

National Community Hubs Program

Delivery and Outcomes Report

December 2015



Our partners and supporters

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Scanlon Foundation

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Department of Social Services

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Support agencies

Access Community Services, City of Greater Dandenong, Connect Family Services (until end of 2015), Hume City Council, Settlement Services International (from 2016), The Smith Family.

Host schools and community centres

All Saints of Africa Community Centre, Banksia Road Public School, Bert Oldfield Public School, Bethal Primary School, Blacktown North Public School, Broadmeadows Valley Primary School, Campbellfield Primary School, Chester Hill Public School, Colyton Public School, Coolaroo South Primary School, Craigieburn South Primary School, Dallas Brooks Community Primary School, Dandenong Primary School, Dandenong South Primary School, Dandenong West Primary School, Deer Park North Primary School, Georges Hall Public School, Granville Multicultural Community Centre, Holy Child Primary School, Holy Eucharist Primary School, Information and Cultural Exchange Inc, Mabel Park State School, Meadows Heights Primary School, Meadows Primary School, Mt Druitt Public School, Roseville Public School, Roxburgh Rise Primary School, Rydalmore Public School, Springvale Rise Primary School, St Albans Primary School, St Albans Heights Primary School, St Anthony's Primary School, St Brendan's Catholic School, St Dominic's Primary School, St Francis College, St Paul's Catholic School, Stevensville Primary School, Sunbury Heights Primary School, Westmead Public School, Woodridge North Primary School, Woodridge State Primary School, Yagoona Public School.

Front cover photograph: Hub Leader, Michelle Sorohan helps a young family visiting St Paul's Primary School Hub in the City of Logan, Queensland.

Supporters

- Ability Links
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- Anglicare Women's house
- AMES
- ANZ Bank
- Arabic Council
- Auskick
- Australian Muslim Women's Centre for Human Rights
- Australian College of Optometry
- Australian Federal Police
- Autism Australia
- Arab Council Australia
- Banksia Garden Community Services
- Bankstown Resource Group
- Bankstown Women's Health Centre
- Benevolent Society
- Berry Street
- Brotherhood of St Laurence
- BreakThru Bridging Worx
- Brimbank Community Legal Centre
- Bringing Up Great Kids
- Brisbane South PHN PEDS training
- Bunnings
- Cairnlea Community Centre
- Career Keys
- Auburn Diversity Services
- Catholic Care Social Services
- Centre for Migrant Youth
- Centrelink
- City of Greater Dandenong Best Start
- Chariton Brown Centre
- Child First
- Child Health QLD
- Chester Hill Neighbourhood Centre
- Chobani Yoghurt
- Cohealth
- Consumer Affairs
- Cornerstone Contact Centre
- Creating Links
- Cumberland Hospital
- Dandenong Neighbourhood House
- Department of Education and Training (Vic)
- Department of Education (QLD)
- Dianella Community Health
- Environment Victoria
- Ethnic communities councils – Vic, NSW & Qld
- Family support agencies – local to all hubs
- Foodbank
- Foundation House
- Ganyjuu
- Gardenworld Nursery
- Get Connected
- Good Shepherd
- Goodstart
- Greenacre Neighbourhood Centre
- Greenacre Public School
- Griffith University
- Healthy Together (VIC)
- Homestead Community & Learning Centre
- Hume Best Start
- Immigration Legal Advice
- Inspirations
- Jesuit Refugee Services
- Jesuit Social Services
- Juyana
- Job Co Training
- Karabi Developmental Services
- Kinda Moves
- Kingston East Neighbourhood Group
- Latrobe University
- Lentara
- Libraries – local to all hubs
- LifeStart
- Living Well Logan
- Logan Refugee Association
- Mackillop Family Services
- Malpa Project
- Marist Youth Care
- Maternal and child health clinics – local to all hubs
- Medicare Local (VIC)
- Melbourne City Mission
- Mercy Connect
- Multicultural Centre for Women's Health
- Muslim Women's Association
- Monash Health Dental
- Monash Health Community
- Mountaha's Helping Hand
- NSW Community Migrant and Resource Centre
- NSW Health
- NSW Police Force
- Playgroup Queensland
- Playgroup Victoria
- Pre-schools – various across hub locations
- Queensland Health
- Queensland University of Technology
- Reading out of Poverty
- Red Cross
- Relationships Australia
- Relationships Victoria
- Return Serve
- Romero Centre
- Save the Children
- Secret Agent Society
- Sing and Grow
- Sisters of Mercy
- SoccaJoeys
- Spotlight
- Springvale Learning and Activities Centre
- STARTTS
- St Vincent de Paul Society
- Sydwest
- St Johns
- Tuning in to Kids
- Uniting Care
- University of Queensland
- VETEA
- VICSEG New Futures
- Victoria Police
- Victoria University
- Vietnamese Cultural Resource Centre
- Visy Care Learning Centre
- Vittori Communications
- Water Well Project
- Westgate Community Initiatives Group
- Women's Health in the South East (VIC)
- YMCA
- Youth and Family Services – various locations near hubs

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Executive summary

This report outlines the delivery and performance of the National Community Hubs Program (NCHP) during 2015. It presents results of an initial outcomes evaluation and priorities for the program going forward.

Welcoming Australia's newest residents

The NCHP is dedicated to improving social cohesion by achieving positive settlement outcomes for Australia's newest residents.

During 2015, 42 community hubs embedded in primary schools and community centres in Melbourne, Sydney and Brisbane made a tangible difference in the lives of thousands of migrant and refugee families.

These hubs are located in communities with high migrant and refugee populations and high levels of socioeconomic disadvantage. They focus on helping families with young children.

The NCHP is primarily funded by the Australian Department of Social Services (DSS) and the Scanlon Foundation, with additional support from local and state governments, the corporate sector and other contributors.

Why we need community hubs

Migrant and refugee families are among Australia's most vulnerable residents. They can quickly become isolated from the rest of the community, particularly parents caring for pre-school children. These young children are undergoing a critical stage of human development. Without access to early childhood learning and development experiences, they are at risk of starting school developmentally behind their peers.

Early intervention to reach and support these families, and especially their children, is the best investment in moving people out of poverty into self-sufficiency.

Evidence indicates that the best way to achieve successful settlement outcomes for these hard-to-reach families is to establish trust-based relationships that engage them at the local level. This is what community hubs do.

An evidence-based model

The Community Hubs Model is place-based and citizen-centric. It was developed from lessons learned during an award-winning trial of early years hubs in the City of Hume in outer Melbourne.

Basing hubs in schools and community centres leverages these safe, family friendly environments. Hubs are planned around the needs of local communities.

Hub leaders work with parents to discover their needs, strengths and aspirations, and help them establish support networks and pathways into volunteering and employment. They connect otherwise hard-to-reach families into their local community and provide the 'missing link' between families and support services.

2015: A year of achievement

Highlights for 2015 included:

- 42 hubs operated across 32 government schools, 7 Catholic schools and 3 community centres. The hubs recorded more than 110,000 adult attendances and 146,000 child attendances during Terms 1 and 2 alone.
- Refuge of Hope, the organisation delivering the NCHP, was accepted as a preferred supplier of settlement services by DSS.
- Funding of \$3.3 million was secured from DSS to support the operation of the existing hubs network until mid-2018. The Scanlon Foundation pledged to continue funding the program's ongoing governance and management.
- Dr Sonja Hood was appointed as the first Chief Executive Officer of Refuge of Hope and the organisation was re-branded as Community Hubs Australia.
- Settlement Services International (SSI) was confirmed as the program's new support agency in NSW, commencing from January 2016.
- Hubs leveraged the funding partners' initial investment to attract significant additional grant funding and in-kind support to enrich and expand the programs available to local communities.
- The NCHP released an overarching philosophy statement to strengthen awareness throughout the community hubs network about the program's purpose and principles.
- The first NCHP National Meeting was held in Melbourne and brought together over 60 hub leaders, hub support coordinators and other stakeholders.

Community hubs are making a difference

An independent outcomes evaluation of six NCHP hubs was conducted in the second half of 2015.

The evaluation found that the hubs are having a significant positive impact on their local communities and are on track to achieve the program's objectives. It recorded extremely high levels of satisfaction among all respondents with how the hubs are operating and engaging with migrant and refugee families.

The evaluation found that the six hubs are:

- treating migrant and refugee families with respect
- making a difference in children's development and engagement with early learning services and supporting smoother transitions into school
- making a difference for families by improving English language and literacy; improving parenting capability; connecting them with schools, services and their local community; and instilling a sense of empowerment
- improving the cultural competence of schools
- stimulating increased connections and collaboration between services, and
- making them more available and accessible to migrants and refugees.

Program going forward

The following priority areas have been identified:

1. Introducing economies of scale

Additional training and resources will be provided to strengthen planning and collaboration between hubs,

for example, securing funding for shared initiatives, sharing lessons learned, leveraging internal resources and replicating successful programs.

2. Embedding hubs into school strategic plans

Some progressive host schools have embedded their community hub into their strategic plan. Other host schools will be encouraged to do the same.

3. Supporting the pivotal role of hub leaders

The role of the hub leader is critical to the success of each hub. Increasing the professional (and mentoring) support provided to hub leaders across the national hubs network is therefore a priority going forward.

4. Strengthening the role of support agencies

From 1 January 2016, support agencies will take on responsibility for managing and monitoring hubs funding. This will strengthen their role in supporting the hubs and the NCHP Governance Committee.

5. Encouraging volunteering

Further opportunities will be provided during 2016 for hub leaders to become better at developing and managing volunteers.

6. Securing sustainable funding

For the NCHP to be sustainable the base federal government investment needs to be reduced and the hubs need to be supported through other funding sources. This includes seeking support from corporate partners and state and local government.

Outcomes evaluation highlights

- 100% of school principals/staff agree** → hubs have enhanced their school's ability to collaborate with families
- 100% of respondents agree** → community services are working more effectively with migrant families, and are more connected, available and accessible
- 99% of respondents agree** → hubs make schools more culturally inclusive
- 99% of families** → feel listened to, able to contribute to the school and more connected to the school
- 97% of respondents agree** → hubs improve children's literacy and transitions into school
- 97% of families** → know more about community services and where to find them
- 96% of families** → feel more connected to their community

Introduction

The National Community Hubs Program is a life-changing partnership between the philanthropic sector and federal, state and local governments.

This partnership, the largest of its kind in Australia, is dedicated to improving social cohesion by achieving positive settlement outcomes for migrants and refugees.

The NCHP is succeeding because it uses a proven, evidence-based model that puts local communities at the heart of decision-making and provides strong governance and support at the national and state levels.

The Scanlon Foundation's commitment to achieving long-term outcomes, and expanding the program throughout Australia, underpins this success.

During 2015, 42 community hubs operated in NSW, Victoria and Queensland. These place-based hubs were embedded in primary schools and community centres.

These hubs are reaching and helping some of Australia's most vulnerable and hard to reach residents, particularly migrant women and their young children. Through hubs, people in low socio-economic communities are connecting with each other, developing friendships, learning, volunteering, becoming work ready, and being linked into wider community support services.

They are developing a sense of belonging.

Through these hubs, the NCHP partners are strengthening cohesion within some of Australia's most culturally diverse and disadvantaged communities, at a time when the negative impacts of failing to address cultural tensions at the local level have become acutely evident worldwide.

Community hubs are changing lives – and knitting together Australia's social fabric – one family at a time.



Why Australia needs community hubs



Migrant and refugee families are among Australia's most vulnerable residents

They often live in communities already experiencing severe socio-economic disadvantage. They face language barriers, cultural differences and discrimination. Families with young children may have no extended family support to call on and migrant women, in particular, can become isolated from the rest of the community.

Traditional service delivery methods don't reach the most isolated people

Many migrants and refugees lack self-confidence on arrival in Australia. They may have no existing support networks and low trust in governments or other agencies. Depending on their cultural background, experiences and level of literacy, they may be reluctant to seek help or acknowledge to others that they need support.

Women with young children may feel uncomfortable visiting government or agency offices, or may not be able to get out of their homes due to lack of transport and support with child minding. These women need welcoming places where their children can play and be cared for, and where they can gradually grow to feel safe, build trust, learn new skills, develop social connections and access support services.

Engagement at the community level is a key factor in achieving effective settlement and social cohesion

Longitudinal Mapping Social Cohesion research conducted across Australia by Monash University and the Scanlon Foundation indicates that engaging locally and establishing one-to-one, trust-based relationships is essential for achieving successful settlement outcomes.

“If the philanthropic, government and corporate sectors can combine to deliver services to the community, it's far more effective than taking an individual silo approach.

And in the end, you get a very high social payback and a very high economic payback.”

Peter Scanlon, Founder and Chairman, Scanlon Foundation

Source: Moore, TG and McDonald, M (2013).

Why Australia needs community hubs continued

The early years are vital and Australian children are not immune

The most effective time to influence a child's development and future prospects is in the early years, when the brain is undergoing its initial growth and is most malleable.

The quality of parenting and the nature of their home learning environment is the single most important factor in a young child's development.

Many Australian parents are not aware of the importance of providing home-based learning and development experiences for their pre-school children. This issue can be compounded for newly arrived migrant and refugee families, who may be unaware of the benefits of early childhood services and how to access them.

Due to these factors, children of recently arrived migrants often start school behind their peers.

Early intervention is the best investment

The economic benefits of early intervention for children and families experiencing disadvantage are well documented.

The most effective interventions are those that focus on:

- improving social support and social capital
- improving the current service system
- strengthening community engagement, connectedness and resilience, and
- adopting a 'collective impact' approach.

Early experiences and some of their lifelong consequences

Early experiences	Consequences
 Sustained poverty	Unemployment, low income, low working hours
 Abuse and neglect (physical, emotional sexual abuse & neglect)	Depression, anxiety, drug abuse, suicidal behaviour, STIs, health issues, trust problems, security issues
 Early mental health problems	Emotional problems, leaving school early, criminal justice system contact, poor physical health
 Conduct problems	Anti-social and criminal behaviour
Poor health and nutrition	More health problems, poor academic achievement, not graduating on time

Source: *Acting Early, Changing Lives: How prevention and early action saves money and improves wellbeing*, 2013, page 9.

The National Community Hubs Program

The NCHP operates school and community centre-based community hubs in Australia's three largest cities.

These hubs are planned around the needs of local families and children. They focus on helping migrant families, including newly arrived refugees, with young children.

