STORY HUBS
A FEASIBILITY STUDY

100 Story Building

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STORY HUBS

A FEASIBILITY STUDY

EXECUTIVE SUMMARY

In 2017, 100 Story Building was funded by Helen Macpherson Smith Trust to conduct a feasibility study on Story Hubs — creative, co-designed spaces for children and young people — in the City of Brimbank. This idea is backed by international research that shows providing arts-rich learning opportunities to students leads to improved academic attainment, increased confidence in learning and positive community involvement.

These opportunities are particularly important in Brimbank, an area where complex challenges and barriers to educational attainment and wellbeing exist. In this feasibility study, we looked at local and international research, spoke to community members, consulted venues, reviewed the experience of 100 Story Building in Footscray and tested comparative models. The findings show that 100 Story Building, together with schools, families and community agencies, is in a unique position to deliver Story Hubs and make creative learning the norm for the children and young people in our community who need it the most.

Community learnings

We spoke to 153 children, young people, family members and staff representing 13 schools, council and not-for-profit organisations covering youth, health and education services. Community members:

- Identified three key positive outcomes of participation in creative activities: increased confidence, connection to community and engagement in formal learning
- Strongly supported more creative activities being available for children and young people
- Wanted easily-accessible and supportive creative environments
- Were interested in collaborative and community-led approaches

Community members also discussed the barriers to realising these opportunities including:

- Access to information and specialised venues
- Limited organisational capacity to deliver creative opportunities: skills, knowledge, staff
- Creative activities are not often prioritised despite clear benefits to learning

Research findings

What we heard from the community was echoed in local and international literature about the increasing equity gap in Australia's education system, the benefits of arts-based learning, specific initiatives and interventions in the City of Brimbank and best-practice approaches to lifting learning outcomes in areas of persistent disadvantage.

Opportunity sites

100 Story Building consulted with seven sites on the potential for a creative space for children and young people at their venue. We found strong support for the idea, but also practical challenges to be addressed.

Two sites, Holy Eucharist School in St Albans, and Westvale Community Centre in Kings Park, stood out as the most accessible and collaboration-ready sites in the area.

Recommendations

Based on the findings of this feasibility study, we propose a three-year pilot of Story Hubs: imaginative spaces for chi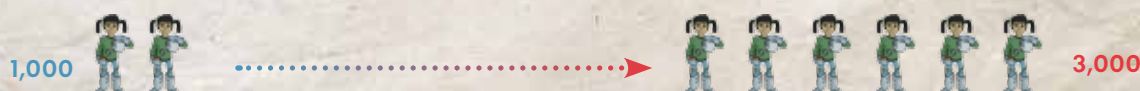ldren and young people within already existing community facilities, surrounded by a targeted program of creative literacy activities and professional development.
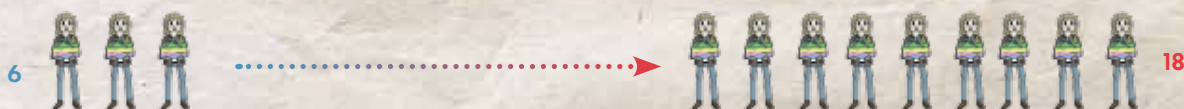
YEAR 1 → CITY OF BRIMBANK → YEAR 3

NUMBER OF SITES

2 → 6

NUMBER OF CHILDREN AND YOUNG PEOPLE

1,000 → 3,000

NUMBER OF PARTNER ORGANISATIONS

6 → 18

= 500   = 2

To achieve the outcomes identified by the community and overcome practical challenges and barriers, we recommend Story Hubs operates under three core principles:

Leadership
- 100 Story Building operates as a lead organisation to: initiate activities, share experience and networks, foster energy and commitment, evaluate and report on outcomes
- Site partners operate as lead organisations in their Story Hubs to coordinate and deliver activities, share learnings and bring their communities along

Collaboration
- 2-3 organisational partners work in collaboration with 100 Story Building to deliver and sustain activities for at least 500 children and young people per site each year
- Partners work in collaboration with families and other community members to support and celebrate children and young people's work

Sustainability
- 100 Story Building works with community to build their creative skills, knowledge and capacity to deliver activities in multi-year projects
- Sites are carefully targeted and delivered to enable children and young people from areas of high community disadvantage access for the duration of their schooling
- Sites, activities and evaluation are co-designed using existing and accessible resources

4

Limitations

This feasibility study focused on grassroots community interest and was conducted only in English with people who were already connected to schools or services. Potential stakeholders in Story Hubs who were not consulted include decision-makers in Brimbank City Council and the Department of Education and Training, family members who do not speak English well and community members who are not currently engaged in services.

As a collaborative project, the specific roles and investment by partners outlined in this feasibility study are estimates only, subject to consultation and negotiation.

Funding

100 Story Building is seeking funding of $936,442 over three years to lead and deliver Story Hubs, with the majority of these funds ($675,442) to cover staffing costs.

We secured funding from Helen Macpherson Smith Trust to deliver this feasibility study, and a multi-year grant from Perpetual Trustees to support further investigation of this project. These are preliminary costings only.

Next steps

To engage community in the idea and recruit pilot sites, we recommend the following:

February–April 2018:
- Develop multi-lingual marketing materials and relationships with local businesses
- Share feasibility findings with community members through partner meetings and community events
- Invite potential sites to an expression of interest and initial co-design process

May–June 2018:
- Secure investment in Story Hubs multi-year pilot
- Sign MOUs with two pilot sites

July 2018:
- Begin co-design and community consultation process with pilot sites

Story Hubs is an exciting opportunity to trial a place-based, best-practice approach to improving learning, and a successful pilot will provide a model for communities across Victoria to invest in community-led outcomes for their children and young people.

FEASIBILITY SCOPE

This feasibility study examines a place-based approach to student engagement in learning. It specifically looks at the viability of embedding creative approaches to learning in community settings, supported by significant data that shows providing students with an arts-rich education beyond the classroom helps them to achieve higher levels of literacy engagement and academic achievement.

This study extends on the experience and outcomes achieved by 100 Story Building in Footscray, as well as teacher professional development projects delivered across a number of local government areas: Maribyrong, Brimbank, Wyndham, Melton, Hobson's Bay and Dandenong.

Story Hubs
artist's impression

Current State

The implementation of needs-based funding for Australian schools has been variably enacted in educational policies of recent years. While this shows successive governments recognise that students with higher levels of need require additional support to achieve their potential, and that schools must invest more resources to support these students to achieve the same standards as other students, the status quo remains an educational system characterised by significant and increasing equity gaps.

EQUITY GAP

Extensive research, both Australian and international, demonstrates a strong link between social advantage and educational achievement. Students in the bottom quartile of socio-economic advantage can be up to 3 years behind their most advantaged peers[2], are less likely to complete secondary school or move on to further education. As adults, they are more likely to be unemployed, or in low-paid jobs[3].

This equity gap begins before children even start school. When children begin school not developmentally ready, it is estimated that 10% remain behind and do not achieve key academic benchmarks in their middle and senior school years, and are not able to secure full-time work or engage in study as young adults[4]. These students are disproportionately likely to be from disadvantaged backgrounds, and the communities where they live are more likely to lack access to high-quality early childhood education, and be served by low-performing schools.

SCHOOL-BASED INITIATIVES

In Victoria, educational initiatives aimed at vulnerable students and their families include Best Start Program, School Focused Youth Service, Refugee Education Support Program, Communities for Children and School-Community Hubs. These are delivered by not-for-profit organisations in partnership with schools and other community organisations.

Schools also engage the services of for-profit and not-for-profit organisations to deliver teacher professional learning and consult on lifting achievement.

But despite extensive research, policy focus and initiatives, the gap is not closing between our most advantaged and our most disadvantaged students. Since 2006, this performance gap has increased, and the share of students achieving positive outcomes despite their social background has decreased[5].

Future State

The good news is that children who start behind can, with support from school and the wider community, catch up and succeed in later milestones. In the primary school years, approximately 12% of students who begin school developmentally vulnerable go on to achieve benchmark standards[6].

School policies and practices can play a vital role in raising levels of achievement, promoting greater effectiveness and improving student outcomes[7].

EFFECTIVE SCHOOLS

In high-achieving schools, this support begins with school-level policies and practices that foster student engagement. It is delivered through in-school and extra-curricular programs, and student support. Local and international studies show that where these programs and support include arts-rich learning opportunities, students achieve better grades, are less likely to leave school early, are more confident learners and are more likely to be involved in their community[8].

