hub – HBCC	LJACC	NCEC	HBCC	AMCC	SKCC	WCBH	WCEC
<b>Foyer-informal / drop in</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes Yes
<b>Permanent tenants (Lease Agreement)</b>	No	Yes	Yes	No	No	Yes	No	No No
<b>Ongoing room hirers</b>	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes Yes
<b>Rooms available for casual hire</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes Yes
<b>Meeting rooms (small-medium groups)</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes Yes
<b>Hall (large groups 40- 99)</b>	No	Yes	Yes	Yes	Yes	Yes	Yes	JKH – Yes SCH – No
<b>Hall (groups 100+)</b>	No	No	No	No	No	Yes	Yes	JKH – Yes SCH – No
<b>ICT lab</b>	Yes	No	Yes	No	No	Yes	Yes (small)	JKH – Yes SCH – No

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## Sites, Spaces and Infrastructure

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Children's room + outdoor area</b>	Yes	No	Yes	No (co-located kindergarten)	Co-located	Yes	No	Yes
<b>Kitchen + Room</b>	Yes	Yes	Yes	Yes	Yes	Yes	Not for hire	Yes
<b>Art/craft space</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Gallery space</b>	No	Yes	Yes	No	Yes	Yes	No	JKH – Yes SCN – No
<b>Disability infrastructure</b>	Yes Toilets Ramps Recharge point Parking	Yes Toilets Ramps Recharge point Parking	Yes Toilets Ramps Recharge point Parking	Yes Toilets Ramps Recharge point Parking	Yes Toilets Ramps Recharge point Parking	Yes Toilets Shower Ramps Recharge point Parking	Yes Toilets Ramps Recharge point Parking	Yes Toilets Ramps Recharge point Parking
<b>Community garden</b>	No	Yes	Yes	No	Yes	No	No	Yes
<b>NBN</b>	No	NBN ready	No	No	No	No	No	NBN ready
<b>Wifi (public access)</b>	Yes	Yes	Yes	In planning stage	Yes	Yes	Yes	Yes
<b>Solar power</b>	Crown St – No Child Ctr, Hub – Yes	No	No	Yes	No	No	No	No
<b>Solar hot water</b>	Crown St – No Child Ctr, Hub – Yes	No	No	No	No	No	No	No
<b>Water tanks</b>	Crown St – No Child Ctr, Hub – Yes	Yes	Yes	Yes	Yes	No	No	JKH – No SCH – Yes
<b>LED or other low-energy lighting</b>	No	Yes	No	Yes	Yes	No	Yes	No
<b>Recycling</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Cultural observance/ Prayer room</b>	Yes – Education Centre, Hub	No	As required for event or as requested	As required for event or as requested	No	No	No	Yes
<b>CONTEXT: Co-location/ Hub or Precinct (identify organisations or services)</b>	Co-located/ Hub with: <ul style="list-style-type: none"><li>cohealth</li><li>CareConnect</li><li>Western Legal Service</li><li>Wyndham Settlement Services</li><li>Odyssey House</li></ul>	Co-located with: <ul style="list-style-type: none"><li>Private counselling service</li><li>Private business</li></ul>	Precinct: Proximity to commercial district & transport hub Newport Community Hub including: <ul style="list-style-type: none"><li>Newport Mechanics Institute,</li></ul>	Co-located with: <ul style="list-style-type: none"><li>Seabrook Kindergarten</li><li>Council Services:</li><li>Immunization</li><li>Sunshine Hospital Women's Clinic (antenatal)</li></ul>	Precinct: <ul style="list-style-type: none"><li>Adjacent open space</li><li>Playground</li><li>Basketball court</li><li>Exercise equipment</li><li>Aged care facility</li></ul>	Co-located with: <ul style="list-style-type: none"><li>Gateway Community Services</li><li>HBCC Kindergarten</li><li>HBCC Maternal &amp; Child Health nurse</li></ul>	Co-located with: <ul style="list-style-type: none"><li>kindergarten, MCH/ Immunization</li><li>Senior Citizens Club HBCC and Community Transport</li><li>Seniors residential housing</li></ul>	Precinct: <ul style="list-style-type: none"><li>JKH- Proximity to commercial district</li><li>Proximity to public housing high rise estate</li><li>Primary schools</li><li>Mechanics Institute</li><li>SCH – Primary School</li></ul>

## Sites, Spaces and Infrastructure

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>CONTEXT: Co-location/ Hub or Precinct (identify organisations or services)</b>	HBCC Services including: <ul style="list-style-type: none"><li>• Library</li><li>• Volunteer West</li><li>• Toy Library</li><li>• Open Space &amp; proximity to beach front</li><li>• Public Notice board</li><li>• Proximity to commercial district</li></ul>	• Library, maternal and child health services, youth services, senior citizens' programs, ethnic seniors' activities and facilities for musicians, drama groups, and creative technologies, public access wifi, community kitchen, • Baptist Church Playgroup	Precinct: <ul style="list-style-type: none"><li>• Open space</li><li>• Tennis courts</li><li>• Playground</li><li>• BBQs</li></ul>	Precinct: <ul style="list-style-type: none"><li>• Open space playground proposed new housing development</li></ul>	• Proximity to commercial district	• One block to Library, Secondary school	• Brooklyn Community Hall – adjacent Open Space Playground, BBQs, Basketball/ Netball, Brooklyn Tennis Club, Frances Sullivan Preschool close to Federation Trail	
<b>Public transport accessibility</b>	Train – Werribee Line Bus	Train – Werribee Line Bus	Train – Williamstown line Bus	Bus – to and from Aircraft and Laverton stations	Bus	Bus	Bus	Train – Williamstown line Bus
<b>Bicycle parking</b>	Yes – Including lock-up cage at station	Yes	Yes – Including lock-up cage at station	Yes	Yes	Yes	No	Yes

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<b>Sites, Spaces and Infrastructure - Analysis and Key Questions</b>	
<b>Strengths</b>	
The presence of 13 community centre delivery 'sites' across Hobsons Bay, with good geographical coverage.	which is a key design feature conducive to community ownership.
Some centres successfully deploy an outreach model to provide services to neighbourhoods where there is no centre. This makes these programs accessible to communities that need them.	Most centres have ongoing room hire, which helps provide regular income.
Three centres own their venues, which provides an important capital asset.	Being co-located, or located in a hub or precinct, adds value and opportunities for centres, as well as for the community.
Excellent Council support with regard to providing venues, peppercorn rent, maintenance, as well as security, with most centres.	<b>Weaknesses</b>
All centres have rooms, venues, foyers, meeting spaces of various sizes and options, which is an asset to the community.	<ul style="list-style-type: none"> <li>● Are centres meeting the community demand for access to community spaces?</li> </ul>
All sites are accessible for those with a disability.	<ul style="list-style-type: none"> <li>● Melbourne's poor public transport infrastructure, especially in the west. Only half of the centres are accessible via trains, the LGA has no trams. Is this a concern?</li> <li>● Whilst LJACC has a dedicated gallery, other centres have spaces for exhibitions. Would it be valuable to work together on joint or themed projects across centres?</li> </ul>
Wifi access at all centres is an asset to the community.	<b>Threats</b>
Every centre is on a bus route; half also have access via a trainline.	<ul style="list-style-type: none"> <li>● Why is WCEC / JKH the only Council-owned venue not covered by Council security?</li> <li>● Why is the garden not included in the maintenance program for AMCC?</li> <li>● Why is there no bicycle parking at WCBH?</li> <li>● Does reduced NBN access limit operational efficiencies and teaching options?</li> </ul>
All centres provide informal 'drop in',	

