

LIFELONG LEARNING SUB-COMMITTEE

Meeting to be held in the Committee Room, Level Four of Civic Centre, 10 Watson Terrace,
Mount Gambier, on 20th May, 2016 at 1.00 p.m.

AGENDA

PRESENT: Cr Mezinec (Presiding Member)
Cr Lovett
Cr Richardson
David Mezinec
Sarah Pellen
Alexandra Nicholson

APOLOGIES: Cr Julie Reis (District Council of Grant)

COUNCIL OFFICERS: Chief Executive Officer, Mark McShane
Manager Community Services & Development, Barbara Cernovskis
Library Manager, Vicki Hutchinson
Community Development Officer, Alison Brash

NOT IN ATTENDANCE:

COUNCIL MEMBERS
AS OBSERVERS:

OTHER EMPLOYEES IN
ATTENDANCE:

OTHERS IN
ATTENDANCE:

WE ACKNOWLEDGE THE BOANDIK PEOPLES AS THE TRADITIONAL CUSTODIANS OF THE LAND WHERE WE MEET TODAY. WE RESPECT THEIR SPIRITUAL RELATIONSHIP WITH THE LAND AND RECOGNISE THE DEEP FEELINGS OF ATTACHMENT OUR INDIGENOUS PEOPLES HAVE WITH THIS LAND.

MINUTES: moved that the minutes of the Mount Gambier Lifelong Learning Sub-Committee held on 18th March, 2016 be received.

seconded

1. KEY FOCUS AREA – Wellbeing and Resilience

Goal: Building Communities
Strategic Objective: Encourage the empowerment of the community to lead and self manage their respective desires and aspirations.

Goal: Community Well-Being
Strategic Objective: Increase the local awareness and understanding of the range of health issues and needs of the community.

Lifelong Learning Sub-Committee Agenda, 20th May, 2016 cont'd...

The Manager Community Services and Development reported:

- a) The proposal for the Limestone Coast Region of Wellbeing platform has been finalised with the Wellbeing & Resilience Centre at South Australian Health and Medical Research Institute and submitted to the Department of Premier and Cabinet (attachment 1)
- b) A meeting with the Regional Leadership group and the Director Wellbeing & Resilience, Gabrielle Kelly be held to discuss next steps.
- c) An updated Regional Wellbeing & Resilience work plan has been attached (attachment 2) for discussion at the meeting.

moved it be recommended:

- (a) The progress report on the Regional Wellbeing & Resilience Collaboration provided by the Manager Community Services & Development be received.

seconded

2. KEY FOCUS AREA – Wellbeing and Resilience

Goal: Building Communities

Strategic Objective: Encourage the empowerment of the community to lead and self manage their respective desires and aspirations.

Goal: Community Well-Being

Strategic Objective: Increase the local awareness and understanding of the range of health issues and needs of the community.

The Manager Community Services and Development reported:

- a) Refined Wellbeing Workforce/Positive Organisation project have been negotiated with the Wellbeing & Resilience Centre at South Australian Health and Medical Research Institute and included in the Wellbeing Workforce/Positive Organisation project work plan using the Lead, Build, Measure, Embed model.
- b) Training schedule has been identified for the implementation of the Wellbeing Workforce/Positive Organisation project. Expect surveys to commence early July 2016 and the program in mid to late July 2016.
- c) An updated Wellbeing Workforce/Positive Organisation project work plan has been attached (attachment 2) for discussion at the meeting

moved it be recommended:

- (a) The progress report on a Wellbeing Workforce/Positive Organisation project provided by the Manager Community Services & Development report be received;

seconded

3. **KEY FOCUS AREA – Wellbeing and Resilience integration with STEM**

Goal: *Building Communities*

Strategic Objective: *Encourage the empowerment of the community to lead and self manage their respective desires and aspirations.*

Goal: *Community Well-Being*

Strategic Objective: *Increase the local awareness and understanding of the range of health issues and needs of the community.*

The Manager Community Services and Development reported:

- a) To explain the integration of the Wellbeing and Resilience Program with the STEM, South East Strategy and Action Plan 2015 – 2018 (attachment 3) the following extract from the strategy is presented to provide context:
- i. The regional STEM initiative brings together science and research agencies, education providers, industry and business and community organisations at a regional level and provides a platform for a coordinated approach to advance student learning in science, technology, engineering and mathematics (STEM) and to building community awareness of STEM skills. The strategy is supported by the *Inspiring Australia Regional Science Hub* and is focused on progressing a sustainable whole of community approach to maximise the potential benefits that Science and Innovation can bring to our region.
 - ii. Our State needs a bold approach to ensure our children and young people are at the highest level of achievement and capability by Australian and world standards. Our evidence is that most of our children and young people do well in their learning but too few experience higher levels of achievement or demonstrate the capacity to be powerful in their learning. Powerful learning is not a subject to be studied but is something children and students do every day in their learning. It is not based on notions of personal power or power over others. Rather it refers to learners who have the curiosity, creativity and confidence to:
 - Actively participate in their learning.
 - Make decisions based on sound evidence.
 - Skilfully solve problems and deal proactively with new situations.
 - Communicate effectively in a variety of forms.
 - Collaborate with others.
 - iii. Powerful learners also have what Professor Carol Dweck terms a 'growth mindset' – the belief that they are capable of learning and achieving with effort. Strong numeracy and literacy development enables aspiring powerful learners to achieve these qualities.
- b) It is important to understand that STEM is about developing resilience and perseverance skills in both our students and our educators to enable them to be creative and innovative thinkers.
- c) The PERMA+ model taught in the Wellbeing & Resilience training becomes the critical integration point that dovetails with the STEM, South East Strategy and Action Plan 2015 – 2018 and supports Councils strategic focus - that learning in all its forms is a lifelong activity and is a core source of individual, social and community strength.

moved it be recommended:

Lifelong Learning Sub-Committee Agenda, 20th May, 2016 cont'd...

- (a) The report on the integration of the Wellbeing and Resilience Program with the STEM, South East Strategy and Action Plan 2015 – 2018 provided by the Manager Community Services & Development report be received;

seconded

MOTIONS WITH NOTICE - Nil

MOTIONS WITHOUT NOTICE

The meeting closed at _____ p.m.

LIFELONG LEARNING SUB-COMMITTEE

Minutes of Meeting held in the Committee Room, Level Four of Civic Centre, 10 Watson Terrace, Mount Gambier, on 18th March, 2016 at 1.00 p.m.

PRESENT: Cr Meziniec (Presiding Member)
Cr Lovett
Cr Richardson
Cr Julie Reis (District Council of Grant)
David Meziniec
Sarah Pellen
Alexandra Nicholson

APOLOGIES: Cr Lovett moved that the apologies from Cr Richardson, David Meziniec and Alexandra Nicholson be received.

Cr Reis seconded Carried

COUNCIL OFFICERS: Manager Community Services & Development, Barbara Cernovskis
Community Development Officer, Alison Brash

COUNCIL OFFICER

APOLOGIES: Chief Executive Officer, Mark McShane
Library Manager, Vicki Hutchinson

NOT IN ATTENDANCE: Nil

COUNCIL MEMBERS

AS OBSERVERS: NIL

OTHER EMPLOYEES IN ATTENDANCE: Nil

OTHERS IN ATTENDANCE: Nil

WE ACKNOWLEDGE THE BOANDIK PEOPLES AS THE TRADITIONAL CUSTODIANS OF THE LAND WHERE WE MEET TODAY. WE RESPECT THEIR SPIRITUAL RELATIONSHIP WITH THE LAND AND RECOGNISE THE DEEP FEELINGS OF ATTACHMENT OUR INDIGENOUS PEOPLES HAVE WITH THIS LAND.

MINUTES: Sarah Pellen moved that the minutes of the Mount Gambier Lifelong Learning Sub-Committee held on 12th February, 2016 be received.

Cr Reis seconded Carried

1. KEY FOCUS AREA – Wellbeing and Resilience - AF15/422

Goal: Building Communities
Strategic Objective: Encourage the empowerment of the community to lead and self manage their respective desires and aspirations.

Goal: Community Well-Being
Strategic Objective: Increase the local awareness and understanding of the range of health issues and needs of the community.

The Manager Community Services and Development reported:

Lifelong Learning Sub-Committee Minutes, 18th March, 2016 cont'd...

- (a) Introductory letter and Executive Summary for the proposed Limestone Coast Region of Wellbeing project has been co-signed by the Chair of the Limestone Coast Local Government Association, Mayor Erika Vickery and the Director of the Wellbeing & Resilience Centre, South Australian Health and Medical Research Institute, Gabrielle Kelly and submitted to the Premier, the Hon. Jay Weatherill at the Department of Premier & Cabinet (Attachment 1);
- (b) A draft proposal for the Limestone Coast Region of Wellbeing platform has been developed and submitted to the Wellbeing & Resilience Centre at South Australian Health and Medical Research Institute to be costed (Attachment 2);
- (c) An updated Regional Wellbeing & Resilience work plan has been attached (Attachment 3) for discussion at the meeting.

Cr Mezinec moved it be recommended:

- (a) The progress report on the Regional Wellbeing & Resilience Collaboration provided by the Manager Community Services & Development be received.

Cr Lovett seconded

Carried

2. KEY FOCUS AREA – Wellbeing and Resilience - Ref. AF15/422

Goal: Building Communities

Strategic Objective: Encourage the empowerment of the community to lead and self manage their respective desires and aspirations.

Goal: Community Well-Being

Strategic Objective: Increase the local awareness and understanding of the range of health issues and needs of the community.

