



## **Northern Community Summit - Final Report**

September 2008

## Acknowledgements

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**Jimmy Barnes**

This report is the work of Briony Sterk, Executive Officer to Professor Hilary Winchester.

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### 1. Introduction

The Northern Community Summit (NCS) took place on Friday 1 August 2008.

The idea of having a Summit had been floated by Professor Hilary Winchester, Pro Vice Chancellor: Strategy and Planning at the University of South Australia in response to a letter to the *Sunday Mail* from rock singer Jimmy Barnes. Barnes had made a public plea for a change in attitudes and services both in and around his old neighbourhood of Elizabeth, north of the city.

Leading figures in South Australia, including the Governor of South Australia, who is a supporter of many programs in the north, saw this as an opportunity to engage in a concrete manner to address these important issues. The Summit was a logical suggestion for UniSA, an institution with a campus and a long standing interest in the north and a strong commitment to building social cohesion, particularly through education.

The list of dignitaries who attended included His Excellency the Governor, the Premier, Ministers Caica and Lomax-Smith and the newly appointed Minister for the Northern Suburbs, Hon Jennifer Rankine. There were a host of politicians, both federal and state, all the local mayors, the Lord Mayor of Adelaide, and CEOs from Government Departments and business, as well as a good proportion of people from the community. They included teachers and school students and members of voluntary organisations that run programs in northern Adelaide as well as grass root community associations. The University representation included the Chancellor and the Vice Chancellor, three members of the Senior Management Group, academic and professional staff and students.

A significant contribution to the Summit was made by UniSA's School of Communication whose staff and students made a video on Northern Adelaide (*Look Again*)<sup>1</sup> that was screened on the day. Students acted as recorders of the proceedings and discussions. Thirty tables of people discussed issues relating to education and their big ideas for northern Adelaide.



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<sup>1</sup> The video is available on the NCS web site at:  
<http://www.newdev.unisa.edu.au/northernsummit/report/default.asp>

The Northern Community Summit received fantastic support from the community. There was financial support from the Innovative Economic Opportunities Group (IEOG), Land Management Corporation, Delfin Lend Lease, the Committee for Economic Development of Australia (CEDA) and Playford Council. The University contributed significant in-kind support through the School of Communication, the Strategy and Planning Portfolio and the Marketing and Development Unit.

Unlike many conferences and events, attendance did not drop off after lunch. People engaged with one another and the issues for the entire day. Some who had to leave came back later in the day. There was a real sense of achievement. This was the case even before the Summit was convened, when the Premier announced in the Cabinet re-shuffle, the appointment of the Minister for the Northern Suburbs.

What was achieved at the Summit? The list of developments and outcomes related directly or indirectly to the Summit includes:

- Office of the Minister for the Northern Suburbs in Elizabeth
- Community Cabinet meeting in Salisbury
- \$170,000 promised by UniSA for northern Adelaide students at school and for continuing study
- Port Adelaide Football Club is looking at having a pre-season game at Elizabeth
- BAE Systems Australia commitment to continue its program that promotes science and engineering in schools and scholarships for university.

More importantly, people shared their ideas. There were lots of inspiring ideas with genuine enthusiasm and commitment to execute many of them.

The Summit has created momentum in the northern area to make a positive difference, both now and into the future.

This report seeks to capture those ideas and the discussions on the day. It also seeks to reflect the order of importance that, judging from comments and table reports, summiteers attached to the ideas. Inevitably, we may have missed or misinterpreted some things.

The [Northern Community Summit](#) website includes information, such as the video from the School of Communication, photos from



the day, and the collection of media coverage. The day was nothing short of inspiring.

Having made a public commitment that all ideas would be considered, after the event, University staff helped pull together all the pieces of paper and the notes of scribes. At the same time, the School of Communication continued working to complete a documentary on the Northern Community Summit before the end of September.

The Board of Northern Futures<sup>2</sup> met to discuss how it will take forward many of the ideas presented at the Summit.

A key role for Northern Futures is to develop and progress State and Federal Government programs to advance education, training and workforce development in the region. It was this body that many at the Summit saw as the logical candidate to channel the energy and ideas the community had generated.

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<sup>2</sup> Northern Futures is an incorporated, community-based, not for profit organisation which works with all levels of government and has established relationships with local industry, schools, Registered Training Organisations, community groups and providers of Australian Government Employment Services. See the Northern Futures web site at: [www.northernfutures.org.au/](http://www.northernfutures.org.au/)



## 2. Overview

### 2.1 Preparations and participants

Around 400 people came together, seated at 30 discussion tables and a few additional tables for distinguished guests and the media. The challenge was to engage everyone in a discussion of issues relating to education and employment in northern Adelaide, defined as the suburbs within the Salisbury, Elizabeth and Gawler local government areas.

Following their registration of interest on the Summit website, people were invited to attend the Summit. Other invitations went to people who agreed to act as Table Facilitators, student scribes and the members of a community Reference Group and the Steering Group that Professor Winchester had set up. The Steering Group managed all preparations for the Summit, including selection of people who would attend from those who had registered. In the end, it appeared that there was a seat for everyone who registered and unexpected guests.

Reference and Steering Group members are listed at the end of the report and on the NCS website.

Preparations for the Summit included a briefing and training session for all 30 Table Facilitators. This was held on Friday 18 July 2008, kindly hosted by the Governor. Facilitators were taken through the draft program, venue arrangements and set up. Their input was important in developing the final program.

In addition, in the weeks before the event, Professor Winchester and the Project Manager, Gabrielle Overton, met and spoke with many stakeholders in the northern suburbs. The list included Mayors and City Managers/CEOs, leaders of business, industry, government agencies, sport clubs such as Port Power and the SA Cricket Association, and members of the community. Jimmy Barnes was approached through his agent in Adelaide and contributed to the Summit by agreeing to the filming of two short clips, one for the beginning, the other for the end of the day - and to the use of his music.

These clips are also on the NCS web site together with the video mentioned below.

Individually and as a team, Gabrielle and Hilary promoted attendance at the Summit and support not just for the event but for projects that would benefit the people living there. Some were announced on the day. The sponsorships provided by the Innovative Economic Opportunities Group (IEOG), Committee for Economic Development of Australia (CEDA), Land Management Corporation (LMC), which provided lunch and refreshments, Delfin Lend Lease, and the City of Playford donation of the use of the venue, were important outcomes of this early activity.

The School of Communication offered to make a video that would showcase programs operating in northern Adelaide. The title, 'Look

Again', reflected the desire to question the negative image that is often conveyed in the press by looking at positive stories in the community. It asked people to consider the aspirations and engagement of a sample of young people in the North. At the same time, the School was documenting the development of the Summit, filming interviews and meetings that would be augmented with filming the proceedings on the day.



## 2.2 The program

The MC for the day was Daryl Hicks, a long-time resident and former AFL champion with strong links to the community. Auntie Josie Agius gave a traditional welcome and His Excellency the Governor of South Australia, Rear Admiral Kevin Scarce AC CSC RANR, gave an address to open the Summit. There followed speeches by the Premier of South Australia, Hon Mike Rann, and the Social Inclusion Commissioner, Monsignor David Cappo AO. Later in the day, Minister for the Northern Suburbs, Hon Jennifer Rankine, spoke to the summiteers in an impromptu speech. Mr Kim Scott from BAE Systems Australia gave a presentation on a highly successful collaborative education program BAE Systems runs. It is designed to support school retention and further study and attract students to careers in science and engineering. Mr Alan Tidswell, from OneSteel, spoke about a 20 week programs run by his company that supports the unemployed into work, Goal 100 and 'Get Set'.