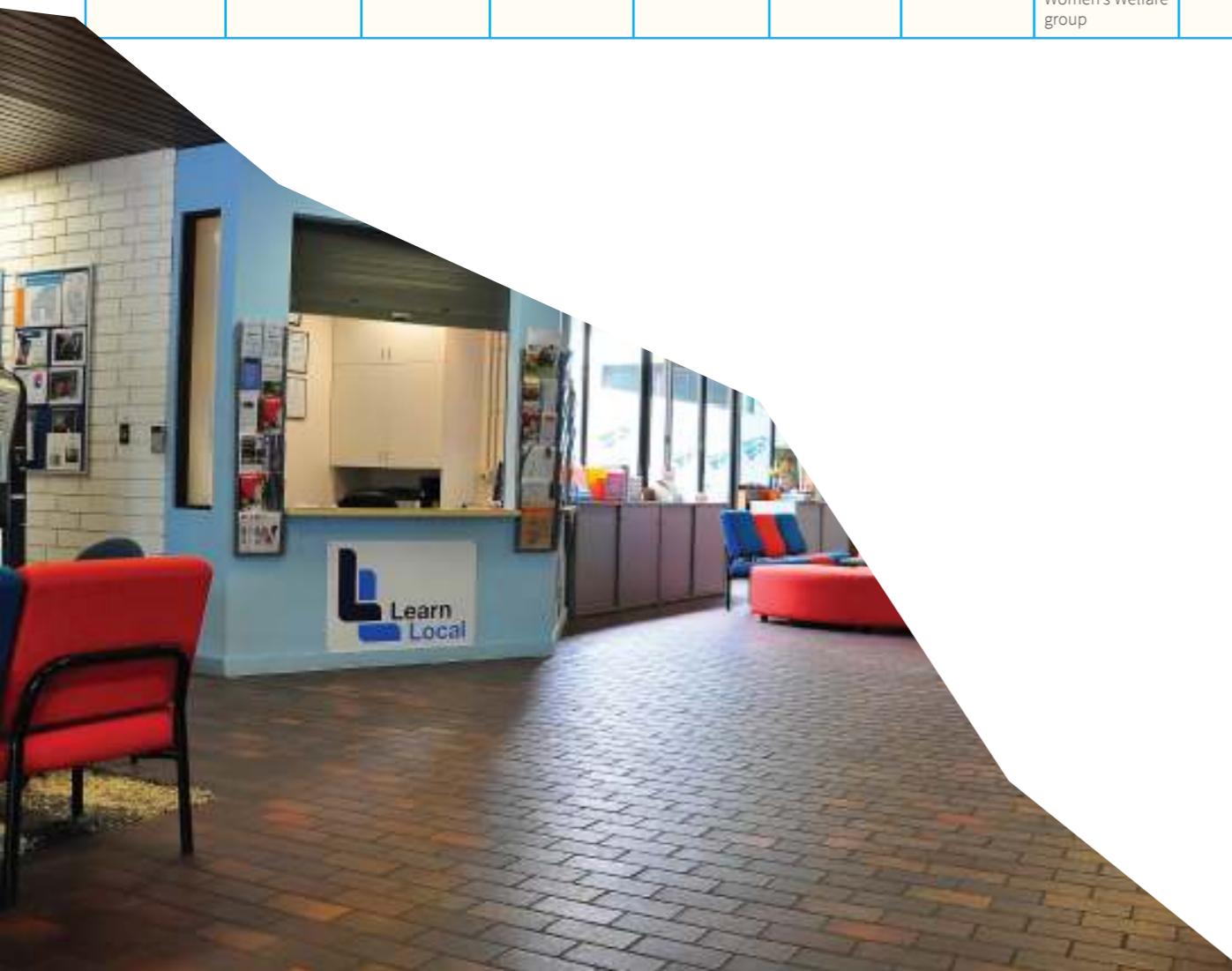
## Contractual Relationships and Obligations

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Recurrent funding – NHCP</b>	40 hours	20 hours	25	0 hours	30 hours	25 hours	20 hours	JKH – 25 hours SCH – 20 hours
<b>Recurrent funding – HBCC</b>	\$47,305 Crisis Service \$87,000	\$47,305	\$47,305	Through Council budget	\$47,305	\$47,305	\$47,305	JKH – \$47,305 SCH – \$24,732
<b>HBCC – Other</b>	No	No	No	No	No	Disability programs Great Breaks program	No	No
<b>ACFE – Learn Local funding</b>	Yes	No	Yes	No	No	Yes	No	Yes
<b>DET – RTO funding</b>	Yes	No	No	No	No	No	No	Yes
<b>LfE / SEE (Cth) funding</b>	Yes	No	No	No	No	No	No	Yes
<b>Other funding bodies or funding</b>	Philanthropic-Bendigo Bank – Youth Foundations DSS (Cth) Vic Roads – L2P DOJR – Corrections DHHS- 4yo Kindergarten Work for the Dole Room hire	DOE – Work for the Dole Sale of own goods / services Room hire	Department of Social Services DSS (Cth) Room hire	DOJR – Community Safety Grant	Philanthropic Room hire	Room hire income	Local business support and sponsorship Philanthropic Room hire	Local business support and sponsorship Philanthropic Room hire
<b>Major Sponsors</b>	Bendigo Bank 500 Club	Bendigo Bank Mobil Toyota	Rotary Bunnings Mobil Newport Traders Association	Real Estate Agent	Local Florist Real Estate Agent Bunnings	Bunnings Mobil	Bendigo Bank	Mobil Kiema Press Naiko Personal Computers
<b>Fundraising activities</b>	Focus on philanthropic funding, sponsorships and grants Children's Centre	Selling own goods Commissions and Gallery Shop Bunnings BBQ	Children's Centre	Yes	Limited to fundraising that offers a return on investment for staff time and effort	Yes Children's Centre	Yes	Focus on philanthropic funding, sponsorships and grants
<b>Reporting / Compliance</b>	ACNC CAV HBCC DHHS/NHCP VRQA	ACNC CAV HBCC DHHS/NHCP	ACNC CAV HBCC DHHS/NHCP	HBCC DHHS/NHCP	ACNC CAV HBCC DHHS/NHCP	ACNC CAV HBCC DHHS/NHCP	CAV HBCC DHHS/NHCP	ACNC CAV HBCC DHHS/NHCP VRQA

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## Contractual Relationships and Obligations

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Memorandum of Understanding</b>	Out of the Woods (Disability group) Bendigo Bank LJACC WCBH Scouts/Guides St Stephens Church Think West Consortium LfE / SEE Consortium HB Walking Group	Laverton Community Integrated Services (Crisis Counselling)	Australian Multicultural Community Services Gateway Community Services Victorian Immigrant & Refugee Women's Coalition New Hope Foundation Friend of Market St	Agreement with co-located entities (e.g. Kindergarten and MCH)	No	No	LCIS	Think West Consortium LfE / SEE Consortium Western Community Legal Service
<b>Other formal Partnership contracts</b>	DOJ – Corrections Work for the Dole	BSL – NILS Program	HB Community Information Centre	HBCC Licence agreement with Seabrook Kindergarten	Permanent User Group Contracts of Agreement	No	No	No
<b>Auspicing / sponsoring community initiatives</b>	LJACC Out of the Woods Laverton Youth Boxing Gym HB Walking Group Westside Computers	See User groups in 'Programs and Services'	HBUG Friends of Market St Reserve Women on Water	Centre-based activities	Greek Seniors Club of Altona Meadows	No	Transition Hobsons Bay Maori Polynesian Horizon Chin community group Give & Take group Macedonian Women's Welfare group	Yes



## Contractual Relationships and Obligations - Analysis & Key Questions

### Strengths

All centres, aside from the Council-managed SCC, have good funding support through NHCP and HBCC. Security of recurrent funding allows centres to manage accountabilities and consolidate valuable programs that meet the ongoing needs of communities.

Four of the eight centres are Learn Locals. This compares well with adjoining LGAs. In Maribyrnong, only two of the eight community centres are a Learn Local. In Wyndham, only one of 14 centres is a Learn Local.

Two of the eight centres are RTOs. This also compares well with adjoining LGAs. In Maribyrnong and Wyndham, only one of the eight and one of the 14 centres (respectively) is an RTO. The two RTOs, LCIS and WCEC, also deliver the LfE / SEE program. Between these two centres, they offer a diversity of accredited options, from CGEA and EAL, to Certificate and Diploma courses.

Community RTOs and Learn Locals provide access to quality local lifelong and lifewide learning, as well as pathways into further education and employment.

Strong support from Bunnings, Mobil and Bendigo Bank across centres.

Multiple funding sources, large and diverse range of partnerships,

### Opportunities

- Could key staff at each centre help each other with compliance? i.e. establish a Community of Practice addressing compliance?
- Could the centres, as a group, formalise their relationship with Bunnings, Mobil and Bendigo Bank? Perhaps a MoU?
- Rather than being ad hoc, could better relationships between local business and community centres be built? Perhaps Council could support, facilitate or broker a formal partnership between centres and local businesses? i.e. via Trader Associations or Chambers of Commerce, etc?

### Threats

- Four of the eight centres are Learn Locals; however, three are in the far-eastern edge of the LGA and one is in the far-western edge of the LGA. Does this affect resident opportunities in the central suburbs, such as Altona North, Brooklyn, Altona and Altona Meadows?
- Only two centres have full-time NHCP funding and two centres have 20 hours only. Is this an issue for organisational sustainability, delivery and workforce workloads?