Hubs connect potentially vulnerable, hard-to-reach families into their local community and provide the 'missing link' between families and support services. They also work with individuals and families to discover their strengths and aspirations and enable them to make a valuable contribution to Australian society.

Community hubs focus on delivering the following support:

- access to local education, health, community and settlement services
- language, literacy and learning skills
- participation in early years services, and
- parent and family capacity building.

The NCHP aims to strengthen social cohesion and inclusion within local communities and deliver long-term outcomes for children, families, schools and the wider community.

Place-based community engagement

Each hub is situated in a community or neighbourhood with a high migrant/refugee population and a high level of socio-economic disadvantage.

Hubs are based in primary schools or other community spaces that are already part of everyday life for families. Locating hubs in existing community centres leverages these safe, family friendly environments.

A grassroots, citizen-centric approach

Community hubs are designed to be citizen-centric and responsive to local conditions and needs.

Activities offered range from playgroups and morning teas to language classes and skills training. Families and community members are actively involved in decision-making about the types of support and activities at their local hub.

At the heart of the NCHP's success are many dedicated individuals and supportive organisations and their strong relationships with one another. Collectively, they work together to connect, share and learn.

A proven, evidence-based model

The Community Hubs Model was developed from lessons learned during a trial of nine school-based early years hubs in the City of Hume, in outer Melbourne, between 2011–13.

This award-winning project, funded by the Scanlon Foundation, and the Australian and Victorian governments, significantly increased the engagement and participation of newly arrived migrant and refugee families in local early years services and programs.

Inspired by the success of the trial, the Australian Government invested \$5 million and the Scanlon Foundation contributed \$1 million to establish and support 30 new community hubs in Melbourne, Sydney and Brisbane between 2013–15.

This significant philanthropic-government partnership established the national program and took the total number of hubs to 42 across seven municipalities (see table below).

A further round of \$3.3 million in federal funding, through DSS, was announced in early 2015 to support the existing hubs until mid-2018. The Scanlon Foundation continues to fund the program's governance and management, with additional funding provided by state and local governments, corporate partners, host schools and community centres, and other contributors.

As the founding philanthropic partner, the Scanlon Foundation remains deeply committed to its vision of ultimately establishing 100 community hubs in targeted communities throughout Australia.

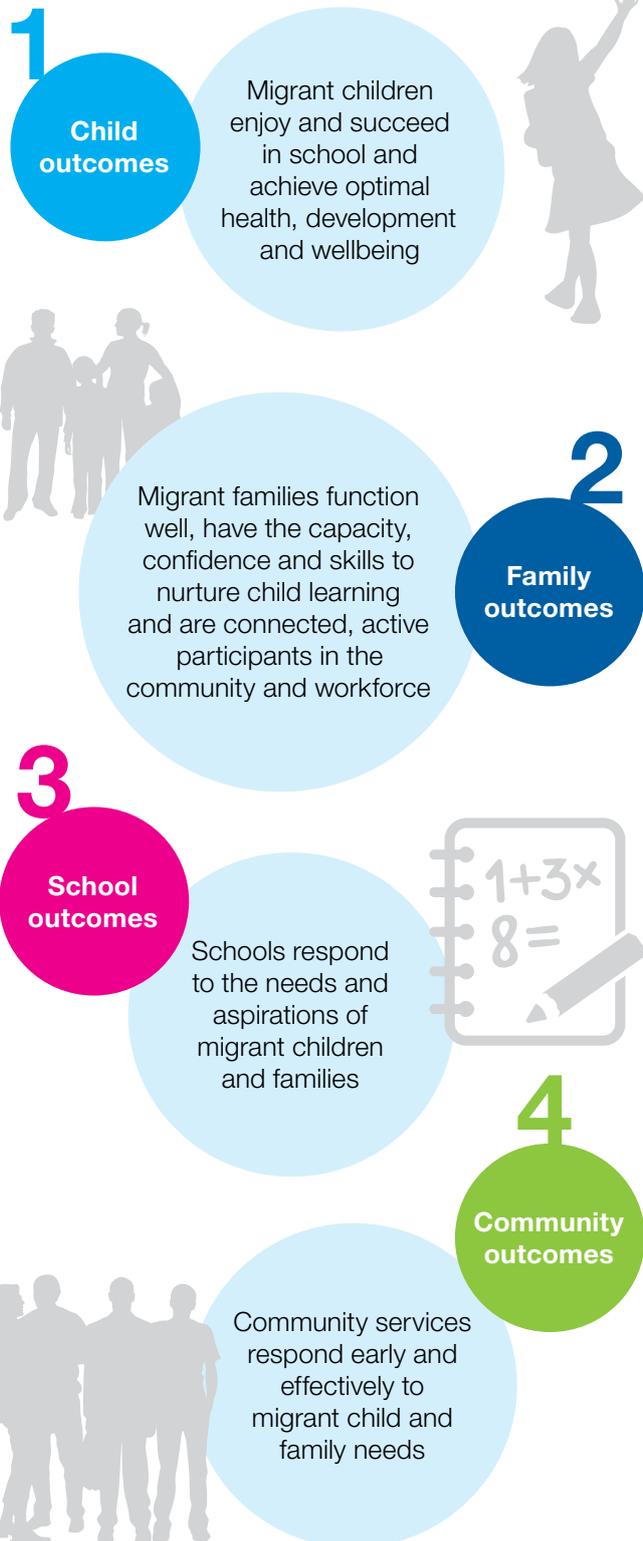
New South Wales		Queensland		Victoria	
LGA	No. of Hubs	LGA	No. of Hubs	LGA	No. of Hubs
Blacktown	5	Logan	5	Brimbank	5
Parramatta	5			Dandenong	5
Bankstown	5			Hume	12

What community hubs achieve

The NCHP aims to:

- Improve access and engagement with existing services, such as language, employment, skills development and health, for migrant families and individuals.
- Increase learning outcomes for children.
- Bolster social cohesion by enhancing the capacity of community organisations and service providers to reach out to migrant communities.
- Improve language, literacy and learning outcomes for migrants, including for isolated migrant mothers and provide early learning activities for their children.
- Improve the pathways to employment for migrants through educational and social programs.

The NCHP's outcomes and objectives are provided in detail in Appendix A. The program's four overarching outcomes are:



"I've been in the community development sector for a long time and it's great to see the outcomes based planning underpinning the Community Hubs Model.

The plans we develop for the community hubs are enablers for the community to keep focused on a common goal."

Margaret Rutherford, Community Development Manager Victoria, The Smith Family

Governance and management

Robust multi-level governance

A defining feature of the NCHP – and one of the keys to its success – is the combination of a proven grassroots delivery platform supported by strong governance and management at the state and national levels.

Program charter

The NCHP charter describes the program's aims and objectives, place-based and citizen-centric principles, governance and management arrangements, roles and responsibilities and ongoing performance reporting requirements. The charter is provided in Appendix B and includes an organisational diagram.

Governance Committee and Community Hubs Australia

The national program is delivered by Community Hubs Australia (formerly Refuge of Hope), under the direction of a Governance Committee chaired by Peter Scanlon. The committee comprises representatives from the Department of Social Services, the Scanlon Foundation and Scanlon family, Migration Council Australia, Community Hubs Australia, the Murdoch Childrens Research Institute and the Australian Multicultural Foundation.

Support agencies

Five NCHP support agencies employ hub support coordinators to help establish and operate community hubs at the local level. They provide direct support and training to hub leaders and work at the organisational level to link services across the three tiers of government and within the community. These well-credentialed agencies have extensive expertise in early childhood education and settlement services for migrant families.

Queensland

Access Community Services Limited

New South Wales

Connect Child and Family Services (2013–2015)
Settlement Services International (from 1 January 2016)

Victoria

The Smith Family, City of Greater Dandenong,
Hume City Council

Hub leaders

Each community hub has a full-time or part-time hub leader who manages day-to-day operations. Hub leaders engage directly with local families, and school and community centre personnel, to develop programs that reflect the unique needs of each community.

National support office

The Chief Executive Officer, National Program Manager and a National Support Manager are based in Community Hubs Australia's national support office in Melbourne. The support office provides ongoing information, resources and professional development to support agencies and hub leaders; manages an interactive website: www.communityhubs.org.au/; and works to continually monitor, evaluate and improve the program's delivery model.

Hubs Club working group

This group meets about twice a year to ensure the Community Hubs Model is being applied consistently across all hubs and to share ideas and lessons learned. It comprises all hub support coordinators and their immediate managers, and representatives from the national support team.



Governance and management continued

“School community hubs provide parents with a positive point of engagement in their own and their children’s learning.

Initial results from the evaluation suggest that parents experience these engagement opportunities very positively. Parents value the opportunity to participate and to have a say about what happens in the hub.

We know from the evidence that this kind of parent engagement in schools is likely to have a positive impact on children’s learning.

School community hubs support smooth transitions to school for children who attend the programs. We know from the evidence that there are three important elements to positive transitions to school, including having: ready children, ready parents/families and ready schools.

The evaluation suggests that the school hubs make a contribution to strengthening all three of these elements.”

Sue West, NCHP Governance Committee member, Associate Director, Centre for Community Child Health, The Royal Children’s Hospital; Senior Manager (Policy and Service Development) and Group Leader (Policy, Equity and Transition), Murdoch Childrens Research Institute



2015 achievements

NCHP's management and operational highlights during 2015 are provided below.

Wide reach, high participation

Forty-two hubs operated in seven LGAs in Victoria, New South Wales and Queensland. The hubs were embedded in 32 government schools, 7 Catholic schools and 3 community centres.

The hubs recorded more than 110,000 adult attendances and 146,000 child attendances during Terms 1 and 2 alone.

Federal funding and recognition

Refuge of Hope, the organisation delivering the NCHP, was accepted as a preferred supplier of settlement services by DSS.

Funding of \$3.3 million was secured from DSS to support the operation of the existing hubs network until mid-2018. The Scanlon Foundation committed to providing up to \$500,000 per annum for the program's ongoing governance and management.

Strengthened management

Dr Sonja Hood was appointed as the first Chief Executive Officer of Refuge of Hope and the organisation was re-branded as Community Hubs Australia.

Dr Hood's role will be to consolidate and grow a number of national programs addressing the needs of different migrant and refugee groups, with funding from the Scanlon Foundation, government and the corporate sectors.

SSI was confirmed as the program's new support agency in NSW, commencing from January 2016. SSI takes over from Connect Child and Family Services, with the aim of significantly increasing the level of support provided to the community hubs in western Sydney.

Attracting additional support

Hubs leveraged the funding partners' initial investment to attract significant additional grant funding and in-kind support to enrich and expand the programs available to local communities. For example, four hubs in the City of Greater Dandenong collectively managed to secure almost \$132,000 in additional grant funding.

Embedding the community hubs philosophy

An independent process evaluation in 2014 reported a significant level of achievement and recommended ways to improve the efficiency and effectiveness of program delivery.

This included strengthening awareness of the purpose and principles underpinning the program, and creating professional development and knowledge-sharing opportunities across the hubs network.

In response, the NCHP distributed an overarching philosophy statement throughout the hubs network in early 2015, which stimulated a noticeable shift in the level of understanding.

The first NCHP National Meeting was held in May and brought together over 60 hub leaders, hub support coordinators and other stakeholders. Hub leaders have asked for more opportunities such as this to connect with and learn from each other.

Improved performance reporting

During 2015, each hub leader continued to collect and report data about programs and activities, services referrals, and training and learning pathways.

A revised data collection regime process was trialled at hubs in the City of Hume during the second half of the year, and will be rolled out across the national hubs network in 2016. The new process aligns with DSS's revised reporting requirements, including recording how many hub participants are from DSS priority client groups.



2015 achievements continued

Activities and engagement

All hubs continued to offer a wide range of programs tailored to the needs of their local communities and developed in close consultation with hub families.

'Soft entry' programs that attract new families into the hubs, included parent groups, breakfast clubs, cooking and gardening groups, dance and exercise classes, and cultural festivals.

More structured programs included playgroups, English language classes, health and nutrition programs, driving courses, sports programs for children, learning through play workshops, first aid classes, and vocational training.

Hub leaders continued to play an important role in building respectful, trusting relationships with families and referring them to government and community support services when asked for help.

This support included referring parents to specialist, maternal and mental health providers; family and financial counselling services; settlement services; and child protection and family violence support organisations.

The table below indicates the total recorded level of engagement across the 42 hubs during Terms 1 and 2 in 2015. More than 110,000 adult attendances and 146,000 child attendances were recorded during these two school terms.

These figures include repeat visitation to programs and activities and therefore do not represent the number of individual adults and children attending the hubs.

Summary of key information from the quarterly data collection spreadsheets by LGA 2015 Terms 1 & 2

School / Community Centre	Dandenong 5 Hubs	Brimbank 5 Hubs	Hume 12 Hubs	Blacktown 5 Hubs	Bankstown 5 Hubs	Parramatta 5 Hubs	Logan 5 Hubs	OVERALL 42 Hubs
Reporting period	Totals	Totals	Totals	Totals	Totals	Totals	Totals	Totals
1. 'Soft Entry' engagement activities								
Subtotal Adults	15,851	2,380	5,003	3,991	4,051	3,528	7,661	42,465
Subtotal Children	30,794	6,240	6,780	5,234	832	2,069	27,954	79,903
2. Access to settlement and other local services								
Subtotal Adults	1,426	443	478	763	199	967	2,407	6,683
Subtotal Children		24					739	763
3. Language, Literacy and Learning Skills								
Subtotal Adults	3,696	896	4,578	670	866	508	5,289	16,503
Subtotal Children	10,545	581	3,882	674	2,498	477	2,795	21,452
4. Participation in early years services								
Subtotal Adults	5,567	1,524	7,077	2,405	2,738	2,423	3,907	25,641
Subtotal Children	6,397	3,977	8,664	3,375	2,917	2,978	4,929	33,237
5. Parent, family and community capacity building								
Subtotal Adults	5,029	1,197	1,425	3,690	2,316	3,617	2,165	19,439
Subtotal Children	8,029	441	1,374	29	249	143	1,208	11,473
Total Adults	31,597	6,681	18,561	11,519	10,170	10,773	21,429	110,730
Total Children	55,809	10,527	20,700	9,312	6,496	5,667	37,625	146,136

Note: Data provided in this report are based on school terms and include total engagement, for example, repeat visitation.

The table below, compiled during the 2015 outcomes evaluation, provides a detailed breakdown of participation across three Victorian hubs and three NSW hubs for Term 3 in 2015.