The Manager Community Services and Development reported:

- (a) Refining of the evaluation surveys and tools for the Wellbeing Workforce/Positive Organisation project are being negotiated with the Wellbeing & Resilience Centre at South Australian Health and Medical Research Institute.
- (b) Training schedule is currently being developed for the implementation of the Wellbeing Workforce/Positive Organisation project. Expect to commence program in mid to late July 2016.
- (c) An updated Wellbeing Workforce/Positive Organisation project work plan has been attached (attachment 3) for discussion at the meeting

Cr Mezinec moved it be recommended:

- (a) The progress report on a Wellbeing Workforce/Positive Organisation project provided by the Manager Community Services & Development report be received;

Sarah Pellen seconded

Carried

MOTIONS WITH NOTICE - Nil

MOTIONS WITHOUT NOTICE

3. KEY FOCUS AREA – Wellbeing and Resilience - Ref. AF15/422

Goal: Building Communities
Strategic Objective: Encourage the empowerment of the community to lead and self manage their respective desires and aspirations.

Goal: Community Well-Being
Strategic Objective: Increase the local awareness and understanding of the range of health issues and needs of the community.

Cr Mezinec moved that the Manager, Community Services and Development prepare a formal report on the integration of the Wellbeing and Resilience Program with the STEM, South East Strategy and Action Plan 2015 - 2018 for the next meeting.

Cr Reis seconded

Carried

The meeting closed at 2.20 p.m.

MJT

CONFIRMED THIS

DAY OF

2016.

.....
PRESIDING MEMBER



Limestone Coast: A Region of Wellbeing

A proposal by the Limestone Coast Local
Government Association and
Wellbeing and Resilience Centre, SAHMRI



THE WELLBEING
AND RESILIENCE
CENTRE

Contents

Introduction	3
Platform 1 – Education	7
Platform 2 – Libraries	11
Platform 3 - Rural and Agricultural Communities	15
Platform 4 – Community Service Agencies	21
Summary of total costs for four projects over three years	25
Conclusion	26
References	27
Appendix One - Stakeholder Organisations	28
Attachment – Letters of support from Stakeholder Organisations	

Introduction

The Limestone Coast Regional Health Plan 2014-2017 recognises the interconnectedness of physical, mental, and environmental health for the regional community (LCLGA 2014).

Investment in the resilience and wellbeing of communities in the Limestone Coast is a foundation for the region's continued contribution to South Australia's Economic Priorities. The region is a high performing contributor to the State's Economic Priority of *Premium food and wine exported to the world*, producing significant percentages of the State's forestry and logging output (82%), milk (40%) and red meat (33%) production, as well as having other growing tourism and education markets.

Limestone Coast Community Snapshot

- High performing contributor to economic priorities
- High adult unemployment: 8.33%
- High youth unemployment 9.4%
- High levels of community connectedness

The diversity of the Limestone Coast's economy is demonstrated by its significant contribution to a number of South Australia's Economic Priorities, and its potential to expand this contribution through partnership and innovation, research, reducing barriers to accessing capital, and growing our international connections and markets.

The first region-wide implementation of a project to measure and build resilience and wellbeing will contribute to South Australia's position as a *Global Leader in Health and Aging research*, together with the economic priority of positioning South Australia as *The Knowledge State – attracting students and commercialising our research*. It has the challenges and strengths of many Australian regions.

The Limestone Coast has experienced the impact of de-industrialisation as a result of its transitioning manufacturing sector, as well as drought conditions for two consecutive years that have created significant challenges conditions for the agricultural economy. As a result, the region is experiencing a rise in unemployment, with pockets of high socio-economic disadvantage in some parts of the region.

These trends are countered by positive indicators for community connectedness. For example, in Mount Gambier over 90% of respondents felt they were able to get community support in times of crisis (CMG 2015).

This sense of community connectedness will support the large-scale implementation of a wellbeing and resilience project in the Limestone Coast. The goal of the Limestone Coast Wellbeing and Resilience project is to increase the resilience of the population to better deal with the dynamic circumstances of regional life in the 21st century.

Project Overview

The project will be delivered from four platforms across the Limestone Coast.

1. **Schools** – work in partnership with both public and private schools, to build resilience in educators, students and their families.
2. **Libraries** – grow libraries as hubs to build the wellbeing capacity of the community with an initial focus in Mount Gambier, Naracoorte and Bordertown..
3. **Rural Community Networks** –work with existing networks to increase the resilience of agricultural businesses, and the wellbeing of individuals living in rural communities, particularly in light of climatic and economic pressures.
4. **Community Service Agencies** – grow a regional network of trained technicians and providers through the Limestone Coast Community Services Roundtable to bring increases in wellbeing and resilience to their organisations and their clients.

The project has commenced with investment by a number of organisations across the region in training nearly 30 trainers through the Wellbeing and Resilience Centre, public events by Brigadier General (ret.) Dr Rhonda Cornum in February 2016, and a significant process of project scoping and planning.

Regional Industry Groups is a fifth platform proposed for the next stage of the project, with a particular focus on small business, entrepreneurs, and building capacity for industry innovation and growth.

Each platform will serve as an ‘activating hub’ to provide reach into the community via a coordinated network of trainers.

The regional leadership of the project will be provided by the Limestone Coast Local Government Association (LCLGA) in partnership with the Wellbeing and Resilience Centre within SAHMRI. The direction of the project will be guided by a Regional Leadership Group, comprising:

- Limestone Coast Local Government Association
- Department of Education and Child Development
- Department for State Development
- Primary Industries and Regions SA
- City of Mount Gambier – Lifelong Learning Sub-Committee
- Limestone Coast Industry Leaders Group
- Limestone Coast Community Services Roundtable

There are 24 stakeholder organisations who have already indicated their support for the project, while engagement with further stakeholders continues as the project develops. This includes organisations that have already delivered Wellbeing and Resilience Training to their employees and clients. There is a large and growing number of stakeholders with a commitment to active participation in the Region of Wellbeing Project.

Appendix One lists all the regional stakeholder organisations for the Region of Wellbeing Project.

The Limestone Coast

The Limestone Coast region sits in the south east corner of South Australia, with a population of approximately 65,000 in 2014. The population has remained stable over the last five-year period. Mount Gambier is the largest regional centre and is located equidistance between Adelaide and Melbourne, with a population of approximately 26,000 within the City area, with close to 8,000 in the surrounding districts.

The Region comprises seven Local Government Areas: City of Mount Gambier, the District Councils of Grant, Kingston, Robe and Tatiara, and the Naracoorte Lucindale and Wattle Range Councils. The Region shares a border with south western Victoria.

Agriculture, Forestry and Fishing was the largest sector contributing to the region's economy in 2013-14, with a contribution of \$896.68 million or 24.5% of Gross Regional Product. This sector is also the largest combined regional employer.

The Region has seen a recent decline in the value of manufacturing, and subsequent loss of employment in the manufacturing sector.

During the September 2015 quarter, regional unemployment was 6.8%. This represents a 2.1% increase from the same period the previous year. The unemployment rate across the region fluctuates between Local Government areas; however, since 2005 the regional unemployment rate has been consistently on the rise (RDALC 2013).

Small Area Labour Markets – September Quarter 2015

Local Government Area	Unemployment Rate
District Council of Grant	5.9
Kingston District Council	4.5
City of Mount Gambier	8.9
Naracoorte Lucindale Council	4.7
District Council of Robe	4.5
Tatiara District Council	3.4
Wattle Range Council	7.1

Australian Government Department of Employment 2016

The City of Mount Gambier Regional Public Health Plan 2015-2020 identifies a number of 'determinants of health' relating to socio-economic status, unemployment, education, housing and access to services. In many areas, the Mount Gambier area rated worse against comparable measures in other districts in the Limestone Coast, including unemployment and youth unemployment.

Project Methodology

The Wellbeing and Resilience Centre has developed a consistent evidenced-based project methodology to:

- **LEAD** by creating a common language and shared understanding of wellbeing and resilience across the community;
- **MEASURE** the wellbeing of selected participants using PERMA+ via an online tool, and evaluate results;
- **BUILD** by training selected staff and volunteers in the delivery of wellbeing and resilience skills and interventions to community participants; and
- **EMBED** wellbeing and resilience across the organisation and offender groups through targeted cultural change programs, mentoring programs, case management etc.
- **RESEARCH** generate and publish research on how to build wellbeing efficiently, at scale, across the life course

The Regional Leadership Group, led by the Wellbeing and Resilience Centre within SAHMRI and the LCLGA, will provide direction on methods to ensure the quality, effectiveness and sustainability of the project on a regional scale. This method will include:

1. Establishing a governance structure
2. Convening regional network/s of trainers to provide peer support, skills improvement, and resource coordination.
3. Ongoing communication with regional stakeholders.
4. Access to mixed modes of delivery, as appropriate.
5. Innovative ways to engage employers, employees, and volunteers in target areas.

Outlined in this proposal are the indicative project plans, costs and resources required to deliver the Lead, Measure, Build, Embed and Research methodology across each project sector.

Platform 1 – Education



Description, Size and Reach

The Limestone Coast is grouped into three Department of Education and Child Development (DECD) Partnerships: Blue Lake, South East Coast & Vines (SECAV), and Tatiara Wrattobully.

47 Schools - 10,000 Students - 1,500 Staff

The Mount Gambier Portfolio includes the Blue Lake & SECAV Partnerships. There are 47 sites in the Mount Gambier Portfolio including Kindergarten, Primary, and Secondary. In the Mount Gambier portfolio there are approximately 10,000 students and approximately 1200 staff. There are 13 Sites in the Tatiara Wrattobully Partnership that covers areas such as Naracoorte, Keith and Bordertown.