## Networks

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>NH Sector networks/ memberships</b>	NHVic Network West Thinkwest LfE/SEE ACEVic	NHVic Network West	NHVic Network West ACEVic ALA	NHVic Network West	NHVic Network West LCIS	NHVic Network West ACEVic	NHVic Network West Jobs Australia	NHVic Network West Thinkwest LfE/SEE ACEVic Jobs Australia ALA
<b>Local government network</b>	HB Community Manager's Group HB Interagency Network Emergency Relief Network HBCC Kindergarten Consultative Committee	HB Community Manager's Group HB Interagency network	HB Community Manager's Group HB Interagency network	HB Community Manager's Group HB Interagency network Libraries	HB Community Manager's Group HB Interagency network	HB Community Manager's Group HB Interagency network	HB Community Manager's Group HB Interagency network	HB Community Manager's Group HB Interagency Network HB Women's Advisory Committee
<b>Community &amp; health sector networks</b>	HB Settlement Network HB Refugee Network	Disaster Relief Network Volunteer West Westgate Carers Anxiety Disorders Association Vic	HB Settlement network HB Refugee Network Playgroup Victoria Free Kindergarten Association Latitudes West Welcome Wagon	Annecto IPC Health Breast Screen Vic	David House	Anglicare New Hope Foundation IPC Health Marian Age Care	HB Settlement Network HB Refugee Network West Welcome Wagon IPC Health Odyssey House Centrelink Jobactive Not For Profit Network	
<b>Local community groups and networks (See also Regular User Groups)</b>	Laverton Traders Association	HB Art Society Country Women's Association	Rotary Lions Club Hobsons Bay Bicycle Users Group Timeball Club Friends of Market St Reserve Hobsons Bay Hellenic Women's Greek Club Williamstown & District Greek Elderly club Newport Traders Association Newport Fiddle Folk Club Australian Arabic Women's Association Maori-Polynesian group Asia Access - Japanese group JapanLink Finnish Association Friends of Newport Lakes Newport Organic Collective	Playgroup Vic – through Seabrook Playgroup Cradle to Kinder program Women's Community Leadership program	Mt St Josephs Girls College Bahai Community Hope Central Community Church Schools	No	Local small business Altona Gate Shopping Centre management Brooklyn Tennis Club Horn of African Community Network groups Lorraine Beddella Seniors Altona North Primary School Annunciation Primary School Brooklyn Community Reference Group Brooklyn Resident Action Group Macedonian Seniors Group Altona Combined Probus Altona North Karate Club Maori-Polynesian group Cook Islander Community Group Romanian Community Group Transition Hobsons Bay Group	Williamstown Chamber of Commerce Mobil Network Visit Williamstown

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## Networks

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Other wider networks</b>	Westgate Community Road Safety Council	Midsumma / Go West Festival			National Information Communication Awareness Network Deakin University			Small business mentoring service Certified Practising Accountants

## Networks - Analysis and Key Questions

### Strengths

The range of networks that centres have is both layered and diverse and demonstrates robust professional connections and strong social capital. Network West and NHVic are key sector networks and are valued by all centres. They link each centre to broader regional and state-wide supports and networks and foster a sector identity.

The Hobsons Bay Community Centre Manager's Group is a valuable and unique initiative. It would be the ideal forum to drive the findings from this Report.

All centres have good local government networks.

Strong and diverse range of local community networks. A diverse range of CALD groups is supported, which is important in relation to their settlement but also in relation to social inclusion and cohesion policy goals. Other marginalised groups are supported through regular programs or targeted programs at centres (e.g. LGBTIQ groups at LJCAC; the homeless and people exiting prison at LCIS; asylum seekers at WCEC and NCEC).

This work demonstrates fulfilment of the social justice principles that inform sector practice.

### Weaknesses

- Is there limited opportunity for centres to work together, plan and explain their programs to each other?
- Given that planning responsibilities for libraries and community centres are located in the same department of Council and they are both significant stakeholders in the Learning Communities Strategy, should there be greater joint networking and collaboration between them? What can Council do to facilitate this relationship?

### Opportunities

- There are considerable network partners in Hobsons Bay. Are all the centres aware of all other services in the LGA? Are other service providers aware of all the centres' work?
- Could the Council Interagency Network be an opportunity to inform the community of the centres' work? Could links with others in the network be used to promote centre activities?

### Threats

- Is it a threat if centres and other service providers don't know about each other? Could this result in duplication and even a contest between similar services?
- Whilst there is a significant clear benefit in partnerships and networking, they do require resourcing (time and money). For key networks to remain viable and effective, it is critical that all members are able to attend. Are there current or foreseeable barriers to participation?

## Promotions

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Brochure (paper)</b>	Yes Quarterly Significant distribution	Yes Per term Significant distribution	Yes Per term Significant distribution	Yes Per semester Significant distribution	Yes Per term Significant distribution	Yes Per term Significant distribution	Yes Quarterly Significant distribution	Yes Per semester Significant distribution
<b>Electronic newsletter</b>	Yes – quarterly	Yes – per term	Yes – per month	Yes – per semester	No	Yes – per month	Yes – quarterly	Yes – per month
<b>Online: Website</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Social media: Facebook</b>	Yes	Yes	Yes	Yes – via HBCC	No	In progress	No	No
<b>Twitter</b>	No	No	No	No	No	No	No	No
<b>Other:</b>	Council website & joint cluster publications	Instagram Council website & joint cluster publications	Gumtree School newsletters Local newspapers Council website & joint cluster publications	Main HBCC website – including events page & joint cluster publications Local newspaper Local community newsletter (Laverton) Council website & joint cluster publications Local newspapers On screen advertising in civic centre and kinder foyer	Local newspaper Local community newsletter (Laverton) Council website & joint cluster publications	Council website & joint cluster publications Local newspapers	Council website & joint cluster publications	Council website & joint cluster publications

## Programs and Services

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Opening hours</b>	9am – 5pm M-F Closed late Dec– early Jan	9am – 5pm M-F Open all year	9am – 5pm M-F Closed mid Dec– end of Jan	9am – 5pm M-Th Closed Dec– mid Jan	8am – 10pm 7 days a week Closed January	9am – 5pm M-F Closed first week of Jan	9am – 5pm M-F Closed first week of Jan	9am – 5pm M-F Closed first week of Jan
<b>Childcare</b>	Yes Limited Type 2 Full day care	No	Yes Limited Type 2	No	No HBCC co-located	Yes Limited Type 2	No	Yes Limited Type 2
<b>3yo activity program</b>	No	No	Yes	No (Co-located with Seabrook Kindergarten)	Yes	Yes	No	Yes
<b>4yo kindergarten</b>	Yes	No	No	No (Via Seabrook Kindergarten)	No	No	No (Kindergarten/ pre-school is co-located)	No
<b>Playgroups</b>	Yes	No	Yes	Yes	Yes	No	Yes	Yes
<b>Accredited on scope</b>	CGEA EAL Early Childhood Education & Care Aged Care/ HACC Volunteering Skills for Work & Vocational Work Education Hospitality Kitchen Operations	N/A	N/A	N/A	N/A	N/A	N/A	CGEA EAL
<b>Pre-accredited hours (SCH)</b>	6,280	N/A	6,500	N/A	N/A	3,000	N/A	16,480
<b>Online course delivery</b>	No	No	Email homework and assignments	N/A	N/A	No	No	Homework and online tasks on website
<b>Short courses</b>	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes
<b>Programs for children, young people, seniors and disabled</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Men-only programs</b>	Men's behaviour change program	Kings of the Kitchen	No	No	Yes	No	No	No

## Promotions - Analysis and Key Questions

### Strengths

All centres are distributing brochures through the community and most send out electronic newsletters.

All have web presence.

Council offers significant support with promotions through its website and joint cluster publications.

### Weaknesses

- Very little uptake on social media. Is this an issue?

### Opportunities

- Centres could explore social media options? Perhaps collectively?
- Could centres reduce costs through joint brochures, printing, publishing, design, etc? Perhaps with a common Hobsons Bay theme?

### Threats

- Is the cost of printing and distribution an issue? Could centres work together, perhaps have joint brochures, etc?