A copy of the final program is at the end of the report and on the NCS website.

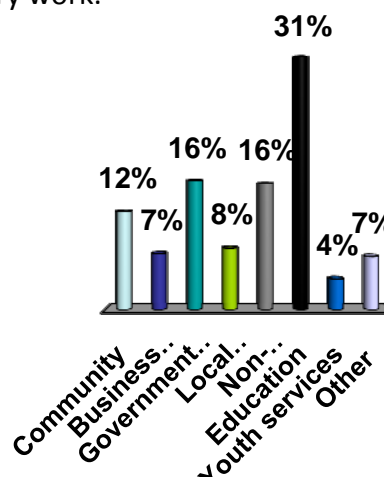
The Summiteers were provided with electronic clickers so that they could respond to some questions throughout the day. To demonstrate how to use them and to learn something about the range of people who were there, Professor Winchester posed some questions: Who is here? Why are we here? Gender? Age?

Slides showing questions and responses are also on the web.

Results showed that people came from many different sectors and backgrounds but all were linked in some way to the region. Some were long term residents, others worked, but did not live in the area, and yet others who did not either live or work in the area were connected to the community through work or voluntary work.

### Who is here?

1. Community
2. Business/Industry
3. Government agency
4. Local government
5. Non-government organisation
6. Education
7. Youth Services
8. Other



The clicker presentation was the work of Dr David Birbeck, UniSA Learning and Teaching Unit.

The age breakdown showed that 8% of those who used the clickers were under 20 years; 11% under 30; 16% under 40; 23% under 50 and 32% under 60.

The question, 'Why are we here?' showed that a majority (57%) were at the Summit because of their work, while 43% of those who responded indicated a personal rationale for attending based on their place of residence, family links or a personal commitment. The latter undoubtedly included volunteers in service and charitable organisations who neither worked nor lived in the area. The registrations of interest, which required people to state why they wanted to attend the Summit, revealed that quite a few people put their own time into activities that support the northern community. The following table shows how people responded to the question using clickers.



Live in the North	23%
Family links	2%
Work in the North	30%
Work commitment	27%
Personal commitment	18%

After the opening speeches, presentations, viewing of 'Look Again' and morning tea, groups got down to what proved to be lively discussion that was sustained throughout the day. The program included four sessions:

1. Understand what is - pieces that work
2. Imagine what can be - changing pieces
3. Create what will be - reshaping the picture
4. Last pieces.

The view of life experiences and programs as pieces in a jigsaw provided the thread that linked the sessions. The theme for all sessions was the transforming role of education for individuals and communities.

In between sessions, Daryl Hicks interviewed a few of the summiteers, focusing on their experience living and growing up in the North.

The first session saw summiteers identify programs operating in four broad categories:

- Early childhood
- School retention
- Transitions to work and study
- Re-engaging with work.

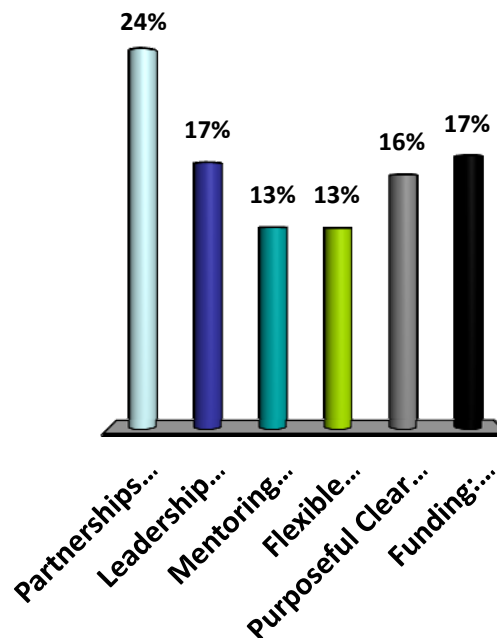
The focus was on identifying the many initiatives and programs in place in the northern Adelaide suburbs and why they worked.

In the second session, people listened to Alan Tidswell's presentation on Goal 100, a very successful program initiated by OneSteel in Whyalla<sup>3</sup>. That led into a discussion of the elements or characteristics of such successful programs.

After lunch, there was a report back that had been developed during the 45 minute break. A summary of the most frequently cited characteristics that make programs work or not work was presented, and people then voted on what they thought were the top three, with the following result.

**What makes a program work?**

1. Partnerships  
Govt/Business/Community
2. Leadership  
Planning/Sustainability
3. Mentoring  
Whole person
4. Flexible  
Cultural/Responsive/Individual
5. Purposeful  
Clear Goals/Outcomes
6. Funding: resources  
Adequate and Certain



Section 4 will report in greater detail on the views expressed in this session.

The summiteers then moved on to discuss the two ideas that they had brought with them. Along with their invitation they had received a sheet asking them to 'come to the Summit with 2 big ideas for the future of the northern suburbs, at least one of which will be no cost/low cost and both of which relate to the themes of the Summit'. After nearly an hour long discussion, each table was asked to report to the whole group the idea that they considered to be their 'best idea'. As the reports were made, they were hastily recorded in abbreviated form on slides that all could see.

<sup>3</sup> A presentation given by Alan Tidswell on 21 August 2008 to SACOSS Stronger Communities Conference is available at <http://www.sacoss.org.au/events/conference/presentation-pdfs/Tidswell.pdf>.

The discussion at each table was recorded by a student of the School of Communication. These records as well as the slides and the sheets that tables handed in have been used in preparing this report.



Following afternoon tea, in the final session, several summiteers took the microphone to announce commitments made by the organisations they represented. Together with announcements made by Minister Rankine in her speech, the list of commitments made on the day included:

- Office of the Minister for the Northern Suburbs in Elizabeth
- Community Cabinet meeting in Salisbury
- \$170,000 promised by UniSA for northern Adelaide students at school and for continuing study
- Port Adelaide Football Club is looking at having a pre-season game at Elizabeth
- BAE Systems Australia commitment to continue its program that promotes science and engineering in schools and scholarships for university.

### 2.3 Conclusion

One of the most exciting initiatives of all in relation to northern Adelaide had already happened: the Premier's appointment of the Hon Jennifer Rankine as Minister for the Northern Suburbs had been announced in the Cabinet reshuffle a week before the Summit.

#### [Reshuffle creates new portfolio for the North](#)

July 23, 2008

*Premier Mike Rann today announced the new portfolio of Minister for the Northern Suburbs as part of his mid-term Cabinet reshuffle involving two thirds of Cabinet Ministers that will become effective at a swearing-in ceremony at Government House tomorrow morning.*

...

*“One of the biggest changes will be for Jennifer Rankine who changes her portfolios completely and takes on the new portfolio of Minister for the Northern Suburbs and well as Minister for Families and Communities, Minister for Housing, Minister for Ageing and Minister for Disability.*

The next section will describe some of the ideas and major themes that emerged at the Summit.



### 3. Ideas and major themes

This section focuses on the discussion of 'best ideas' that were reported by tables on the day and the many 'ideas sheets' brought along and handed in by summiteers.

Not everyone turned in an 'ideas sheet' and the task of entering all the ideas on the sheets that were collected on the day has not yet been completed. However, the student scribes did make notes of the discussion of ideas in notebooks and after the Summit they submitted summary reports on each session. Using all the information available, the major themes have been distilled and written up and some of the ideas have been incorporated into this section to amplify the themes.