Studies also show school-family-community partnerships play an important role, and are positively linked to increased engagement, less disruptive behaviours and improved social skills[9].

EVIDENCE-BASED PRACTICE

There is a wealth of research highlighting what these policies and practice look like in successful partnership and community programs, both in Australia and overseas.

In the US, The Wallace Foundation engaged urban youth from low-income backgrounds to speak to their experience of out-of-school arts programs, and developed ten principles for effective, high-quality programs[10]. These include:

- Facilitators are professional, practicing artists
- Programs take place in dedicated, inspiring and welcoming places
- Youth participants actively shape programs and assume meaningful leadership roles

In Australia, case studies of National Australia Bank's Schools First Impact Award winners shows students involved in effective school-community partnership programs achieved improved educational outcomes, positive engagement in learning and community and experienced personal transformations. Their schools have embedded skills and knowledge into teaching roles and programs, and their communities have benefited from more positive attitudes towards young people and skills sharing[11].

In greater Melbourne, the local government area of Brimbank has for many years been the focus of initiatives aimed at lifting social and educational outcomes. Our focus on Brimbank stems from long-term engagement with a number of schools in the area, and the strong networks built with other community organisations.

It is also an area of deep and persistent disadvantage.

The suburb of Ardeer is one of the top 10 most disadvantaged suburbs in Victoria, and St Albans and Albion amongst the 40 most disadvantaged suburbs[12].
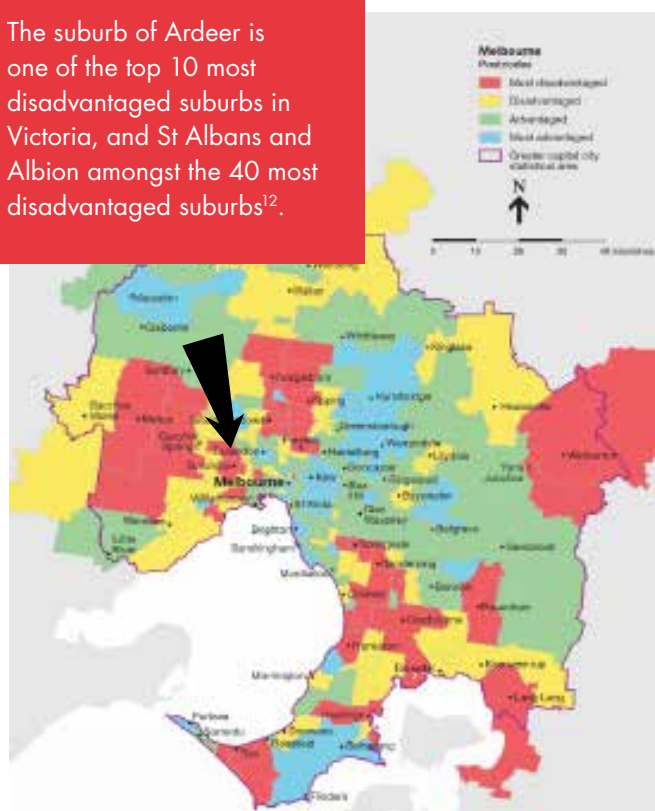
BRIMBANK SNAPSHOT[13]
- 34,122 children and young people aged 5-17 years
- Including 16,000 primary school age children
- 22% of children under 15 live in jobless families
- 24% of children under 15 have mothers with low educational attainment

EDUCATIONAL ATTAINMENT

On most indicators of educational attainment, children and young people in Brimbank do not achieve at the same levels as their peers in greater Melbourne. These include attendance at preschool, being developmentally ready when they start school, meeting national benchmarks in literacy and numeracy throughout their primary and secondary school years and participating in full-time education at age 16. The achievement gaps between children and young people in Brimbank and those in greater Melbourne can be between 10-49%[14].

PLACE-BASED INITIATIVES

There is a broad recognition by the community that Brimbank is a place of complex challenges, and there is an increasing focus on place-based initiatives to address the community's specific needs and support them to flourish.

Agreement on these challenges is demonstrated through the Growing Brimbank partnership between the Australian Health Policy Collaboration at Victoria University and the City of Brimbank aimed at improving health and education outcomes in the municipality. Population reports by the partnership have identified initial areas of strength and improvement including in education and child development.

In response, network initiatives run by council, agencies and communities themselves *(see appendix, Table 1.1)* are active and growing, but a sense of disconnection still exists between the many levels of community working towards improving the wellbeing of people in Brimbank. Many of these initiatives focus on traditional services for families, children and young people in relationships, primary health, housing, educational participation and material support. There is also an interest in developing 'children's hubs', where services and families can connect[15].

The Brimbank Community Learning Strategy 2014-2017 recognises the importance of lifelong learning and informal learning to support better educational and literacy outcomes in the community.

The provision of different types of learning contributes to fair and just communities. Participating in arts and cultural experiences, sports and leisure activities and unpaid or voluntary work creates opportunities for individuals and communities to extend social networks and cross-cultural interaction.

– Brimbank Community Learning Strategy 2014-2017

In schools, resources are focused on academic and wellbeing outcomes for students, but schools also report a lack of capacity to deliver the extra programs and increased support required to assist children who start school developmentally vulnerable and fail to achieve benchmarks. Schools are increasingly seeking partnerships with others in their community to fill this gap, but are often not equipped to develop or deliver these.

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We would love our students to spend more quality time around good role models, around constructive activities but we can't provide much because it's beyond our capacity.

— Literacy Leader, St Albans

Schools commonly bring in partner organisations to deliver programs that they themselves do not have the capacity to run. In Brimbank, these include programs that contribute to the emotional and social wellbeing of children and young people. But programs operate in only a small number of schools, and arts-based opportunities are limited *(see appendix, Table 1.2).*

100 STORY BUILDING IN BRIMBANK

100 Story Building has worked with schools in Brimbank since 2013, through one-off narrative workshop excursions to the Footscray centre, but also increasingly in longer-term projects delivered in their classrooms. In 2017, 100 Story Building worked with ten schools and 550 students on two year-long literary projects, with their work being celebrated through the Brimbank Writers and Readers Festival. The relationships and understanding built through this work provide 100 Story Building with a strong opportunity to develop more sustained, collaborative initiatives within Brimbank.

Through stakeholder consultations and previous work undertaken by 100 Story Building in teacher development projects, we have observed that formal educational settings like schools, particularly in disadvantaged communities, can struggle to embed creativity in learning. They also find it difficult to consistently provide high-quality, arts-rich experiences for students — experiences that include a wide range of literature, music, dance, visual art and performing arts. Teachers express a lack of confidence and knowledge in creative approaches to program development and practice. Additionally, despite a growing body of evidence that school-family-community collaborations underpin successful learning outcomes for students, these partnerships are difficult to sustain long-term given the resources available to schools and surrounding communities in disadvantaged areas.

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The thing about 100 Story Building is it's set up for a purpose, and you guys are very alive, you can't help getting inspired.

— Principal, Braybrook

Community Consultations

In addition to the understandings built through long-term projects, 100 Story Building sought out Brimbank community members for their input on the potential for creative literacy programs to support children and young people's learning.

Through:

- in-depth interviews
- focus groups
- workshops
- surveys

We spoke to:

- 6 staff from various areas of Brimbank City Council
- 22 staff representing 16 schools and community organisations
- 10 family members who care for children and young people
- 115 children

The schools and organisations these individuals represent serve more than 2000 children, young people and other members of the Brimbank community.

The aim of these consultations was to understand what the challenges and proposed solutions look like to people in the community. The majority of these were interviews or workshops, giving us a wide range of detailed information about participants' hopes and needs.

CHILDREN AND YOUNG PEOPLE

Children and young people consulted ranged from ages 9 to 17 and mostly attended government schools. Their schools had below-average Index of Community Socio-Educational Advantage (ICSEA) scores. Some had attended programs at 100 Story Building previously, but many had not.

Children and young people identified creative opportunities as paths to community connection and increased confidence in sharing ideas. They also saw specific links between improved writing and problem solving ability, as well as future life opportunities.