## Programs and Services

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Women-only programs</b>	Yes Women's self-esteem	Yes Country Women's Association	Yes CALD Women Leadership program Holistic Women	Yes Indian Cultural Girls Group Women's Community Leadership	Yes Ladies Fellowship	Yes Women with a Disability	Yes	No
<b>Other programs for specific cohorts</b>	CALD People exiting prison Corrections / CBOs Homeless / rooming house residents Asylum Seekers	Artists LGBTQIQ communities Church groups	CALD Church groups Music / Entertainers groups Women Refugees	CALD New parents Cultural church groups	CALD Russian preschool Bahai community school Parents with special needs children Church groups	CALD Children and young people on Asperger's spectrum	CALD	CALD MIDs Asylum Seekers
<b>Computer/ICT programs</b>	Yes	No	Yes	No	No	Yes	Yes	Yes
<b>Creative Arts programs</b>	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
<b>Health &amp; wellbeing (fitness) programs</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Cooking programs (cultural &amp; healthy)</b>	Yes	Yes	Yes	Yes	Yes	Yes	Occasionally	Occasionally
<b>Sustainability &amp; environment programs (inc gardening)</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Languages</b>	No	No	No	Yes Chinese Language class	No	No	No	Yes French for children
<b>Recreational</b>	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
<b>Counselling &amp; welfare services</b>	Yes-	Yes	Yes	No	Yes	Yes	Yes	Yes
<b>Food access</b>	Yes	No	Yes	No	No	No	No	No
<b>Settlement services</b>	Yes	No	No	No	No	No	No	No
<b>Regular centre-themed events, celebrations, etc, during the year</b>	<ul style="list-style-type: none"> <li>• Cultural Diversity Week</li> <li>• NH Week</li> <li>• Spring into Life</li> <li>• Adult Learners Week</li> <li>• Harmony Day</li> <li>• Volunteer Week</li> <li>• Refugee Week</li> <li>• Seniors Week</li> <li>• RU OK? Day</li> <li>• Book Week</li> <li>• My Food My Story</li> <li>• Anti-Poverty Week</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Diversity Week</li> <li>• NH Week</li> <li>• Spring into Life</li> <li>• Adult Learners Week</li> <li>• Refugee Week</li> <li>• Seniors Week</li> <li>• International Women's Day</li> <li>• Christmas in July</li> <li>• Midsumma Festival</li> <li>• Sustainability Expo</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Diversity Week</li> <li>• NH Week</li> <li>• Spring into Life</li> <li>• Adult Learners Week</li> <li>• Harmony Day</li> <li>• RU OK? Day</li> <li>• Chinese New Year</li> <li>• Biggest Morning Tea</li> <li>• Men's Health</li> </ul>	<ul style="list-style-type: none"> <li>• NH Week</li> <li>• Spring Into Life</li> <li>• Spring into Life</li> <li>• Adult Learners Week</li> <li>• Volunteer Week</li> <li>• Seniors Week</li> <li>• International Day of Persons with Disabilities</li> <li>• National Children's Week</li> <li>• Rotary Long Teal Supper</li> </ul>	<ul style="list-style-type: none"> <li>• NH Week</li> <li>• Spring into Life</li> <li>• National Children's Week</li> <li>• Biggest Morning Tea</li> <li>• Men's Health</li> </ul>	<ul style="list-style-type: none"> <li>• NH Week</li> <li>• Spring into Life</li> <li>• Adult Learners Week</li> <li>• Volunteer Week</li> <li>• Seniors Week</li> <li>• Brooklyn Hall Cultural event</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural diversity Week</li> <li>• NH week</li> <li>• Spring into Life</li> <li>• Harmony Day</li> <li>• Volunteer Week</li> <li>• Seniors Week</li> <li>• Brooklyn Hall Cultural event</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Diversity Week</li> <li>• NH Week</li> <li>• Spring into Life</li> <li>• Adult Learners Week</li> <li>• Volunteer Week</li> <li>• Seniors Week</li> <li>• International Women's Day</li> <li>• International Day of Persons with Disabilities</li> </ul>

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## Programs and Services

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>Regular centre-themed events, celebrations, etc, during the year</b>			<ul style="list-style-type: none"> <li>• Mental Health Week</li> <li>• 16 Days of Activism to end violence against women</li> </ul>	<ul style="list-style-type: none"> <li>• Newport Lakes Bush Dance</li> <li>• Newport Folk Festival</li> <li>• Newport Traders Association Festival</li> <li>• Rotary Hobsons Bay Art Show and Christmas Fair</li> </ul>		<ul style="list-style-type: none"> <li>• Father's Day activity day</li> <li>• Dads &amp; Sons activity day</li> <li>• Carols by Candlelight</li> </ul>		<ul style="list-style-type: none"> <li>• National Children's Week</li> <li>• Book Week</li> <li>• World Environment Day</li> <li>• National Recycling Week</li> </ul>
<b>Other CD projects</b>	Food Security Project	Arts & Heritage Bus Seniors Stories Community Information EXPO Joel Gallery Emerging Artist Award	Community leadership program	Community Safety project; access and safety and security Community leadership program	As above	Brick Club	Brooklyn Hall Cultural event	Grow, Cook, Create and Tell Project Financial Literacy Walking group
<b>Regular User groups</b>	Alcoholics Anonymous Altona CWA Seabreeze Quilters Narcotics Anonymous Anxiety Support Group HB Toy Library Walking Group Westgate Carers Support Group Youth Boxing Gym	Social groups Self-help groups Religious groups Community groups Environmental groups ('Friends') Rotary Body corporate groups Huntingtons Support group Miracle Babies Altona Lions/ Leos HB Arts Society HB Nils HB Chess Club HB LLENS	Creative arts for children – various ages Dance – various ages/types Music and Choir groups Pilates/yoga/fitness /jujitsu Tutoring Playgroups Church groups Cultural groups Children's Soccer program Wyndham Twins Group	Ballet School Hope Central Community Church Seniors groups x2 Community Café Seniors groups x3 Exercise groups x3 Zumba Bay West Music School Adam Turnbull Acting Early Childhood programs x2 Kelly Mini Sports Deakin University (longitudinal research) Geelong Bowen & Remedial Therapies (Bowen Therapy training) AMES	Craft groups Religious groups Martial Arts groups Upholstery group Maori-Polynesian group Seniors groups Disability groups Gateway Community Services	Macedonian Women Tongan Group Cook Island Group Maori-Polynesian group Macedonian Pensioners group Combined Probus Group Chin group Serbian group Congalese group Camera Club Kerry Dance Academy Early Childhood programs x2 Kelly Mini Sports Youth Group Scoop Emmanuel Worship Church Western Suburbs Wargames Assoc Vic Deaf LCIS	Macedonian Women Tongan Group Cook Island Group Maori-Polynesian group Macedonian Pensioners group Combined Probus Group Chin group Serbian group Congalese group Camera Club Kerry Dance Academy Early Childhood programs x2 Kelly Mini Sports Youth Group Scoop Emmanuel Worship Church Western Suburbs Wargames Assoc Vic Deaf LCIS	Social groups Self-help groups Religious group/s SCH – Spottys Playgroup Australian Boating Musical Adventures Refugee English Exercise Group JKH – Kadampa Meditation Joseph's Corner Sons of the West Willi Walking Group Bones Boosters Excercise Wakety Pals (MIDs) MIDs Art Group Yoga Willi War Games Adam Turnbull Acting Adult Children of Alcoholics

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## Programs and Services

Characteristic	LCIS	LJACC	NCEC	SCC	AMCC	SKCC	WCBH	WCEC / JKH / SCH
<b>CALD groups (main)</b>	Persian Iran Iraq Karen Filipi Chinese Indian	Karen Eritrean Latvian Second-generation artists and Anglo-Australian artists Diverse general community attending exhibitions and community arts programs, e.g. African drumming	Greek Japanese Chilean Iran Syrian Arabic	Chinese Indian Anglo-Celtic Australian Polynesian Pacific Islander Korean	Indian Bangladeshi Maori, Chinese Anglo-Australians Greek Maltese Russian Bahai faith (Iraq/Iran)	Australian Lebanese Vietnamese, Italian Macedonian Greek	Macedonian Chin Maori, Cook Island and Tongan Congalese Indian, Serbian	Vietnamese Chinese Albanian Arabic Bulgarian German Greek Hungarian Indonesia Italian Macedonian Persian Polish Serbian Spanish Thai

## Programs and Services - Analysis and Key Questions

### Strengths

Excellent usage by community. Average usage hours for HB Centres is 88.5 hours per week. This demonstrates value for money for DHHS NHCP when considering that they are open 35–38 hours per week and that only two centres have full-time NHCP funding. NHCP requires a 2:1 ratio of activity to funded hours. This requirement is surpassed by usage data alone.

The diversity of programs caters for people across the lifespan and for specific diverse cohorts especially disadvantaged or marginalised groups.

Five of the eight centres have childcare available.

Good coverage of playgroups and childcare programs.

Disability programs are available at all centres.

Other programs for specific cohorts include CALD, religious groups, cultural groups, musicians, homeless, asylum seekers, MIDs and LGBTIQ.

Arts, health, wellbeing, cooking, environmental and recreational programs are delivered across all centres.

Counselling and welfare services are offered out of most centres.

Wide range of themed events offered year round, covering a large range of cohorts.

Wide range of community development initiatives and regular user groups.

Excellent CALD group representation.

### Weaknesses

- Very little use of online course delivery. Is this an issue?
- Will restricted NBN access affect centre programs?
- There is limited support for settlement services – only at LCIS and through its partnership with WCBH. Is this an issue?

### Opportunities

- Is there a need for computer programs at centres that don't have them?
- With many centres celebrating the same themed event, can they work together, perhaps leverage off each other and find synergies?

### Threats

- Planning the themed events takes work. Are resources stretched? Can all centres sustain this? Could they share the workload? Could some centres specialise in certain events?
- Limited community RTO presence in LGA, with only LCIS and WCEC. Is this a concern?



# PARTICIPANT AND ACTIVITY DATA

## Introduction

This section contains answers to questions about who attends, and why people attend the community centres of Hobsons Bay.

### It explores questions about the representation of cohorts, namely:

- What is the gender representation?
- What is the ATSI representation?
- What is the CALD representation?
- What is the representation of people with a disability?
- What is the representation of people who experience disadvantage?

### As well as:

- Where are participants coming from?
- How old are the participants?

### Finally, what motivates participants:

- Why do participants go to the centres?
- What benefits do participants get?

The data is derived from the annual survey census conducted by all centres receiving DHHS NHCP support, and administered by NHVic, across the state, during a one-week period.

For one week, participants who came to a centre were asked to complete a short, anonymous, voluntary survey to collect demographic data. This included students, centre users, parents, children and staff.