In due course, all ideas that were provided in writing will be transferred to a spreadsheet that will be provided to Northern Futures and made available on the NCS website.

#### Northern Community Summit



### Our big ideas

- Life transition programs: holistic/ information
- Simplify apprenticeship scheme: whole system
- Mapping and coordination of activities: think as clusters. Must link to uni and TAFE: event
- Change management; marketing the "can do"
- Individual centric program
- Money per person
- Program co-ordination, locally managed, partnership
- Half year forum between industry / community / education
- Centralised department: new minister for the North: information web
- Declaration community of excellence
- Industry drives mentoring and real jobs yr 8-12...careers

1 of 3 slides created on the day as the Tables reported their ideas. All slides are available on the NCS web site.

#### 3.1 Image of the North

The genesis of the Summit was the media, specifically the articles that were printed in the *Sunday Mail* about Jimmy Barnes and his public expression of dismay at changes that had occurred in the suburb where he had lived for a while in his childhood. The articles aroused both support and criticism and generated a stream of discussion on the web in the newspaper's 'Have your say' site.

See the media centre on the NCS web site.

A large number of people at the Summit expressed their concern at the image of the northern suburbs consistently conveyed in the media and underlined the importance of turning around the image of the north. One idea stated the need for a 'change management program or plan for northern Adelaide. Promote the northern suburbs and a 'can do' attitude'.

Quite a few suggestions to achieve the desired change were made.

- Establish a Centre of Excellence for Social Innovation located in Elizabeth/northern suburbs.
- Establish a Northern Adelaide Promotion Group with local government, businesses and community groups involved in promoting the economic, social and cultural positives of the north.
- Establish a Festival of the North. In its first year, the Festival will launch a youth information activity hub – virtual and physical – and forge community partnerships across all sectors and showcase all that is good in the North.
- Media message - work with media to prevent negative issues being used to support negative perception, provide more positive opportunities to press, gain backing of powerful individuals to turn around media perceptions and influence them and take into account how the different age groups use media.
- Establish a Northern Pride Community Science and Arts Centre. Establish an Interactive Science Centre with outreach programs. Draw people from other locations. Surround it with five-star parks with bike trails. Run Professional Development sessions for teachers there and Goal 100 training. Include industry showcase and use as an information hub for the wide range of existing programs.
- Develop pride in the North. There needs to be a greater sense of pride in the North. We need to remove all the negative stereotypes (often from outside sources) and to create a more positive, proud mind-set and culture and get people to feel good about themselves and their community again. Perhaps with Carclew – and other similar programs – we could drive culture through art. By creating and showcasing pieces the North is proud to show all. Idea for Roaming Art Bank.
- Carols in the North event. Arrange an annual Family event for 10,000 people. Create an expo atmosphere with plenty of information for families. This would reach people who wouldn't otherwise go to the Council for information. Involve schools and parents.

Pride

- Marketing promotion. Develop a North mission statement in slogan form to build better public perception of the north ... get schools to have a competition in which the kids come up with this slogan, so they own it and can be proud of it.
- Increase expectations of northern region. A Glossary of Terms should be created for the North where we agree on definitions to create a richer language and dramatically raise the expectations for the North.
- Change the way the Northern region is spoken about into a more positive dialogue. For example: increase employment not decrease unemployment; increase education standards not school retention.

## Language

These are all good suggestions. They share a desire not just to attack the negative image, but to replace it with a diametrically different one.

The interest in locating a state of the art science centre in the area seems particularly opportune given that South Australia no longer has the Investigator Science Centre but wishes to build mathematics, science and engineering capacity.



In line with the 'early theme' that will be reported later, summiteers thought that the earlier interest in these fields can be stimulated, the better. One idea was simply to:

Re-establish the Investigator Science Centre at Elizabeth.  
Establish with it a Maths and Science Centre for Excellence and schools, for all of Adelaide.

The reference to the importance of language in reinforcing images is also worth noting. Speaking in the negative, rather than in the positive, reinforces a negative stereotype.

Organisations could be encouraged to use positive language in relation to northern Adelaide, in the same way that gender-neutral language use has been a strategy in relation to discrimination against women. Care in the use of language is a strategy for reducing discrimination generally.

## Champions

To achieve the desired change, people often referred to the need to involve leaders and champions in the quest.

- Mobilise champions and advocates, mentors and leaders to promote the north. Develop an ethos of pride in Elizabeth, can-do ethos and pillars and symbols, such as rock 'n roll hall of fame, pride in Elizabeth financial card.

The Governor's role as Patron of Playford Alumni, his involvement in many aspects of the northern Adelaide community, his public commitment to building the social capital of the north, and presence at the Summit for the whole day circulating from table to table to join in the discussions, provide a good example of highly effective and greatly appreciated championing.



One table suggested that the community needed to become more 'media savvy':

- We need to work closely with the media - 4 TV networks, local paper and daily paper - to promote positive stories in the media, not negative ones. We need a commitment from them. Community groups also need to become more media savvy and to work with the media to promote positive stories. We need to change negative perceptions and attitudes.

Others described a way to achieve the desired change and called upon the Minister for the Northern Suburbs to help achieve the vision:

- Re-frame cultural identity of north. At our table there was group consensus that this was imperative. Promote community self esteem. Celebrate multi-culturalism and plurality of the North. Ensure media accurately represents population composition. Attract role models to work in high profile public service roles. Work against stereotypes. Recommend newly appointed Minister for the Northern Suburbs makes this top priority.
- Centre of Excellence for Social Innovation located in Elizabeth/northern suburbs. Have a Centre of Excellence for Social Innovation based in the Northern Suburbs/Elizabeth. Have it endorsed by Jennifer Rankine, the new Minister for the Northern Suburbs. A place where organisations and businesses can go with innovative ideas for social improvement in the northern suburbs. Iconic. Like a children's advice bureau, one in each suburb. Can also be a resource centre. Reinforce work, education, innovation, manufacturing.



### **3.2 Coordination and integration**

A recurring theme in the record of discussions and ideas is to improve coordination across all parts of the community including all levels of government and sectors. This would help reduce duplication and competition for scarce resources, break down silos and promote

improved efficiency, sharing of ideas and resources and a more informed holistic approach to program design and delivery.

Community engagement and evaluation of programs were frequently recommended. Networking, collaboration and consultation were other key words in this discussion.

A number of tables recommended structural changes that they thought would assist implementation of a more holistic approach to the northern suburbs.

## Structures

- A single governing body of community members and local business people/owners who will monitor the duplication and coordination of the use of Federal, State and Local Government funding by both government departments and non-government organisations.
- Centralised northern agency or department to link industry, education and community by creating an exchange between the three. Minister for the Northern Suburbs, Hon Jennifer Rankine, to drive this agency, help in setting it up and in gaining support from the local community and to influence other organizations to come on board and also link in with all the non-profit and volunteer programs.
- Funding significant integrated programs in the north that invest in youth by having government agencies contribute 5% of their annual funding including a regional coordinating house to ensure access to learning and connection to society. Develop a set of northern KPIs to inform strategic decision-making.
- Unified 'Office for the Northern Suburbs'. The Office would bring programs together and break down silos and promote interactions between community and services and programs, and promote interactions between community and services and programs in Health, Life Skills (building confidence, self esteem and motivation), Family, Job Training and promotion. ... Organisational mix and match but a single service and partnerships at one location. Clear goals would be set. Funding would be flexible. It would operate as a joint brokering service and would include staff from each sector and various stakeholders. It would be locally based and focused. ... All programs would be linked to ensure cross feeding. ...Get local places like delis to become involved.
- Streamline and interconnect services and sources of information. Use 'lean thinking' principles to reduce duplication. Improve collaboration of NGOs and all levels of Government and schools

Several tables recommended that ideas from the Summit be taken forward by a particular body. Northern Futures, which in the first session was frequently identified as a successful 'program', here was cited as a logical heir to the Northern Community Summit. It was seen as an effective coordinator that is achieving many positive outcomes and is capable of picking up and progressing many of the good ideas.