For the Victorian hubs piloting NCHP's new reporting tools, the table indicates the high proportion of participants who are regarded as DSS priority clients.

Number of participants attending hub activities in the third quarter of 2015

Activity	State	Number of participants			No. and % of participants from DSS target group
		Children	Adults	Total	
Playgroup	VIC	768	395	1,163	942 (80.1%)
	NSW	902	798	1,700	
English classes and conversation programs	VIC	109	202	311	277 (89%)
	NSW	92	378	470	
Healthy lifestyle program	VIC	560	73	633	549 (87%)
	NSW	743	464	1,207	
Parent engagement	VIC	180	509	749	449 (60%)
	NSW	273	489	762	
Children's language and literacy programs	VIC	1,079	820	1,899	811 (43%)
	NSW	0	0	0	
Formal training				8	0 (0%)
				13	
Informal training				22	9 (41%)
				432	
Volunteering in Hubs				425	197 (46%)
				160	
Outreach services provided in the Hub by mainstream services				79	59 (75%)
				4	
Referrals				19	0 (0%)
				218	

2015 achievements continued

This weekly timetable, from Woodridge State School Community Hub in the City of Logan illustrates the breadth and frequency of programs offered through the hubs.

A snapshot of one week during Term 4 at this hub reveals the following participation features:

- 166 attendances by families. This figure includes multiple visits by the same families and reflects engagement with approximately 90 separate families.

- Attendances by people of the following ethnic backgrounds: Afghan, Australian (indigenous and non-indigenous), Burmese, Congolese, Indian, Iranian, Kurdish, Papua New Guinean, Pasifika, Rohinian, Somali, Syrian, Tamil and Ukranian.
- 20 referrals were made for individuals/families to a range of community and health services, including general practitioners, dentists, domestic violence support agencies and pre-schools.

Woodridge State School Community Hub—Term 4, 2015				
Monday	Tuesday	Wednesday	Thursday	Friday
Playgroup 0–5 years 9:00–11:00 	Sewing Group 9:00–12:00 Childcare available!  Free and for all abilities!	Mother's & Babies group 9:30–11:30 am  Are you pregnant? Or do you have a child under 12 months? Come along... It's free, and everyone is welcome!	English Class 9:00–11:00 Childcare available!  Everyone welcome!	Playgroup 0–5 years 9:00–11:00 (Friday playgroup is at the WSS library) 
Cooking Hub 11:30–1:30 Cooking from a variety of cultures... come and join us! 	GANYJU Playgroup 9:00am - 11:00am Homework Hub 2:45-4:00pm (Both at the Resource Centre)	WOW Women's Group 12:30–2:30 Childcare available!  Craft sessions, wellbeing workshops and general learning—everyone is welcome!		English Class For Farsi Speakers 12:30–2:00pm 
Want to do something different? Come and let me know!		PEACH Healthy Lifestyle Program 3:30–5:00  Parenting, Eating & Activity for Child Health To register, call Briony on 0467 078 485.	Homework Club 2:50–3:30 (Followed by soccer coaching for Year 4,5&6 students—for registered students only) Parents are encouraged to attend 	For more information: Briony Hadfield Community Hub Woodridge State School (Located on the corner of Railway Parade & Flinders Street, Woodridge) (07) 3440 2333 0467 078 485

Community Hubs is funded by the Australian Government in partnership with the Scanton Foundation, the Migration Council Australia and Refuge of Hope.

“Three hundred families participate in hub events over a 12 month period, ranging from zumba, yoga, basketball, TAFE entry courses, first aid courses, playgroup, domestic violence workshops, cooking classes, parent workshops on reading/ maths and so on. The hub program is a winner at our school!”

Written feedback from a school staff member during 2015 outcomes evaluation

Delivering value for money

Funding from NCHP's main partners covers hub leaders' salaries, general operating costs and overall program governance and management. Only a small proportion of the core funding is available to support the day-to-day delivery of specific in-hub programs and activities.

Hub leaders and schools are becoming increasingly resourceful and obtaining funding from other sources to enrich what the hubs can offer local communities.

Many local agencies also provide in-kind support, within their existing funding, to run programs in the hubs for vulnerable families they may not otherwise reach.

These grants and in-kind partnerships help sustain and broaden the hubs' operations. The case study example below shows the level of additional grant money four hubs in the City of Greater Dandenong were able to secure during 2015.



From the following funders:

Bank of Melbourne, City of Greater Dandenong (CGD), CDG Councillor Donations Fund, CGD Healthy Together Initiative, Department of Human Services: Strengthening Men's Sheds Program, Landcare Grants, Lord Mayor's Charitable Foundation, Medicare Local, Mission Australia: Communities for Children, Optus Community Grants, Readings Foundation, Sisters of Charity, Victorian Multicultural Commission, Victorian Women's Benevolent Trust.

2015 achievements continued

Managing volunteers

The NCHP developed a Volunteer Resource Kit, which was launched at the national meeting of hub leaders in May 2015. The resource kit provides an overview of volunteer management, as well as links and resources to help schools wanting to engage and support volunteers.

Insights from 2015

With the 30 new hubs having completed their second full year of operation, a number of operational challenges and opportunities have been identified and will be progressively addressed during 2016:

Hub leaders are managing limited time and resources – most hub leaders are part-time. They are resourceful facilitators who engage volunteers, build partnerships and leverage resources to deliver a great deal for a very limited cost. However, continuing to sustain a hub's daily activities timetable while also providing face-to-face support, reaching out to new families, and building relationships in and outside the school is a constant challenge.

NCHP's internal expertise can be grown and shared – hub leaders and support agencies work across many areas, including early years, settlement, health, education and community development. To operate successfully within this complex environment, they need support to build their capability and opportunities to connect with and learn from each other. However, hub leaders can struggle to find time to leave their hub to access professional development or networking opportunities.

Across the NCHP network there are many people with extensive experience and a wide range of specialist skills. The national support team will nurture a supportive 'hubs community' that actively leverages this collective expertise. Mentoring relationships will be formed and demonstration projects will be shared and replicated across different hub communities.

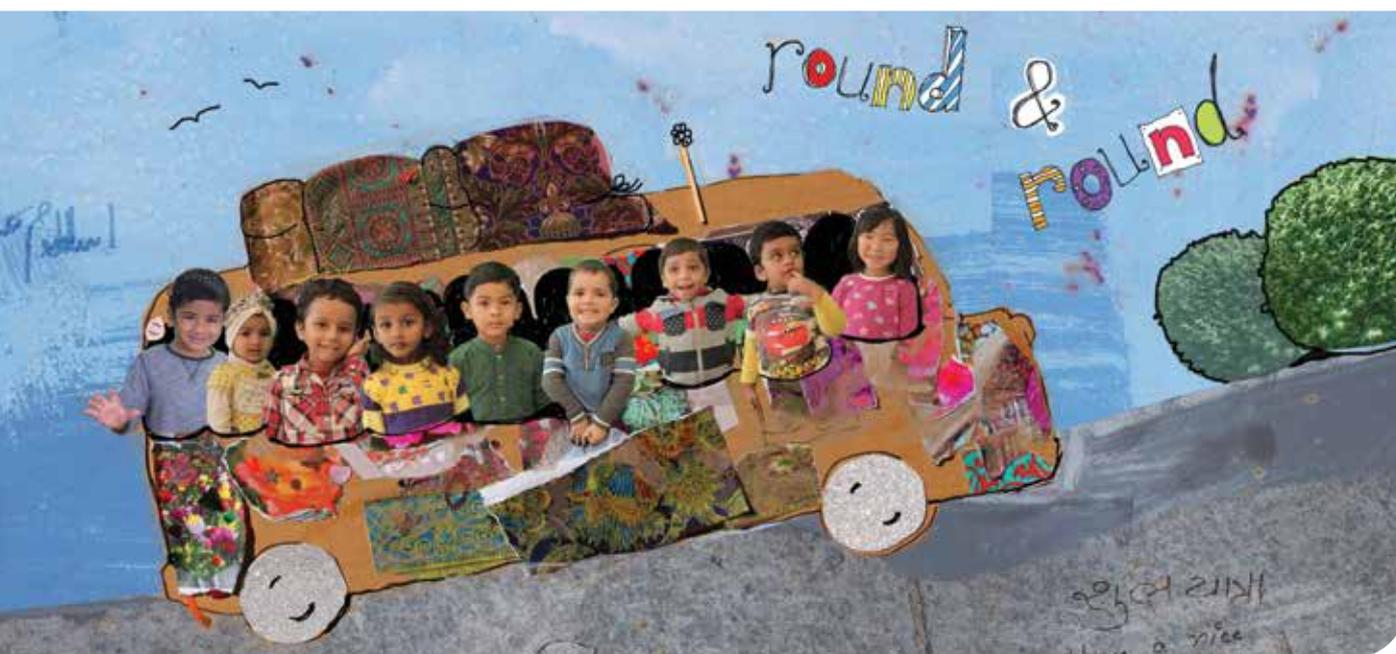
Building sustainable partnerships takes time

– a critical requirement of a hub leader's role is building strong partnerships with local organisations to leverage additional financial and in-kind support for their hubs. This takes time, and much of the not-for-profit sector operates on short-term funding, resulting in some programs not being sustained beyond one or two school terms.

Hub leaders have also learned the importance of developing relationships and partnership agreements with the whole organisation, rather than relying solely on connections with individuals.

Hubs need to be considered core business for their school – securing the support of principals, teachers and other school staff for the hub's activities is vital. Some hub leaders feel their hub is not yet viewed as being part of a school's core business.

Establishing a strong and embedded profile for each hub within a school takes time, and a degree of ingenuity in finding ways to demonstrate how the hub can help the school deliver its intended learning and student wellbeing outcomes.



Hubs operating in 2016

The ongoing funding commitment from DSS to operate the hubs' until 2018 was provided on the basis that matching funding commitments will be made by host primary schools and community centres.

Negotiations were held with each principal or centre head throughout 2015 to secure these contributions. All of the Victorian and Queensland hubs and 12 of the 15 NSW hubs will be continuing under this funding arrangement from 2016.

And the winner is...

"It was a surprise and honour for our early years hub to be named Playgroup Victoria's 2015 Playgroup Agency of the Year. It's also a great reminder that you don't have to be big to be recognised.

I've been working with the school since 1978. I established a pre-school program as a rostered playgroup where parents could input into the program. Back then, there was a mix of cultures in the community and lots of people had difficulty getting on. I had an open door policy and people just kept coming in.

I identified mothers who attended my groups who were leaders. One woman has been with me for 26 years. She speaks Turkish and Arabic and is able to transcend across cultures. She has successfully completed her Diploma in Community Development and works in our Early Learning Centre and the school.

There are five other ladies who I see as local leaders and I've spent time identifying their aspirations and we've developed vocational plans for each. They have all since attained qualifications in early childhood.

I'm only here three days a week, however our five ladies are now employed in the hub as part-time facilitators, so a member of our team is always available when a family needs to speak with someone.

It's very inspiring to have new mothers come to me and ask for a vocational pathway plan. Many of the women visiting our hub want to go to uni now and this is key. You need to get to the mothers first before you can have an impact on the child."

Maureen Leahy, Hub Leader, Meadows Primary School and Early Learning Centre Community Hub



2015 outcomes evaluation

The NCHP is committed to evaluating and continually improving hub operations and assessing the impact their work is having on:

- **migrant and refugee families in the low socio-economic communities where hubs are based**
- **individual parents, particularly mothers, and their preschool children**
- **host organisations, and**
- **government agencies and community service providers.**

An independent process evaluation was completed in 2014 to assess whether the NCHP was being delivered as intended. This process evaluation confirmed that the hubs are reaching their target communities of newly arrived migrants; contributing to community building; and connecting families to schools, communities and services.

The NCHP has clearly articulated the four critical outcomes and supporting objectives the program intends to change through its activities.

To measure this change, a formal Outcomes Evaluation Framework was adopted in 2015. This framework applies a rigorous, evidence-based approach to ensuring all activities contribute to achieving the NCHP's desired outcomes for parents, children, schools and the wider community.

The evaluation framework was trialled in the second half of 2015, when an independent outcomes evaluation was undertaken of several NCHP hubs.

A collaborative evaluation

A team lead by Dr Sandie Wong, Associate Professor Frances Press and Dr Tamara Cumming from Charles Sturt University's Research Institute for Professional Practice, Learning and Education, conducted the evaluation in collaboration with six community hubs: Broadmeadows Valley, Coolaroo South and Meadows in Victoria; and Mount Druit, Westmead and Yagoona in New South Wales.

As the NCHP's success relies on reaching and engaging with many stakeholders, including children and families, school and community services staff, hub leaders and volunteers, it was important that the evaluation captured the perspectives of these groups.

The researchers used a combination of evaluation tools, including stakeholder-specific online and written surveys, and in-depth, site-based case studies.

In total, the evaluation obtained responses from 194 respondents/participants across the six hubs. Existing data already collected by the hubs also contributed to the body of research. Survey questions and formats were developed in consultation with hub leaders to ensure they were accessible for migrant families and relevant to the operations of each hub.

Case studies were carried out in two of the six hubs: Broadmeadows Valley Primary School Hub in the City of Hume, and Westmead Public School Hub in the City of Parramatta. The case studies were compiled from direct observations of hub activities; interviews and focus groups with hub leaders, school principals, families, community service staff and school staff; and additional document and data analysis.

Positive findings

While the data obtained from studying the six hubs cannot be treated as being representative of the NCHP as a whole, it does provide an extremely positive picture of the impact these hubs are having in their local communities. In their final evaluation report in December 2015, the researchers state that:

'There is no doubt that these sites are on track to meet the objectives of the program. They are supporting the cultural responsiveness of schools and community services. They are making a difference to the lives of many migrant families, and most especially, they are making a difference to the lives of their children.'

"These programs (especially playgroup) help the child's self-confidence and ability to get on with their peers, along with building their levels of resilience. We see less children starting kinder and prep with separation issues."

Hub leader, in interview response

¹ Wong, S, Press, F., Cumming, T. (2015). *Report on the pilot evaluation of the National Community Hubs Program*. Scanlon Foundation / Refuge of Hope: Melbourne.

Findings: Hubs are operating as intended

Participation

The table on page 13 of this report, was compiled as part of the research and indicates the level of participation across the six hubs during Term 3 in 2015.

In total, there were 9,954 attendances at hub events and activities during Term 3. It should be noted that this figure is not a record of the number of separate individuals and families attending the hubs. Instead, it reflects total recorded participation at activities ranging from playgroups and children's literacy programs, to English classes, healthy lifestyle programs, training, volunteering and referrals to external services.