With permission from all centres, NHVic compiled and amalgamated all data from all centres, to provide a demographic holistic 'snapshot' of all community centres across Hobsons Bay.

It should be noted that the data may be limited in some instances, due to collection methods. For example did every parent fill out a census form for their child? Were 'phone ins' or 'drop ins' by people only needing referrals included? How vigilant were staff in collecting data? Were all staff, volunteers, Committee members, etc, included?

Therefore, the actual number of people using the centres would most likely be larger than is stated in the data.

The NHVic census is a valiant and comprehensive effort to capture the extremely diverse and ever-changing participants in, and work of, community centres.

The data was then compared to key Hobsons Bay profile data and ACFE regional data where practicable.

In summary, a SWOT Analysis was undertaken, raising questions for key stakeholders, such as Council, committees, managers and staff, to address.

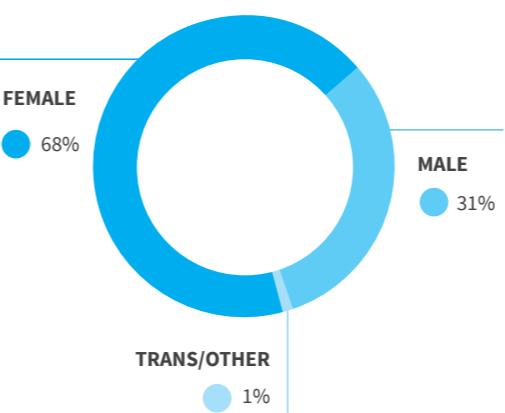
Nearly 1,200 people completed the census in the one-week period. This represents close to two-and-a-half per cent of the Hobsons Bay population.

Although many are repeat clients (Students, Childcare, etc), there are also many one-off renters, user groups, 'drop ins', 'one off' counselling, those wanting photocopying, recharging, Wifi use, referrals, etc.

In effect, this equates to over 50,000 'visits' to Hobsons Bay community centres annually.

## What is the Gender Representation?

(Source: NHV Census 2013 Hobsons Bay aggregated data)



Women are the primary participants in community centres in Hobsons Bay, at 68 per cent. ACFE regional data confirms that more women participate in pre-accredited training than do men (ACFE 2014).

Traditionally, community centres have attracted more women than men, primarily due to their history, and to some centres maintaining a family and children's focus with women continuing to be the primary caregivers.

The above chart indicates that a number of centres have LGBTIQ participants, the highest being LJACC. Almost a third, 31 per cent, are men.

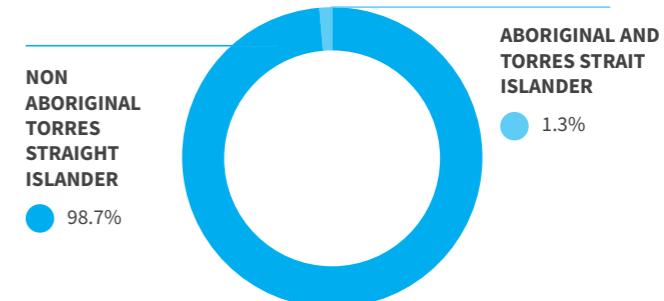
Of the men who participate, ACFE data indicates that older men (aged 45 and over) and vulnerable workers are attending in increasing numbers. This may be related to the decline in manufacturing industries locally, with these industries being largely male dominated (ACFE 2014).

The emergence of the Men's Shed movement, reflecting the history of the community centre movement, is a way to respond to the specific health, wellbeing, recreation and learning needs of men.

It is relevant to note that the Hobsons Bay Men's Shed in Altona was born from a WCEC / SCH program in 2006. The centre applied for funding and oversaw the management of the program for three years until members were able to secure their own venue and became an independent Association in their own right.

## What is the ATSI Representation?

(Source: NHV Census 2013 Hobsons Bay aggregated data)

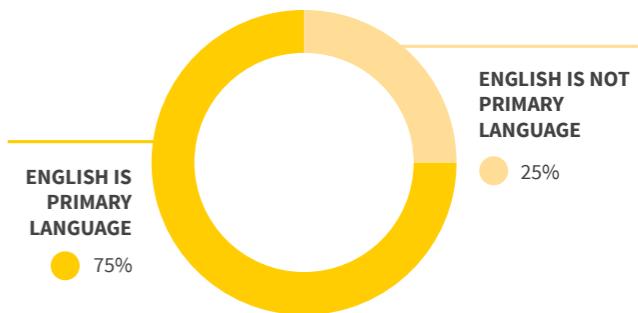


A number of Aboriginal and Torres Strait Islander people have settled in the western region of Melbourne, and one half a per cent of the Hobsons Bay population identify as being of ATSI origin (Hobsons Bay 2013).

The NHVic data suggests that many ATSI children are using the children's services at community centres in Hobsons Bay and their parents are also accessing services.

## What is the CALD Representation?

(Source: NHV Census 2013 Hobsons Bay aggregated data)



The chart above shows that for 25 per cent of participants who use community centres in Hobsons Bay, English is not their primary language at home.

All centres attract CALD groups. Many of the centres offer various English language classes as part of their programming, particularly the Learn Local organisations and the RTOs, such as WCEC, LCIS, NCEC and SKCC.

Twenty-three per cent of all residents in Hobsons Bay come from non-English-speaking countries (Hobsons Bay 2016b, Multicultural Policy 2016–20. p 10).

Therefore, the ratio of this CALD cohort attending community centres closely represents that of the overall population.

### What is the Representation of People with a Disability?

(Source: NHV Census 2013 Hobsons Bay aggregated data)



The chart above shows that twenty-three per cent of people who access centres in Hobsons Bay identify as having a disability.

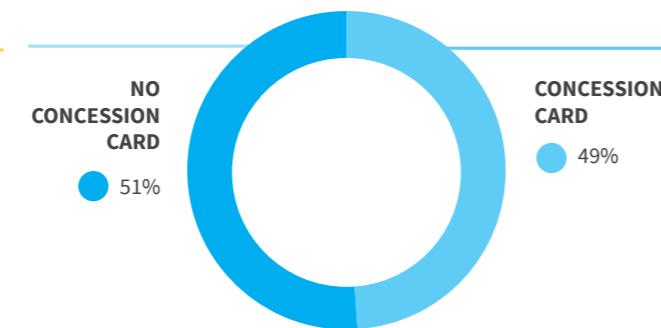
This significant number may reflect the specialist programs supporting people with a disability that are offered by some centres, such as SKCC, but also reflect the inclusive and accessible programs offered generally by all centres.

In the City of Hobson Bay Social Atlas (.id consulting 2017), only five per cent of the population requires 'assistance with daily living'.

The community centres are therefore providing significant support to those with a disability.

### What is the Representation of People who Experience Disadvantage?

(Source: NHV Census 2013 Hobsons Bay aggregated data)



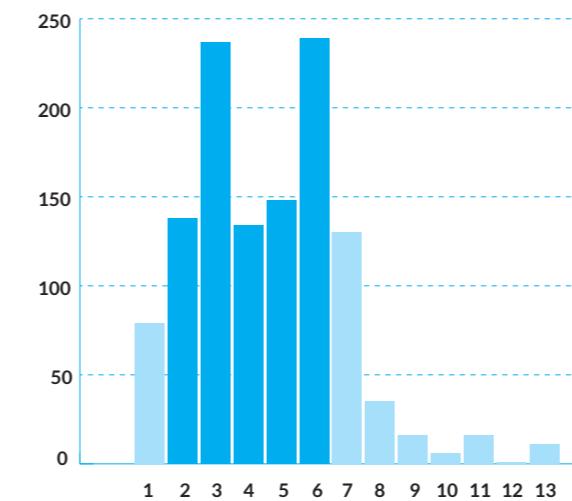
The chart above shows that almost half, 49 per cent, of participants in Hobsons Bay community centres possess a Concession Card.

According to the City of Hobson Bay Social Atlas (.id consulting 2017), approximately 18 per cent of households in Hobsons Bay have a 'low income' (under \$600 per week).

Notwithstanding that all Concession Card holders are not necessarily 'low income' (i.e. seniors), the high level of Concession Card holders attending the community centres strongly suggests that they are providing affordable access to community members who experience financial disadvantage.

### Where Are Participants Coming From?

(Source: NHV Census 2013 Hobsons Bay aggregated data)



● Living in Hobsons Bay

● Not Living in Hobsons Bay

1. Maribyrnong area including Brooklyn 3011+3012+3013 3019
2. Newport, Sth Kingsville, Spotswood 3015
3. Williamstown 3016
4. Altona, Seaholme 3018
5. Altona North 3025
6. Altona Meadows, Laverton, Seabrook, Laverton North 3026+3028
7. Wyndham areas 3024+3027+3029+3030+ 3212
8. Brimbank areas 3020-3021, 3023+3033-3034+3037-3038
9. Moonee Valley areas 3031-3032+ 3039-3040-3041+3044+3046
10. Central & North metro - 3002 3008, 3051 3055, 3065
11. East & South metro- 3141, 3106, 3107, 3134, 3160 3149, 3169, 3174, 3179, 3189, 3192, 3195
12. Rural west- 3340 Bacchus Marsh, 3400 Horsham
13. unknown

The chart above shows that Hobsons Bay community centres attract large numbers of local residents, as well as participants from neighbouring municipalities and farther afield. Of the total in the participant census, approximately 76 per cent are from the local Hobsons Bay area.