- Ask Northern Futures to take all the ideas from today to develop an action strategy. Then they should present the strategy to all the stakeholders, 3 levels of government, the community and business for endorsement.
- Co-ordination of key employment and education players in northern Adelaide to avoid duplication, identify gaps and link back to the community. Not a big idea but if it works better better outcomes will result. Looking to Northern Futures' role to further develop this.

Planning and long term, sustained funding, which were frequently stated to be a reason for the success of programs, when applied to the bigger picture translated to the importance of vision, clear goals, evaluation and leadership.

### **3.2.1 Some tools**

The summiteers often identified tools or strategies for improving collaboration and integration. They included:

- the creation of hubs and clusters
- development of KPIs for the northern regions
- coordinated information centres
- regular forums.

The following examples taken from the 'big ideas' illustrate the high order thinking of summiteers.

- Partnership is No 1. Mapping and coordination of all the good things happening in the north (programs, activities and partnerships). Build on the strength of industries in the north (defence, advanced manufacturing etc). Have industries in the north think local and think 'as a cluster' as does the wine industry. Include a Government cluster (federal, state, local). Potential for one big event a year called, 'the North on Campus'.



Unis and TAFEs open with lectures and industry clusters also on campus.

- Life transition programs - based on mapping and coordination of activities, using clustering and linking to TAFE and university - can-do approach, 6 monthly forum of industry, community and education, community mentor program.
- A forum every quarter or every 6 months to share information on Programs discussing: networking and to create more extensive networks, using Australia Day as an opportunity to promote networks and develop a data base for it, making sure a range of stakeholders is included.

In relation to clusters, one table suggested expanding the regional boundary to include business and industry relevant to neighbouring agricultural areas (Virginia).

A forum for Indigenous people was another idea that was not related to the coordination theme but that should be noted under the heading of 'forums'. Other suggestions were to have a northern children and families' forum and for schools to hold forums for all students.

### **3.2.2 The access thread**

People at the Summit acknowledged that there is a very large number of programs highly relevant to promoting social capital and wellbeing of people in the community. However, a theme in the discussion was the need to improve publicity and access to information and programs to ensure that all those who can benefit from them know about them and can join in. This can be seen as a variation on the 'coordination' theme and so it is recorded here rather than in a separate section. Access to information issues were often linked to the idea of a centralised body.

Transport and location were cited as influencing participation in programs. One table referred to transport as an 'enabling service'.

Better use of local facilities, particularly schools, libraries and shopping centres was recommended.

In addition, information technology was seen to be critical and a single web site for all northern suburbs services and programs was suggested as a valuable tool several times. One group highlighted the ways that the different age groups source information and recommended that this should be taken into account in promoting all programs and in outreach, particularly in relation to youth.

Some access ideas shared at the Summit include:

- Northern website. The northern agency should set up a website that links the industry, education and community together and brings it all together for an easy to use website that people can access and find any information they are looking for. This will take pressure off many people including students who have to look through a vast amount of information just to find what they are looking for. A website like this can create job awareness, study initiatives and provide support for anyone that needs help in reaching their potential.
- Service directory for the north. There are hundreds of different networks and services provided to the community in the north but no one exact place you can go to find all of these networks and services. So the suggestion was to establish a service directory for the community in the North. This would be a comprehensive booklet containing all the phone numbers and contact details for key organisations and services in the North. One exact place where you can find all the services and networks.
- Community organisation web portal designed by students – round table, capture what groups are doing in neighbourhood, family etc. Put up their strategic plans so people know what's going on and can get information.
- Northern website. The northern agency should set up an easy-to-use website that links the industry, education and community together for easy access to relevant information so that people can access and find any information they are looking for.
- Develop a completely collaborative community directory together which can create job awareness, study initiatives and provide support.



There were suggestions to introduce new bus services, to move some programs closer to transportation and to ensure that child care is a part of programs for those who require it.

### **3.2.3 The 'early' thread**

Many summiteers supported the State Government initiatives such as 'super schools' and the early childhood centres which they saw as providing not just better services but also easier access to them. There was recognition in the reports of many tables of the importance of early programs. The Early Childhood Centres and programs that begin from birth were seen to be crucial to the community.

The same principle was recommended for interaction of school students with tertiary education, including with universities. Work experience, apprenticeships, computer literacy, science and maths learning and parenting education were also mentioned as things that should start earlier than they currently do.

In this discussion, the important role of the family in influencing their children was a recurring theme. Aspirations and directions were seen to be outcomes of parental influence, thus there is a need to engage with the whole family as well as with the child.

### 3.3 *Employment outcomes*

If education was the underlying theme of the summit, employment outcomes was the theme commonly linked to discussions of education.

People spoke of the importance of programs that include a real opportunity for a job at the end. Training that was not linked to an employment outcome was seen as having even somewhat negative returns, for individuals and for the programs. This applied to the broad range of education programs for the unemployed and school students and was mentioned in particular in relation to Indigenous people. Training without a job at the end, led only to a large number of trained, unemployed people and perhaps increased their sense of discouragement.

If a single program was applauded for its employment outcomes, it was The Goal 100 program of OneSteel. So impressed with its reported outcomes were summiteers, that many people recommended expansion of the model to other industries. They also expressed enthusiasm for OneSteel's expansion of this program from Whyalla to Elizabeth where it had only just begun under the project named, 'Get Set'.



Some of the ideas put forward in relation to employment were:

- Providing an incentive and push for the local industry, education and community to spend more resources on the Northern Suburbs area. A push for industry to hire more local residents and to spend more time training as opposed to looking elsewhere for employees. A change of mindset is needed in particular in the area of recruitment. Need to sell the concept by using successful examples of programs and initiatives that have already worked in the area like One Steel's Goal 100 program.
- Connect the northern suburbs to Virginia. An increased push for jobs in Virginia. The horticulture activity and business in Virginia

can provide many jobs to the unemployed or careers for students. A push for transport to the area and education about the area is needed to increase awareness of the potential prospects available.

- Workplace training for the long term unemployed - expand training services to include night time training to be more flexible so that people with commitments during the day can access the training. Have business support the training. Provide computers in homes and training on their use. Some of these ideas already happening.
- Career and development centre in Elizabeth - run by the Council on other side of Northern Sound System. With connection to schools and industry, travelling expo to schools and community events.
- Business engagement with the community to provide more work experience opportunities and scholarships. Involve both small and large companies. Extend network of work experience opportunities ... Should be offered across all age ranges.

Volunteering was seen as a pathway to a job. There was also a plea that it be recognised by Centrelink as type of employment:

**Volunteers**

allow more volunteer work to be recognised by Centrelink, eg mentoring, employability training, building work skills and self esteem - allow volunteers to work in schools, churches, community groups, especially pensioners, mums on parenting payments.