There are approximately 1,500 people employed in the education and training sector in the Limestone Coast.

How can schools lead wellbeing in the Limestone Coast?

Good mental health is an essential foundation for learning (World Health Organization 1994, 2011).

There is significant global evidence and growing local evidence about the capacity of schools to deliver positive education successfully to students. In particular, the prototype of Mt Barker High School as an Activating Hub of Community Wellbeing demonstrates a clear set of programs and practices that build wellbeing and resilience in teachers and students and involve a satellite of community organisations (local city council, community health services, police etc.) Learnings so far can be applied immediately to the Limestone Coast Positive Education Project.

The thirty school collaboration in the North of Adelaide also provides learnings about how schools and school leadership in a region can work together to build positive schools. This network includes schools from all sectors of education – government, Catholic and Independent – working collaboratively to maximise efficiencies and extend the reach of positive education across the region. This model can be replicated in the Limestone Coast region.

The Wellbeing and Resilience Centre is the catalyst to synthesise the global and local research about measurement and practice to build wellbeing and resilience. The Lead, Measure, Build, Embed and Research approach can be offered to individual and to groups of schools to allow for rapid progress.

Essentially, this involves taking a top down/bottom up approach in each school, selecting and developing champions, creating opportunities for professional development, delivering positive psychology interventions in the classroom, engaging parents, and managing measurement cycles to inform decision-making that improves school culture and wellbeing.

In parallel there are meetings with the hub of community organisations and businesses which surround and support schools to build shared understanding about positive psychology science. Within a year, it will be possible to engage all feeder primary schools around major high schools, all local governments in the Limestone Coast, and major community health services.

There is a strong relationship between Private Education Providers and DECD Sites in the Limestone Coast. Wellbeing and resilience is a shared commitment and the collective impact will be increased as a result of this collaboration.

In the Limestone Coast, a major focus is Science Technology Engineering and Maths (STEM) improvement. A coordinated approach linking STEM Education together with wellbeing and resilience skills is essential for the community to continue to develop and thrive. The aligned effort will ensure young people are prepared for living in a STEM world and are able to maximise the opportunities to be successful in a knowledge based economy. STEM Education also plays a significant role in increasing awareness and knowledge of how STEM skills are applied and work in real life settings at the community, parent, school leader, and teacher levels and builds community knowledge of future life and employment opportunities locally. The hypothesis to be tested is that the STEM Education commitment will be strengthened by improving the psychological assets of the students.

How might resilience play a part in easing core pressures on communities?

School children and parents in the Limestone Coast experience a number of stressors which can threaten psychological wellbeing and success at school. Pressures are brought about by local economic and employment conditions, such as high unemployment in Mount Gambier and surrounds, and the loss of manufacturing jobs. In other areas, drought has significantly impacted the profitability of the primary production economy, impacting producers, service providers, and retail sectors.

There are a number of indicators within schools themselves that students are not flourishing. In data compiled as part of the Limestone Coast Regional Public Health Plan, almost one fifth (19.1%) of the 16-year-old population in the Limestone Coast were not participating in full-time secondary education (LCLGA 2015). In the Mount Gambier Portfolio, there are 540 flexible learning students, that is, students who are unable to attend school full time. A lack of student and familial resilience is one

contributing factor to the high number of flexible learning students. This also creates further pressures for education staff and families of students.

Supporting these students, families and education staff to engage with education will have widespread benefits. The Wellbeing and Resilience Centre will bring to the projects its experience with delivering a whole school approach to building wellbeing and its experience in delivering wellbeing skills to young people at risk.

What is the broad project plan?

Given the high degree of partnership between schools across the Limestone Coast, including private providers, the most effective method of embedding resilience skills from the Education Platform is to utilise a network of school and community trainers that can work across multiple locations. In this way, schools of all sizes, with differing capacities from different geographic locations will have access to wellbeing and resilience training. For example, a small school with few staff may not have the capacity to have a trained member providing resilience training to staff and students in addition to their core role. Conversely, a large school with more staff may be able to dedicate some staff time to training of other staff and students, working across more than one site. The network approach will bring about a cross-pollination of ideas between school sites, provide professional development opportunities for staff, and result in a network of trained educators who can provide peer support and development at a sub-regional and ultimately regional scale.

Platform 1 – Model for Education

Within this network, it is envisaged that over three years, 65 education staff will be trained to deliver resilience skills to other staff, students and parents. It is envisaged that over this time period, the trainers will deliver the skills to a total of 650 staff, 1,950 students, and a significant number of parents.

	Year 1	Year 2	Year 3	Total Reach
Trainers (cumulative)	15	40	65	65
Participants – Staff (cumulative)	150	400	650	650
Participants – Students (cumulative)		1,200	1,950	1,950
Participants Parents (cumulative)		150	150	300
Total (cumulative)				2,965

What are the estimated costs of the project over three years?

	Notes	Yr 1	Yr 2	Yr 3	Total Cost Three Years exc GST
Trainers	\$3,000each	\$ 45,000	\$ 75,000	\$ 75,000	\$ 195,000
Measurement - Staff and Parents only (DECD running student survey)	\$5per person, per survey round (one survey p.a)	\$ 5,075	\$ 5,075	\$ 5,075	\$ 15,225
Student measurement additional reporting (outside DECD process)	Estimate	\$ 3,000	\$ 3,000	\$ 3,000	\$ 9,000
Evaluation	\$5,000 post year 2 survey and year 3 survey	-	\$ 5,000	\$ 5,000	\$ 10,000
Project resources	estimate 1.25FTE over three years	\$106,250	\$106,250	\$106,250	\$ 318,750
Wellbeing and Resilience Centre Project Leadership, IP and materials	5% of project cost	\$ 7,966	\$ 9,716	\$ 9,716	\$ 27,399
Out of pocket expenses including travel	Estimate	\$ 5,000	\$ 5,000	\$ 5,000	\$ 15,000
Total		\$172,291	\$209,041	\$209,041	\$ 590,374

Platform 2 – Libraries



Description, Size and Reach

The Libraries in the Limestone Coast play a unique community role, and have evolved to become multipurpose facilities co-located with other community, cultural, and educational functions to create a more connected experience for the community.

Although there are other community and commercial places that provide access for meeting, activity and learning, the public library is the only institution that brings these things together for community and society's benefit. Through libraries people can engage, learn and participate and be introduced to new ideas and skills in a safe and supportive environment (LGASA & Library Board SA 2015).

Libraries are people places for meeting, sharing ideas, and learning as well as places of quiet contemplation and study. There are 11 libraries across the Limestone Coast, servicing 65,000 community members.

This project will focus on three libraries, located in Mount Gambier, Naracoorte, and Bordertown.

11 Libraries with reach of 65,000 people
Mt Gambier, Naracoorte, and Bordertown have reach of 41,000 people
Fulfil many roles in the community
Can reach the unemployed and others at risk in the community

Over 30,000 people visit the Mount Gambier Library the library each month. Visitors include disengaged youth, people with mental health issues, homeless, elderly, low income, families, and migrants. The Mount Gambier Library has one of the highest program participation rates for libraries in South Australia, with over 18,000 people, or 70% of the population, attending programs held by the library in 2014/15. The library has a focus on providing learning opportunities through a variety of programs, deliver through both library staff and community agents.

Naracoorte Library has almost 55,000 visitors per year, offering both adult and children's programming with just over 1,000 participants or 14% of their population attending.

Bordertown Library has over 50,000 visitors a year, and offers a range of community programming including early literacy and author visits, with almost 2,500 participants or 55% of the population attending in 2014/15.

How might resilience play a part in easing core pressures on communities?

Each of the three locations for this project is subject to distinct pressures, in addition to those affecting the wider regional community.

Mount Gambier and surrounds has a diverse range of community pressures, including high adult (8.9%) and youth unemployment (9.4%), and large disparity between socio-economic and relative disadvantage indicators.

In the Upper Limestone Coast, which includes Naracoorte and Bordertown, agricultural communities are experiencing drought conditions. This places significant financial pressure on farming enterprises, as well as other service and retail businesses.

In areas outside of Mount Gambier, there are no tertiary education services, and few vocational and training services. Libraries are an important resource for information, and as hubs for training.

Each of these communities is currently experiencing financial and environmental uncertainty in relation to the challenges faced by the agricultural and manufacturing industries, with an immediate ripple effect on the service and retail sectors in both Mount Gambier and smaller town centres.

How can libraries lead wellbeing in the Limestone Coast?

In the document, *Tomorrow's Libraries: future directions of the South Australian public library network*, it is recognised that the future of public libraries lies in the value they create from the nexus of people, place, knowledge, and technology to create a platform for learning, participation, creativity, innovation, and well-being (LGASA & Library Board SA 2015).

Libraries are in a unique position to connect people with knowledge as well as with each other and with their communities. Libraries are community-facing, and have proven to be responsive to community aspirations and needs.

As with many Local Government programs, libraries are uniquely placed to work in partnership with other community, education, and business groups to deliver effective programs to meet collective needs. Services and facilities provided by libraries are financially and physically accessible to the community, serving as highly inclusive community hubs.

Libraries provide access to technology and the internet, which can be a significant contribution for people in remote areas who may not otherwise have access to these integral resources.

Libraries fulfill a number of roles within the community, not only as places of refuge during heatwaves, disasters, and catastrophic fire days, but also for those who have limited social contact within their own homes and use the library as their "third place"

to connect with other people in their community.