QUIET BUT
ENERGETIC SPACES

FORMAL AND
INFORMAL PLACES
TO BE CREATIVE

INSPIRATION FROM SPACE,
OTHER CREATIVE WORKS

SUPPORT FROM PEERS, FAMILY,
OTHER ADULTS IN THEIR
COMMUNITY

A VARIETY
OF CREATIVE
ACTIVITIES

It's important because
when you're growing
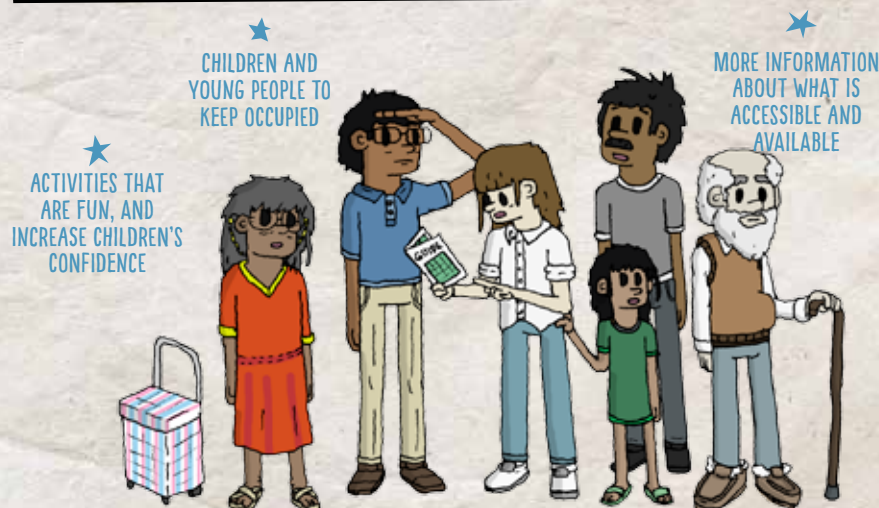older, it [writing] might
help you during life.

— Child, age 12

FAMILIES

Family members consulted cared for children and young people ranging in age from 18 months to 14 years. They were parents, grandparents, aunts and uncles. Their children attended mainly local government schools, and some Catholic schools, and the cultural and lingustic backgrounds included Vietnamese, Chinese, Pasifika and Arabic.

These families are looking for activities for their children and young people outside of school hours, but are not always aware of what is available to them. Families where the adults have limited English skills find it particularly difficult to find out about opportunities. They often rely on trusted sources (schools, libraries) to provide information or activities.

CHILDREN AND
YOUNG PEOPLE TO
KEEP OCCUPIED

MORE INFORMATION
ABOUT WHAT IS
ACCESSIBLE AND
AVAILABLE

ACTIVITIES THAT
ARE FUN, AND
INCREASE CHILDREN'S
CONFIDENCE

For a whole year I was
not doing anything. When
a lot of people come in
to Australia we get drawn
to friends and family we
know here, if they don't
know that info then the
cycle repeats itself.

— Parent, Taylors Hill

SCHOOLS

Schools staff consulted represented both government and Catholic sector schools with below-average ICSEA scores, and high proportions of students with language backgrounds other than English. They held various roles as classroom teachers, literacy leaders, wellbeing staff and school leadership.

Teachers and school leaders are seeking creative opportunities for students, particularly those with complex needs, but are limited in their capacity and resources to plan and deliver programs. Often these opportunities are low on a list of priorities and, despite the understood potential for improved outcomes, teachers feel under-equipped to incorporate creative learning into their curriculum.

WHAT TEACHERS THINK ABOUT CREATIVE EDUCATIONAL OPPORTUNITIES FOR STUDENTS

SUPPORT TO DELIVER IMPROVED STUDENT ENGAGEMENT AND WELLBEING OUTCOMES

CREATIVE LEARNING OPPORTUNITIES THAT ARE LOW-COST AND NEARBY

DIFFERENT ENVIRONMENTS TO GET CHILDREN IN POSITIVE LEARNING MINDSETS

> Teachers are worried about text structure, they're worried about syntax, they're worried about the fact that students don't conjugate verbs ever because it's not in their first language to conjugate verbs, and often the creative part of language gets stood on.
>
> — Literacy Leader, St Albans

COMMUNITY

Staff in council, community services and other organisations who contributed to this consultation worked across diverse areas including health, community development, wellbeing, youth, arts and community centres.

Activities are often enabled or driven by specific funding initiatives from state and federal sources, and there is an increasing interest in collaborative approaches to delivering programs. There is also an increasing focus on programs and services for children and young people, even in areas where this has not traditionally been the focus (e.g. neighbourhood houses).

HOW COMMUNITY SERVICES/ ORGANISATIONS SEE CREATIVITY FITTING WITH THEIR GOALS

SEE CHILDREN AND YOUNG PEOPLE LOOKING FOR ACTIVITIES BEYOND WHAT'S CURRENTLY AVAILABLE

HAVE LIMITED RESOURCES TO DELIVER CREATIVE PROGRAMS

SEEKING COMMUNITY-LED SOLUTIONS

WANT TO OFFER ACTIVITIES BEYOND TRADITIONAL HOMEWORK OR SPORTS CLUBS

INTERESTED IN COLLABORATIVE APPROACHES

> This space historically hasn't had a lot of engagement with children and young people. It's definitely a new space for young people to hang out here.
>
> — Community centre staff, St Albans

Opportunity Sites

100 Story Building consulted with 7 potential Story Hubs sites during this feasibility study, including schools, community centres and council-owned spaces. We identified 3 sites suitable for initial pilot site discussions.

CITY OF BRIMBANK WARDS
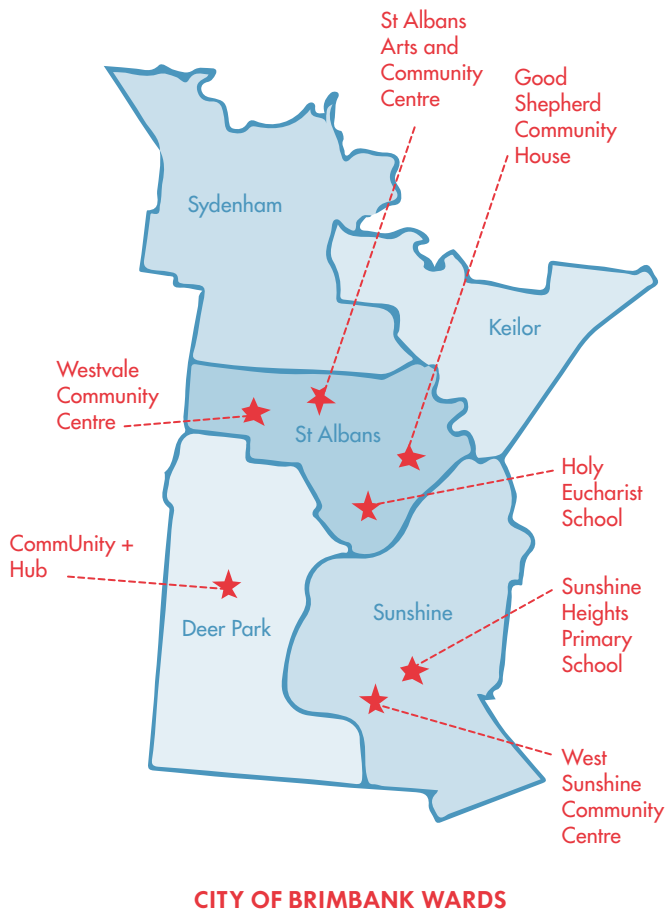
We assessed the sites according to a number of factors:

- Accessibility of space to children and young people who live in areas of concentrated and persistent disadvantage
- Evidence of existing collaborative culture (internal and external)
- Resources available (space, staff, volunteers, time)
- Existing connections to the surrounding community, families, children and young people

Three sites were scored 3/5 or higher, and are recommended for further discussions about piloting Story Hubs in year 1. This interim assessment was made based on information provided through interviews, and requires more formal assessment *(see appendix, Tables 1.7 – 1.8)*. The recommended sites are:

- Holy Eucharist School, St Albans
- Westvale Community Centre, St Albans
- Sunshine Heights Primary School, Sunshine West

Holy Eucharist School, St Albans
Score: 4.25/5

Holy Eucharist is a Parish Catholic primary school, serving a multicultural community of 380 children from Vietnam, Philippines, mainland China, Sudan, Ethiopia, Kenya, India, Sri Lanka, southern and central America and Europe.

Staff and leadership are seeking sustained professional learning opportunities to build teacher capacity and focus on creative literacy approaches and engagement, as there are limited opportunities for students in the area.

They are a current School-Community Hub partner, and have space available for a Story Hubs pilot.

100 Story Building has worked with students and teachers at Holy Eucharist on one-off workshops and term-long projects since 2014. Staff have expressed interest in an ongoing, sustained relationship.