Mentoring was frequently mentioned in the discussion of programs and came up in some of the ideas, particularly the idea of using students, older people and retirees to support students and the unemployed into training and employment. People often stated that mentoring should not stop at the end of a program or when work begins; that it should be sustained.

**Mentoring**

An early start to employment related experiences for school students was recommended, one idea being to start apprenticeships early and to link them with school studies.

**Early**

- Employer Led Engagement - starting at year 8/9 to year 12 - employer engagement with school students that includes mentoring, cadetships, careers, advice, pathways advice and focus on relationships and expanding horizons and networks.
- Young people to be work ready when they leave school. That is start apprenticeships as early as year 9 combined with

schoolwork ie 2-3 days a week, so that when they are 15, 16, 17 they are immediately employable with a skill, a work ethic and earning capability. Wide range of apprenticeships could be offered from the motor industry to hairdressing. Not pre-vocational education but industry linked apprenticeship combined with schooling.

One table pointed out the importance of having a clear picture of industry and business requirements and of assessing the success of existing initiatives such as Playford Partnerships.

- Match employment opportunities with skills. Understand the actual skills needed across the north. Assess the success and scale of existing initiatives that work such as Northern Futures, Playford Partnerships, NASA, Trade schools etc. Marry the two together and expand the scale where necessary. Customise learning options and case management. Don't wait ten years as it will be too late by then.

Another suggested that as an incentive, companies should be given a 'payroll tax rebate for companies providing in employment support to vulnerable people'.

### 3.4 *Individualised and holistic approaches*

'Holistic' means:

- a. Emphasising the importance of the whole and the interdependence of its parts.
- b. Concerned with wholes rather than analysis or separation into parts: *holistic medicine; holistic ecology*.<sup>4</sup>

It may seem at odds with the idea of 'individualised', but in the ideas expressed at the Summit, holistic means focusing on the individual as a whole person, not just on one element of a person or a person's life.

For example, summiteers spoke of the need for programs and their staff to consider the individual in relation to their environment. That included their family, the support and nurturing that they received at home, and their individual circumstances.

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<sup>4</sup> *The American Heritage® Dictionary of the English Language, Fourth Edition* quoted on <http://dictionary.reference.com/>

An individualised approach also means a one-to-one approach rather than a one-size fits all approach. Contextualised programs for individuals and case management were seen to contribute to better outcomes for individuals as well as better outcomes for programs. These views were expressed either directly or indirectly in a number of ideas, key words being 'case management', 'customised', 'contextualise', and 'family'. The first of the ideas in the following examples, though it focuses on financial aspects, captures in the term 'person centric', the feeling of many people who expressed their views at the Summit.



- Make all Northern initiatives “Person Centric” by allocating a passport for prosperity. This will allow an (unspecified) amount of meaningful funding to be allocated which addresses individual’s barriers and helps to connect them with employment. The costs spent on police/jail/anti-drug enforcement for each individual should be added up eg \$150,000, and this money should be allocated to each single individual for meaningful funding and in this way the costs are converted into benefits.
- Individuals valued - need an environment/community that validates the people that live in it. This includes everything from basic infrastructure, housing, transport, education to social and cultural aspects, such as a ‘Cultural Shift’ towards learning and education.
- Keep it local. ‘One size fits all’ doesn’t work. Engage the local communities to help solve and contribute to helping the issues that surround them. Work as a team, help each other. Fundraise to enable at least 3 different schools to focus on the different learning styles and personality of different children.
- Re-think the education system; tailor it more to the Northern area and the needs of the disadvantaged children. Focus on the personal needs of these children, those that find it hard to fit into a normal classroom and school situation. Demonstrate that these students can achieve their goals and ambitions that university should be an option for everyone. Focus on building their confidence, and encourage them to finish their schooling.
- Holistic community ownership models with early intervention. Give information packs to students and parents on all options - retraining and other assistance. Central location for organisation to log on to, also for community members to access. Build closer links between school and community, greater permeability and openness. Roll out of family partnership, bringing holistic support. Payroll tax

rebate for companies providing in employment support to vulnerable people. School-based training involving unis and TAFE and industry.

### 3.5 Education provision

From the beginning, Professor Winchester had established that the major theme of the Summit would be education and its transformational effect on individuals and societies. The spotlight was on the suburbs of northern Adelaide, primarily the local government areas of Salisbury, Playford and Gawler where education levels are below the average for metropolitan Adelaide. Playford is the local government area first established as the City of Elizabeth. Jimmy Barnes had said about the Elizabeth area today, that 'There are a lot of people there with potential, but it's unfulfilled'.

This theme resonated with Federal and State government initiatives broadly summarised by the Rudd Government as the 'Education Revolution'.

As the Minister for Education, Julia Gillard, said in a speech on Equity on 3 April 2008, 'in a global economy hungry for knowledge and skills, the nations that succeed will be those with the highest concentrations of education, skills, innovation and workforce participation' and 'Studies show that education is one of the strongest guarantees of individual prosperity, social mobility and economic security'.

Not surprisingly, summiteers had quite a lot to say on the theme of education, which was broken down into four main areas of interest:

1. Early childhood
2. School retention
3. Transitions to work and study
4. Re-engaging with work.

The scrutiny of existing programs in the area revealed that many summiteers support the Early Childhood Centres and 'super schools'. These are valued because of the convenience of locating a range of services in a single location, improved facilities and, for their holistic approach that involves parents.

Summiteers identified many other programs that focus on early childhood such as LAPSit, Young Mums, Bilby Bus Mobile Play Group, Kids Club, Gumnuts Playgroup, BooksR4Babies, and Through the Looking Glass.

In discussing early childhood programs, people frequently referred to programs for young mothers and parents. People wanted to emphasise the importance of good parenting and how educating young parents about child health and development, reaching out even before a child is born, and creating active and ongoing support for them in this critical role is a key to improving wellbeing and development of children and the community.



Some of the big ideas relevant to the theme of early education are:

- Develop a program that addresses the needs of particularly young children 3-5 years. To tackle the problem at an early age the program would aim to develop their language and communication skills before it gets too late.
- Families need to be engaged at pre school level. Programs along with school and community services need to be made accessible to all parents not just those who can afford it.
- Give all preschool children access to kindergarten.
- Trained teacher in every preschool to run and facilitate a play group. Link to early childhood centre to create a one stop shop for parents.

At the school level, people were concerned to ensure that students are involved earlier in learning work skills, work experience, career planning and exposure to TAFE, university or other education.

People spoke in favour of raising aspirations and success by having more mentoring programs for students, utilising fellow students who are their seniors, university students and teachers. A Craigmore High School program which pairs a teacher with a senior student was cited as an effective program for retaining students at school, but, it was suggested, 'start mentoring much earlier'. The Smith Family mentoring program was also cited as a good example of the positive results that mentoring can achieve.

## Mentoring

One table recorded the following positive general assessment of high schools in the area:

Northern high schools have been fantastic in getting students engaged and motivated to complete year 12 and further study by catering to student needs, having clearly defined parameters, mentoring programs with UniSA in some schools, working across sections, and empowering students.



Notes from a different table reported on effective strategies implemented at Smithfield Plains High School where the following strategies are in place:

- Both mainstream and vocational pathways through school
- Start SACE in yr 10
- Portfolio entrance program into University
- More integrated curriculum
- Close working relationship between the High School and the Primary School
- Strong community involvement – partnership between school, parents and community including involving parents in the learning process as volunteers where possible, as well as in other ways
- Aboriginal Community Education Officer (ACEO) to liaise with Aboriginal families and students.