The greatest numbers of participants accessing the centres are from the Altona Meadows, Laverton, Seabrook and Williamstown areas. These suburbs are the most populous residential areas but are also serviced by the two largest centres, WCEC and LCIS.

WCEC and LCIS will have more participants due to the extensive range of funded programs (i.e. being an RTO, delivering the LfE / SEE program, etc), and having multiple sites. Whether by coincidence or design, it is fortunate that both these centres are at the east and west extremity of Hobsons Bay.

This large geographical distance reduces the likelihood of overlapping catchments of students.

Six venues, SCC, LCIS, AMCC, WCBH, SKCC and WCEC / SCH are very close to the boundaries of neighbouring LGAs (Wyndham and Maribyrnong), possibly compounding the high level of neighbouring LGA participation in Hobsons Bay community centres.

AMCC, LCIS and SCC have their centres located at the western boundary of Hobsons Bay. Approximately 20 per cent of participants are therefore travelling from neighbouring LGAs, with the highest numbers coming from the City of Wyndham, 10 per cent, and Maribyrnong, seven per cent.

Wyndham residents, particularly those from the eastern sector of that municipality (i.e. Point Cook and Werribee South but also Truganina, Hoppers Crossing and Tarneit) access centres in Hobsons Bay.

These areas, and the centres located there, are geographically accessible to Hobsons Bay both by road and public transport links. Often, internal access in Wyndham is extremely difficult, due to rapid growth and a backlog of transport infrastructure, so it can be easier to travel to Hobsons Bay rather than cross internally within Wyndham.



The Maribyrnong figures include Brooklyn (postcode 3012); however, it is difficult to specify Brooklyn, as the data is based on the postcode rather than the suburb.

The 3012 postcode is shared by five suburbs; the other four suburbs are located in the City of Maribyrnong. It is likely that a proportion of this data represents Brooklyn residents, particularly given the presence of Brooklyn Hall, managed by WCBH and centrally located in the suburb.

Of note here is ACFE Data which shows that sixty per cent of those who participated in the Learn Local centres were local Hobsons Bay residents. The remaining 40 per cent travelled from Maribyrnong (16 per cent), Brimbank (nine per cent), Wyndham (five per cent) and Melbourne (four per cent) (ACFE 2014).

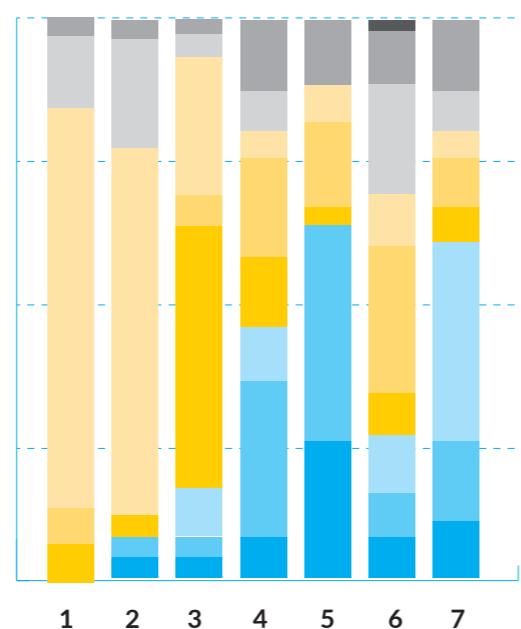
Significant increases in vulnerable workers and older men (45 and over) in Hobsons Bay attending Learn Locals (compared with the western region generally) may reflect declining employment in local manufacturing industries. ACFE data supports this, showing a 162 per cent increase for enrolments of 'Males 45 years and older' in Hobsons Bay and a 118 per cent increase for enrolments of vulnerable workers (ACFE 2014).

Also, there is no Centre in the heart of Hobsons Bay LGA, and the total number of participants from the suburbs of Altona, Seafolme and Altona North—in the centre of the LGA—is very large. Coupled with the fact that LJACC specialises in art and crafts, and is therefore not providing as wide a range of services as other centres, and that WCEC is delivering courses at three separate locations in Altona North, this could suggest a need for the more permanent presence of a community centre in the middle of Hobsons Bay.

Overall, the centres of Hobsons Bay draw people from a wide geographical area, with nearly a quarter outside of the Hobsons Bay LGA. LCIS and WCEC draw the highest numbers, due to their RTO, SEE / LfE status and multiple delivery locations.

### Proportion Accessing Each Centre by Postcode

(Source: NHV Census 2013 Individual Centre Data except Seabrook who did not participate in Census)



1. AMCC
2. LCIS
3. LJACC
4. NCEC
5. SKCC
6. WCBH
7. WCEC-JKH/SCH

- Rural West
- Other Metro Areas
- Wyndham areas
- Altona Meadows, Laverton, Seabook, Laverton North 3026 +3028
- Altona North 3018
- Altona, Seafolme 3018
- Williamstown 3016
- Newport, South Kingsville, Spotswood 2015
- Maribyrnong area including Brooklyn

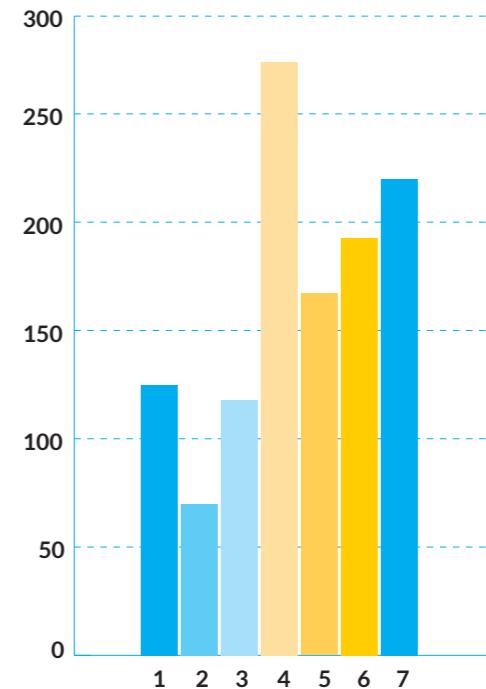
The chart above shows that each centre attracts the highest proportion of participants from their local geographic neighbourhood.

All centres also attract participants from across the municipality. Most likely, this occurs in relation to the geography, transport links, history and diverse programming of each centre that attracts particular communities of interest.

- AMCC clearly has a strong local identity in its immediate neighbourhood but also attracts participants from the central and western zone of the municipality and from Wyndham.
- Similarly, SCC, having a strong family and children's focus and also being on the western border with Wyndham, attracts both Seabrook and Point Cook residents, both areas where growing families have settled.
- LJACC, NCEC and SKCC: with long local histories in each of their respective neighbourhoods, the centres have deep connections locally but also attract participants across the municipality, with each offering unique programming. For example, LJACC has an arts focus; NCEC, a community development focus; and SKCC, a disability focus.
- WCEC and LCIS cast a widespread net across the municipality, as well as in neighbouring areas. Being large RTOs, with multiple sites, and with programs and networks that are also regionally focused, WCEC and LCIS have the greatest and most widespread number of participants. WCEC also has a presence in Altona North, delivering courses at the Library, Dulcie Shaw House and the Migrant Resource Centre.
- WCBH also has participants from across metropolitan Melbourne and some rural locations. This is possibly due to the large number of diverse cultural groups that access the centre and the diasporas of these cultural groups across various locations in Melbourne, be it through secondary migration or widespread community networks.

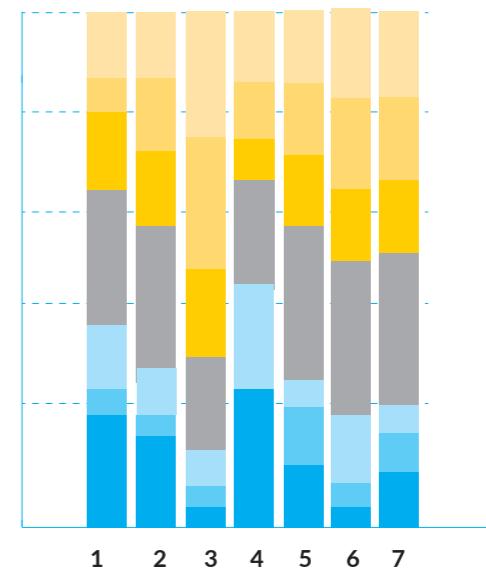
### How Old are Participants?