Libraries also have the ability to reach people who are not in the workforce, including stay at home parents, unemployed people, older people and people with disabilities by offering services, facilities, and a community space for them to feel welcome. Library services cater to a wide range of abilities and backgrounds, from people with limited literacy skills or those learning English as a second language, to providing services for those who are housebound and unable to visit the library.

What is the broad project plan?

The Wellbeing and Resilience Libraries project would focus on three libraries in the first instance, located in Mount Gambier, Naracoorte, and Bordertown.

Combined, these three libraries currently reach 41,000 people and provide a range of programs and community outreach services.

Libraries can be used as a hub offering resilience skills and measurement by training a number of library staff, to act as enablers or champions. Resilience skills training can be offered systematically across the year in a consistent time slot. For example, a library could offer 10am, 4pm, and 7pm classes in order to attract various community groups to the resilience skills classes. Participants will be required to undertake baseline measurement as part of their participation in the training. A localised training offering will be developed to ensure relevance to the local community, with a modest incentive/engagement offering to encourage and support participation.

Resilience skills can also be embedded within current library programming, similar to early literacy programs. Psychological literacy would become a key component of the ongoing programming offering by libraries.

To maximise the coverage and impact of using libraries as a platform to increase wellbeing and resilience in the Limestone Coast, the region would provide for a network of trainers via the library system. Initially focusing on libraries within three locations, this approach would extend over time to give access to training to all regional libraries. This sharing of resources would enable small libraries across a wide geographic range to gain access to training. There is a long history of libraries working collaboratively in the region and in the state, increasing the sustainability of the delivery model.

Platform 2– Model for Libraries

The following table outlines the number of trainers and participants to be reached through the libraries network across the project timeline.

	Year 1	Year 2	Year 3	Total Reach
Trainers (cumulative)	6	12	20	20
Participants (cumulative)	600	1,200	2,000	2,000
Total				2,020

What are the estimated costs of the project over three years?

	Notes	Yr 1	Yr 2	Yr 3	Total Cost Three Years exc GST
Trainers	\$3,000each	\$18,000	\$ 18,000	\$ 24,000	\$ 60,000
Measurement - whole population reached	\$5per person, per survey round (one survey p.a)	\$10,100	\$ 10,100	\$ 10,100	\$ 30,300
Evaluation	\$5,000 post year 2 survey and year 3 survey	-	\$ 5,000	\$ 5,000	\$ 10,000
Project resources	estimate 0.75FTE over three years	\$61,250	\$ 61,250	\$ 61,250	\$183,750
Wellbeing and Resilience Centre Project Leadership, IP and materials	5% of project cost	\$ 4,468	\$ 4,718	\$ 5,018	\$ 14,203
Out of pocket expenses including travel	Estimate	\$ 2,000	\$ 2,000	\$ 2,000	\$ 6,000
Total		\$95,818	\$101,068	\$107,368	\$304,253

Platform 3 - Rural and Agricultural Communities



Description, Size and Reach

The Limestone Coast covers 21,337 square kilometres. Using the Australian Standard Geographical Remoteness Structure, the majority of the region is classified as *Outer Regional*, with a small section to the north classified as *Remote*.

- Agriculture, forestry and fishing is the largest contributor to the region's economy, contributing 24.5% of Gross Regional Product.
- This sector is also the largest employer, with 25.6% of regional fulltime employment (PIRSA 2015), or nearly 7,600 employees.
- Challenges: geographic isolation and lack of access to services
- 13% decrease in farming enterprise

There are 2,700 farming enterprises in the Limestone Coast (ABS 2014), representing 20% of South Australia's farming enterprises. It is estimated that the majority of these farms are small family-owned enterprises with fewer than five employees.

Agriculture is the predominant use of land in the Limestone Coast, with 82% of the region classified for agriculture purposes. The region supports strong beef, sheep, dairy, grains, vegetable, and winegrape production industries, with associated processing and value-adding sectors.

How might resilience play a part in easing core pressures on rural agriculture communities?

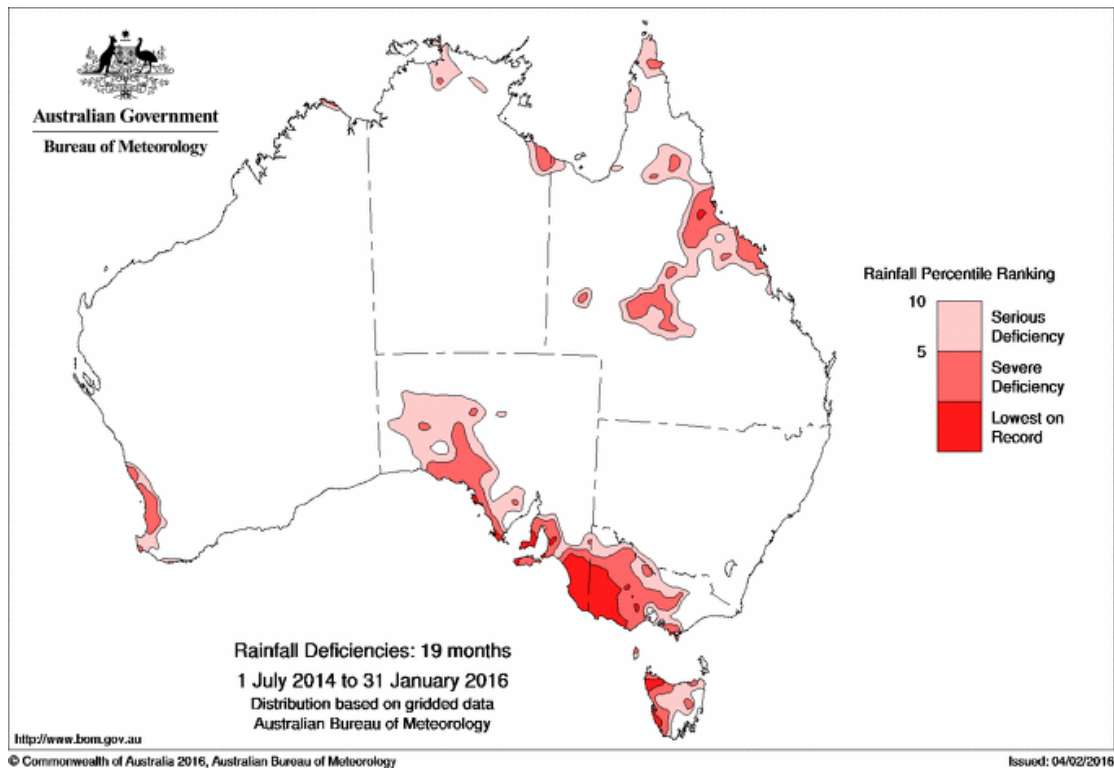
Rural communities face a number of interrelated core pressures due to geographic isolation, changing climatic and environmental conditions, and the need to remain competitive in the marketplace.

The geography of the Limestone Coast results in a wide distribution of agricultural communities and rural townships. Away from the regional population centre of Mount Gambier, there are a number of small townships that act as service centres for agricultural industries, such as Millicent, Naracoorte, Bordertown, and Kingston. For those in outlying rural and remote areas, access to these centres is infrequent due to the distance, time, and cost involved.

The geographic isolation of agricultural businesses and rural communities is coupled with a lack of access to services, including education, health, childcare, transport, technology, communications, financial and professional services, and social services. In the Limestone Coast, a third of the population is estimated to face difficulties in accessing services such as telecommunications, primary healthcare providers, commonwealth income support, health and related services (CMG 2015). In areas that do not have ready access to such services, there is often a significant time and financial burden on individuals living in rural communities to travel to gain access when required. In the Limestone Coast, many of these services are centralised in Mount Gambier, in particular specialist healthcare including mental health services. For a resident of the northern part of the Limestone Coast, it is approximately a four-hour round trip to access services in Mount Gambier.

Since 2001, there has been a 13% decrease in the number of farming enterprises (ABS 2014), representing farm consolidation and leading to a shift in social structures of farming communities and rural towns. This results in a need for young people to have opportunities to pursue secondary and tertiary education, and employment, as well as affecting social and community elements such as sporting clubs and other social structures.

The Limestone Coast has experienced a significant rainfall deficit in recent years, with rainfall totals at the lowest 5% to 10% of records (Bureau of Meteorology 2016).



The cumulative impact of consecutive years of drought in the upper Limestone Coast has placed significant pressure on primary production businesses. Lack of soil moisture has limited pasture growth, reduced livestock numbers and quality, and resulted in crop failure or reduced crop yields, water shortages, and potential land degradation issues (PIRSA 2016). This has placed significant financial stress on agricultural businesses, including many that have an existing high debt load.

Globalised economy increases pressure on individual business

Agricultural enterprises are increasingly operating in a globalised economy with shifting commodity markets, increasing the pressure on individual business profitability. There is increasing pressure to diversify and value-add. Over a 25-year period, there has been an average of 0.9% return on farm assets. This is influenced by high land prices and input costs, and changeable commodity markets.

How can PIRSA lead wellbeing in rural agricultural communities?

Due to the geographically dispersed nature of rural communities, and with the majority of enterprises of a small scale, a network approach is required to achieve the reach and coverage of participation for rural communities. There is only a small number of medium (employing up to 200 employees) and large enterprises (employing more than 200 people). Accordingly, it is difficult to reach large numbers of individuals in one setting or location.

A network approach employs existing structures within agricultural rural communities to reach individuals across a range of formal and informal settings

PIRSA is a strong regional presence across a range of primary production industries in the Limestone Coast. It is well-positioned to engage existing networks, industry bodies and business groups. Regionally, PIRSA has a coordinating role for regional industries. This is supported by Rural Solutions providing specific technical outreach to individual businesses and organisations. This network has the benefit of providing direct reach into small localities outside of towns, specifically targeting rural and remote communities.