2961 students within walking distance
4 primary schools
1 secondary school
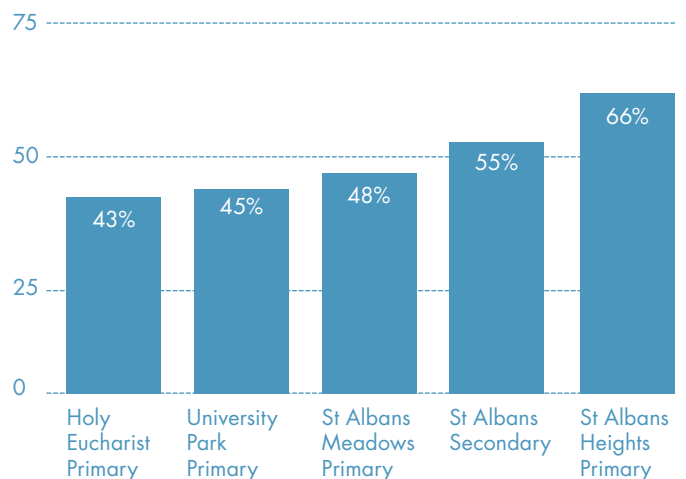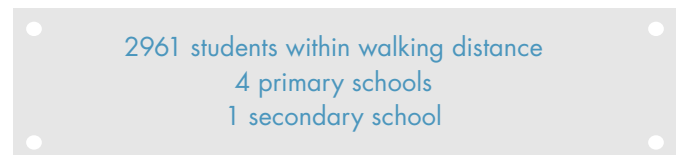
Schools within walking distance and the % of students in the lowest quartile ICSEA

It's useful and purposeful to support teachers in creative approaches to learning. It helps them to let go of control and skills students up to take ownership of their work.

— Literacy Coach, Sunshine

Sunshine Heights Primary, Sunshine West
Score: 3.75/5

Sunshine Heights Primay School serves 399 students from 45 different cultural backgrounds.

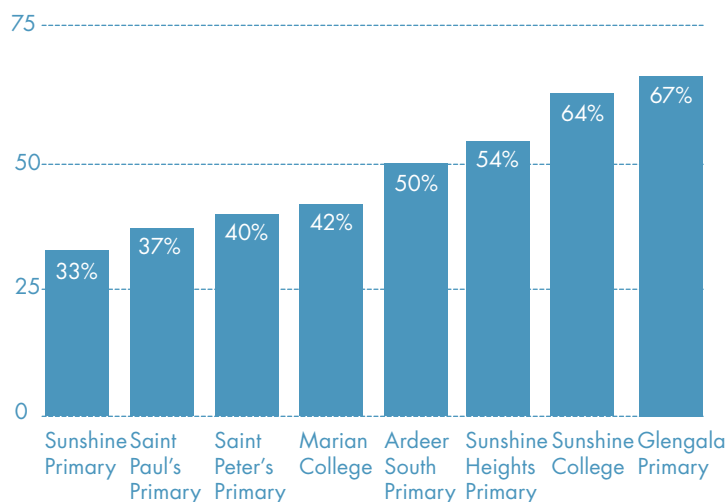Staff and leadership have increased their focus on creativity, student ownership, sustained writing engagement, but need to build expertise and knowledge about approaches. They desire an extension of student voice out into the community, but are 'not sure where to take it'.

Sunshine Heights do not currently have space to pilot a Story Hub, but are very interested in working in partnership with other schools nearby. It is the most accessible site surveyed.

100 Story Building has previously delivered one-off workshops for students.

3350 students within walking distance
6 primary schools
2 secondary school

Schools within walking distance and the % of students in the lowest quartile ICSEA

Sunshine Primary	Saint Paul's Primary	Saint Peter's Primary	Marian College	Ardeer South Primary	Sunshine Heights Primary	Sunshine College	Glengala Primary
33%	37%	40%	42%	50%	54%	64%	67%

Westvale Community Centre, St Albans
Score: 3/5

Westvale Community Centre provides Neighbourhood House programs and services at low-cost to the Brimbank community. It is managed by Brimbank City Council.

It currently has limited programming for children and young people, and is reliant on external funding and organisations to deliver activities. Families who attended past programs came from St Albans, Deer Park, Cairnlea Park and Keilor Downs, and feel that there are limited opportunities in the area for children and young people, beyond sport or homework programs.

As a neighbourhood house it is open to ongoing use by community members and organisations.

100 Story Building partnered with Westvale Community Centre in 2016 to run a term-long afternoon program for 9-12 year olds, resulting in the publication of a creativity zine – 'Out of Ideas?'.

2077 students within walking distance
4 primary schools
1 Secondary school
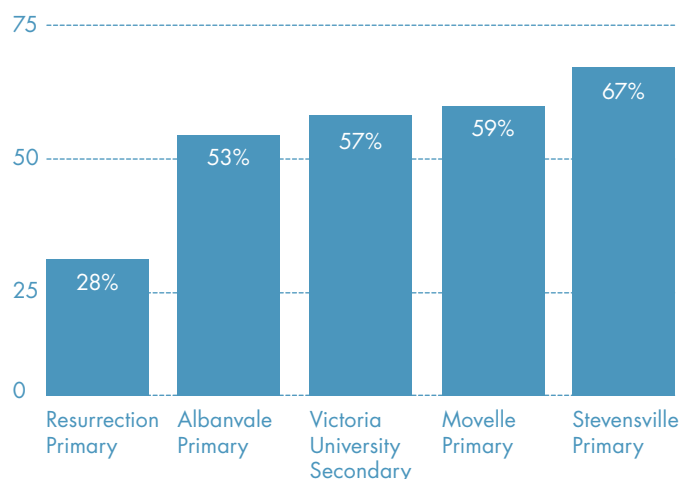
Schools within walking distance and the % of students in the lowest quartile ICSEA

Resurrection Primary	Albanvale Primary	Victoria University Secondary	Movelle Primary	Stevensville Primary
28%	53%	57%	59%	67%

Story Hubs
artist's impression

Proposed approach: Story Hubs

Based on the findings from community, research and venues, we recommend the development of co-created, imaginative spaces for children and young people within already existing community facilities, alongside a targeted program of creative literacy activities and professional development: Story Hubs.

Story Hubs is a place-based approach to student engagement in learning. This approach requires collaboration between 100 Story Building, schools, young people and their families and community agencies in a formal framework that builds skills and capacity *with* the community. In line with best-practice models, this is a long-term, multi-year approach, constructed to be sustained, systemic and evaluable.

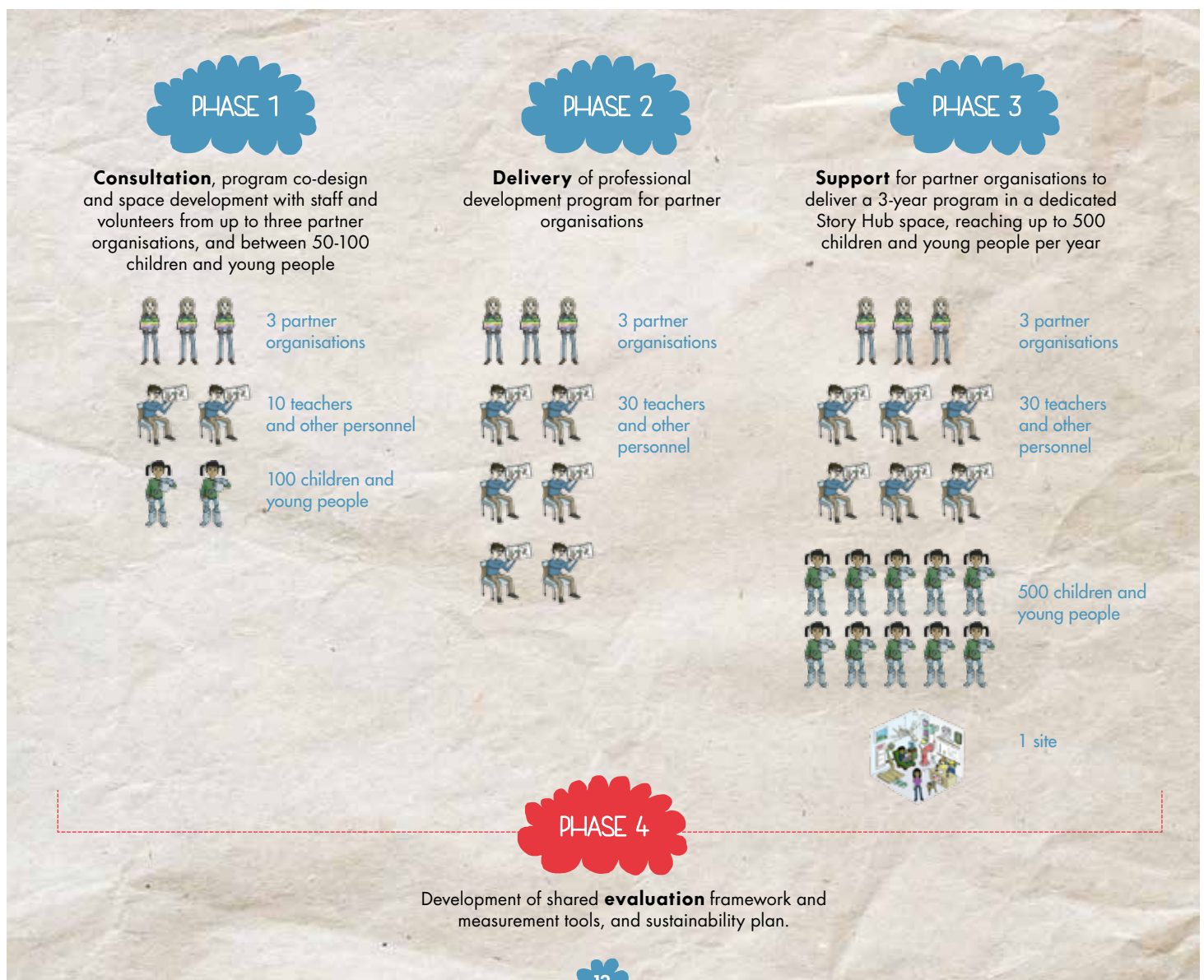Our approach draws on evidence-based practice and a number of research recommendations made for those seeking to improve children and young people's wellbeing in communities where persistent disadvantage and barriers to educational attainment exist. Specifically:

- Extra-communal resources — involving community in prioritising resources and participation in/learning from communities of practice[16]
- Focus on teacher professional learning that improves the teaching of literacy, specifically the concept of 'write to learn'[17]
- Place-based, collaborative — engage users in co-production and co-design, build local competencies, adapt interventions to local circumstances and need[18]

PROPOSED MODEL

The proposed model incorporates learnings from the operation of 100 Story Building programs in Footscray, and teacher professional learning programs delivered in collaboration with schools and other agencies.

Broadly, the model consists of four phases, organised around one Story Hubs site.

PHASE 1

Consultation, program co-design and space development with staff and volunteers from up to three partner organisations, and between 50-100 children and young people

3 partner organisations

10 teachers and other personnel

100 children and young people

PHASE 2

Delivery of professional development program for partner organisations

3 partner organisations

30 teachers and other personnel

PHASE 3

Support for partner organisations to deliver a 3-year program in a dedicated Story Hub space, reaching up to 500 children and young people per year

3 partner organisations

30 teachers and other personnel

500 children and young people

1 site

PHASE 4

Development of shared **evaluation** framework and measurement tools, and sustainability plan.

Story Hubs occupies under-used space in schools or community sites, creating shared spaces centred around children and young people. They are inspiring spaces where children and young people access creative learning programs and are supported by professionals and volunteers to share their stories.

COLLABORATIVE PRINCIPLES

The principle of collaboration underpins this project in the following ways:

- Proposed sites are developed, created and run in collaboration with schools, community organisations and community members
- Pilot sites and activities utilise child and youth-engaged program development, involving participants in the creation and evaluation of the program
- Partnerships with cross-sectoral organisations and individuals who have expertise in relevant educational and/or community contexts, place-making and wellbeing

Schools are key partners of Story Hub sites, requiring at least two schools participating as collaborative partners. The site should also be open to students from nearby schools.

•   •   •   •   •

> Every time you come out to us, every interaction we've had with 100SB has been beneficial to both students and teachers. We want to be part of it, it's really fabulous.
>
> — Literacy Leader, St Albans

EXPECTED OUTCOMES

Through sustained collaborative partnerships and a focus on capacity-building, Story Hubs embeds a culture of creative learning within schools and communities. It provides opportunities for children and young people to engage with their learning in both formal and informal settings. This specific combination of learning environment and learning practice supports long-term engagement in education for children, young people and their communities.

Story Hubs aims to provide a framework for community partners, alongside children and young people, to direct

and develop their own creative programming, and ensure that positive outcomes are generated long-term.

On-going operation of Story Hubs aligns with teacher professional learning, literacy outcomes and community wellbeing indicators. Through this, schools build their capacity to:

- Foster school-community relationships
- Amplify children and young people's voices
- Undertake practical, targeted professional learning
- Enrich classroom curriculum

Story Hubs amplifies the reach and potential impact of 100 Story Building's work by modelling a way for community and community partners to develop their own collaborative, sustainable spaces for children and young people that contributes to their engagement in literacy learning, confidence as creative individuals and sense of belonging to their community. It provides access to this approach in places where vulnerable children and young people already are, as well as making visible this approach to their families and communities.

WHY 100 STORY BUILDING?

The framework, skills and strategies that 100 Story Building can bring to this project differ to existing approaches available in Brimbank.

A key element of the support provided by 100 Story Building will be capacity-building activities, including assisting community partners to establish and foster relationships with artists and arts practitioners, volunteers and other community resources. This will include:

- Co-developing programs that incorporate professional creative practice into their framework
- Establishing links with individuals and organisations that can provide project-based and ongoing volunteer support, in particular creative professionals and arts practitioners
- Developing volunteer management processes

With the development of multiple Story Hub sites, 100 Story Building can also act as a lead organisation, supporting:

- A consistent approach to evaluation process, policies and protocols
- Joint professional learning workshops and a community of practice
- Sharing of resources, community contacts and volunteers
- Parallel programming to aid in sharing experiences, approaches and outcomes

We considered the key principles, organisational resources and expertise required to effectively deliver Story Hubs.

We identified three key principles for the operation of Story Hubs:

Leadership
- 100 Story Building operates as a lead organisation to: initiate activities, share experience and networks, foster energy and commitment, evaluate and report on outcomes
- Site partners operate as lead organisations in their Story Hubs to coordinate and deliver activities, share learnings and bring their communities along

Collaboration
- 2-3 organisational partners work in collaboration with 100 Story Building to deliver and sustain activities for at least 500 children and young people per site each year
- Partners work in collaboration with families and other community members to support and celebrate children and young people's work

Sustainability
- 100 Story Building works with community to build their creative skills, knowledge and capacity to deliver activities
- Sites are carefully targeted and delivered to enable long-term access to children and young people from areas of high community disadvantage

- Sites and activities are co-designed using existing and accessible resources

Organisational
As a growth-orientated project Story Hubs requires the support of key organisational staff, plus one project-specific contract role. The proposed approach assumes a 3-year pilot and evaluation period, after which 100 Story Building will manage Story Hubs within organisational roles and contract roles will end.

Collaborative partners are integral to the Story Hubs model. Contributions by partners can be a mix of financial, staffing and pro-bono, to be negotiated in the consultation phase. These roles and responsibilities align with existing resources within potential partner organisations, for example literacy and wellbeing staff at schools who are already responsible for program facilitation and community engagement.

PROJECT BUDGET
This budget assumes a 3-year program of work per site, with 100 Story Building as a lead organisation. Year 1 represents consultation, development and operational costs for two pilot sites. In Year 2 and Year 3, new sites will be developed on a staggered timeline, to ensure monitoring and evaluation on initial sites is complete and can be incorporated into new sites. In year 4 we anticipate 6 sites to be operational. These are preliminary costings only.

100 Story Building expenses	Year 1	Year 2	Year 3	Year 4
Staffing	$226,480	$210,480	$238,480	$129,000
Artist fees	$4000	$4,000	$4,000	$4,000
Travel	$10,000	$10,000	$10,000	$10,000
Evaluation	$10,000	$10,000	$10,000	$10,000
Fit out	$20,000	-	$20,000	$20,000
Administration/overheads	$24,000	$24,000	$24,000	$24,000
Contingency (10%)	$20,000	$26,000	$31,000	$20,000
TOTAL funds required by 100 Story Building	**$314,480**	**$284,480**	**$337,480**	**$217,000**
Partner contributions*				
Staffing	$58,000	$63,000	$109,000	$135,000
Materials	$10,000	$4,000	$14,000	$18,000
Venue	$70,000	$70,000	$140,000	$210,000
Administration/overheads	$40,000	$40,000	$80,000	$120,000
TOTAL partner contribution required	**$173,000**	**$177,000**	**$343,000**	**$483,000**
In-kind contributions				
Pro bono support	$20,000	$20,000	$20,000	$20,000
Volunteer support	$20,000	$20,000	$40,000	$60,000
TOTAL in-kind contribution required	**$40,000**	**$40,000**	**$60,000**	**$80,000**
TOTAL project cost	**$527,480**	**$501,480**	**$740,480**	**$780,000**

*Contributions to be negotiated as financial or in-kind

For more detailed costing information, please refer to *appendix tables 2.1–2.3*.