This is a good example to consider because the program as reported exhibits important qualities to which summiteers referred many times: flexible education which takes into account relevance for individual students and their diversity; a holistic approach which includes parents and the community; and a supportive environment.

**Flexibility**

Flexibility of government programs and education was often cited as a key reason for the success of a program as well as the success of individuals participating in education. The flexibility of SACE and other school programs that allow students to combine VET and school studies was frequently stated as a positive development.

Some of the innovative programs that bear the 'flexible' and 'supportive' hallmarks and that were singled out by summiteers in the discussion of School Retention were: Northern Sound Systems, Wodlittinattoai Home Advice Program, Para West Adult Campus, Marni Waeindi Aboriginal Transition Centre, Kurna Plains School Flexible Learning Option, Doorways to Construction, Concept2Creation, Paralowie Youth Services, Smith Family mentoring, Operation Flinders, Beefield Centre, Gawler House, SA Police Driver Education, Aboriginal Power Cup, Housing Trust Program, FLO, SASTA, Willcomendi, ICan, Playford Pathways, Active 8 and Northern Futures. The video, 'Look Again' highlighted the effectiveness of flexibility at Para West Adult Campus and Northern Sound Systems.



It is impossible to include the whole list of programs mentioned, but the records will be retained and made available to Northern Futures.

Many of the same programs were named in the 'Transition to work and study' and 'Re-engaging with work' discussions. Goal 100, OneSteel's program that started in Whyalla was frequently cited as a program that should be expanded. There was a lot of support for the local version that was just getting started: Get Set. Other programs named were the Wyatt Benevolent Fund, 12 to 25, Green Corps youth programs, Anglicare work program, Gawler Lions Club Work for the Dole, Boys Town, Northern Workshops, Why Drive, Playford Alive, the Salvation Army Tutoring for school students, and the Peachey Belt Male Peer Support Group.

This input received from people at the Summit will be incorporated into the list that Summit organisers prepared for reference on the day. While that list already made clear the scope of services and support programs available in the northern suburbs, it will be important to add any programs identified at the Summit which were not included in the original document.



Some programs valued by the community include child care programs for parents, particularly single mothers, who have returned to study or work. The child care provided by Para West Campus was very frequently held up for praise. JPET is another program that includes child care and support.

Summiteers described the benefits gained from simply bringing groups of parents together whatever the nature of the program, for the socialisation and networking that occurs.

Summiteers applauded programs that provide opportunities for networking and mentoring and that teach parenting skills. Some programs in this category are the Lyell McEwin Hospital program for young mothers, Para West Adult Campus, the Mothercare Project, Parenting Program of the Save the Children Fund op shop, Centacare's Northern Parent Resource Group, and the Lyell McEwin Hospital Mother Carer program. The table that mentioned the hospital program recommended it be extended to fathers too. One idea was to:

Develop a parenting program for those youth aged 14-19 who have no skills and may have a tough background (eg domestic violence, child abuse). The program would aim to engage them and give them the necessary parenting and life skills to succeed.

This summary of views on the provision of education was based on the records of table discussion of the programs. There is also the record of 'ideas' from which the following ones relevant to education programs have been drawn. They reflect the interest in early education, a student-

centred approach, flexible, accessible and inclusive programs that have good support structures and supportive, knowledgeable staff. They also include enabling scholarships and financial measures.

The following ideas relate to keeping students at school and helping them move to further study or employment.

- Learning centre especially for suspended/excluded students - Centre to offer specialised programs for students, smaller classes, similar to community schools in Brompton and Bowden. Support for students to get back into school and preventative measures to keep students engaged in their learning before they are lost and it is too late.
- Increase the number of work experience opportunities in a single year. Why just 3 days or 3 weeks in one year? Create more internships and placements to help young school students figure out what they want to do.
- Survey to identify why many young people in the northern suburbs don't go on to further education after year 12 and from information develop strategies for implementation and monitoring over time.
- Major expo of employment opportunities to be gained from further education- TAFE University. Highlight those who have done well from further education (similar to Elizabeth Champions some 15 years ago but with education focus). Use website to communicate. Have champions visit schools. Coupled with significant scholarship fund supported by industries and local government.
- Provide a new form of University experience for people who have never been there - not just a PR job on standard open day - with emphasis on learn this and get a job here and there in the north near to you. It could be called 'NORTH ON CAMPUS'.
- Help youths choose tertiary education. For example- every child in year 8 is taken to a University just to see what it looks like. This will enable 'dreams' to attend uni to be created. Entry requirements to university need to be loosened up and assessment criteria need to be altered. This does not mean to say that standards need to be 'lowered' for northern youths, but allow them to enrol for qualifications that they can achieve.
- Refurbish the remainder of the Northern Sound System building into a Youth/Community Learning hub.
- Pathways to up-skill youth with goal incentives for money, challenge is to involve those excluded from society and the workplace.

- Have liaison officers in schools to provide support for university and industry relations, collaboration and communication, one central point of contact.
- Establish a Para West adult campus type of program at northern metro TAFE.
- Advocates for troubled students at schools - have trained advocates for preventative purpose rather than suspending students.
- Schools working in collaboration with local sporting clubs.
- Expand orientation days to year 10 to get them thinking earlier on - the numbers would not be large.
- Traineeships, apprenticeships and scholarships. There must be a diverse array but with an integrated approach between industry and education. Expand established networks, programs and departments, review traineeships to ensure they are competency based and get feedback from business/industry about the barriers to taking on apprentices.

## Apprenticeships

Apprenticeships were mentioned quite often throughout the Summit. Suggestions included:

- making them shorter
- providing clearer information about how apprenticeships work to employers as well as to school students
- providing school-based apprenticeships starting in Year 11 and Year 12.

One summiteer asked whether it should be made mandatory for every employer to have at least one apprentice?

### 3.6 Systemic change ideas

Finally, there are three big ideas for more systemic change:

- Radical change idea - change the existing funding model. Funding Flexibility. Cash allocation per child given to schools, \$5,000 per child per year. Linked to individual learning plans. Decisions on allocations made by principals/schools. Breaking the funding cycle from current HR base to money per head base. Once base services paid for (eg teacher salaries), then the balance can be allocated according to needs. Jennifer Rankine's office to be responsible for funding.
- Re-think education structures and curriculum with industry related teaching starting at a much earlier age. Have a Think Tank for Northern Adelaide, convened by the Minister.



- Build closer links between schools, especially junior/primary and parents and communities so the walls of the schools are more permeable. Some examples would be home visiting for teachers to children; parents welcomed into their class, especially young single parents; drop in centre at school. #2 For all this you need teachers matched to communities and schools. Extensive roll out of the 'Through the Looking Glass' project in many large day child care centres in the north, and all large day childcare centres to have to meet good or excellent levels on all principles in the National Accreditation process. And a higher percentage of qualified and well-matched-to-communities staff in their staff profile. #3 Make pathways from secondary schools to TAFE to Uni more well known/transparent so that all involved (secondary students, teachers, school counsellors, TAFE and uni lecturers and students can work together to make the pathway work better.

### 3.7 Conclusion

This survey reveals the wealth of ideas that were discussed at the Summit, not all of which were included in the table reports to the full group. While it is not a complete list of ideas, it indicates the range and the depth of thinking before and at the Summit. A complete list from the sheets handed in by individuals on the day and the records of the Summit will be compiled in a data base and handed on to Northern Futures.