Regionally, PIRSA regularly engages with the following agricultural groupings and suppliers:

- Industry groups such as Potatoes SA, Lucerne Australia, Limestone Coast Grasslands, and Australian Seed Federation;
- Agribusiness suppliers, such as Landmark and Elders, with 45 sites across the region;
- Agronomy consultants;
- Approximately 20 seed companies and processors; and
- A network of approximately a dozen agricultural consultants.

Importantly, PIRSA has strong networks within producer-led groups, with direct access into individual farm businesses across a wide geographic range, including:

- Mackillop Farm Management Group, with approximately 300 members;
- Agricultural Bureaus at Lochaber, Millicent and Millel, encompassing approximately 75 members;
- Reedy Creek Mid SE Irrigators, with approximately 50 members;
- Sheep Connect Network, part of a Statewide group; and
- Limestone Coast Red Meat Cluster, including a core group of 12 members and a network of a further 220 businesses.

In addition, PIRSA regularly work with approximately 500 individual producers in the region.

In response to drought conditions declared for the upper Limestone Coast, PIRSA has a dedicated Drought Coordinator whose role is to work with regional leaders and community, support affected individuals and businesses to access services and assistance, and liaise with all levels of government to coordinate service provision.

PIRSA works across existing networks with reach into individual farm businesses, local-level groups, industry groups, commercial suppliers, and research bodies. Critically, these networks span the breadth of the supply chain for agricultural industries in the region. This coverage will ensure that the project has broad coverage across communities and geographic localities, resulting in targeted engagement of rural and remote communities. By utilising existing networks, there is a greater likelihood of reaching and continuing to engage communities in the rural and remote areas of the Limestone Coast.

- PIRSA's networks span the breadth of the supply chain for agricultural industries in the region
- PIRSA is a key emergency recovery agency following disasters, such as bushfire

As an extension to the wide network reach within the Limestone Coast, PIRSA is a key emergency recovery agency following disasters, such as bushfire. Through appointed

Recovery Coordinators, PIRSA activates its networks of regionally-based staff to work with primary producers and rural communities. PIRSA has recognized the importance of wellbeing and resilience for its regional staff to fulfil this role, as well as the longer term importance of resilience to support community-led recovery.

What is the broad project plan?

The project will embed wellbeing and resilience into existing social and professional networks within rural and agricultural communities.

There will be a variety of methods used to provide wellbeing and resilience training, in accordance with the nature of the networks involved. For industry and producer-led groups, training can be embedded into ongoing initiatives including: professional development programs, field days, extension activities, and regular meetings. For supply businesses, agents, financial service providers and consultants, the focus will be on organisation training, awareness raising, and customer referral in the first instance. This will be followed by integration of wellbeing and resilience into industry events or training to reach their clientele.

Platform 3 – Model for Rural Communities

	Year 1	Year 2	Year 3	Total Reach
Trainers (cumulative)	5	15	25	25
Participants (cumulative)	30	130	230	230
Total				255

Each trainer’s geographic location and capacity to travel will be a key factor in ensuring optimal coverage can be provided to training participants. PIRSA will work with representatives of key organisations and networks to determine the sequence of communities and localities that are to be targeted, and ensure that trainers are effectively positioned to deliver skills to participants.

What are the estimated costs of the project over three years?

	Notes	Yr 1	Yr 2	Yr 3	Total Cost Three Years exc GST
Trainers	\$3,000each	\$ 15,000	\$ 30,000	\$ 30,000	\$ 75,000
Measurement - whole population reached	\$5per person, per survey round (one survey p.a)	\$ 1,275	\$ 1,275	\$ 1,275	\$ 3,825
Evaluation	\$5,000 post year 2 survey and year 3 survey	-	\$ 5,000	\$ 5,000	\$ 10,000
Project resources	estimate 1.25FTE over three years	\$106,250	\$106,250	\$106,250	\$318,750
Wellbeing and Resilience Centre Project Leadership, IP and materials	5% of project cost	\$ 6,126	\$ 7,126	\$ 7,126	\$ 20,379
Out of pocket expenses including travel	Estimate	\$ 5,000	\$ 5,000	\$ 5,000	\$ 15,000
Total		\$133,651	\$154,651	\$154,651	\$442,954

Platform 4 – Community Service Agencies



Description, Size and Reach

The Limestone Coast Community Services Roundtable is a unique regional body, structured to streamline and create efficiencies in the delivery of community services across the region. The Roundtable has membership of 40 agencies, including government, not for profit, and private providers. Membership includes organisations that provide housing services, workforce transition, South Australian Police, mental health providers, homeless services, disability support services, victim support, crisis care response, youth support, aboriginal health service, isolated community transport services, and family support services.

- The Roundtable has membership of 40 agencies, including government, not for profit and private providers
- 2,500 individuals employed in the health care and social assistance sector in the Limestone Coast
- Considerable pressure on staff and organisations providing services to the community, particularly during times of high demand
- There is an increase in the prevalence of drug and alcohol abuse

Members of the Roundtable provide services across the Limestone Coast, and support a range of activities to coordinate care, services and resources for regional communities.

There are approximately 2,500 individuals employed in the health care and social assistance sector in the Limestone Coast (PIRSA 2016).

How might resilience play a part in easing core pressures on communities (and those requiring the services of agencies) ?

There is strong recognition that wellbeing and resilience are as important for the community service providers as they are for the communities they serve. There is often considerable pressure on staff and organisations providing community services, particularly during times of high demand. Many organisations are under-resourced to meet demand, and this can create stress and place pressure on individuals, leading to the 'burn out' of practitioners. The management of human resources of community service agencies is a key starting point for regional wellbeing. A resilient and positive community service workforce will have a positive impact on the communities they serve.

Many agencies have experienced an increase in demand for their services in response to increased unemployment, particularly in Mount Gambier and surrounds. Key sectors, such as forest product manufacturing and agriculture, are experiencing difficult economic and environmental conditions. Across the region, there has been a contraction and centralisation of key services, generally to Mount Gambier, or otherwise a loss of those services altogether from the region. This works to further increase the demand on the existing services. There is restricted choice and access to specialist services.

Community service agencies have observed an increase in the prevalence of drug and alcohol abuse. The region has a number of small drug and alcohol counselling and outpatient services. However, the region lost its only in-patient rehabilitation service in 2015, and there are limited in-patient facilities for drug and alcohol detoxification. Clients need to travel outside of the region to access integrated drug and alcohol treatment services, and often experience significant waiting times.

How can community service agencies lead wellbeing in the regional communities?

Under the coordinating role of the Limestone Coast Community Services Roundtable, community service agencies are well placed to lead a regional approach to wellbeing. The Roundtable has a diverse and significant cohort with reach throughout the entire region.

Community services lead the move towards wellbeing and resilience

A number of community service organisations have commenced the training of their staff and clients, for example ac.care, SA Health, Boandik Aged Care, and the City of Mount Gambier.

A number of organisations have committed to providing support to train their workforce, as a first step in providing an enhanced service to their clients. There is a strong commitment to extend access to wellbeing and resilience training to all sections of the community, in particular those with a regular need for community services. Wellbeing and resilience can be embedded into all elements of service provision, such as client contact, financial counselling, mental health programs, adult learning courses, and family education.

What is the broad project plan?

The Limestone Coast Community Services Roundtable will lead the prioritisation of wellbeing and resilience training needs, and can co-ordinate a training schedule within the region. In this way, the training can be shared across the region, and can adapt and respond to regional needs and gaps. The training will seek to improve the wellbeing and resilience of agencies, community service practitioners, children, families, and a diverse cross-section of our community.

It is envisaged that the Limestone Coast Community Services Roundtable undertake a needs analysis to identify the most vulnerable agencies and nominate them as the first training participants. There will be a clear focus on practitioners in the first year.

It is envisaged that each trainer could subsequently provide training to three practitioners across the community services industry, using a collegiate approach reaching within and between organisations. In years two and three, each trainer could also provide training for up to five clients per year.

Platform 4 – Model for Community Service Agencies

	Year 1	Year 2	Year 3	Total Reach
Trainers Practitioners (cumulative) –	15	30	45	45
Participants Practitioners (cumulative) –	45	90	135	135
Participants Clients (cumulative) –		150	225	225
Total				405

What are the estimated costs of the project over three years?