Funding secured

For the pilot, we propose a mixed model of funding, with philanthropic investment supporting 100 Story Building as a lead organisation and the pilot site partners working together to build the sustainable ongoing funding of the project.

What the sustained model looks like is dependent on consultations with the partners involved, but models currently operating within school-community partnerships include:

- Program membership subsidised by the Department of Education and Training or other government initiatives (ie. Stephanie Alexander Kitchen Garden)
- Training and accreditation program (ie. Drumbeat by Holyoake)
- Department of Education and Training initiatives delivered by community partners (ie. Refugee Education Support Program)

100 Story Building is seeking philanthropic funding to support a three-year pilot, with the goal of developing a sustainable funding model appropriate for each site.

Marketing and collaboration strategy

The success of the Story Hubs approach is reliant on strong collaborative partnerships with schools, local organisations and the communities they represent. Building on relationships already started through the consultation process, we have identified a number of key approaches to engage with pilot partners and community members:

Community Engagement

- Community feedback and listening events based around pilot schools and venues
- Information for families and communities in their own languages
- Co-design workshops with community members to inform site fitout and programs.

Partner Relationships

- Feedback and listening events for leadership and staff from interested partner organisations
- Partnership consultation and EOI process involving key staff

These approaches will be further developed through a Story Hubs-specific marketing plan.

EVALUATION OF APPROACH

Story Hubs represents a significant investment by 100 Story Building and is key to delivering on the 100 Story Building Strategic Plan 2016-2019 goals:

- To be a sustainable organisation
- To tell the story
- To extend program reach and impact
- To be a community organisation

In comparison to alternative projects, it represents the most effective and efficient model for achieving our mission.

Alternative models

We considered this approach alongside:

- A 100 Story Building owned/operated space replicating Footscray site in St Albans, Sunshine or Deer Park
- Increased delivery of outreach programs: term-long professional learning programs in school or cluster groups, and/or direct delivery of programs to children and young people in Brimbank

Alternative 1: 100 Story Building replication	
Differences - One site, owned and operated by 100 Story Building - Community has a more limited role in co-design and development of space and programs	**Strengths** - More capacity to deliver programs initially - Program development and delivery quality is maintained exclusively by 100 Story Building - Timelines and decision-making are more efficient (less negotiation with partners)
	Weaknesses - Setup and operational costs are 2x higher *(see appendix, table 3)* - Access may still be problematic – there is no 'one best site' for all children and young people in the area - Requires large amounts of funding to sustain - Geographically covers similar area to Footscray centre - Outreach programming would still be required to reach communities with the most need

Alternative 2: Outreach programs into Brimbank	
Differences • Outreach programs delivered in schools • 100 Story Building service is split between direct delivery of workshops to students, and teacher professional learning	**Strengths** • Established relationships already exist to support this mode of program delivery • Program delivery is on school premises and minimises disruption to class schedules • Program development and delivery quality is maintained exclusively by 100 Story Building
	Weaknesses • Resource-intensive for 100 Story Building • Capacity-building limited to teacher professional learning projects • Schools with capacity to bring outreach programming into their classroom are not always the most in need • Programs are reliant on grant funding that does not support long-term delivery (direct program delivery) or professional learning budgets and time (limited)

These alternatives both differ from the Story Hubs approach in their:
• Limited scope to incorporate best-practice approaches in building capacity and ownership within communities to support improved outcomes
• Reliance on 100 Story Building's funding and resources to sustain program delivery

Observations

Analysis of feasibility study data provided a number of observations both in support of and recognising the risks of the Story Hubs approach. We recommend these be further explored in a risk strategy prior to the commencement of a pilot:

1. **There is a general agreement on challenges faced by students.**
   This provides common ground for a collaborative approach to program delivery, and motivation for multiple partners to work together on improving outcomes.

2. **Strong focus on student wellbeing and engagement, and interest in creative approaches to support these areas, amongst school leadership and staff**
   Schools where the links between creative expression and learning outcomes are already explicit are looking for ways to build their capacity in this area. Story Hubs are developed for this purpose.

3. **Appetite for community-wide action**
   There are indications that many levels of the Brimbank community are seeking change and improvement in learning outcomes for their children and young people – the timing for a Story Hubs pilot is now.

RISKS

1. **Site difficulty**
   The areas with the most need are not always neatly aligned with the sites where space is available. In attempting to find the best common ground, Story Hubs risks not reaching children and young people who need it the most.

2. **Ready and willing partners may not be clustered together**
   Story Hubs requires collaboration between partner organisations, and is not designed to be a hub serving only one school. Further consultation is required with potential partners before their interest and readiness can be confirmed.

3. **Partner contributions are difficult to estimate**
   The estimated contributions outlined in this feasibility study are based on previous experience and initial discussions. They are subject to further consultation and negotiation with partner schools.

4. **Parental/volunteer engagement in schools are unknown**
   Story Hubs relies on the volunteer engagement of school communities to support workshops. Current engagement of families was not discussed with potential partners in this feasibility study.

Within the City of Brimbank there is a growing consensus that more needs to be done to support children and young people achieve educational outcomes to their fullest potential. This study shows that international and local research, the hopes of a wide range of community members and the experience of schools and community organisations are in agreement: that a creative learning program would lead to improvement in outcomes and that there are limited opportunities and capacity to access this.

The proposed Story Hubs approach is informed by 100 Story Building's experience of delivering capacity-building projects within schools, and represents the most effective and efficient way to deliver on the organisation's strategic goals and impact.

Story Hubs is an exciting opportunity to trial a place-based, best-practice approach to improving learning, and a successful pilot will provide a model for communities across Victoria to invest in community-led outcomes for their children and young people.

Endnotes

[1] Ewing, R (2010), *The Arts and Australian Education: Realising potential*, Australian Council for Educational Research, Melbourne, p13

[2] Thomson, S, De Bortoli, L & Underwood, C (2016), *PISA 2015: A first look at Australia's results*, Australian Council for Educational Research, Melbourne, p60

[3] Lamb, S, Jackson, J, Walstab, A & Huo, S (2015), *Educational opportunity in Australia 2015: Who succeeds and who misses out*, Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne, p92

[4] Lamb et.al, piii

[5] PISA 2015 Key Findings for Australia, http://www.oecd.org/australia/pisa-2015-australia.htm

[6] Lamb et al, piv

[7] Lamb et al, p92

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[9] Butler, S (2008), *Assisting Parents to Engage in their Children's Learning*, Churchill Trust, p5

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[12] Vinson, T & Rawsthorne, M (2015), Dropping off the Edge: persistent communal disadvantage in Australia, Jesuit Social Services, Catholic Social Services, Melbourne, p70

[13] Public Health Information Development Unit (2014), The Brimbank Atlas of Health and Education, Adelaide: PHIDU, The University of Adelaide

[14] Public Health Information Development Unit (2014), The Brimbank Atlas of Health and Education, Adelaide: PHIDU, The University of Adelaide

[15] Brimbank City Council (2015), Brimbank Children's Plan 2015-2019, p18

[16] Vinson et al, p13

[17] Centre for Education Statistics and Evaluation (2016), How schools can improve literacy and numeracy performance and why it still matters, NSW Department of Education, Sydney, p8

[18] Moore, T.G, McHugh-Dillon, H, Bull, K, Fry, R, Laidlaw, B, & West, S (2014), The evidence: what we know about place-based approaches to support children's wellbeing, Murdoch Childrens Research Institute and The Royal Children's Hospital Centre for Community Child Health, Melbourne, p28

APPENDICES

Table 1.1: Network initiatives in the City of Brimbank

Networks	Lead organisation	More info
Communities for Children	The Smith Family	https://www.thesmithfamily.com.au/programs/community/communities-for-children/brimbank
Brimbank Pasifika Network	Brimbank City Council	n/a
Brimbank Schools/Community Agencies Exchange	Brimbank City Council	learning@brimbank.gov.au
Brimbank Early Years Reference Group	Provides governance to Best Start and Communities for Children initiatives	n/a
Brimbank Melton Local Learning and Employment Network	Membership-based	http://www.bmllen.com.au/

Table 1.2: Partner organistions in Brimbank schools

This data was collected via interviews with partners or schools and information available online.