Professor Winchester met with the Board of Northern Futures on Tuesday 2 September 2008. At that meeting she drew attention to major ideas in a table format, with some main ideas arranged in four categories: Education Provision; Employment Outcomes; Governance (equivalent to Coordination and Integration used above); and, Image of the North. Northern Futures considered the document a useful tool to help direct the traffic of ideas from the Northern Community Summit.

Northern Community Summit 

### Our big ideas

<ul style="list-style-type: none"> <li>• Community and individual mentor program: locally driven</li> <li>• Media to commit to positive aspects: media savvy comm</li> <li>• Regional specialist centre science / maths..careers education links UNI, industry</li> <li>• Annual festival Jimmy to launch..community partnership</li> <li>• Local govt structure; clarity of objective, accountable, funded by strategic govt fund</li> </ul>	<ul style="list-style-type: none"> <li>• School as community hub</li> <li>• Industry related teaching, earlier..community involvement: Northern think tank</li> <li>• Science / maths interactive hub..coordinated volunteer program ..holistic approach</li> <li>• Big event that harnesses community spirit</li> <li>• Basics;early intervention..pre birth ..whole family inclusion access transport ..costs..portfolio</li> </ul>
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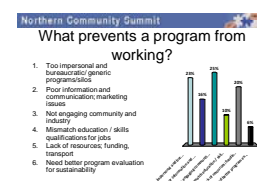
Another of the slides created on the day in session 3.



#### 4. Programs: What makes a program work?

After the first session in which people talked about programs that they knew of that are operating in northern Adelaide, in Session Two they focused on the question: What makes a program work? The purpose was to identify the characteristics of successful programs drawing upon all the different points of view represented.

The summiteers had 45 minutes to discuss the questions and at the end, each table handed in two sheets. One listed the things they believed made a program work, the other listed the things that prevented a program from working. Surprisingly, after the Summit when the data was entered into a data base, there were 267 entries for 'what makes a program work' and precisely the same number for 'what prevents a program from working'.



During the lunch break, the information on the sheets collected was quickly analysed so that a summary could be presented in 2 slides in the next session. Summiteers then voted on the top three elements that contribute to a program's success as well as the top three factors that work against success.

The following views were expressed by the people who responded to the questions.

What makes a program work?		What prevents a program from working?	
Partnerships	24%	Not engaging community and industry	25%
Leadership	17%	Too impersonal and bureaucratic	23%
Funding/ resources	17%	Lack of resources/funding/t ransport	20%
Purposeful	16%	Poor information and communication	16%
Flexible	13%	Mismatch education/skills	10%
Mentoring	13%	Need better program evaluation	6%

As would be expected, the things that prevent a program from working were frequently the reverse of those things that make a program work.

In both sets of responses, summiteers clearly ranked the importance of involving the community in the program as the single most important factor in determining a program's success.

Second in significance was leadership and funding - equally ranked in the positive frame of the question - while 'Too impersonal and bureaucratic' stood in second place on the other side. This quality is equivalent to 'flexible' which was ranked equal fourth as a determinant of success.

Third in the ranking of success factors was programs that are 'Purposeful - clear goals and outcomes'. This quality was equivalent to 'Need better program evaluation'.

When then asked to rank in order of importance three positive and three negative contributing factors, the summiteers used the clickers, with the following result:

	Programs that work	Programs that don't work
1.	Partnerships	Not engaging community and industry
2.	Leadership/Funding	Too impersonal and bureaucratic
3.	Purposeful goal	Lack of resources/funding/transport

In this ranking, summiteers expressed a clear view that engaging the community in programs is the key factor in determining whether a program will be successful. On the basis of other comment, it can be assumed that community involvement extended to the whole life cycle of a program - design, promotion and marketing, evaluation and adjustment - and would involve all stakeholders, including expected participants.

Given the value attached by summiteers to mentoring, one surprising omission from the list is the role of mentors. Supplying support for new entrants and follow up support for those who either drop out or successfully complete a program appears in the records of table discussions as a key to producing good outcomes. Programs that don't include an induction or personal support for new entrants are not as likely to succeed. Some programs might not even attract participants because, as one table put it, 'fear prevents people from getting involved together with a lack of confidence, support, and having no mentor'.

#### 4.1 Programs that work: essential characteristics

From the information collected at the end of this session and the voting, the following list has been compiled. The code words are broad with key words assigned to each. They are shown in the first column. The Summit records from Session 2 were coded according to the key words and then sorted by code word. Each record was only entered once under a single category. The following table shows the results of counting the 267 responses entered sorted by the code assigned. It suggests that there are 11 essential characteristics of successful programs.

Code words and key words	What makes a program work?	What prevents a program from working?
<b>Access</b> Transport/central/one stop	6	13
<b>Communication</b> Information/marketing	15	23
<b>Community</b> Culture/pride/community support	5	5
<b>Employment</b> Programs with jobs at end/work skills	13	8
<b>Flexibility</b> Options/non bureaucratic/alternative	16	20
<b>Leadership</b>	9	4
<b>Mentoring</b> Support/support services/childcare/ongoing personal support	25	13
<b>Other</b>	8	19
<b>Partnerships</b> Coordination/collaboration/stakeholders/relationships/ Community engagement/networks/silos/competition/links	52	35
<b>Personal</b> Case management/individual centric/holistic/family involvement/personal qualities and skills/staff empathy/empowerment/relevant	54	40
<b>Planning</b> Goals/vision/outcomes/KPIs/evaluation and adjustment/long term/evidence/stability/expectations/pilots/scale	48	44
<b>Resources</b> Funding/incentives and rewards/staffing/organisational commitment of necessary resources	16	43
<b>Total number of responses</b>	<b>267</b>	<b>267</b>

Lack of resources, insecure funding or inadequate or not fully committed resources were cited as reasons why programs don't work more times (43 times) than this factor was mentioned in the positive question (16 times). This may indicate that summitters attached a lower level of importance to resource issues than other issues.

Competition between organisations for scarce resources was considered a factor in preventing programs from working and helping to maintain silos and discouraging a coordinated approach to the provision of programs and services. It was suggested that agencies should be rewarded for collaborating.

Within this category, some references to staff have been included. Teacher retention, trainers with relevant specific skills, staff who lack empathy and don't respect the people in programs or the community were mentioned. Poor management of programs was cited, a comment relevant to the cluster of views included under 'planning'.

The 'Other' category included entries difficult to fit into the codes assigned. A number were general opinions: 'too many programs'; 'too many surveys, not enough action'; 'emphasis on big business instead of small businesses'; 'retention of individuals in the program sustains outcomes'.

#### **4.2 Three Ps for successful programs**

This closer examination of program qualities shows that in the eyes of people at the Summit, the most critical factors influencing the success of programs are:

- Personal - programs that focus on individuals, their needs, their environment and offer flexibility, case management and ongoing personal support through mentors, networking or support staff
- Partnerships - programs that involve throughout their life cycle the full range of stakeholders, including interagency and intergovernmental collaboration and pooling of resources
- Planning - programs that have clear goals and outcomes and measures of success and that are adjustable in the light of feedback, results and new needs and developments.

This list in the table above and the identification of the top three qualities of successful programs have been drawn from the records of the Summit. The result is a little different from the voting by clickers

that occurred on the day. The following table compares the two sets of top three factors.

	Programs that work		Programs that don't work	
	Clickers vote	Based on records	Clickers vote	Based on records
1.	Partnerships	Personal	Not engaging community & industry**	Planning
2.	Leadership/Funding	Partnerships	Too impersonal and bureaucratic***	Resources
3.	Purposeful goal*	Planning	Lack of resources/ funding/transport	Personal

\* Equivalent to 'Planning'

\*\* Equivalent to 'Partnerships'

\*\*\* Equivalent to 'Personal'

### 4.3 Conclusion

This section summarises the views of summiteers on what contributes to the success of programs.