(Source: NHV Census 2013 Individual Centre Data except Seabrook- no data available)



### Age Breakdown Per Centre

(Source: NHV Census 2013 Individual Centre Data except Seabrook- no data available)



- | Centre | 1. AMCC | 2. LCIS | 3. LJACC | 4. NCEC | 5. SKCC | 6. WCBH | 7. WCEC-JKH/SCH |
|--------|---------|---------|----------|---------|---------|---------|-----------------|
| 65+    | ~10     | ~10     | ~10      | ~10     | ~10     | ~10     | ~10             |
| 55-64  | ~10     | ~10     | ~10      | ~10     | ~10     | ~10     | ~10             |
| 45-54  | ~10     | ~10     | ~10      | ~10     | ~10     | ~10     | ~10             |
| 30-44  | ~10     | ~10     | ~10      | ~10     | ~10     | ~10     | ~10             |
| 20-29  | ~10     | ~10     | ~10      | ~10     | ~10     | ~10     | ~10             |
| 10-19  | ~10     | ~10     | ~10      | ~10     | ~10     | ~10     | ~10             |
| 0-9    | ~10     | ~10     | ~10      | ~10     | ~10     | ~10     | ~10             |

The charts above provide some general conclusions in regard to centre attendance across all centres, and indications about individual centres.

The pattern with age distribution across all of Hobsons Bay follows the pattern of each Centre, apart from LJACC, which appears to attract an older demographic.

It is likely that a large proportion of the children represented in the charts are in childcare. The charts above, not surprisingly, shows greater numbers of children at centres that have childcare, playgroups and children's activity programs.

The low number of 10 to 19 year olds may be of concern, and centres might need to consider why this occurs.

The largest age range is from 20 to 54, with 48 per cent, which represents young workers, young families and homebuilders.

The next significant age group participating in community centres is the mature aged and seniors over 55, representing 35 per cent.

Of the Hobsons Bay population, 24 per cent are over 55, so the centres as a whole have a higher percentage participation rate of over 55s compared with the population as a whole (Hobsons Bay City Council 2016b, Ageing Well Strategy 2007–2017, p 11).

The following chart, aligns each centre with its surrounding suburbs and the current Dominating Characteristics and Increasing Trends.

#### Age and Life Cycle Table

Centre	Suburb/s	Dominant Characteristics	Increasing Trends
LCIS	Laverton	Young adults	Young adults and young families
LJACC	Altona Seaholme	Ageing (55 and over)	Babies and young families, seniors
NCEC	Newport	Babies, young families and older workers	Babies and young families, older workers and pre-retirees
SCC	Seabrook	Children and young people (families)	Older workers to seniors
AMCC	Altona Meadows	Young people / adults and their parents	Pre-retirees / empty nesters to seniors
SKCC WCEC / SCH	Spotswood South Kingsville	Young workers / families / homebuilders	Babies and families, young adults, as well as pre-retirees / empty nesters
WCBH	Brooklyn	Young adults / workers, families/ Homebuilders, as well as ageing (65+)	Babies and young families
	Altona North	Ageing (65+)	Seniors (75+), babies and young families
WCEC / JKH	Williamstown	Families, older workers and pre-retirees and their children and empty nesters	Older workers, pre-retirees and their children
	Williamstown North	Families, older workers and pre-retirees and their children and empty nesters	Older workers, pre-retirees and their children

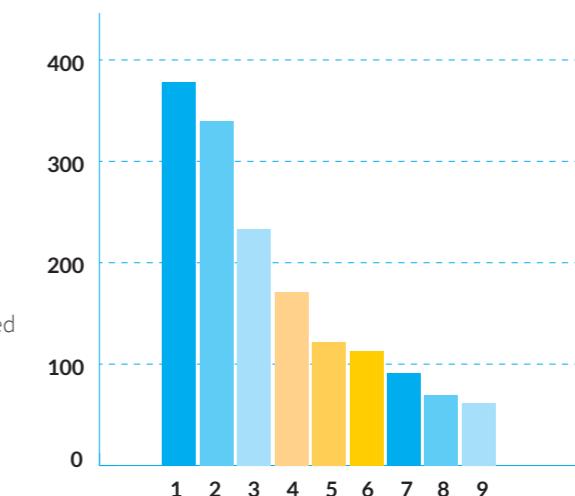
The Dominant Characteristics and Increasing Trends are conclusions based upon the Hobsons Bay .id profile which includes ABS 2011 Census data and forecast data (.id consulting 2017a).

Overall, centres are in a good position to respond to the changes above; however, some centres will need to consider the implications of these changes for future programming.

- LCIS, with its newly built hub, is in an excellent position to meet the trends in its locality.
- LJACC attracts an older demographic, as indicated in the Age Tables, however, the Life Cycle Table indicates a possible need for it to broaden its programs and activities.
- NCEC attracts an older demographic as well, but also a younger demographic, with a smaller proportion in the 45 to 54 age range than the general trend, as per the Age tables. However, it is well placed to address trends, as it has the new hub, which is very close.
- SCC is supporting young families and linking to other Council early childhood services; however, some planning for other groups, particularly older residents, may position it well for the future.
- AMCC, like most other centres, needs to prepare for an ageing population.
- SKCC and WCEC / SCH will be facing significant new housing developments in their localities (development at Blackshaws Rd Altona North and McLister St in Spotswood). They will need to plan and prepare for a new and increased population.
- WCBH caters to a good spread of age cohorts and, with its two venues, is in a good position to meet future demands.
- WCEC / JKH is well placed to handle an ageing population, as it is already delivering many programs to this cohort.

#### Why do Participants go to the Centres?

(Source: NHV Census 2013 Hobsons Bay aggregated data)



- 1. Course or class
- 2. Social Group
- 3. Childcare/Playgroup
- 4. Use a service
- 5. Support group
- 6. Exercise/Health Classes
- 7. Advice/Help
- 8. Volunteering/Placement
- 9. Job Training/Job Support

The chart above demonstrates that participants access Hobsons Bay community centres for a variety of reasons, the most common being to participate in a course or class. With four of the centres being Learn Locals providing pre-accredited training, and two of the centres being RTOs and delivering SEE / LfE, this is not surprising.

This reason is closely followed by that of participants wanting to socialise with other community members in their local area.

Families value centres for the childcare service and children's activities they offer. This intersects in some way with the lifelong-learning aspect of community centres: namely, the provision of early childhood education, socialisation and care.

### Reason for Attendance in Categories

(Source: NHV Census 2013 Hobsons Bay aggregated data)



The chart above categorises these diverse reasons into three interrelated categories: Health and wellbeing; Lifelong learning, and Children's services.

A broad social model of health contributes to 'health and wellbeing' at 43 per cent; i.e. that isolation is a health risk, and that social connection is an important determinant of health (Commissioner for Senior Victorians 2016).

Diverse, local and accessible learning experiences, at 45 per cent, is the largest category and another noteworthy reason that people attend community centres.

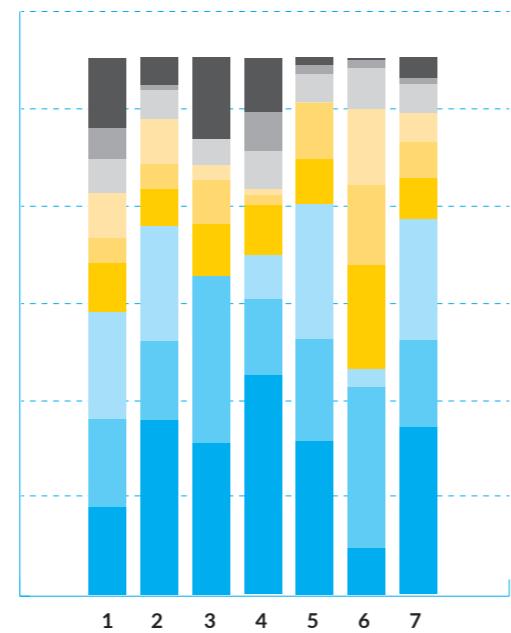
The chart above demonstrates that half of the centres, being Learn Locals, adds to the lifelong learning category being a major reason for attending Centres.

Taking into account the range of indicators, the data demonstrates the centres are attractive to diverse learners, and also accessible to and inclusive of diverse and disadvantaged learners.

A diverse range of priority learner groups makes up these participants: CALD groups, people with a disability, older males (45 and over), vulnerable workers, early school leavers, as well as 'second chance learners', and those re-entering the workforce.