For example, 1,163 participants (768 children and 395 adults) attended playgroup sessions in the three Victorian hubs, and 1,700 (902 children and 798 adults) attended playgroups in the three NSW hubs. These figures include repeat attendances by the same families during the school term.

DSS priority client groups

Data collected from the three Victorian hubs in the evaluation study indicated a significantly high proportion of people attending hub activities were from DSS priority client groups (refer to table on page 13).

For example, of the 1,163 recorded attendances at playgroup, 942, or 80.1% were identified by hub leaders as coming from the DSS priority groups.

An even higher proportion of people attending English classes and conversation programs (89%) and healthy lifestyle programs (87%) were from DSS target groups.

High satisfaction, high respect

The researchers found that:

*'It is clear that the hubs are providing a diverse range of activities including English language support (for both children and parents), vocational training and playgroups. Each hub provides a different suite of activities in response to community context. However, of particular importance is not the types of programs delivered per se, but levels of satisfaction with the hubs – especially for families.'*²

Overall satisfaction with the hubs among families, volunteers, community services and school staff, principals and hub leaders is high, rating 7.87 on a scale of 1–10 (where 1 is not satisfied and 10 is completely satisfied).

Satisfaction was highest among volunteers (9.5) and families (9.2), and lowest among principals (5.75) and school staff (6.6). The lower ratings for school principals could be explained by differing expectations of the hubs, with a principal focussed on achieving educational outcomes at their school, while the hubs prioritise parent and community engagement.

All families strongly agreed (78.5%) or agreed (21.5%) that they were treated with respect when they attended the hubs. All families also recorded identical results when asked if they would recommend the hub to other families.

All but one family agreed that they felt they had the capacity to influence their hub – a strong indication that the hubs' citizen-centric approach is being followed and is empowering families to actively participate.

Respondents' comments highlighted the critical role played by hub leaders to ensure hubs are welcoming, engaging and effective.

“Our research team has never encountered such an overwhelmingly positive response from such a large and diverse number of respondents. It's quite an amazing result and clearly points to the high level of satisfaction and effectiveness of the six hubs involved in our study.”

Dr Sandie Wong, Senior Lecturer in Early Childhood, Charles Sturt University

² Ibid.

2015 outcomes evaluation continued

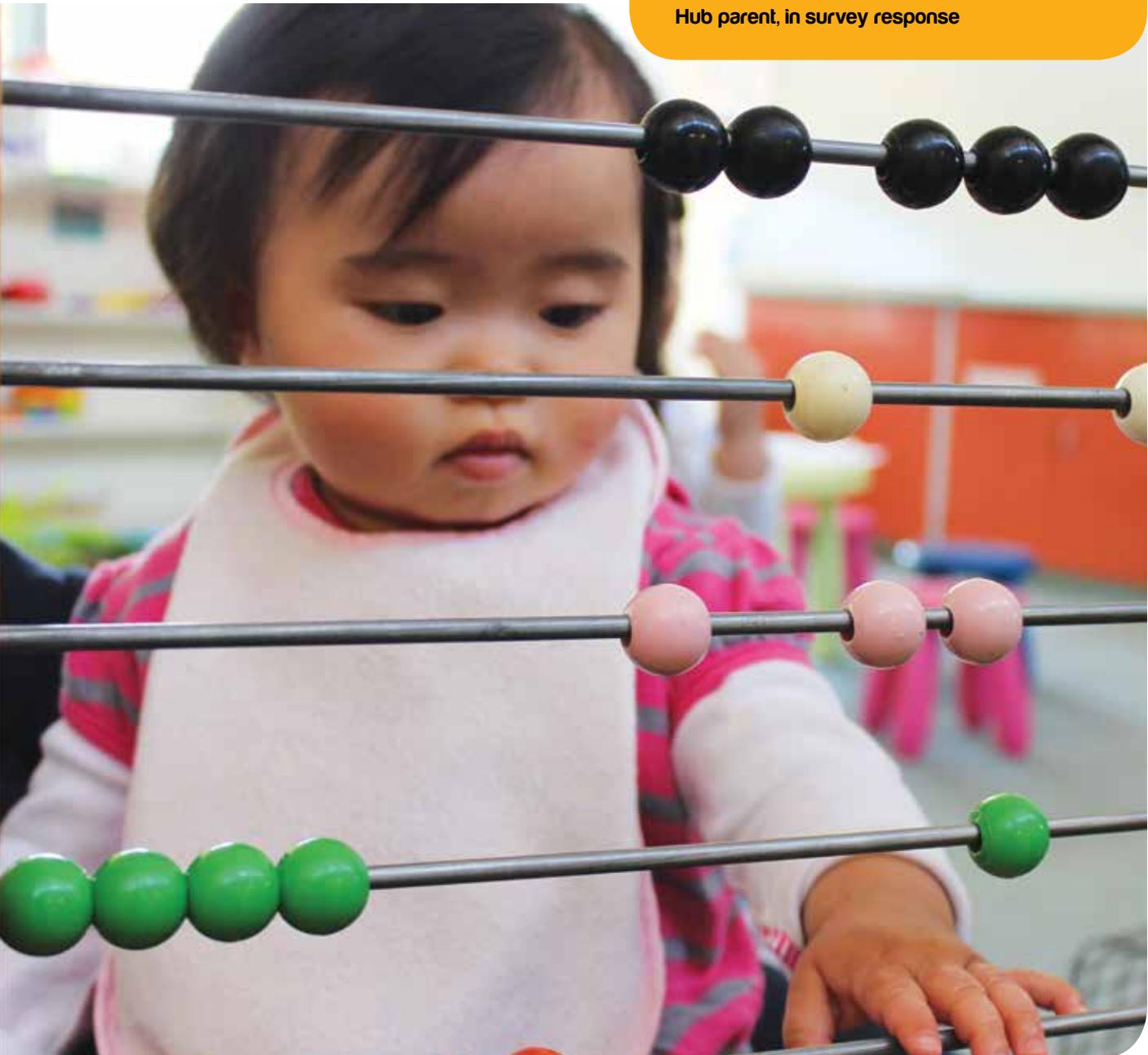
Findings: rich data and insights

The research team found that the multi-layered approaches to gathering data from the six hubs provided rich and relevant insights into how well the hubs are meeting their objectives.

They reported that, if the outcomes evaluation approach was rolled out across all hub sites (with selected sites for indepth case studies), the NCHP would have a rich body of data to inform its work and measure progress against intended outcomes.

“My anxious three year old has blossomed as a result of the gentle nurturing that the hub playgroup has provided. His confidence to attend and participate in social activities has improved immensely.”

Hub parent, in survey response



Child outcomes

Migrant children enjoy and succeed in school and achieve optimal health, development and wellbeing



Findings: The hubs are making a difference for children

There was strong agreement across all sectors that the hubs are having a positive impact on young children.

In particular, the six hubs are making a difference in young children's development and their engagement with early learning services and school. The hubs are:

- helping improve young children's English and literacy
- helping them engage with early learning services
- encouraging friendships, and
- supporting smoother transitions into school.

Playgroups embedded within hubs were repeatedly cited by parents for their social and developmental benefits and for supporting a smooth transition to – school experience for their children. Playgroups were confirmed as a particularly important activity within the hubs.

Children's and parents' social belonging was improved by friendships developed through participating in hub activities and being more closely connected with the school. This also increased their access to information about school and community life.

At both case study locations, parents commented that hubs enabled them to be more visible at the school and this had positive benefits for their children. Seeing a parent involved in adult learning, or helping in classroom or other voluntary activities fostered a child's sense of pride in their parent. The shared experiences and contacts produced from parents' involvement in their child's school often had positive effects on family relationships at home.

Key findings:

- ✓ **97%** of families agreed or strongly agreed that hubs have improved their child's literacy.
- ✓ **94%** of families agreed or strongly agreed that hubs have improved their child's spoken English.
- ✓ **94%** of families agreed that children enjoyed and were more engaged with early learning services connected to the hubs.
- ✓ **97%** of families agreed that the hub had helped their children become familiar with the school, feel comfortable in the school environment, and develop a positive attitude toward school. These responses were echoed by the responses from teachers, principals, community services workers and hub leaders.
- ✓ There was widespread agreement that most children had made friends through the hub, and children's wellbeing and development was supported through hub activities and referrals to additional support where appropriate.
- ✓ Nearly all school staff agreed that children's behaviour, including attendance, arrival time, and attitude towards school and learning, had improved as a result of attending the hub.
- ✓ There was strong agreement among all respondents that children with identified needs have been referred to appropriate support.
- ✓ Hub families responded overwhelmingly that they feel positive about their child or children's future.

2015 outcomes evaluation continued



Migrant families function well, have the capacity, confidence and skills to nurture child learning and are connected, active participants in the community and workforce

Family outcomes

Findings: The hubs are making a difference for families

The impact of the hubs on families was also clearly evident from the evaluation.

The hubs are making a difference for families by:

- improving English language and literacy skills
- improving parenting capability
- connecting them to the school, local community and services,
- providing vocational training and volunteering opportunities for parents, and
- instilling a sense of empowerment.

By improving English and literacy skills, the hubs are having a significant impact on the confidence of families for whom English is a second language.

Families report that they feel more connected with other families, their school, local community and service system since attending the hub.

The hubs also offered opportunities for families to undertake vocational training or volunteer work, in preparation for finding paid work.

Key findings:

- ✓ **99%** of families felt more connected to their school.
- ✓ **96%** of families felt more connected to their local community.
- ✓ **97%** of families said they knew more about community services and could find them when they needed to.
- ✓ **91%** of families agreed that their spoken English language skills had improved and **88%** agreed that their written English had improved.
- ✓ **96%** of families agreed that they were more confident and supported in their parenting because of their involvement with the hub.
- ✓ **98%** of families reported they had made friends through the hub.
- ✓ **96%** of families agreed that they were able to make the community a better place for their children – a strong indicator of family empowerment.
- ✓ All the above responses were echoed by other survey respondents.

“Families involved in the hub have thrived. Some have blossomed into leadership roles at the school, others have transitioned into paid employment. Many have become more confident and more engaged with the school and wider community.”

Response from community service staff member

School outcomes

Schools respond to the needs and aspirations of migrant children and families



Findings: The hubs are making a difference for schools

Hubs are improving the cultural competence of schools by:

- enhancing respect for cultural diversity
- increasing cultural inclusiveness
- increasing the schools' capacity to respond to the needs of migrant families, and
- increasing the schools' capacity to work in partnership with migrant families.

The hubs have brought significant cultural change to some schools, increasing their capacity to respond to and connect with migrant communities.

The work of the hubs also results in school personnel being more aware of early years and community services, and schools working more collaboratively with such services to support their migrant families.

One hub leader described the impact on the school and hub families as:

“increased awareness, more conversations, less assumptions”.

“The community hub has made a big difference in our school. I have not only seen benefits from the programs provided but have noticed a lot of friendships of many cultures unite.”

Response from family member

Key findings:

- ✓ **99%** of all respondents (families, volunteers, principals, school and community service staff, and hub leaders) agreed that as a result of the hub their school respects the cultural diversity of the community.
- ✓ **99%** of all respondents agreed their school is now more culturally inclusive.
- ✓ **100%** of the principals and school staff surveyed agreed that the hub enhanced their capacity to have collaborative partnerships with families.
- ✓ **100%** of the principals and school staff surveyed agreed that their awareness of, and connections to, early years and other community services has increased.
- ✓ **99%** of families agreed that they felt listened to in the school and able to contribute to the school.
- ✓ **98%** of families reported feeling comfortable learning within the school.

“The hub and its leader are a valuable asset to our school. Parents choose our school because of the involvement that parents and children receive.”

Response from school principal

“The hub has become a central place for referral and support and is an asset to any school.”

Response from community service staff member

2015 outcomes evaluation continued



Findings: The hubs are making a difference for community services

The hubs are making a positive difference for community services in their local communities.

There was unanimous agreement among respondents that as a result of the work of the hubs:

- community services had become more effective in their work with migrant families
- local community services were more connected and more collaborative, and
- the availability and accessibility of services had increased.

The evaluation found that hubs contribute to bringing families, schools and services together, by creating a welcoming 'soft entry point' for families.

However, there was less strong agreement on the degree to which hubs are making a difference to community services' capacity for responding early and effectively to migrant child and family needs.

The research team commented that:

'This may be because hubs are reinforcing existing connections rather than creating new ones. At the same time, it is important to note the stronger connections reported by community services with the school itself. These connections may facilitate greater opportunities in the future, as schools and community services build ongoing relationships'.

Key findings:

- ✓ **100%** of community services staff, volunteers and hub leaders agreed that, as a result of the hubs, local community services are working more effectively with migrant families because:
 - the services know about each other
 - are more connected with each other, and
 - work more collaboratively, including developing shared visions and plans.
- ✓ **100%** of community services and school staff, principals, volunteers and hub leaders agree that the hubs have resulted in local services being more connected with, available and accessible to migrant families, and that their capacity to work with migrant families has increased.

"The hub enables connection between all services available. It's a great way to create a whole school ethos to build community. It keeps the teachers, parents and children connected – the power of 3."

Response from hub leader

"The hub provides an entré for community services into the local school. Without the hub leader it is extremely difficult to navigate school personnel to get access to the school community."

Response from community service staff member

“A small group of our playgroup mums wanted to develop their English and computer skills. So we got them involved in a ‘My Precious Memories’ project, where they were trained to be the first teacher for their children.

The women chose stories from their own lives that they wanted to share with their children. Then we helped them develop a book featuring their own photos and words. Each woman in the group personalised her book and, in some cases, the whole family got involved, with husbands helping pick images and stories to share with their children.

These women were so passionate about being able to teach their children using their own stories. One mum told me that as her children also learned to read and write, they would be able to help her produce the next book.”

**Alison Rogers, Hub Leader,
Dandenong Primary School Hub**



The program going forward

The following priority areas have been identified to ensure the NCHP's current high level of achievement and life-changing work can be sustained, and increased, during 2016 and beyond.



1. Introducing economies of scale

A key strength of the hubs is that each one is unique and reflects a place-based, citizen-centric approach to the needs of its local community.

There are also many commonalities across hubs that can be leveraged to the program's advantage. Some support agencies have already taken the lead by planning strategically and securing funding for shared initiatives across hubs.