	Notes	Yr 1	Yr 2	Yr 3	Total Cost Three Years exc GST
Trainers	\$3,000each	\$ 45,000	\$ 45,000	\$ 45,000	\$ 135,000
Measurement - whole population reached	\$5per person, per survey round (one survey p.a)	\$ 2,025	\$ 2,025	\$ 2,025	\$ 6,075
Evaluation	\$5,000 post year 2 survey and year 3 survey	-	\$ 5,000	\$ 5,000	\$ 10,000
Project Management	estimate 0.75FTE over three years	\$ 61,250	\$ 45,000	\$ 45,000	\$ 151,250
Wellbeing and Resilience Centre Project Leadership, IP and materials	5% of project cost	\$ 5,414	\$ 4,851	\$ 4,851	\$ 15,116
Out of pocket expenses including travel	Estimate	\$ 3,000	\$ 3,000	\$ 3,000	\$ 9,000
Total		\$ 116,689	\$104,876	\$104,876	\$ 326,441

Summary of total costs for four projects over three years

	Yr 1	Yr 2	Yr 3	Total Cost Three Years exc GST
Trainers	\$ 123,000	\$ 168,000	\$ 174,000	\$ 465,000
Measurement	\$ 21,475	\$ 21,475	\$ 21,475	\$ 64,425
Evaluation	\$ -	\$ 20,000	\$ 20,000	\$ 40,000
Project Management 3FTE Project Mgr and 1FTE Admin Officer	\$ 335,000	\$ 318,750	\$ 318,750	\$ 972,500
Wellbeing and Resilience Centre Project Leadership (including IP and materials) 5% project costs excluding out of pocket.	\$ 23,974	\$ 26,411	\$ 26,711	\$ 77,096
Out of pocket expenses including travel	\$ 15,000	\$ 15,000	\$ 15,000	\$ 45,000
Total	\$ 518,449	\$ 569,636	\$ 575,936	\$ 1,664,021

Conclusion

The Limestone Coast Wellbeing and Resilience project has already begun with early leadership and determined commitment from the City of Mount Gambier, Boandik Lodge, and Country Mental Health. To date, approximately 30 people have undertaken the Resilience Train the Trainer program, and three major public events with Brigadier General (ret.) Rhonda Cornum have been held to drive community engagement. A powerful collaboration led by the Wellbeing and Resilience Centre and involving 24 organisations and spanning a period of 18 months of effort demonstrates the case for continuing the momentum to build resilience across the region.

Further investment in the resilience and wellbeing of communities in the Limestone Coast is a foundation for the region's continued contribution to South Australia's Economic Priorities, to counter rising unemployment and pockets of high socio-economic disadvantage in parts of the region. The strong sense of community connectedness in the Limestone Coast will support the large-scale implementation of a wellbeing and resilience project.

The Limestone Coast Wellbeing and Resilience project creates a powerful, carefully structured set of interventions to facilitate broad reach into the community and create a sustained difference across families, retailers, farmers, and students. The aim is to build psychological health in the region as it evolves towards a dynamic and successful future.

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Appendix One

Region of Wellbeing - Stakeholder Organisations as at March 2016

Regional Leadership Group
Limestone Coast Local Government Association, representing seven Local Government Areas and library resources*
Limestone Coast Community Services Roundtable (representing over 40 regional agencies)*
Department of State Development
Department of Education and Child Development (Limestone Coast Region)*
Limestone Coast Industry Leaders Group
Primary Industries and Regions South Australia
Education
City of Mount Gambier (Lifelong Learning Sub-Committee)*
Tension Woods College*
St Martins Lutheran College*
University SA
TAFE SA*
Mount Gambier Children's Centre for Early Childhood Development and Parenting*
Community Service Agencies
AC Care*
Boandik Lodge*
SA Health / Country Health
SA Police Limestone Coast*
South Australian Ambulance Service
Country Fire Service
Department of Corrections
Pangula Manamurna Aboriginal Health Organisation
Industry and Regional Development
Regional Development Australia Limestone Coast*
AusIndustry*
Limestone Coast Industry Leaders Group
Natural Resources South East

*Where appropriate, letters of support are enclosed.

END.

Lifelong Learning Wellbeing & Resilience Work Plan

Collaborative Limestone Coast Regional Wellbeing & Resilience model

Task	Action	Progress Notes
Wellbeing & Resilience Forum	Host at City Hall <ul style="list-style-type: none"> • 4th September 2015 • 21st January 2016 	4 th September 2015 – complete 21 st January 2016 – complete
Collaborative Limestone Coast Regional Wellbeing & Resilience Prototype for SA	Develop a proposal by early February and provide with a letter to the Premier seeking SA Government support The Premier's department will then work across government to seek support and funding (likely from multiple sources) This is a priority project for the Premier Develop the proposal with SAHMRI Propose a number of scalable options and costs Proposal to include: co-sponsors, what our coalition building process has been and mode of delivery A strong proposal needs to be regional and multi-organisational It is advisable to be prompt rather than 'perfect' with a proposal to ensure it is with the Premiers department by early February 2016	Ann Aldersey has been engaged to assist with the development of the submission SAHMRI will be the project lead for the Limestone Coast Region of Wellbeing Project and LCLGA is the lead Regional Partner Letters of support from all collaborators have been forwarded to LCLGA Joint LCLGA & WRC SAHMRI letter submitted to Department of Premier and Cabinet (copy attached) Draft Proposal submitted to WRC SAHMRI for costs to be developed Proposal submitted to Department of Premier & Cabinet
SAHMRI Techworks Wellbeing & Resilience Training	Deliver in Mount Gambier Mayoral Reception be held for Brigadier General (Ret) Rhonda Cornum on Wednesday, 17 th February 2016 Invitations be extended to District Council of Grant Elected Members	Secured 15-19 February 2016 Confirmed Brigadier General (Ret) Rhonda Cornum 15-19 February 2016 in the Limestone Coast Completed

Scope a Wellbeing Workforce/Positive Organisation project to lead, measure, build and embed wellbeing and resilience inside the City of Mount Gambier workforce as a significant commitment to building a region of wellbeing inside the State of Wellbeing.

Task	Action	Progress Notes
Staff Training	Manager Community Services & Development and Library Manager undertake training Manager Regulatory Services and Planning Officer training undertaken	Completed in November 2015 Completed February 2016
Lifelong Learning sub committee awareness training	City of Mount Gambier Regional Health Plan	Completed
Elected Member awareness training	Workshop to be held January/February 2016 Invitation be extended to District Council of Grant Elected Members	Scheduled for 24 th February 2016
Develop Wellbeing Workforce/Positive Organisation project	Ensure gender balance with internal Techworks trained staff to achieve sustainable program delivery Liaise with SAHMRI to: <ul style="list-style-type: none"> • identify baseline data • identify measures • identify costs Develop lead, measure, build and embed program for Wellbeing & Resilience	Additional training completed Refined workplace project with WRC SAHMRI using Lead, Measure, Build, Embed model to include the following: Lead Project plan, communications strategy and plan to ensure project successfully launched; documents owned and monitored by the council Review and input to KPIs, governance structure and finalising program methodology SAHMRI staff time for up to 3 visits to Mount Gambier over

		<p>the program Project Lead and Research team time in managing SAHMRI deliverables on time and budget across the below phases</p> <p>Measure Three survey rounds in (baseline and repeat in year 1) and an additional round in year 2 includes: Finalisation of survey questions and individual report scripts Pilot test of survey Deployment of online survey via unique survey links to all staff Third party data management and hosting, ensuring confidentiality of data Helpdesk support for online survey users and response tracking Data integrity check/cleansing Delivery of individual reports/ PERMA scores and commentary Aggregate reporting to City of Mount Gambier Submission of ethics application for data collection for research purposes Evaluation: Including running focus groups/interviews with staff to add qualitative findings in addition to the quantitative survey measurement results.</p> <p>Build Review and provide input/guidance for training roll out strategy which will be led by City of Mount Gambier.</p> <p>Embed Review and provide input/guidance for how to Embed new knowledge into business as usual.</p>
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	Develop the training schedule Implement the program	Brief the Human Resources Manager Plan to implement training from July - October
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SOUTH EAST STEM STRATEGY CONSULTATIVE GROUP

ORGANISATION	CONTACT PERSON	POSITION	ROLE & SUPPORT	LINKS TO ORGANISATION PRIORITIES
Department for Education and Child Development	Adam Box	Education Director	<ul style="list-style-type: none"> Working with Business Partnership Manager to drive and lead vision for region Linking work to ECD partnership priorities Working with partnership results plus executive to link strategies 	DECD clearly articulate that through Building a High Performing System that we must Build a High Quality Workforce. Extensive research including recent overseas travel demonstrates that teaching quality and leadership capability are the greatest determinants in improving student engagement, achievement and wellbeing.
Department for Education and Child Development	Emma Handford	Business Partnership Manager	<ul style="list-style-type: none"> Development of concept Bringing together key stakeholders Supporting schools to develop strategic partnerships with industry to allow students access to real world applications, problem based and inquiry based learning focused on STEM Aligning DECD, local, state and national priorities 	<p>A key priority of the DECD Strategic Plan 2014 – 2017 is Higher Standards of Learning Achievement with a vision of having a strong public education system, characterised by high achievement, growth, challenge, engagement and equity. Key actions include:</p> <ul style="list-style-type: none"> Implementation of effective programs to develop student’s capabilities and support pathways planning for young peoples’ successful transition from school to further education, training and/or employment Developing and implementing a teaching quality strategy and a school leadership development strategy
UniSA Connect	Deb Turly	Manager UniSA Connect Programs	<ul style="list-style-type: none"> Strengthening of programs and commencement of work in STEM with UniSA programs for secondary school students 	UniSA Connect focuses on inspiring science, technology, engineering and mathematics (STEM) study and career awareness with secondary school students. The suite of UniSA Connect experiential programs aims to promote further
Mount Gambier City Council	Barbara Cernovskis	Manager Community Services and Development	<ul style="list-style-type: none"> Building local capacity Brokerage of venues for events Supporting and hosting a STEM community event Development of “makers” space in library 	The City of Mount Gambier continues to adopt Learning as a key theme and strategy and in the review of the Councils current Strategic Plan, Learning remains one of our key strategic goals beyond 2015. Our fundamental focus is that learning in all its forms is a lifelong activity and is a core source of individual, social and community strength
Primary Industries and Regions SA	Peta Crewe	Regional Coordinator Limestone Coast, Regions SA	<ul style="list-style-type: none"> Connection with industry as future employers of students (in regional areas) with STEM skills 	<p>To assist primary industries and regions to grow, innovate and maximise their economic growth potential.</p> <p>Students, schools and their communities are taking an active, responsible and effective role in sustainable natural resource management, and more widely as responsible global citizens.</p>
Natural Resources South East	Natasha Dawson	Environmental Education Officer	<ul style="list-style-type: none"> Connection with science and research agencies with STEM skills and careers Professional Development for teachers Delivery of STEM education opportunities for schools 	Students, schools and their communities are taking an active, responsible and effective role in sustainable natural resource
	Vanessa Freebairn	Environmental Education Office		
Naracoorte and Lucindale Council	Sally Klose		<ul style="list-style-type: none"> Building local capacity Supporting and hosting a STEM community event Links to Science at the Naracoorte Caves 	To increase community participation with the science going on at the caves and expand beyond this to show people the full range of scientific endeavours in the region and its relevance to their daily lives

BACKGROUND

Science, Technology, Engineering and Mathematics disciplines are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. It has been estimated that at least 75% of the fastest growing occupations will require STEM based skills and knowledge in the future (AI Group).