Agencies and project managers may find that from these views they can develop a useful set of criteria or a checklist to optimise the success of programs.

The overriding importance attached to 'Partnerships' by everyone on the day and repeated in the records of the Summit suggests that in planning and designing programs, program leaders should ensure that all stakeholders, including members of the community, have a role in program design, road testing and evaluation.



## 5. Outcomes

In the preparatory stage, Summit organisers were keen to achieve at least a few tangible outcomes for the northern Adelaide community.

Professor Winchester and Project Manager, Gabrielle Overton, worked hard to explain the purpose of the Summit and to encourage organisations to make a commitment to northern Adelaide in some way. The range of people with whom they met included the local Mayors, and senior executives of major industries, government departments and agencies, sporting, entertainment, benevolent and community welfare groups, as well as colleagues at UniSA.

While not every approach was successful, the interaction with such a wide range of people linked to the northern Adelaide community was very worthwhile. Among the tangibles announced at the Summit were:

- Office of the Minister for the Northern Suburbs in Elizabeth
- Community Cabinet meeting in Salisbury
- \$170,000 promised by UniSA for northern Adelaide students at school and for continuing study
- Port Adelaide Football Club is looking at having a pre-season game at Elizabeth
- BAE Systems Australia commitment to continue its program that promotes science and engineering in schools and scholarships for university.

The announcement of the appointment of the Hon Jennifer Rankine as Minister for the Northern Suburbs on 23 July was not a direct outcome of the Summit, but there was no doubt that in the public mind, the build up to the event reported each week in the *Sunday Mail* had influenced this decision.



There is also no doubt of the value to the community of having a Minister for the Northern Suburbs. This will help sustain the energy and passion of people who attended the Summit - energy and passion that the Minister experienced for herself as a participant on 1 August 2008.

The Premier also attended the Summit and spoke on developments and opportunities in education, health and employment in the area, and the importance of this region to South Australia.

*What I've found over these years is that the people of the northern suburbs are good and decent, tough and resilient, and they want to make sure that their kids are able to make the most of their God-given potential through opportunities.*

*What the people of the northern suburbs don't want is to be stigmatised and stereotyped.*

*... Many people in other areas of South Australia perhaps don't realise the extent to which our northern suburbs are serving as an engine room that is helping to power South Australia's economic growth.*

*As a result, this region is poised to reap significant benefits from the huge expansion in our State's mining and defence industries.*

He indicated that the Government would work more closely with Northern Futures 'for the benefit of the north'.

He also spoke about the 'newly-opened career centre in Salisbury that will help people of all ages enter training, find employment or change directions in their careers' and went on to say, 'I'm keen to see another one established in Playford'.

The Sunday Mail reported:

**News**

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**Rann vow  
to back  
new ideas  
for North**



The Northern Community Summit also invigorated the longstanding interest in northern Adelaide of the University of South Australia.

Members of the School of Computer and Information Science who attended the Summit and who run projects that assist schools, businesses, government and industry with their information technology needs, forwarded information on their program to Summit participants. They are eager to find more project work to help this community.

In another initiative that followed the Summit, Professor Winchester commissioned a research project on the media coverage of the northern suburbs.

However, perhaps the most important of all the Summit outcomes was the opportunity that the Summit provided for people to speak about their passion and ideas for northern Adelaide and to be heard by leaders of Government, government departments, educators and program directors.

This report seeks to ensure that all those who contributed to the Summit, who came along to participate in discussion or who forwarded their ideas in writing to the Summit organisers will be heard.

It is a summary of what they said on the day. It will be widely circulated so the ideas can be shared. This report and the records from which it has been drawn will be preserved. It will be supplemented by a documentary on the Summit produced by UniSA's School of Communication. Finally, the record of ideas will be passed on to Northern Futures for further evaluation and action.



## Appendices

### Appendix A Advisory Groups

#### Steering Group

Hilary Winchester, Pro Vice Chancellor & Vice President: Strategy and Planning, UniSA  
Briony Sterk, UniSA  
Connie Peake, UniSA  
Marketing and Development Unit, UniSA  
Rob Bradshaw, Commercial Manager, BAE Systems Australia  
Hamilton Calder - State Director, SA CEDA  
Marc Shannon- Manager [UniSA Northern Adelaide Partnerships \(UNAP\)](#)  
School of Communication, UniSA

#### Reference group

Stephen Hains, City of Salisbury  
Matthew Pears, Manager, City of Playford  
Martin Lippett, DECS and Chair NA Senior Secondary Schools Association  
Shaun Barby, Peachey Belt Residents Association  
Dr Brenton Prosser, UniSA School of Education  
Ashley Winnett, Holden  
Pippa Webb, Manager DEEWR South Australia  
Brian Haddy, SciWorld  
Darren Adamson, Port Adelaide Football Club  
Alan Steven, Salvation Army

## Appendix B Summit Program



## Northern Community Summit Program

<b>8.30</b>	<b>Registration</b>
<b>9.10</b>	<b>Welcome</b> Mr Daryl Hicks OAM
<b>9.12</b>	Indigenous Welcome Auntie Josie Agius Professor Peter Høj Vice Chancellor and President of the University of South Australia
<b>9.20</b>	<b>Opening the Summit</b> His Excellency, The Governor, Rear Admiral Kevin Scarce AC CSC RANR Monsignor David Cappo AO Commissioner for Social Inclusion
<b>9.30</b>	<b>Collaboration Piece</b> Mr Kim Scott Director Joint BAE Systems Australia
<b>9.40</b>	<b>Program overview</b> Professor Hilary Winchester Pro Vice Chancellor and Vice President: Strategy and Planning
<b>9.55</b>	<b>'Look again' video</b> School of Communication, UniSA
<b>10.05</b>	<b>The Honourable Mike Rann MP</b> Premier of South Australia
<b>10.15</b>	<b>Morning Tea Mingle</b>
<b>SESSION ONE: Understanding what is - Pieces that work</b>	
<b>10.45</b>	<b>What is working in:</b> <ul style="list-style-type: none"> <li>• Early childhood</li> <li>• School retention</li> <li>• Transitions to work and study</li> <li>• Re-engaging with work</li> </ul>
<b>SESSION TWO: Imagine what can be - Changing the pieces</b>	
<b>11.30</b>	<b>Goal 100</b> Mr Alan Tidswell Manager, Human Resources, One Steel <b>Group discussion on changing the pieces</b>
<b>12.25</b>	<b>Interview of a Summiteer</b>
<b>12.30</b>	<b>Lunch</b>
<b>1.20</b>	<b>Short interview of Summiteers</b>
<b>1.25</b>	<b>Why a program works</b>
<b>SESSION THREE: Create what will be - Reshaping the picture</b>	
<b>1.45</b>	<b>Reshaping the northern suburbs</b> <ul style="list-style-type: none"> <li>• Group discussion and reporting on the 'Big Ideas'</li> </ul>
<b>3.15</b>	<b>Afternoon Tea Mingle</b>
<b>SESSION FOUR: Last pieces</b>	
<b>3.45</b>	<b>The best of the best pieces</b>
<b>3.55</b>	<b>Summit Outcomes</b>
<b>4.30</b>	<b>Summit close and drinks</b>