Training will be provided to help support agencies strengthen existing collaborative approaches between hubs in each LGA and across the national network. The aim is to reduce the amount of time individual hub leaders need to spend securing partnerships and additional resources.

Examples of successful project proposals, resource materials and lessons learned will also be made available across the network, so hub leaders can easily replicate programs and activities that align with the needs of their local community.

2. Embedding hubs into school strategic plans

A number of progressive host schools have embedded their community hub and its activities into their school strategic plans. Other host schools will be encouraged to follow this lead.

Including hubs in strategic plans ensures that:

- the role hubs play in engaging with families to understand their aspirations and needs is recognised as a valuable asset for improving student learning and wellbeing outcomes
- the contribution hubs make to improving the cultural competence of schools is formally acknowledged, and
- there is greater support for and involvement in hub activities across the entire school community.

3. Supporting the pivotal role of hub leaders

The role of the hub leader is critical to the success of each hub. The importance of increasing the capability of hub leaders, and keeping these people in their roles for as long as possible, cannot be overstated.

Feedback during ongoing evaluations of the NCHP highlights that at the core of every successful hub is a hub leader with the capacity to develop trust-based relationships with community members over time.

Hub leaders help families to develop the confidence to speak up about their aspirations and needs. Once they understand how local families can be best supported, hub leaders work with them to design appropriate solutions.

Hub leaders also become trusted advisers for referrals to government and community support service providers.

Increasing the professional (and mentoring) support provided to every individual fulfilling the role of hub leader across the national hubs network is therefore a priority going forward.

4. Strengthening the role of support agencies

Support agencies, through their hub support coordinators, provide direct training and guidance to hub leaders and help them connect into local networks and with other hub leaders. Support agencies also facilitate regular data collection and reporting processes across the hubs network.

From 1 January 2016, support agencies will take on responsibility for managing and monitoring hubs funding. This will strengthen their role in supporting the hubs and the NCHP Governance Committee. In NSW, the support agency will change to Settlement Services International, which has strong credentials and experience in settlement services.

5. Encouraging volunteering

Further opportunities will be provided during 2016 for hub leaders to develop their capabilities in developing and managing volunteers.

Case studies from the hubs repeatedly highlight the value of developing pathways for parents to access volunteering and employment opportunities. Many parents become volunteers in their hub or host school.

In communities where unemployment rates are at the top of the spectrum, many families don't have networks that can provide access to job opportunities. Providing families with volunteer pathways gets individuals involved in their local community, builds their skills and confidence in a safe environment, provides workplace experience, and develops an understanding of vocational pathways they may like to pursue.

Volunteers also provide valuable support to hub leaders and increase the capacity to run a wider range of programs through the hubs. Having a team of 'go to' people available in each hub also broadens the range of skills and perspectives available when engaging with community members.

6. Securing sustainable funding

The NCHP funding model recognises that, for the program to be sustainable, the base federal government investment needs to be reduced and the hubs need to be supported through other funding sources. This includes seeking support from corporate partners and state and local government.

Each of the currently established hubs costs \$60,000 a year to operate, which includes the hub leader's salary and support agency costs. The Australian Government, through DSS, is providing a contribution of \$30,000 per annum per hub until 30 June 2018.

For the 12 hubs in Hume, the required corporate/government contribution of \$10,000 per annum per hub is being provided by Hume City Council. Negotiations are well advanced with the Victorian, NSW and Queensland governments to secure their commitment to providing this annual contribution for the other hubs in their states.

Each host primary school or community centre has been asked to contribute \$20,000 per annum toward the operation of the hub. Some schools have elected to contribute additional funds to cover the employment of a full-time hub leader, as they recognise the important contribution the hub is making to school families and children's learning outcomes.

School/community centre contributions have been confirmed for all community hubs in Victoria and Queensland, and for 12 of the 15 hubs in NSW. This means 39 hubs will be operating nationally from Term 1 in 2016.

Programs run through the hubs will continue to be funded through a wide variety of other sources.



About the Hubs



Our partners and supporters: testimonials

“The amount of investment involved is limited, but the impact is big.”

John Zika, Executive Director, VICSEG New Futures

“The two most significant things that could be done to improve engagement with newly arrived families with young children is for each school to have a hub and at least one playgroup.

Apart from school councils and school friendship groups, I’ve never seen any structures in place in schools to take their engagement beyond aspirations.

Hubs provide the backbone – the structure and purpose – required to build schools’ capacity to engage their local community. Hubs instil the capacity to engage parents and make that engagement meaningful. They help the schools become living environments for their communities.

Having a solid commitment from school principals and administrators is critical to making this work. Without structure, things can wax and wane depending on the priorities of the administration.

What I’ve seen is that hubs are far more resilient once a school has experienced the benefits this model brings. This program brings schools along – the hubs create networks across schools and by having a group of hubs, it spreads the impact and attracts resources. I’ve seen this work really well in the cities of Hume and Brimbank.

Some of the areas where the Hubs are based have 90% unemployment. Engagement with the parents is critical, especially when families have so many challenges. Hubs are a doorway into the wider school for parents.”

“Hubs provide the environment to proactively engage families into universal services. Through the hubs we have access to families we wouldn’t reach otherwise.

This partnership model works especially well, particularly once we have support from the school administration. Hub schools are more engaged than other schools we work with.”

Janet Elefsiniotis, Manager: Programs for Families Children and Young People, VICSEG New Futures



Our partners and supporters: testimonials continued



“If the families are better connected, the children will be better off.”

**John Keyser, Senior Advisor,
Victorian Department of Education and Training**

“The Victorian Government has identified four priority areas for schools and within these has singled out six high-impact improvement initiatives to help schools lift student achievement outcomes, wellbeing and engagement in learning.

Building Communities, one of the initiatives in the Community Engagement in Learning priority, focuses on strengthening schools’ capacity to build relationships with the broader community and increase the range of services offered ‘inside the school gate’.

Increasing community engagement, so families are well connected with schools, services and support agencies, is an important part of this approach. It will help to realise the value of harnessing the full capacity of the community and parents to collectively encourage students’ learning and enhance student outcomes.

School-based community hubs facilitate these kinds of local-level partnerships and connections. The hubs build relationships with parents and increase their knowledge of the school – making it a place they feel comfortable and connected to.

All aspects of the hubs’ work are important, from developing relationships between parents and schools, to helping pre-school children become familiar with schools so they have a smooth transition, to opening up opportunities for parent employment.

The hubs aim to build the long-term aspirations of migrant and refugee children, and improve their families’ capacity to support their learning. Having programs that build the skills of parents helps adults recognise the value of learning, so they will encourage it in their children. Research clearly shows that if parents are educated this raises the aspirations of the children.

Ultimately, that’s what we all want: for schools to strive to achieve learning and wellbeing outcomes where children are better off, prepared to face the real world, and able to lead a better life.

I’m looking forward to seeing evidence of the cumulative impact the hubs are having for children in terms of their learning, wellbeing and development.”

Our support agencies: testimonials

“You just don’t get successful settlement outcomes standing in line for a service.”



Etienne Roux,
General Manager
Service Development, Access
Community Services Limited

“We’ve been delivering settlement support for over 20 years and hubs have helped us rethink and redesign how we

deliver services within the community.

Most of our services are now provided to families who come to us through the hubs. The hubs enable us

to achieve an integrated service delivery model, with multiple services offered in the one welcoming space that’s unintrusive, place-based and planned around the specific needs of local families.

We’re now engaging with members of the community who are isolated and would otherwise not connect with traditional support services. Without having a safe and welcoming environment, I don’t think we can have successful settlement outcomes for those who are isolated.

Hubs also provide a platform where services look beyond their immediate organisational interests and objectives and focus on achieving shared outcomes for the community. Through our five hubs in Logan, we’ve formed over 38 partnerships with other service providers.”



Our support agencies: testimonials continued

“We want more hubs for all the other mothers in other areas.”



Blaise Itabelo,
Community Development
Coordinator, Access
Community Services Limited

“Hubs are a place where we can connect with women who are isolated. This was a huge gap before.

We tried to engage women from the Burmese community before the hubs and that didn't work. That community likes an informal environment that's welcoming and comfortable. These women don't have confidence to go to offices. The fact that hubs are so accessible has been key to getting them involved.

If we weren't supporting these women through the hub we couldn't do it, because they each have two or three kids who need to be looked after. Hub leaders and volunteers help with the kids while the mums learn new skills. They have no reason not to come anymore.

Culturally, the women can be reluctant to provide critical feedback – especially to people who are trying to help. For example, there was a sewing program and they were sewing things they didn't want. Instead of saying this, they stopped coming because they didn't want to upset anyone.

It was actually the men who came and told us about the issue. The men wanted the program to continue, because they were grateful for programs like this one that were helping their wives, mothers and sisters to learn and grow in confidence. We worked with the women so they felt confident about giving us feedback and the program was changed to suit their needs.

We've been working with a regular group of 13 women developing lots of employability and practical life skills. Through the sewing classes they've been learning English and budgeting. They say the budgeting means they can help their husbands manage the family's spending and create more income.

My job is so much easier and there are so many things that I couldn't do, or wouldn't be doing as well, without the hubs.”



“This exciting new partnership, which starts in 2016, will enable SSI to extend our existing work to support migrant and refugee families in their settlement and adjustment to a new country.

We look forward to working under a partnership model with the Scanlon Foundation, government, participating schools and community centres, and other stakeholders in NSW to connect and strengthen these families.”

Violet Roumeliotis, CEO,
Settlement Services International

“Parents are connecting to schools in ways they’ve never been able to do before.”

Margaret Rutherford, Community Development Manager Victoria, The Smith Family

“I’ve been in the community development sector for a long time and it’s great to see the outcomes based planning underpinning the Community Hubs Model. The plans we develop for the community hubs are enablers for the community to keep focused on a common goal.

The community hubs platform has created more than networking opportunities; it’s become a space for genuine collaboration. This focus on community engagement is shifting the culture in schools and showing them new and more constructive ways of engaging parents.

Having the hubs has helped us reach even more families than we did before. We’re able to use our other programs, such as Savers Plus and Let’s Read and promote and deliver them through the hubs. Two of the Brimbank hubs are also The Smith Family partner schools, which means our Learning for Life students and families are receiving access to a large array of opportunities.”

“Partnerships between service providers, community groups and families have grown considerably...”

Jacqueline Gray, Coordinator Children’s Services, City of Greater Dandenong

“The impact of having the five NCHP hubs here in the City of Greater Dandenong has enabled children, families (and sometimes their extended families) to access opportunities for social connectedness, health and wellbeing information, soft entry referral pathways and adult education.

Each primary school hub has been building the capacity of its local community to engage and facilitate their own learning and development. From this, community partnerships between service providers, community groups and families have grown considerably, enabling outreach services to engage some of the most hard to reach, vulnerable families.

These partnerships are being built on the respectful provision of:

- a safe environment for families to gather – for example, playgroups and parent groups

- opportunities to socially engage in community interest groups – such as sewing classes and computing classes, and
- innovative strategies to deliver targeted activities that support children and families on a day-to-day basis – for example, incorporating maternal and child health services into playgroups.”

“Supporting harmony and cohesion.”

Margarita Caddick, Director City Communities, Hume City Council

“Without our hubs, we wouldn’t be able to reach some of our most isolated and disadvantaged community members.

Our hubs welcome and bring together people from different backgrounds, particularly women, and this is one of the biggest values for us. They create a community environment where children and families develop their skills and connections. This helps new arrivals to build friendships and settle into their new neighbourhood and country. This is what builds harmony.

Our hubs are attached to primary schools and focus on families with pre-school aged children. This is key.

Hubs also help our newest citizens to be productive individuals by providing pathways to volunteering and employment. Within each hub community, we’re seeing an increasing level of confidence, where individuals start to attend a hub then they volunteer and eventually end up finding work.

The story that remains with me most strongly is about a group of women who participated in a mother-child English program. These nine mothers came from very different cultural backgrounds, including Middle Eastern and South East Asian. They all had limited English and started to form friendships while attending the program. Over time, they created their own strong support network.

This illustrates the basic humanity at work when women come together and share common experiences. This is what contributes to social cohesion and cultural harmony. It works to counter fears and cultural misconceptions in the community. Finding that common humanity is a key to reducing racial tensions.

In Hume, our hubs have matured – they’re not static; rather, they grow and respond to the needs and interests of the local community.

They’re a wonderful success story.”

About the Hubs: City of Bankstown (NSW)

The City of Bankstown is one of Australia's most culturally diverse council areas, and its level of diversity is increasing.

The 2011 census found that almost 38% of Bankstown residents were born overseas – an increase of over 14% since 2006. One in three were born in a non-English speaking country. The most common countries of origin are Lebanon, Vietnam and China, while the number of new residents from African countries has been increasing in recent years.

There are five community hubs operating in four public schools and one Catholic school in Bankstown LGA.

Learning the best ways to play

**Lina Mourad, Hub Leader,
Chester Hill Public School Hub**

"It's evident that parents from non-English speaking backgrounds in our community may not understand the value of learning through play and lack confidence in engaging in play with their children.

And most of the volunteers who run our playgroups are parents who don't have early childhood learning qualifications.

That's why we applied for a local grant to deliver 'learning through play' workshops for our parents, carers and volunteer playgroup workers.

Two different workshops were run for eight weeks by an early childhood facilitator. I worked with the facilitator to create two resource documents – one is a guide for parents and the other provides a sample program for volunteers to use in their playgroups.

They were based on the 'Play and Learn' resource compiled by the Families NSW Facilitation Project.

At each workshop participants were given new information to add to their resource material. By the end of the program, they had a complete manual ready to use either at home or in the community. They also learned how to source cost-effective materials that are readily available in their homes.

The workshops created a social space for parents and community members. Participants said they were happy to be out of the house and participating in something that has value both for themselves and their children.

Playgroups NSW also attended one of the workshops to discuss the legalities and formalities involved in setting up and running playgroups.

Participants attended from three Sydney LGA's and child minding was provided during all workshops. The program was so popular we had a waiting list."

Learning through play workshop graduates display their certificates.



Levelling the playing field

Children with special needs have been introduced to the game of soccer through a tailored Sports4Kids program organised by Banksia Road Public School Hub in 2015.

The program was developed by the school's hub leader, Marina Boutros, in partnership with a large number of organisations. It worked with 21 children from Banksia Road and Greenacre public schools, who had been restricted in their ability to participate in sports due to emotional, physical or social factors.

The aim was to enable and motivate these children to play sports and to work with their parents so they can support them in continuing to play sports. The program also aimed to link the children into mainstream sports after completing their training.