Org Program	Number of Brimbank schools	Outcomes	Description
The Smith Family National Community Hubs Program	5	Increased community connection Increased engagement with school Increased language and literacy skills of migrant families	Place-based, partnership model focusing on engagement, English, early years and vocational pathways for migrant and refugee women and their children.
The Smith Family Learning Clubs S2S	2	Improved school performance	Primary school programs focused on homework support by volunteer tutors (Learning Clubs) and online reading support buddies (S2S)
Ardoch Youth Foundation Literacy Buddies	5	Increased community connection Increased self-confidence Increased engagement in learning	Matches primary school students and corporate volunteers to improve literacy and inspire their learning through the art of letter writing.
Holyoake Drumbeat	At least two (based on interviews)	Improved school performance Increased social confidence Increased community connection	Structured learning program using music, psychology and neurobiology to reconnect with the self and others.
Cohealth arts generator Sisters and Brothers	2	Strengthened cultural understanding Increased community connection	Works with children aged 8-12yrs to build empathy towards those who experience discrimination; emphasise commonality and diversity; and promote dialogue around diversity, race-based discrimination and its harms, through an innovative music program.

Table 1.3: Children & young people's feedback on the role of creative learning

Activities	Cooking, crafting, reading, drawing, writing, painting, gardening, sewing, photography
Place	School, park, studio, kitchen, library, living room, garden, bedroom Easily accessible
Environment	Quiet, but not too relaxed, a little bit of energy in the space, inspiration from the place (sensory), inspiration from other creative works (TV, pop culture, art); people who support by asking questions (peers, family, teachers, librarians)

Outcomes	Renewal of unused spaces Community connection – with other children, families, creative individuals Increased confidence in their ideas – sharing and celebrating work Increased resilience and engagement in learning – problem solving

Table 1.4: Family feedback on extra-curricular activities for children and young people

Strength	Families identify increased confidence as a positive outcome of extracurricular activities Programs that reach participants through schools are well attended Families seek out activities at trusted spaces like the library, local community centre, school
Challenge	Families are time-poor and have limited access to information and transport to venues Families often don't know what is available to them – language barriers play a part Not just parents who want info – also need to reach grandparents, aunts and uncles. Parents are often working or looking after younger children, and can't transport children and young people to activities
Opportunity	Parents volunteering can be a good way to model supportive approaches to children's wellbeing. Families are looking for activities to 'keep children occupied and out of trouble', especially activities that don't involve screens.
Threat	Traditional after-school activities are well established and familiar to parents: library reading sessions, homework clubs, sports.

Table 1.5: Teacher feedback on the role of creativity in learning

Strength	Very important for increasing confidence, self-expression Art/music/movement is accessible for EAL students as the arts can transcend oral language.
Challenge	Access: excursion costs (bus and workshop), distance (time) Resources: organisational capacity Often seen as visual and performing arts, music Parental expectations of education can be focused on results, and more traditional educational processes Children and young people can have fixed mindsets about the 'right' way to do something
Opportunity	Teachers want more creative opportunities for their students Teachers refer students with complex needs/history of trauma, or anxiety due to parental expectation Increased focus in schools on 'writing for a purpose' Getting children in to positive learning mindsets can be done through different learning environments
Threat	Competition with other arts programs Competition with other literacy programs Changing policy focus eg. Best Start funding now solely concentrated on early years

Table 1.6: Community services and agencies feedback on the role of creative learning in their programs/venues

Strength	Arts and culture team in Brimbank City Council programs across multiple venues, with dedicated children and youth roles. High attendance at after-school homework clubs Children and young people are playing more active roles in the community (demonstrated by DYC program)
Challenge	Public transport and access to venues for children and young people – often only available to those whose parents can/will drive them. Limited resources to deliver creative programs Venues often need to remain multi-purpose, not just a space for children and young people
Opportunity	Geographical isolation of children and young people in specific suburbs eg. Deer Park DHS Integrated Health Promotion policy for community wellbeing: seeking community-led solutions, identified primary/middle years need for services Children and young people are looking for activities, and congregating in public spaces autonomously Young people are looking for capacity-building and training activities Interest in collaborative approaches

Table 1.7: Assessment matrix – opportunity sites

Assessment matrix – Opportunity Sites							
Site	Overall score	Accessi-bility	Collabo-rative culture	Resour-ces	Existing Connect-ions	Strengths	Challenges
Comm-Unity Plus	2.5	2	3	3	2	Strategic alignment - working with young people	Walking distance to lowest number of children and young people
West Sunshine Community Centre	2.75	3	3	2	3	Already engaged participants	Council owned and operated No permanent space available
Westvale Community Centre	3	3	4	2	3	Already engaged participants Early learning space available	Council owned and operated
St Albans Arts and Culture Centre	2.5	4	3	3	n/a	Strategic alignment - working with children and young people Arts-focused Community venue	Council owned and operated No permanent space available
Holy Eucharist	4.25	4	4	4	5	Strong existing relationship with 100 Story Building Opportunity to co-locate with School-Community Hub	Religious affiliation could limit use
Sunshine Heights	3.75	5	3	2	5	Walking distance to highest number of children and young people	No space
Good Shepherd Community House	2.5	3	3	3	1		Small space Focus on women and children Religious affiliation could limit use

Collaborative Culture (internal and external) 1: no evidence/interest, 2: limited evidence, 3: some evidence, 4: strong evidence, 5: very strong evidence

Accessibility: Walking distance less than 20 minutes from 1: 0 schools, 2: 1-2 schools, 3: 3-4 schools, 4: 5-6 schools, 5: 7+ schools

Resources 1: no resources offered or available, 2: limited resources offered or available, no space available, 3: some resources offered or available, space available, 4: specific resources offered, space available 5: financial and other resources offered, space available

Existing connections (current program participants) 1: <20 participants, 2: 20-50 participants, 3: 50-100 participants, 4: 100-200 participants, 5: 200+ participants

Table 1.8: Opportunity site data

Site	SH site?	Number of CYP currently attend site	Key info from consultation	Potential sites/ partners<20min walking	Total number of CYP could access
Comm-Unity Plus, Deer Park	Y	30	Funded via Victorian Government Health and Human Services Neighbourhood House Coordination Program Recently renovated - in strategic development process, early stages of program planning Identified priority areas: working with young people, specifically young women Working with community members on programming: Pasifika Network, South Sudanese community Looking to make the 'corporate type building' open and comfortable for young people Has Community Advisory Board	Deer Park West Primary St Peter Chanel School **Total**	409 494 **903**
West Sunshine Community Centre, Sunshine West	Y	115	Brimbank Council funded and operated Limited program funding Mainly early years and drop in use 2017 lost funding for homework club	Glengala PS St Peter's Primary Sunshine College West Sunshine Heights Primary **Total**	184 177 929* 399 **1689**
Westvale Community Centre, St Albans	Y	75	Brimbank Council funded and operated Currently limited programming for children and young people of school age, 2017 lost funding for homework club Local families looking for activities – there is limited programming in the surrounding area Local families often have limited IT access, limited English skills, aren't aware of local opportunities for children Looking to engage children and families in new ideas and activities beyond traditional homework or sports activities Costs and transport is a deal-breaker for families Families from St Albans, Deer Park, Cairnlea Park and Keilor Downs	Albanvale Primary Movelle Primary Resurrection School Stevensville Primary VU Secondary **Total**	239 193 539 199 907 **2077**
St Albans Arts and Culture Centre, St Albans	Y	n/a	Brimbank Council funded and operated, arts and culture team headquarters Staffed Monday-Friday 9-5:30pm, and Saturdays until 12:30pm. Available for community programs 7 days a week. Community programming space, reliant on collaboration/partnership/hire, 'what the community wants'. Multipurpose space, needs to be kept flexible for different user groups Near public transport (train, bus) Arts and culture team looking to better engage with local schools	St Albans Secondary College St Albans Heights Primary St Albans East Primary Sacred Heart School St Albans Primary **Total**	1367 261 407 239 299 **2573**