### Reason To Attend Each Centre

(Source: NHV Census 2013 Individual Centre Data except Seabrook)



- Job Training/Job Support
  - Volunteering/placement
  - Advice/help
  - Excercise/Health class
  - Support Group
  - Use a service
  - Childcare/Playgroup
  - Social Group
  - Course or class
- 1. AMCC
  - 2. LCIS
  - 3. LJACC
  - 4. NCEC
  - 5. SKCC
  - 6. WCBH
  - 7. WCEC-JKH/SCH

As illustrated by the Key Characteristics Chart, each centre develops its own character, culture and specialities, often in response to its local community. The 'reason to attend' data in the table above further demonstrates which particular programs attract participants to the individual Centres:

- AMCC social groups and children's services and activities are major attractors.
- LCIS courses and classes are a major attraction, as well as the social groups, services and volunteering opportunities.
- LJACC social groups, courses and classes attract participants.
- NCEC courses and classes, social groups and job training and support opportunities are drawcards.
- SCC, judging from the Hobsons Bay Council 2014 snapshot data, anecdotal and observational data, attracts local children and families for social support, health and wellbeing and to access co-located family services.
- SKCC social groups, childcare and volunteering opportunities attract participants. Also, their focus on the disability programs is reflected in high social reasons for attendance.
- WCBH social groups, services, support groups and exercise / health classes draw participants.
- WCEC courses and classes, childcare and social groups are big attractors.

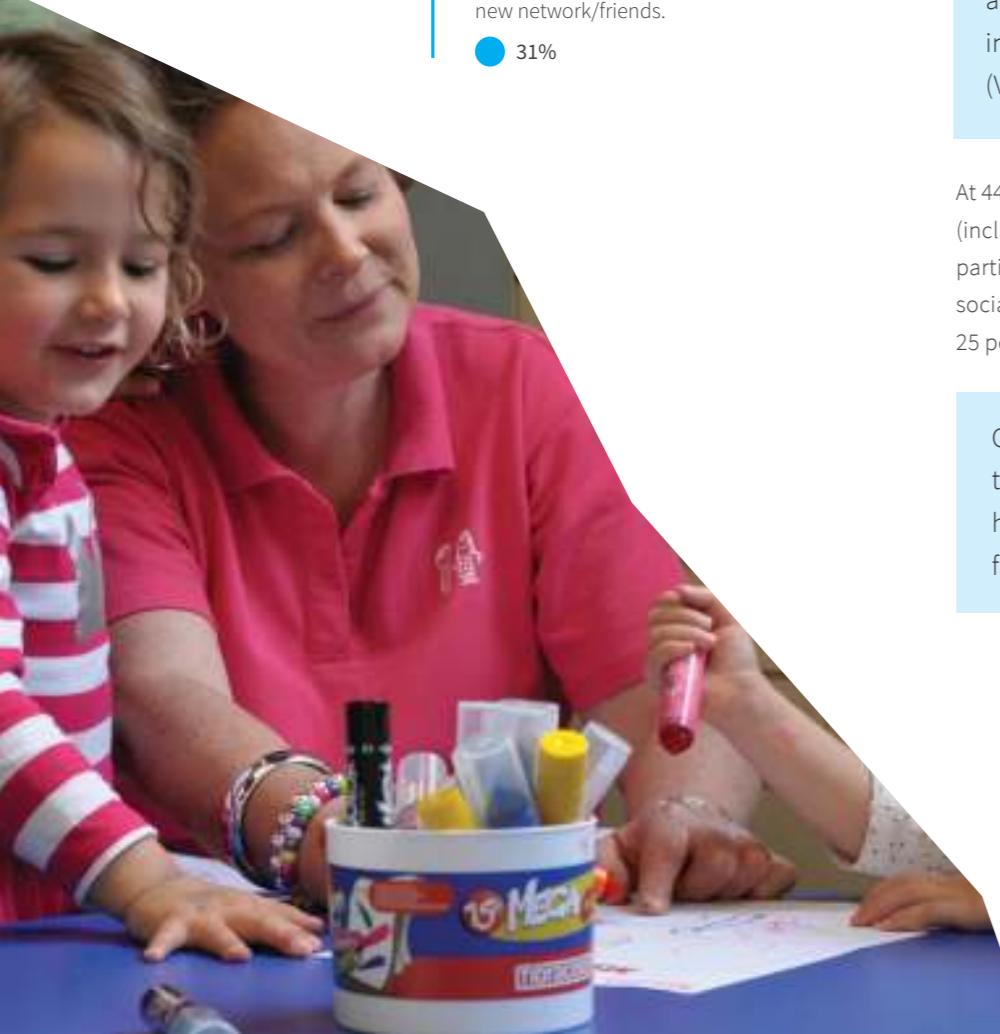
The Hobsons Bay City Council snapshot data collected in 2014 echoes and validates the above trends.

It confirms that centres attract people from across the stages of life to activities relevant to those life stages: e.g. childcare and activities for children; learning, social and health programs for adults, including seniors.

Furthermore, the Hobsons Bay City Council data provides greater detail about what might constitute the 'social group' category. A majority of centres provide essential and accessible community meeting spaces for private functions for special events (reflecting notable life-stage occasions); or spaces

where religious or cultural groups can gather to conduct ritual or customary events, continue cultural traditions in Australia and pass these on to the next generation, and build local networks of support within those traditions.

Whilst there are some stand-out reasons why participants seek to engage with a particular centre, it is worth noting that centres offer a wide range of programs and activities that attract participants to all centres.

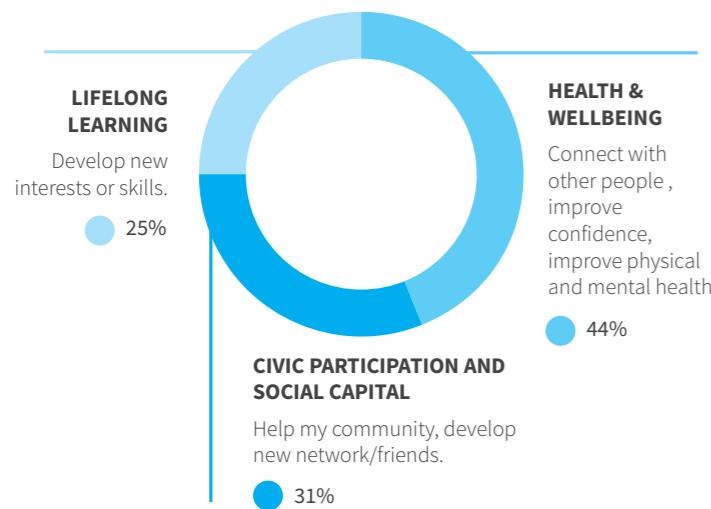


### What Benefits do Participants Get?

A slightly different perspective on why people connect with community centres is related to the perceived **benefit** that participation has. The chart below illustrates what participants perceive as the main benefits of participation in community centres.

### Main benefit of participating in community centres as perceived by participants

(Source: NHV Census 2013 Hobsons Bay aggregated)



As previously mentioned, the key categories of value for participating in a Centre relate to 'health and wellbeing' and 'lifelong learning'. However, another key category emerges, and that is the value of civic participation and building social capital.

Community centres are seen as places where people can make a worthwhile contribution to the community and build strong and meaningful local networks.

It is illuminating that people do not perceive themselves as passive consumers of 'a service' (as in other institutional settings) but as active agents in their own communities and in their lives.

From a community-development and social-determinant-of-health perspective, all three aspects are interrelated and integral to positive health and wellbeing (VicHealth 2002).

At 44 per cent, participants rated health and wellbeing (including mental health) as the main benefit for participation, followed by civic participation and social capital, at 31 per cent, and lifelong learning, at 25 per cent.

Community centres offer so much more than the services they provide, and have a unique position in the social fabric of society.

### Participant and Activity Data - Analysis and Key Questions

#### Strengths

All centres have a long history, with strong local links and contacts.

There is excellent representation of CALD, the aged, ATSI, the disabled and disadvantaged across Hobsons Bay community centres.

There is good geographical coverage of Hobsons Bay with centre locations and venues.

Demographic percentages of different cohorts attending centres match or exceed total population data, demonstrating that the centres are meeting community needs.

#### Weaknesses

- Most centres are located near the border of the Hobsons Bay LGA. Is this a concern?
- Should a centre offering Learn Local programs be in the heart of Hobsons Bay?

Perhaps there should be a new centre, or an existing centre should move to or set up a venue, in this area?

#### Opportunities

- WCEC / SCH and SKCC are facing large population growth in the near future. What planning should be occurring now?
- Participation by 10-19 year olds is the lowest of all age-group cohorts. Is this a concern? If so, what can be done?

#### Threats

- Twenty-five per cent of total participants and 40 per cent of students are coming from outside the Hobsons Bay LGA. Why is this happening? Is it a concern? If so, what can be done?

### Conclusion

The 'Weaknesses', 'Opportunities' and 'Threats' questions raised above should be addressed by key stakeholders, including Council and / or committee and / or centre managers and / or internal centre staff as appropriate.

The relevant forum to raise these questions could be:

- HBCC Community Centre Managers Meeting, which both Council and centre managers attend (invitations to relevant government departments and peak bodies should also be considered)
- Centre committee meetings where the committee and manager can discuss the questions
- Internal centre management or staff meetings where managers can engage staff in addressing the questions.

**Community centres offer so much more than the services they provide, and have a unique position in the social fabric of society."**

The Project team, furthermore, hopes the data collated and analysed in the Report provides stakeholders with the raw materials to go beyond what is captured here, offering fresh insights and avenues for the community centres of Hobsons Bay to explore and develop.

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