SoccaJoeys delivered customised soccer training and partnered with LifeStart, which provided a free occupational therapist and a speech therapist to observe the activities and provide expert support to the children and their coaches.

Healthy eating and the importance of keeping hydrated were also promoted, with fresh fruit and water bottles handed out at the start of each training session.

Each child was given an Adidas soccer jersey to keep and wear at every session, as well as a SoccaJoeys soccer ball so they could practice between sessions.

Marina arranged for local soccer club, the Greenacre Eagles, to visit during one training session. The club offered membership discounts to help the children and their families join the club. There was also an allowance in the program budget to help pay club registration fees. All but two of the participating children eventually joined the soccer club.

"Many parents have thanked me for running this program, saying it's been a positive influence in their child's life," says Marina. "I've seen students become happier and make friends because of this program. Teachers have also reported improvements in their behaviour and self-esteem.

"And despite the program being for special needs kids, I've had other students approach me at the school asking if they can also join Sports4Kids next time."

From shy to social

**Steffi Dourado, Hub leader,
St Brendan's Catholic Primary School Hub**

"One of my hub mothers arrived in Australia early in 2015 with two children – a boy in Year 1 at school and a 2-year-old daughter.

The first time I met this mum she was shy and didn't engage in much conversation. In Term 2, she started attending our playgroup on a regular basis with her daughter. Even at playgroup, she initially tended to keep to herself. Her daughter stayed close to her and rarely interacted with other children.

Over the next two terms, both mum and daughter settled into our friendly hub environment. By attending the playgroup, they've both developed their social skills.

Mum is now more confident in her interactions with other parents. Her daughter has developed excellent social skills and interacts with both older and younger children in the group. Both mum and child are now active participants in singing time and story time.

Mum also joined the hub's English Conversation Class in Term 4. She is doing a certificate course at TAFE and found it challenging keeping up with the class due to language barriers. The conversation class helped her practice both oral and written communication skills.

The fact that the class had childcare available made it more accessible for her and other participants with young children. The daughter no longer clings to her mum, is at ease with childcare workers and has learned to adapt to this new environment."



About the Hubs: City of Blacktown (NSW)

With over 330,000 residents, the City of Blacktown is the largest local government area, by population, in New South Wales.

Almost 40% of Blacktown's residents were born overseas and speak a language other than English.

Blacktown has four community hubs based in schools and one based at the All Saints of Africa Community Centre.

Building trust, changing lives

Eva Hanna, Hub Leader, Colyton Primary School Hub

"A few years ago when I was the Learning Support Officer here, a Middle Eastern family came to enrol their two boys – one in Year 5 and the other in Year 1. The family are asylum seekers who came to Australia by boat and were processed through a detention centre.

The youngest boy was born premature and had behavioural issues. When he became quite difficult to handle, the parents were apologetic and asked if I could help them. They had no Medicare or money to have him assessed by a professional.

I was overwhelmed that this boy's parents were able to confide in me and ask for help. This was my first step toward building a foundation of trust with a family who were suffering beyond words. In Middle Eastern culture, people can be reluctant to seek external help for child behavioural problems or health issues (especially mental health), as such problems are not to be spoken about outside the family.

We arranged for the boy to visit The Children's Hospital, where he was diagnosed with ADHD and put on daily medication. The parents lodged their application for residency in Australia, but unfortunately it was declined. By then I was working at the school's community hub and was connected to many organisations that could help this family.

They went through an extremely difficult period after their application was declined and they were appealing the decision. The parents were under enormous pressure and overwhelmed with emotion and stress. Their son's behaviour began to deteriorate again, while his older brother started showing signs of depression and constantly complained that he felt isolated in school.

I helped them return to the youngest boy's specialist and liaised with his classroom teacher to arrange a special work plan for him.

But they clearly needed more external support around the day-to-day parenting of their sons.

Thanks to the trusted friendship we'd built up over the years, the parents agreed to this and I linked them into a 12-week Early Intervention & Placement Prevention (EIPP) program run through Junaya Family Development Services. This program provides case management that helps parents understand and manage their children's behaviour, advocates on their behalf, refers them to appropriate services and sets goals with the family.

We held the first meeting with their new case manager at the hub, with me present, so they felt comfortable and safe. After that, the case manager made home visits to work with them, liaising with me so I could keep the school updated.

The EIPP case manager worked effortlessly with this family. The mum attended many parenting programs and we worked together to find ways to better engage both boys and overcome the family's feelings of isolation. The parents enrolled in English classes, learnt how to drive, and moved to a bigger house that, as the kids tell me now: "feels like a home".

The family was granted a bridging visa. They've started to feel somewhat 'human'. The parents called me after their hearing and were crying on the phone from happiness."





Sharing the rhythm of life

“One program in particular that’s created a very strong sense of belonging within our hub is the Dance Group for parents and children.

The Dance Group, which is run once a week by volunteers, has created a place for families to feel less isolated and experience a sense of togetherness. It gives them a space where they can relax, share their personal stories, and feel they are accepted for who and what they are.

An exciting opportunity came for this group when they were invited by the African Sisters on the Move, who are linked to SydWest Multicultural Services in Blacktown, to perform at one of their events. It gave the group a platform from which to perform and showcase their talent to the broader community.

The success of such programs reinforces the importance of families having a space to express and celebrate what is unique about their culture.”

Aneza Akojum, Hub Leader, All Saints of Africa Hub

About the Hubs: City of Brimbank (VIC)

The City of Brimbank is the second most populous municipality in metropolitan Melbourne. It is also the second most socio-economically disadvantaged LGA in the Greater Melbourne area and the third most disadvantaged locality in Victoria.

Brimbank's 25 new and established suburbs are home to one of the most culturally diverse populations in Australia. The municipality prides itself on its cultural diversity – its residents represent more than 156 nationalities and over half speak a language other than English.

Brimbank's five community hubs are located in the suburbs of St Albans and Deer Park.

A home away from home

"I didn't expect my life to turn out like this, it just has.

When my wife and I separated, I became the sole carer for my two kids. At that time they were just babies, with my son being only two months old.

Since Max [hub leader] has been here in the hub it's made such a big difference. He's always available for a chat and he takes an interest. It's really nice to be able to come into the space after I've dropped my son at kinder and my daughter at school. I can pop into the hub and use the Internet and talk to some of the other families.

I like helping out – it feels good to be needed and it gives me something to do. I mean ... you can only clean your home so much!

Before, I wasn't good at asking for help, but since being here at the hub, that's changed. I've learnt it's okay and good to talk about what's happening for me. It's also just good to get involved. Max is good at that, he'll find things for the parents to do, and he really listens to what we'd like to see happen here.

The other day there was program in here with 20 mums and it was really good to see. Max and I spoke about ideas for how we can get more dads in here too. Maybe a mechanic's course ... not sure yet. Max is keen to put on a career fair in the hub next year, to give people an idea of all the different industries available and courses that parents can do.

I used to be a mechanic and was also involved in building. Once both my kids are at school, I'd like to do something like that again. It will be nice to have more money and to be able to treat the kids and get set up. But whatever I do, I'm going to have to find work that's between school hours. I also realised I can't take on everything – in March I had a heart attack and that was so hard; I now have to really take care of my health.

The last couple of barbecues at the hub were great – I got to cook! My daughter got such a kick out of seeing me here. So now we joke that I'm THE chef!

I know I didn't expect this life, but I've loved seeing my kids grow so confident. This is the best age – all the things I've been doing with them are paying off now; they are so wonderful. And my daughter loves seeing me at the school so often.

The most valuable thing has been walking through the corridors and the teachers will say "Hi" to me by my name; others will even call me "BBQ Man" – it's good to feel a sense of belonging."

**Carmello, hub parent,
St Albans Heights Primary School Hub**



Singing and growing in the hubs

In early 2015, almost 130 adults and pre-school children participated in a Sing & Grow evidence-based music therapy project at the Brimbank community hubs.

Sing & Grow programs focus on parent-child connection. They engage targeted families with complex needs, through hands-on musical activities.

The parents and children participated in a 6-week program, followed by five post-program workshops with the Sing & Grow music therapist. The workshops gave families an opportunity to share what they had applied at home and to further discuss the role of music in early childhood.

After participating in the Sing & Grow program, parents say they now use music to interact with their child. They feel more connected with other parents and are more confident about participating in other parenting support or parent-child programs.

One parent volunteered to run a music-based group for parents and children at one of the hubs.

Another hub parent gave this feedback: "After I attended the Sing & Grow my child hears the music and she dances to the music also. There is a great improvement of her activities. This is a great opportunity for us and we miss the music."

Serving up friendships

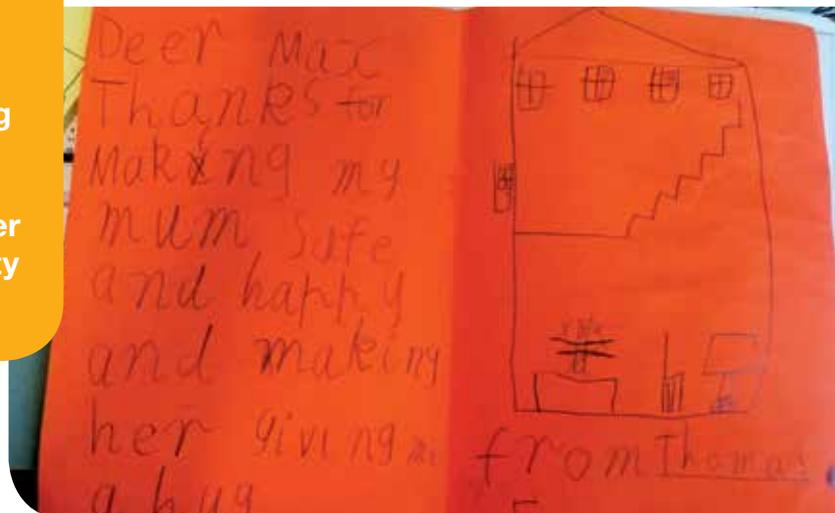
St Albans Primary School Hub has been cooking up a storm with its culinary workshops for men and women from Asia, Africa and the Middle East. They gather every Friday to cook recipes from their own culture and share food with other parents and school staff. For some hub parents, this is their only social outlet.

"We learn (cooking) from our friends and we help each other," says Rani, one of two women who initiated the workshops at the hub.

Parents like Rani invite other parents to participate in the workshops, which encourage new, cross-cultural friendships and connect parents with the hub and the wider community. In addition to fostering social connections, the cooking workshops bring school staff into the hub and provide an informal platform for parents and teachers to interact.

"When I first came to Australia I was at home feeling frustrated and useless and I didn't know anyone. I was introduced to the hub and it became my 'window of hope'. In the hub we are not alone. It's a place that connects people. The hub is like a second home and we get inspired by each other."

Tadros, a St Albans Primary School Hub parent, came to Australia from Egypt four months ago with his two children



About the Hubs: City of Greater Dandenong (VIC)

The City of Greater Dandenong is the most culturally diverse locality in Victoria and the second most diverse municipality in Australia.

The City's residents come from over 150 different birthplaces. Well over half (60%) were born overseas and 55% of those come from nations where English is not the main spoken language. The main countries of birth include Vietnam, Cambodia, Sri Lanka, India, China, Italy, Greece, Bosnia and Afghanistan. In 2012–13, Greater Dandenong welcomed more newly arrived settlers than any other Victorian municipality.

The City is home to five school-based community hubs.

Help when and where it's most needed

"Free at last! Free at last! Thank God Almighty, we are free at last!"

That's how Louisa* describes herself and her family now: free from the fear, free from the emotional abuse, free from the financial controlling ... free to be themselves. It's now 18 months since Louisa rummaged through her purse to find the scrap of paper she'd torn from the school newsletter a few days earlier. It contained a phone number for the school's community hub leader, which she thought might come in handy one day.

The school holidays were about to start and Louisa knew that if she and her children didn't get out of the family home to somewhere safe, she wouldn't live to see them start school next term. As she keyed in the phone number, her hands could hardly hold the phone ... a voice answered and Louisa quickly explained the situation. She was confident the hub leader she had come to know over the past few months would be able to help her.

With the hub leader's support, over the next two weeks Louisa was able to attend appointments at WAYSS and Centrelink to find accommodation and make the necessary changes to ensure some financial security. And then, when the time was right, she and her children left the family home.

It hasn't been easy, but with encouragement, a listening ear, some material aid and support with intermittent child minding before and after school, Louisa has been able to turn her life around. She has secured stable accommodation and employment. At times, she still

feels overwhelmed, but Louisa's faith and an occasional chat with the hub leader have kept her going.

Anxiety no longer leaves deep furrows on Louisa's forehead. She's no longer bound by the fear of her husband's wrath. Instead, when you ask her how she's going, Louisa stands tall, and with a big grin she declares to the world, "Thanks God, I'm free!"

Water Well: supporting women's health

Volunteer health professionals from The Water Well Project have been helping empower women attending community hubs in the City of Greater Dandenong by improving their health literacy.

The Water Well Project is a not-for-profit health promotion organisation with over 300 volunteer healthcare professionals, including doctors, nurses, midwives and allied health specialists. Sitting among the hub families, the volunteer's stimulate interactive conversations about health and nutrition. They keep things informal and promote interaction and discussion among the group.

Dandenong South Primary School's Hub Leader, Deborah Handley, says women have become more comfortable and confident about discussing health-related topics as the hub's relationship with the health professionals has developed.

"We initially covered topics around dental health, child health and wellbeing, and healthy eating," explains Deborah. "However, as the year progressed the women's confidence grew. They started sharing their stories and concerns with the volunteers and asking directly for additional topics to be covered."

In the last few months, sessions have focussed on mental health, contraception and women's health, cervical and breast cancers and other specific women's issues. "One woman confided in me after one session that she wanted to know how to stop having babies," Deborah says. "And another mother shared that she had never really discussed her own health without being pregnant before. Topics that I would have been cautious about including in the early stages of our partnership are now being requested and embraced by our families.

"It's been great to witness the women taking ownership of their own health and recognising that the key to helping keep their family healthy, is maintaining their own health."

South Dandenong PS Hub looks forward to continuing its partnership with The Water Well Project during 2016, with new programs already scheduled.

*Name changed for privacy reasons.

Three 'go-to' women

Dandenong West Primary School Hub supported three mums who were members of the school council to attend a Women in Leadership Course at the local neighbourhood house. Hub leader, Vikki Home, says the three have become the "go-to people at the school" and a key part of the hub team.