Holy Eucharist Primary School, St Albans (H)	Y	372	Current School-Community Hub site, partners include Victoria University	St Albans Secondary College	1367
			Limited creative opportunities, or even homework clubs, for students out of school hours	Jackson School	280
			Focus on both wellbeing and academic outcomes	St Albans Meadows Primary	421
			Limited opportunities for teacher professional networking and links with local schools	University Park Primary	260
			92% LBOTE – teachers need more intensive time with students and feel overwhelmed with the amount of work they need to fit in	St Albans Heights Primary	261
			Seeking sustained professional learning opportunities to build teacher capacity and focus on creative literacy approaches and engagement	**Total**	**2961**
Sunshine Heights Primary School, Sunshine West	N	399	Limited resources to take children on out of school excursions	Glengala Primary	184
			Increased focus on creativity, student ownership, sustained writing engagement, but need to build expertise and knowledge about approaches to this	St Paul's Primary	509
				Marian College	765
			Invested in literacy consultants to work on writing approaches	St Peter's Primary	177
			There is utility and purpose in teachers using creative approaches to learning and 'letting go of control'	Sunshine Primary	170
				Sunshine College West and Senior	929
				Ardeer South Primary	217
			Interested in working in partnership with other schools	**Total**	**3350**
			Desire extension of student voice out in to the community but 'not sure where to take it'		
			1% Indigenous, 72% LBOTE		
Good Shepherd Community House,		n/a	Funded via Victorian Government Health and Human Services Neighbourhood House Coordination Program, limited Brimbank City Council funding	St Albans Secondary College	1367
			Purpose to is to work with women, and children and young people up to age 18 years	Holy Eucharist Primary	372
			Program participants mainly clients of Good Shepherd, assists with work being done in other areas	St Albans Meadows Primary	421
			Not a lot of programming for children and young people	St Albans Heights Primary	261
			Small, limited space and outdoor area, focus on creating safety and warmth	Jackson School	280
			Increasing focus on learning and literacy	**Total**	**2716**
			Previous programs responded to funding, not community		
Other sites identified but not considered (due to lack of space, feasibility consultation engagement or resources)			Sunshine Library		
			St Albans Library		
			Deer Park Library		
			Shopping Centres		

Table 2.1 shows the proposed staff/contract roles. All staff roles currently exist in the organisation, and the FTE represents time allocated to Story Hubs.

Table 2.1: 100 Story Building staffing requirements, 2 sites, year 1

Role	Salary	Estimated FTE	Staff or contract	Key responsibilities
Project Manager	$70,000	0.8	Contract	Project oversight, tracking, budget, troubleshooting, reporting, partner liaison
CEO	$75,000	0.3	Staff	Program development, training, partner and community relationships
Program Manager	$66,000	0.6	Staff	Program management, training, partner and community relationships
Evaluation Manager	$70,000	0.7	Staff	Monitoring and evaluation
Communications Coordinator	$60,000	0.5	Staff	Branding, publicity, communications, partner and community relationships
Program Facilitators	$60,000	0.6	Staff	Program facilitation, relationships, partner and community relationships
Artist Facilitators	$4,000*	n/a	Contract	Specialist facilitation
Total	**$230,480**			

*Amount represents fee-based contract, not salary.

Table 2.2 shows the proposed contributions by Story Hubs partners, to be negotiated as a mix of financial and in-kind.

Table 2.2: Proposed partner contributions, per year/site

Contribution to be negotiated	Amount	Roles/responsibilities
Staff costs	$26,500	Facilitation, program and activity design and development, teacher release for professional learning, data collection, artist/community engagement, volunteer management
Materials	$2,000-5,000	Program materials, dependent on activities
Venue	$35,000	3 sessions/week during school terms (based on sessional hire rates for community venues)
Admin/overheads	$20,000	Utilities, administration, enrolment costs
Total	**$83,500 - $86,500**	

Table 2.3: Project budget detail

100 Story Building Expenses	Year 1	Year 2	Year 3	Year 4
Project Manager	$56,000	$56,000	$56,000	n/a
CEO	$19,800	$19,800	$19,800	$15,000
Program Manager	$31,680	$31,680	$31,680	$15,000
Evaluation Manager	$49,000	$49,000	$49,000	$20,000
Communications	$30,000	$30,000	$30,000	$15,000
Facilitators	$40,000	$24,000	$52,000	$64,000
Documentation	$10,000	$10,000	$10,000	$10,000
Artist fees	$4,000	$4,000	$4,000	$4,000
Travel	$10,000	$10,000	$10,000	$10,000
Fit out	$20,000	-	$20,000	$20,000
Administration/overheads	$24,000	$24,000	$24,000	$24,000
Contingency	$20,000	$26,000	$31,000	$20,000
TOTAL funds required (Story Hubs)	**$314,480**	**$284,480**	**$337,480**	**$217,000**
TOTAL expenses remaining (100 Story Building 2019 budget)	**$231,520**	**$277,520**	**$241,520**	**$379,000**
Partner Expenses				
Staffing	$53,000	$63,000	$109,000	$135,000
Materials	$10,000	$4,000	$14,000	$18,000
Venue	$70,000	$70,000	$140,000	$210,000
Administration/overheads	$40,000	$40,000	$80,000	$120,000
TOTAL partner contribution required	**$173,000**	**$177,000**	**$343,000**	**$483,000**
In-kind Expenses				
Pro bono support	$20,000	$20,000	$20,000	$20,000
Volunteer support	$20,000	$20,000	$40,000	$60,000
TOTAL in–kind contribution required	**$40,000**	**$40,000**	**$60,000**	**$80,000**
TOTAL cost	**$759,000**	**$779,000**	**$982,000**	**$1,159,000**

Organisational expertise and experience

100 Story Building has extensive experience in delivering projects alongside community and school partners that enable them to embed ongoing, sustainable approaches within their existing programs.

100 Story Building and our network of diverse professionals will also bring skills and understandings of working in cross-sectoral, diverse settings, which is essential to a project that seeks to blur the boundaries between formal learning spaces, community spaces and creative spaces.

This project will be led by 100 Story Building co-founders Lachlann Carter (CEO) and Jessica Tran (Development Manager), supported by the program and admin team. Their experience in feasibility and business planning will inform the initial stages of this project. The principles of collaboration, sustainability and creative ownership that underpin this project have been developed across a number of successful literacy-based teacher development projects run in partnerships with local councils,

schools and community service organisations across Melbourne's west.

This project also builds on community and stakeholder engagement work conducted by the team over the past four years, and is supported by strong relationships with diverse organisations and networks. The team have worked alongside community and service organisations, including Asylum Seeker Resource Centre, Foundation House and Mackillop Family Services, to deliver engaging programming for vulnerable children and young people.

100 Story Building also brings experience of major collaborative projects, particularly the Arts West initiative, now in its fifth year. Key staff have leadership roles in the collaboration, and a deep understanding of the organisational requirements of sustaining collaborative partnerships.

Collectively the team bring experience in education, literature, performing arts, evaluation and business management to the project.

Table 3: Alternative model 1, 100 Story Building replication preliminary costings

YEAR 1	Footscray site	Second site	Umbrella costs
CEO			$100,000
GM			$80,000
Marketing & Comms Manager			$70,000
Development Manager			$80,000
Evaluation Manager			$70,000
Communications Coordinator			$40,000
Project Manager		$64,000	
Community Development Manager			$70,000
Program Manager	$70,000	$70,000	
Facilitators	$48,000		
Salary oncosts			$150,000
Documentation		$20,000	
Marketing			$30,000
Program costs	$50,000		
Travel	$5,000	$10,000	
Fit out		$120,000	
Lease	$80,000	$80,000	
Legal		$20,000	
Administration/overheads	$24,000	$24,000	
Contingency		$41,000	
Subtotals	$277,000	$449,000	$690,000
TOTAL	**$1,416,000**		

YEAR 2	Footscray site	Second site	Umbrella costs
CEO			$100,000
GM			$80,000
Marketing & Comms Manager			$70,000
Development Manager			$80,000
Evaluation Manager			$70,000
Communications Coordinator			$40,000
Project Manager		$64,000	
Community Development Manager			$70,000
Program Manager	$70,000	$70,000	
Facilitators	$48,000		
Salary oncosts			$150,000
Documentation			
Marketing			$30,000
Program costs	$50,000	$50,000	
Travel	$5,000	$10,000	
Lease	$80,000	$80,000	
Legal		$10,000	
Administration/overheads	$24,000	$24,000	
Subtotals	$277,000	$308,000	$690,000
TOTAL	**$1,275,000**		