EDUCATIONAL RATIONALE

STEM is a priority for South Australian, National and Global education. STEM touches every aspect of our lives, from our smartphones to the technologies that enable us to explore the world around us. It also drives innovation and our fast changing global economy. **STEM skills** are essential in creating and turning new ideas and inventions into lucrative, internationally competitive Australian products, services and exports. **STEM studies** also develop generic skills such as **problem solving, critical thinking and creativity** which are used in a wide range of occupations and every day actions.

A **coordinated STEM Education** approach is essential for our community to continue to develop and thrive. The aligned effort will ensure our young people are prepared for living in a STEM world and are able to maximise the opportunities to thrive and be successful in a knowledge based economy. STEM Education also plays a significant role in increasing awareness and knowledge of how STEM skills are applied and work in real life settings at the community, parent, school leader and teacher levels and builds community knowledge of future life and employment opportunities locally. Furthermore, The Australian Industry Group "*Progressing STEM Skills in Australia*" March 2015 report states that STEM needs to be a continued focus in the schooling sector for the following reasons:

- A range of strategies are required to raise the participation of school students and industry in STEM related programs and activities
- The expansion of school based STEM activity needs to occur in a co-ordinated manner in conjunction with increased industry participation
- Schools need to be provided with co-ordinated assistance to enable STEM elements to be taught in an integrated manner utilising practical teaching pedagogies and programs.
- There needs to be an extension of support in relation to the recruitment, pre-service training and in-service professional development to raise the qualifications of the STEM teaching profession to enable them to more effectively deliver STEM curriculum and programs

DRIVING FACTORS FOR DEVELOPMENT OF A REGIONAL STEM STRATEGY

- STEM skills are essential for the future economic and social well being for our community
- Participation in STEM skills at secondary school and university are unacceptably low
- Industry needs to become engaged in the promotion of STEM skills at all levels of education and training
- Teachers need to be supported to prepare students for living in a STEM world
- Current school and industry STEM initiatives are characterised by un-coordinated and non systematic activity
- There is a need to develop more engaging school curriculum and pedagogy to attract students to STEM.

SOUTH EAST STEM STRATEGY AND ACTION PLAN

The regional STEM initiative brings together science and research agencies, education providers, industry and business and community organisations at a regional level and provides a platform for a coordinated approach to advance student learning in science, technology, engineering and mathematics (STEM) and to building community awareness of STEM skills. The strategy is supported by the *Inspiring Australia Regional Science Hub* and is focused on progressing a sustainable whole of community approach to maximise the potential benefits that Science and Innovation can bring to our region. Underpinning considerations when developing this strategy include:

- Strengthening education industry STEM partnerships. The priority is to provide inquiry based learning opportunities and the development of problem solving and higher order thinking skills through these partnerships

- Utilising the rigour of the Australian Curriculum and the Teaching for Effective Learning Framework in Science, Technology and Mathematics in an approach that reflects real life and work based contexts.
- STEM careers and pathways are considered integral components of the approach with students having opportunities to explore and increase their knowledge of future opportunities.
- Influencing practice for teachers from birth to 18 years of age. It is anticipated that this will have an engagement impact on students from Kindergarten through to Year 12 and beyond school in Science, Technology, Engineering and Mathematics (STEM). *STEM effective pedagogical practice whilst lifting student achievement and engagement is a major focus on the Blue Lake Partnership Plan (appendix 1) and Action Record (appendix 2) and the South East Coast and Vines Partnership Plan (appendix 3).*

VISION STATEMENT

Students have the skills and knowledge necessary to thrive in a STEM world through a **focused effort of teaching and learning of science, technology, engineering and mathematics (STEM)** disciplines which are **connected to real world application** and support our students to be creative, connected and powerful learners.

OBJECTIVES OF THE SOUTH EAST STEM STRATEGY AND ACTION PLAN:

- Promoting a positive image of science and mathematics and STEM
- Increasing public knowledge and awareness of science (scientific literacy, scientific method)
- Supporting increased student engagement
- Supporting increased student participation in school based mathematics and science, tertiary level STEM disciplines and the STEM workforce
- Addressing under representation of minority groups
- Establishing mechanisms for coordination across STEM organisations
- Supporting increased achievement in school based mathematics and science

OVERARCHING EDUCATIONAL OUTCOMES OF THE SOUTH EAST STEM STRATEGY AND ACTION PLAN:

- Learners with strong literacy and numeracy skills acquire, create, connect and communicate meaning in a wide variety of contexts.
- Learners develop the following competencies to be active and successful participants in an increasingly globalized and knowledge based society:
 - Critical thinking and problem solving
 - Creativity and innovation
 - Social responsibility and cultural, global and environmental awareness
 - Communication
 - Digital literacy
 - Life long learning, self direction and personal management
 - Collaboration and leadership

UNDERPINNING EDUCATIONAL PRINCIPLES DRIVING THE SOUTH EAST STEM STRATEGY AND ACTION PLAN:

- Learner centred
- Shared responsibility and accountability for results
- Engaged communities
- Inclusive, equitable access
- A responsive, flexible approach
- Sustainable and efficient use of resources

SOUTH EAST STEM STRATEGY AND ACTION PLAN KEY STRATEGIES:

Strategy 1: Nurturing Successful Learners:

Develop and implement a cross sectoral strategy for improving STEM educational outcomes for all students in early childhood, primary and secondary school settings, especially in the core areas of the Australian Curriculum: science inquiry skills: science understandings: science as a human endeavour: mathematics content and mathematics proficiency

Strategy 2: Equipping expert teachers:

Develop short and long term strategies to grow the expertise of teachers in STEM education of early childhood, primary and secondary school students including:

- Support for teachers through professional learning opportunities focused on STEM
- Development of supportive partnerships with external STEM education providers
- Provision of real world examples and experiences of science and innovation at work
- Building expert learning communities to ensure continued growth in teacher capabilities and sharing models of effective practice
- Development of curriculum resources with a focus on innovation, inquiry, creativity and problem solving

Strategy 3: Strengthening Education and Industry Partnerships:

Develop and implement strategies to strengthen partnership between schools, higher education and Industry which connect learning with real world contexts and provide opportunities for students to develop problem solving and inquiry skills. This includes:

- Stronger engagement of relevant STEM organisations in student learning
- Optimising Industry support for STEM education and dissemination of information about STEM education initiatives
- Establishing an Industry STEM Education Consultative group to generate higher levels of industry engagement in STEM education, increased collaboration between industry and education service providers in the delivery of STEM education initiatives, and create higher awareness of the range of initiatives being implemented.
- Identification of ways in which curriculum resources can be contextualised and pedagogy changed to make STEM subjects, such as mathematics and physics more relevant and attractive to a wider range of students

Strategy 4: Building Community Capacity

Building awareness of STEM disciplines and STEM related occupations among young people including:

- Awareness campaigns to enrich public understanding of career options in STEM and the nature of STEM work, and to alert young people to the range of possible future STEM lives and identities
- Strategies designed to involve families in mathematics and science learning and in building positive attitudes to STEM related careers
- Expansion of opportunities for families and the general public to engage positively with science and mathematics through events, exhibitions and other approaches
- Enrichment program whereby students are engaged in science or mathematics projects that link to members of the local community
- Enhanced career education for students, parents, teachers, career guidance officers and school leaders to enhance awareness and understanding of the importance of STEM education and the opportunities available through STEM based careers.

SOUTH EAST STEM STRATEGY AND ACTION PLAN

Inspiring Australia Regional Science Hub (National)

- Raising awareness among young people of opportunities in science & research
- Providing activities during National Science Week

Department for Education & Child Development (State)

- Results Plus Strategy
- Raising achievement
- Site improvement
- External School Review Framework

Collaboration and Leadership (Local)

Bringing together key stakeholders to focus on STEM education in our region with a multifaceted approach that supports:

- Student Learning
- Teacher Pedagogy
- Business & Industry Needs
- Government Initiatives & Policy
- Increased Public Awareness

2016 REGIONAL STEM SUMMIT

Professional Learning Communities (fostering STEM skills through strategic partnerships with industry)

Industry Partners

Developing a coordinated and systematic approach to Education Industry STEM partnerships which provide real world and current inquiry based and problem based learning opportunities for integrated with curriculum

Utilising Industry partners to support teachers and students to gain awareness and knowledge of the STEM careers and pathways available both locally and nationally.