School principal, Beverley Hansen, says the women come to the committee meetings well prepared with lots of questions and ideas. "The suggestions they come with are really practical," she says. "And they bring different perspectives, including what their children are experiencing in school."

Angela: "I also volunteer and help out with the English class, as many of the women have English barriers. One of the best activities at the hub was the cooking group – it was such a large group and from so many different countries. We got to learn about different cultures each week while we cooked the different recipes and we connected through food. The hub leader is like our mum."

Nandita: "My husband and I are qualified professionals overseas. He was a doctor and I was a teacher. Being involved in hub programs helps with the loneliness and feeling better. I've made a lot of friends and this really makes a big difference. I helped out in the classrooms with the kids' reading and writing, but before I got involved in the hub I didn't have the confidence. My English wasn't very good; being active has helped me practice and improve my English."

Sharron: "I was very shy before, but since being involved in the leadership course I'm much more confident to speak in front of groups. I have four kids and it's really important for me to have some adult conversations. When I did the recent workshops around employment, I also had help to develop my resume and it made sense when they helped me translate the skills I was using with the hub and community, and also as a mother, to skills I could use in the workplace."



Driving change, one woman at a time

"RoadSafe South East generously funded and delivered a Community Car Connection program through our hub."

The program supports women who are newly arrived to Australia to become safe and lawful road users and move from their learner permit to a full driver's licence. It's a comprehensive six-week program, which includes information sessions from organisations such as the Sheriff's Office and Victoria Police. All participants were also eligible to receive six free driving lessons and childcare was also provided.

St Anthony's Hub offered the opportunity to other school-based hubs in Greater Dandenong, with 25 women taking up the opportunity.

They learned valuable information, but also established new friendships. The women are currently enjoying their driving lessons, which are made possible by them providing each other with informal childcare."

**Lisa Occhielli, Hub Leader,
St Anthony's Primary School Hub**



Angela, Nandita, Nima and Sharron attend Dandenong West PS Hub.

About the Hubs: City of Hume (VIC)

Hume City Council, on Melbourne's northern fringe, is one of Australia's fastest-growing and culturally diverse communities.

Two out of every five residents in Hume speak a language other than English. The City is home to residents from over 165 countries, who speak more than 120 languages.

Hume was the birthplace of the NCHP. Early years hubs were first established in the City of Hume in 2006, through a partnership between primary schools, community agencies and the Council, funded through Communities for Children.

In 2011, nine early years hubs were established in Hume as part of a 3-year trial called the Supporting Parents-Developing Children Project. The project received a 2013 National Award for Local Government, in the Strength in Diversity category, sponsored by the Department of Immigration and Citizenship.

There are now 12 hubs operating in Hume, including the original nine hubs.

Playgroup works its magic

**Kate Thomas, Hub Coordinator,
Roxburgh Community Hubs**

"There was one child who, when she started playgroup, could not communicate or interact with other adults or children.

She was incredibly timid, would not play with toys, did not like being touched, would avoid eye contact and hid from the playgroup facilitators.

After months of attending the playgroup, this child grew confidence and security in the place and people. She started to show preference for certain toys and activities and one day we heard her squeal with delight as she ran in and out of the kiddy pop-up tent.

Through persistence with attending the group and letting the child do tasks at her own rate, when she was ready, she learned that playgroup was a safe place and developed oral language, social and cognitive skills.

This child is now more school ready."

"The Hume community is very diverse and Council has a strong social justice and cultural harmony focus, which is supported through many services and programs. Our 12 community hubs are central to this.

"The outputs and outcomes of hubs far exceed the financial input that goes into them. And due to the national scope of the program, it has also been easier to attract additional support.

For us, the greatest value is the linkages between services and the increased capacity of the community."

**Margarita Caddick, Director City
Communities, Hume City Council**



Overcoming isolation

Muna* recently arrived in Melbourne from Iraq and has two pre-school children. She was feeling lonely and isolated as she has no means of transport and was often home alone with her two children.

After living in Campbellfield for two months, Muna began visiting the Campbellfield Heights Primary School Community Hub, which is walking distance from her home.

She joined the playgroup, where she was able to meet other mothers and make friends. The playgroup exposed her 4-year-old daughter to school readiness activities, such as developing social skills by playing with other children, growing her English language skills and learning to sit and listen during story-time.

Muna enrolled in the hub's Mother and Child English Language program, which provides on-site childcare while the women attend English classes and includes sessions where mothers and their children learn English together.

Muna now feels she has more supports in place and is steadily increasing her connections within the local community.



A stepping stone

Laleh* is a humanitarian entrant from Iraq who travelled to Australia with her husband and 8-month old boy in January 2013. On their way to Australia, they became friends with another young family. Tragically, their friends' baby died on the journey. Laleh was deeply affected by this experience and began to suffer from trauma and anxiety.

Not long after arriving in Melbourne, Laleh was linked to the Broadmeadows Women's House. Once she regained some confidence, she was referred to English classes and the playgroup at the Meadows Primary School and Early Learning Centre Community Hub. The Women's House Arabic family support worker was based at the hub on a weekly basis and was able to continue supporting Laleh.

Laleh had been a hairdresser in her home country and was keen to continue working in this area. Hub leader Maureen Leahy linked her with Stepping Stones, a Brotherhood of St Laurence micro-enterprise program that provides small business mentoring, training and support to women from refugee, migrant and asylum seeker backgrounds.

Laleh found the course extremely beneficial and plans to establish a hairdressing business in her home. She is pursuing other opportunities to improve her skills and business knowledge.

* Some names have been changed for privacy reasons.

About the Hubs: City of Logan (QLD)

There are five community hubs in the City of Logan, between Brisbane and the Gold Coast, in south east Queensland.

Around 12 per cent of Logan's residents come from countries where English was not their first language. Between 2006–2011, the number of Logan residents who spoke a language other than English at home increased by over 39 per cent.

The Scanlon-Monash 2013 Mapping Social Cohesion Local Areas Study investigated the degree of social cohesion in five Australian communities with high immigrant populations, including Logan. They are among the most disadvantaged localities in Australia.

Logan's overall score was markedly lower than the other four communities and was also well below the national average for social cohesion.

This ongoing research by the Scanlon Foundation and Monash University provides a valuable evidence base for forward planning and making decisions about where to locate hubs and what issues most need to be addressed in different communities.

Transforming transitions into school

**Celestine Boundy, Principal,
St Paul's Catholic Primary School, Woodridge**

"When I started at St Paul's five years ago, I spoke to the prep teacher who's been working in this area for 20 years. She said that if we can reach the children before they start school, it makes all the difference.

After two years of having the community hub based in our school, I can say we have achieved this – the difference is amazing. While it hasn't happened overnight, having the hub at our school has been transformational – that's exactly the word.

The hub has helped us get families with pre-school children involved with the school community as well as the hub itself. At the interviews this year, we noticed the difference in the children, who have had no other intervention outside the hub. They've developed their skills just through attending regular playgroup.

The playgroup has allowed us to identify those families who can most benefit from extra support with the transition into school. This includes identifying children with special needs, such as speech pathology, before they start school. This means we can be well prepared for the new school year.

Our hub leader is excellent at building relationships with families. She supports parents by helping them prepare for their child's transition into school, as well as making referrals to specialist and general services that most of us take for granted, such as housing and medical help. The key to our success has been having the right person in the hub leader role – someone who makes all our families feel welcome. She unites women from all over the world and makes them feel comfortable and that they belong."

Spicing things up

"Three women, Lakshmi, Pradeepthi and Sravani asked me if there was a way to make money cooking curries. I referred them to The Spice Exchange, which is run by our community hubs support agency, Access Community Services, and helps newly settled women use their culinary knowledge to generate income. I asked school leadership if they would mind if the mums cooked food to sell to the staff once a week. This is the second week that the lovely aroma of Indian spices has flowed through our school. We're learning how to plan, purchase and manage our resources to make a profit. The food has been delicious and staff are having their palates challenged by new – and very yummy – flavours."

Deanne Boddy, Hub Leader, Woodridge North State School Hub

Deepening community connections

**Michelle Sorohan, Hub Leader,
St Paul's Primary School Hub**

"I've worked in the sector for 14 years and the key difference with these school-based hubs is that they offer consistency.

Through our hub I have the opportunity to build relationships over the longer term; I get to spend time with families and follow through.

I make referrals for them and help grow their capacity. But I'm also able to check in to make sure it's all working and do things *with* families not just *for* them.

The women have taken real ownership of our hub. We often have mums from our school inviting friends from the broader community. Our school principal is also very supportive and that makes my role so much easier.

Teachers are providing feedback that our transition into school program is working well. I try to make it really practical so the children get to experience assembly, recognise names and become familiar with the space. Next year we're planning to give teachers more opportunities to get directly involved in the hub. This will help them get to know new families before the children start school.

I'm most proud of our playgroup. We started with five parents who were mostly from Anglo-Saxon backgrounds and now we have 72 adults and 86 children participating from incredibly diverse backgrounds. When someone misses a playgroup, I always call in or talk to their friends to check that

they're okay. I'm trying to show mums that I care for them and that they are valued.

Some of the women feel isolated or uncomfortable at home. They often stay back a long time after activities and I give them roles so they feel useful. I also offer child minding for mums who are volunteering, meeting with visiting services or attending our programs. They really appreciate that, as it's often the only respite they get.

Many parents don't have extended family here, so the friendships they're forming are really important. Early on, the Burmese mums, the Tamil mums, the African mums would sit apart in their own cultural groups and not mingle. But those barriers have come down and now they enjoy lots of social interaction across these groups.

I have an open door policy at the hub and help people when they need it. Having volunteers running a lot of the programs means I can actually sit and spend time with people. I don't turn anyone away because they often don't have access to transport and have had to walk to the hub to see me. The women know I'll be there and it gives them a sense of comfort.

The consistency seems to be key, especially around addressing long-term issues and barriers. We can work through things together and the women don't have to repeat their stories to numerous caseworkers.

This is an amazing experience for me; it's so rewarding. I really enjoy helping the women celebrate and share their culture and they enjoy this as well, especially given their kids just want plain sandwiches in their lunch box!"

Michelle Sorohan with one of the families attending St Paul's PS Hub.



About the Hubs: City of Parramatta (NSW)

Parramatta City Council is one of the fastest growing municipalities in Greater Sydney. Around 45% of its population were born overseas. The largest increases in Parramatta's population between 2006 and 2011 were from people born in India, China, Korea and the Philippines.

Five community hubs operated in Parramatta LGA during 2015, three in schools and two in community centres.



Creating *Auburn Twinkles*

Eddie Abd, Producer and Hub Leader, Information & Cultural Exchange's Family Creative Hub

The Family Creative Hub and Auburn Diversity Services worked with more than 25 families who attended a multicultural playgroup to create a vibrant picture book titled *Auburn Twinkles*.

The book, created during nine weekly workshops, is based on popular nursery rhymes and inspired by the families' own experiences and cultural life.

With the support of artists and facilitators, Marian Abboud and Nisha Shrestha, the families made the preliminary design components of the picture book using Photoshop and took part in arts and crafts activities that were later digitally assembled.

The digital imaging sessions supported the digital literacy development of the mothers and grandmothers, while the children took part in activities that developed their social, literacy, numeracy and fine motor skills.

The picture book was printed and distributed to all participating families at a special celebration event.

The project helped create early childhood resources that reflect western Sydney's diversity. All the families came from culturally and linguistically diverse backgrounds and had settled recently in Australia. All the children involved were pre-schoolers.

In post-workshop feedback, the mothers and carers who participated said they enjoyed the experience, which had also boosted their children's confidence. Many of the mothers were keen to complete further training to become facilitators for similar projects. One commented that it was "my first project with my kids".



The best kind of thanks



Hi [hub leader]*,

We haven't met before. I am [wife's name]'s (one of your Community Hub volunteer's) husband.

I am writing this email to say a big thank you to you for bringing about a big change in [my wife]. She had very limited command on the English language and she always felt embarrassing to be part of a group that was speaking in English.

Whether it was simply paying at the Coles counter or buying a train ticket, she would always avoid all situations where she had to speak in English.

I've seen so many instances where she would have an emotional breakdown when she had to speak in English. I've often seen her very depressed and we often contemplated returning back to India.

But since May, she has been regularly visiting the Westmead Public School and working on designated tasks by you and your team. I have seen her transforming from a very low confidence housewife to becoming an independent woman who is not uncomfortable about herself.

This change also means that she is more happier at home and with friends. She keeps telling me how she enjoys being at the school and helping the team.

The big day was when one of the teachers Mrs Robyn left a thank you note for her effort in covering the books.

Thanks to you, the 2 trainees – [names removed] and the other teachers for all the help and support.

What I couldn't do in 6 years, you have done it for [my wife] in just a few months.

It means a lot to me.

Thank you!

Regards,

Supporting one woman's journey

“One of our migrant mums, Shirinder, came along to a session we ran as part of the Healthy Women's Project.

After the session, she hesitantly took up the offer for a breast screening. She originally told us she was going to get tested when she turned forty, but because some of the other women were having the test she decided to go with them.

The screening detected early stage breast cancer, so Shirinder, pictured below, quickly realised just how lucky she was to have taken that test when she did.

I think she finds it helpful to know that her hub friends are there to support her through this. She's been through so much, but throughout the process she's been really eager to share her story to make sure other women know to get screened early as well.

This is such a big thing to happen in someone's life. Our hub team visits Shirinder so she feels connected and supported through her journey.”

**Liza Moscatelli, Hub Leader,
Westmead Public School Hub**



*All names removed from this email letter for privacy reasons.

Appendix A: NCHP outcomes and objectives

Child outcomes	Family outcomes	School outcomes	Community Outcomes
1. Migrant children enjoy and succeed in school and achieve optimal health, development and wellbeing	2. Migrant families function well, have the capacity, confidence and skills to nurture child learning and are connected, active participants in the community and workforce	3. Schools respond to the needs and aspirations of migrant children and families	4. Community services respond early and effectively to migrant child and family needs
Objectives	Objectives	Objectives	Objectives
1.1 To increase the participation of migrant children in a range of early childhood development activities including kindergarten	2.1 To increase the participation of migrant parents in English language, literacy learning, parenting and community activities	3.1 To increase the awareness of and connections of schools to early years and community services	4.1 To increase community service connection, availability and accessibility to migrant families
1.2 To increase the language and literacy skills of migrant children upon entering school	2.2 To increase the English language and literacy and vocational skills of migrant families for workforce participation	3.2 To increase school engagement and connections with migrant families to support child learning outcomes	4.2 To increase community service connections with schools and other agencies
1.3 To increase the prompt identification and response to migrant children's needs and issues	2.3 To increase migrant family knowledge of and access to available services and assistance	3.3 To increase school capacity to have collaborative partnerships with families	4.3 To increase service coordination and collaboration to meet the needs of families and their children across the community
	2.4 To increase social networks for migrant families leading to strong social cohesion and involvement in decision making processes		
	2.5 To increase migrant family engagement and skills in nurturing child learning and development		

The Community Hubs Program is especially focused on improving for migrant families and their children:

1. Access to settlement services
2. Language, literacy and learning skills
3. Participation in early years services
4. Parent and family capacity building

Appendix B: NCHP charter

This Program Charter sets out the aims and objectives of the National Community Hubs Program (NCHP), the Community Hubs Model and its philosophy, the governance framework, overall management arrangements and organisational and reporting responsibilities for the delivery of the program.

Aims

The aims of the NCHP are to:

- a. Improve access and engagement with existing services, such as language, employment, skills development and health, for migrant families and individuals.
- b. Increase learning outcomes for children.
- c. Bolster social cohesion by enhancing the capacity of community organisations, the broader community and service providers to reach out to migrant communities.
- d. Improve language, literacy and learning outcomes for migrants, including for isolated migrant mothers, and provide early learning activities for their children.
- e. Improve the pathway to employment for migrants through educational and social programs.

Objectives

The NCHP objectives are to build migrant and refugee parent and family capacity around:

- a. Strengthening English language skills and cultural awareness while building social networks.
- b. Developing trust and value of schools and community centres as safe and family friendly spaces that facilitate links to services provided by the federal, state or territory, and local governments.
- c. Improved settlement outcomes for highly disadvantaged multicultural communities as a result of efficient access to multiple existing services.
- d. Access and a specific emphasis on early childhood development to improve educational readiness and outcomes for migrant children.

The Community Hubs Model

Amongst other things, for the funded project to achieve the program's aims and objectives, all community hubs will need to utilise a place-based model and be citizen-centric.

Place-based model

Community hubs use a place-based community engagement approach, which helps address issues at the neighbourhood level. By working within, and contributing to, the social and physical environment of a community, each hub engages with people at the local level, improving networks and access to services. Each hub:

- is based in a local community or neighbourhood with a high migrant/refugee population and a high level of socioeconomic disadvantage
- is located in a primary school or other community space, which is already part of everyday life for families
- has dedicated, accessible, family friendly spaces for holding group activities and programs, informal gatherings and private conversations, and
- provides a central access point for government and community service providers to engage with people who may face challenges linking into services and learning opportunities in the wider community.



Appendix B: NCHP charter continued

Citizen-centric

The Community Hubs Model is a grassroots community development and engagement model that puts people at the centre of everything we do. This requires hub leaders to plan around local needs and encourage social interaction and participation. This also emphasises the importance of building respectful and trusting relationships, which actively involve families and local community members in decision making about the type of support/activities at their hub.

The NCHP's Philosophy Statement is summarised in a brochure, which can be accessed through the Community Hubs website www.communityhubs.org.au.

The following Information Sheets detailing key features about the program can be accessed through:

www.communityhubs.org.au/resources

1. The Scanlon Foundation's Commitment to Community Hubs
2. The National Community Hubs Program
3. Why and how we evaluate what we do

The Community Hubs Model requirements have been established through learned experience during the establishment and operation of community hubs over more than a decade, and the key features, set out in detail in 'Community Hubs Model Requirements' (on page 53), include:

1. Commitment from primary school/community centre leadership team
2. Demonstration of parent engagement and capacity building
3. Designated community hub space
4. Designated community development worker (hub leader) engagement
5. Outcomes-based action planning/reporting
6. Established partnerships and networks

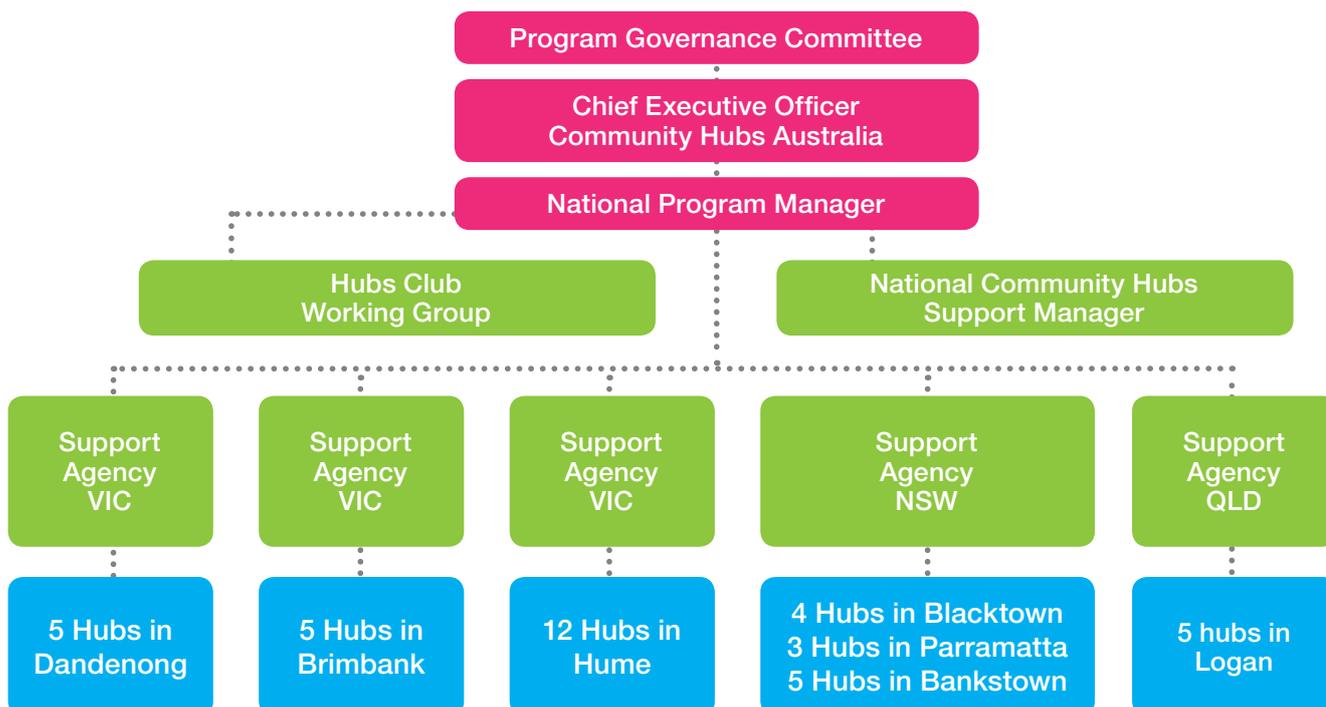
Program governance

National Community Hubs Program Governance Committee

Chaired by the Scanlon Foundation, the Governance Committee includes representatives from the Department of Social Services (DSS), Migration Council Australia, Murdoch Childrens Research Institute, Australian Multicultural Foundation, the Scanlon Foundation (CEO) and Scanlon family, and Community Hubs Australia (CEO). Additional corporate stakeholders and national service providers may join the committee in future.

This committee is responsible for overall program governance. It reviews and provides oversight on the program's strategic direction, outcomes, accountability and evaluation.

Organisational and management arrangements for 2016



Program management

Chief Executive Officer

Community Hubs Australia's CEO is responsible for the delivery of the program, reporting directly to the Governance Committee on program management and implementation.

National Program Manager

Under the overall direction of the CEO, the National Program Manager is responsible for the operational management of the program on a day-to-day basis.

National Community Hubs Support Manager

Under the overall direction of the Community Hubs Australia CEO, a National Community Hubs Support Manager, reports on a day-to-day basis to the Program Manager, to:

- maintain the integrity of the Community Hubs Model
- manage the operation of the NCHP's online interactive website
- facilitate the provision of training, coaching, mentoring and professional advice, and
- support network meetings and quality improvement activities.

Hubs Club Working Group

Chaired by the National Program Manager, this group comprises all support agencies and their hub support coordinators, together with their immediate managers and the National Community Hubs Support Manager. This management group has an overall role in ensuring consistency in the application of the Community Hubs Model, provides a forum for consideration of innovative and creative new initiatives, and a sharing of learned experiences and feedback to ensure continuous improvement and integrity of the model.

State-based support agencies for NCHP

Support agencies will be responsible, through their appointed hub support coordinators, for:

- providing a coordination, liaison and support function across all the community hubs within the local government areas for which they are responsible
- managing the distribution of the funding provided by the DSS and the corporate/government support contribution, as prescribed in the grant agreement
- developing and maintaining effective working relationships with hub leaders and school principals/community centre heads

- providing tailored guidance, mentoring and facilitated training for hub leaders
- facilitating linkages with settlement services agencies, community service agencies, early years services and government to deliver services in the hubs
- supporting the development of collaborative activities and programs across all hub sites, funding applications and joint events
- liaising with the National Program Manager and National Support Manager to showcase work across their LGA and share learnings nationally with other hubs, and
- supervising hubs to complete timely and accurate reports and upload these on SmartyGrants and DSS data exchange.

The support agencies within each state are:

Queensland – Access Community Services Limited

New South Wales – Settlement Services International (from January 2016), and

Victoria – City of Greater Dandenong, The Smith Family and Hume City Council

Community Hubs

Community hubs are located in primary schools and community centres in the LGAs of Dandenong, Brimbank and Hume in Victoria; Bankstown, Blacktown and Parramatta in New South Wales; and Logan in Queensland.

Primary school principals or community centre heads, or support agencies (whichever appropriate), are responsible for employing or contracting a hub leader who is responsible for:

Creating a welcoming environment by:

- working with staff and community members to ensure a welcoming environment
- interacting positively with all parents, children, colleagues and community members

Family liaison involving:

- being the first point of contact to assist families with their enquiries
- supporting parents to participate in hub, school and community activities
- linking parents to information, programs and services where applicable and assisting with referrals as required, and
- advocating for family needs/issues

Appendix B: NCHP charter continued

Coordinating activities by:

- organising activities, programs or events in response to family needs, interests and program outcomes
- promoting early years and broader community activities
- collaborating with internal staff and external agencies to deliver co-located and coordinated services, and
- participating in evaluation activities as required.

Reporting requirements

The reporting principles, which are proposed to be followed in considering the broader purpose of data collection and reporting, are that data is only useful if it helps to:

1. Increase understanding of the programs and activities being delivered through the hubs (including where they may need to change).
2. Assist in meeting prescribed reporting requirements (such as for the DSS Data Exchange).
3. Assist in gaining future funding (important for the future sustainability of the program).

The following table sets out when reports, data and information is required from each party involved in the delivery and management of the program:

Reports/data from:	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Community hub leader to hub support coordinator												
Support agencies to national program manager												
Support agencies input to DSS Data Exchange												
CEO to Governance Committee												



Reporting into the DSS Data Exchange and SmartyGrants

All of the above reports and data collection sheets will be provided in a format developed in consultation with the above-mentioned people and organisations. NCHP support agencies are responsible for entering data into the DSS Data Exchange, as well as for the submission of regular quarterly reports and other documentation into SmartyGrants. This includes an annual update of the hubs' outcomes based plans during Term 3 of each year.

Support agencies are, however, responsible for establishing their own arrangements for managing and monitoring activities within each of the hubs for which they are responsible. This includes receiving quarterly reports from hub leaders, from which they will include in their reports to program management any significant issues with respect to the operation of their hubs and any examples of innovation and achievement that may be shared with other hubs through the Community Hubs website and provided by the CEO to the Governance Committee.

Appendix C: Community Hub Model requirements

1. Commitment from primary school/ community centre leadership team:

A primary school principal or community centre head who is committed to embedding the community hub as a way of working and growing their community within their primary school or community centre as an outreach to their school and local community through:

- Whole of school/community approach with community hub included in their strategic plan and supported by the school council
- Integration of hub leader role with school/centre staff team and in kind time allocation provided such as supervision support and other support staff involvement
- Contribution of resources and/or funding from primary school/community centre budget
- Additional funding proactively sought for hub program development (auspicing available)
- Consideration towards the development of a sustainability plan

2. Demonstration of parent engagement and capacity building:

The school/community centre works to create a culture of parent engagement in recognition that parents are the first and most significant educators, and works with them as partners in their children's learning through:

- Family engagement valued and wellbeing programs pursued
- Demonstration of family participation in decision making within the primary school/community centre, and community hub program directions
- Community hub programs engaging with families within the primary school/community centre
- Community hub programs engaging with migrant/refugee families not represented in the hub but who live in the local community

3. Designated community hub space:

Appropriate designated space, badged and labelled, comprising at least a classroom size, available area properly fitted out to create a family friendly environment for migrant families and their children, with relevant amenities (including a fridge, tea and coffee facilities and toilets).

It needs to be:

- A welcoming space/accessible to families and wider community. (Note: not all hub activities will be provided out of this space).

Other spaces in the school might also be utilised. e.g. computer classes for training and kitchen for cooking classes)

- An appropriate workspace for the hub leader with computer/laptop, phone, internet and email access

4. Designated community development worker (hub leader) engagement:

A hub leader engaged at award wages for at least three days (20-25 hours) per week with at least 90 per cent of \$50,000 per annum (increased by CPI from 2016) exclusively available for the community hub to be expended as salary and associated costs, through a position description involving responsibilities to:

- Create a welcoming family friendly environment within the school/community centre
- Work with and be part of the primary school/ community centre's staffing team and encourage their support and involvement
- Contribute to the achievement of all of the above-mentioned requirements for the successful development and operation of the community hub
- Meet all required data collection and quarterly reporting obligations
- Contribute regularly to the community hubs website with learned experiences

5. Outcomes based action planning/ reporting:

An agreed Outcomes Based Action Plan established for the community hub, which has been endorsed by the primary school principal or community centre head and their governing body, and

- demonstrated progress with the achievement of the community hubs program outcomes and objectives, with specific reference to community hub activities and other associated actions relating to the four areas of focus listed at the bottom of the table

6. Established partnerships and networks:

The community hub has in place a range of established purposeful strategic partnerships and relationships with key local community service providers, settlement services agencies, health, early years, employment and training providers and

- the creation of volunteer pathways through outward thinking to draw resources/partnerships for the benefit of families

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