Effective Teaching

Strengthening STEM teaching at all year levels through strategic partnerships that support class room practices including inquiry based and problem based learning opportunities

Utilising the rigour of the Australian Curriculum and the Teaching for Effective Learning Framework

Integrating effective, research based teaching strategies that use curiosity and inquiry as guiding principles

Providing teachers with the opportunity to develop their knowledge of STEM and adapt the related curriculum with the assistance of industry partners

Inspired Learners

Engaging students in real world problems which encourage them to use the skills critical for 21st century success such as teamwork, communication, creativity, innovation, problem solving and critical thinking

Exposing students to an array of STEM related jobs through interaction with STEM professionals so that students understand how science and math concepts apply in the work environment

Provision of real world learning contexts which students the application of STEM dispositions.

SOUTH EAST STEM STRATEGY IMPLEMENTATION PLAN 2015 - 2018

Focus Area	STRATEGY	ACTIONS	HOW	WHO	WHEN	ACHIEVEMENT MILESTONES
		Activities required to progress the key implementation strategies	People, budget, equipment, IT, learning space.	Individuals or teams responsible for implementation	Date, week, month for completion.	Practice measures or lead indicators that describe success
Nurturing Successful Learners	<p>Develop and implement a cross sectoral strategy for improving STEM Educational Outcomes for all students in early childhood, primary and secondary school settings, especially in the core areas of the Australian Curriculum:</p> <ul style="list-style-type: none"> • Science Inquiry Skills • Science Understandings • Science as a human endeavour • Mathematics Content • Mathematics Proficiency 	<p>Develop a common understanding of the importance of STEM.</p> <p>Coordinate STEM opportunities which increase student knowledge of STEM and future career opportunities</p> <p>Increase the number of students accessing STEM by providing challenging and engaging curriculum opportunities linked to real world application and pathways</p>	<p>STEM Summit</p> <p>STEM Consultative Members become the conduit between Schools and STEM experiences for a consistent approach for all students.</p> <p>Students have influence in developing their own tasks and learning in a co construction environment between schools, students and partners.</p>	<p>STEM Consultative Group</p> <p>STEM Hub (UNISA Staff)</p> <p>TfEL Team Adelaide</p> <p>Business Partnership Manager</p> <p>Education Director</p>	<p>May 27th 2016</p> <p>Ongoing</p> <p>Students task design 2017</p>	<p>Increased number of students undertaking SACE Science & Maths with an increased number of female students.</p> <p>Increased Retention rates</p> <p>Clearly defined pathway structures to support SACE completion</p>
Equipping Expert Teachers	<p>Develop short and long term strategies to grow the expertise of teachers in STEM education of early childhood, primary and secondary school students including:</p> <ul style="list-style-type: none"> • Support for teachers through professional learning opportunities focused on STEM • Development of supportive partnerships with external STEM education providers • Provision of real world examples and experiences of science and innovation at work • Building expert learning communities to ensure continued growth in teacher capabilities and sharing models of effective practice • Development of curriculum resources with a focus on innovation, inquiry, creativity and problem solving 	<p>Advance STEM pedagogy through an inquiry based learning approach.</p> <p>Influence teachers STEM practice with a focus on quality task design & moderation through PLN's</p> <p>Through Partnership Action Records staff will have increased opportunities to deprivatise practice and work across</p> <p>Leaders support teachers to plan together to develop engaging, meaningful and rigorous STEM learning programs</p> <p>Long and short term vision and actions are regularly reviewed in line with local data, DECD strategic directions and the evolution of state and national STEM policy directions</p>	<p>Continue the Results+ strategy of deprivatising STEM practice across the South East</p> <p>"Site Improvement Journey"</p> <p>TfEL Training Days.</p> <p>"Intellectual Challenge for Powerful Learners"</p> <p>Sharing practice across Sites.</p> <p>Establishment of STEM PLN's to interrogate curriculum design and assessment of the Australian Curriculum and SACE</p> <p>Utilisation of TfEL and Australian Curriculum to deepen STEM learning experiences in partnership with Industry</p>	<p>Results+ Team – Ongoing</p> <p>Blue Lake Executive</p> <p>SECAV Executive</p> <p>UNISA</p> <p>TfEL Team Adelaide - Term 3 2015</p> <p>Business Partnership Manager</p> <p>Partnership Executive</p> <p>Education Director</p>	<p>Ongoing</p>	<p>Established PLN's that combine early, primary & secondary areas that span across partnerships both rural & metro with a focus on development of inquiry based and problem based learning</p>

Strengthening Education and Industry Partnerships

Develop and implement strategies to strengthen partnerships between schools, higher education and industry which connect learning with real world contexts and provide opportunities for students to develop problem solving and inquiry skills. This includes:

- Stronger engagement of relevant STEM organisations in student learning
- Optimising Industry support for STEM education and dissemination of information about STEM education initiatives
- Establishing an Industry STEM Education Consultative group to generate higher levels of industry engagement in STEM education, increase collaboration between industry and education service providers in the delivery of STEM education initiatives, and create higher awareness of the range of initiatives being implemented
- Identification of ways in which curriculum can be contextualised and pedagogy changed to make STEM subjects, such as mathematics and physics more relevant and attractive to a wider range of students.

Harnessing Industry partners to support authentic learning through the provision of problem and inquiry based practice.

Creating Learning content that is based on current topics/issues that require student problem based involvement

STEM Summit showcasing of the best practice examples between education and Industry that supports effective learning.

UniSA Connect. Establishment of a STEM Hub with the incorporation of the AARNET

Utilisation of PIRSA to grow links with local STEM industries that will support education and provide localised inquiry based learning opportunities

Utilisation of NRMSE expertise in STEM education

Connections to local science learning eg Naracoorte Caves, Volcanos, Picannine Ponds etc.

Business Partnership Manager.

On line sustainable platform.

UniSA

PIRSA

NRMSE

City Mount Gambier

Naracoorte & Lucindale Council

Local Industry (to be identified)

Ongoing
STEM
Community
Event 2016

Building Community capacity to understand and implement STEM based participation which supports real world relevant learning preparing the South East future workforce.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Building Community Capacity</p>	<p>Building an awareness of STEM disciplines and STEM related occupations among young people including:</p> <ul style="list-style-type: none"> • Awareness campaigns to enrich public understanding of career options in STEM and the nature of STEM work, and to alert young people to the range of possible future STEM lives and identities • Strategies designed to involve families in mathematics and science learning and in building positive attitudes to STEM related careers • Expansion of opportunities for families and the general public to engage positively with science and mathematics through events, exhibitions and other approaches • Enrichment program whereby students are engaged in science of mathematics projects that link to members of the local community • Enhanced career education for students, parents, teachers, career guidance officers and school leaders to enhance awareness and understanding of the importance of STEM education and the opportunities available through STEM based careers. 	<p>Providing students and educators with an increased opportunity to participate in STEM initiatives. That will enable connected and powerful learners that have a disposition to drive their own learning and to approach the future confidentially.</p>	<p>Mount Gambier City Council STEM Community Event to engage families in STEM related activities.</p> <p>Mount Gambier City Library Makers Space. Providing the avenues and area for STEM related learning for community members</p> <p>Future Innovators Series event at the Main Corner</p> <p>Other opportunities to be identified and documented as an ongoing process</p> <p>Naracoorte & Lucindale Council Community Event to engage community in STEM related activities.</p>	<p>Partnership Executive</p> <p>Education Director</p> <p>Business Partnership Manager</p> <p>City Mount Gambier</p> <p>Naracoorte & Lucindale Council</p> <p>PIRSA</p> <p>NRM</p> <p>UniSA</p>	<p>Ongoing</p>	<p>STEM education is clearly understood and valued across Bluelake and South East Coast and Vines Partnerships with a collaborative effort to share resources to support improvement agendas.</p>
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A School and Local Government Partnership model

Developing young people as active and informed citizens

A strategic partnership between a school and its Local Government (City Council or District Council) strengthens the capacity of the local community and has huge benefits for all involved. These partnerships enable efficient use of local resources, link student learning to real situations, support curriculum delivery and develop capabilities and skills in students which in turn support a more innovative and work ready workforce.

CITY / DISTRICT COUNCIL

SCHOOL (PRIMARY OR SECONDARY)

A STRATEGIC APPROACH TO:

CHALLENGING & ENGAGING LEARNERS

Current and / or future council priorities areas are used to provide inquiry based and problem based learning opportunities

FOSTERING YOUNG LEADERS

Student leaders work on real, identified issues of community interest. They carry out research on the problem and develop solutions (either proposals for others or an action they can then take) and present these back to council.

STRENGTHENING PEDAGOGY

Teachers gain an understanding of, and build capacity to use real world authentic learning contexts in the delivery of Australian Curriculum

INSPIRED LEARNERS

Students are engaged in real world problems which allow them to use the skills critical for 21st century success such as teamwork, communication, creativity, innovation and critical thinking

Benefits for Council

- Stronger links to community connectedness through interaction with students
- Supporting the education of informed local citizens
- Opportunities for authentic student voice on Council Agenda items
- Supporting Council to meet their goals and objectives for consultation and service provision
- Young people involved in issues of concern and relevance to the community
- Vehicle to gain youth perspective in council business

Benefits for Schools

- Support strategic direction of schools with focus on real world community learning
- Strengthening the schools learning and improvement agenda through the provision of authentic learning and real world problems for students to be involved in
- Supporting students to develop capabilities and dispositions (in particular problem solving and critical and creative thinking)
- Connecting learning to students lives and aspirations
- Allows for opportunities for the design of rigorous learning tasks and the opportunity to apply and assess the learning in authentic contexts
- Contextualisation of the curriculum (Australian Curriculum, SACE, VET etc)
- Allows students to engage more deeply through relevant real world application and connection