



Stakeholder engagement report: Northern Suburbs Youth Hub

Department of Territory Families, Housing and Communities, 13 March 2023

Nous Group acknowledges Aboriginal and Torres Strait Islander peoples as the First Australians and the Traditional Custodians of country throughout Australia. We pay our respect to Elders past, present and emerging, who maintain their culture, country and spiritual connection to the land, sea and community.

This artwork was developed by Marcus Lee Design to reflect Nous Group's Reconciliation Action Plan and our aspirations for respectful and productive engagement with Aboriginal and Torres Strait Islander peoples and communities.



Disclaimer:

Nous Group (**Nous**) has prepared this report for the benefit of Department of Territory Families, Housing and Communities (the **Client**).

The report should not be used or relied upon for any purpose other than as an expression of the conclusions and recommendations of Nous to the Client as to the matters within the scope of the report. Nous and its officers and employees expressly disclaim any liability to any person other than the Client who relies or purports to rely on the report for any other purpose.

Nous has prepared the report with care and diligence. The conclusions and recommendations given by Nous in the report are given in good faith and in the reasonable belief that they are correct and not misleading. The report has been prepared by Nous based on information provided by the Client and by other persons. Nous has relied on that information and has not independently verified or audited that information.

Contents

EXECUTIVE SUMMARY

CHAPTER 1: Background, context and method

CHAPTER 2: Stakeholder perceptions of the Hub

CHAPTER 3: Design principles

CHAPTER 4: Enablers

CHAPTER 5: Summary of design implications

Appendix A
STAKEHOLDERS ENGAGED

Appendix B
INPUT FROM YOUNG PEOPLE

Appendix C
SERVICE AND OPERATIONAL IDEAS FROM
YOUNG PEOPLE

Appendix D
PHYSICAL SPACE IDEAS FROM YOUNG PEOPLE

Executive summary

Nous group was contracted to conduct community engagement for a new youth hub

In November 2022, the Hon. Lauren Moss announced the Northern Territory Government would establish a new youth hub at 12 Rowling Street, Casuarina, in Darwin's northern suburbs. Nous Group (Nous) has been engaged to talk to community members, service providers and young people about the design of the Youth Hub (the Hub), and the initial phase of consultation ran from November 2022 to February 2023. Further engagement is anticipated in late 2023 or early 2024.

The most common views expressed by stakeholders are summarised below.

1

There is a need for the Hub

A majority of stakeholders agreed that there are not enough spaces and activities for young people in the northern suburbs.

2

There is a perception the target cohort is disengaged

Stakeholders see the Hub as a place for young people in need of support, rather than as a space for all young people.

3

There are concerns about antisocial behaviour

Stakeholders are worried that a new youth hub will lead to increased antisocial behaviour.

4


There are reservations regarding the location of the Hub.

Stakeholders are concerned the proximity of the Hub to local residences and businesses will lead to safety risks.

KEY STAKEHOLDERS ENGAGED

 **457+**
STAKEHOLDERS
CONSULTED

 ENGAGED WITH **220+**
YOUNG PEOPLE

 SPOKE WITH **40+**
SERVICE PROVIDERS

 ENGAGED WITH **67**
COMMUNITY MEMBERS

Stakeholders have identified 5 key principles and 4 enablers for the Hub

Stakeholder engagement also identified the considerations that will be most important in the design of a youth hub. These have been distilled into five principles which are depicted below. Operationalising the Hub will also rely on four critical enablers, which are also depicted below.

Principles



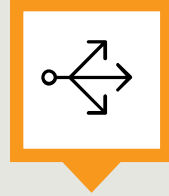
INCLUSIVE

A youth hub that caters to a diversity of ages, socio-economic and cultural groups, and abilities.



STRUCTURED

Structured activities and expectations for service users.



CONNECTED

Strong links to a broader network of youth services and activities.



ADAPTABLE

Flexible to meet the needs of users and allow provider innovation.



SAFE

A safe place for both users and staff.

Enablers



WORKFORCE

Attracting, developing and retaining quality staff.



GOVERNANCE

Governance and contract management to underpin effective collaboration and promote ownership of users.



PARTNERSHIPS

Strong relationship with providers, community and families.



PHYSICAL DESIGN

A varied and adaptable space for users and providers.

There are implications for the service design and the physical design of the Hub

Engagement has also identified a range of implications for the service design and the physical design of the Hub. Service design implementation will inform a future contract with a service provider. Physical design implications will inform a design brief and engagement of an architect. Both are summarised below and outlined in more detail throughout the report.

SERVICE DESIGN IMPLICATIONS

Key service design implications include:

1. Offering a wide range of activities and programs to cater to all potential users.
2. Having a clear and structured program of activities.
3. Providing core services such as food and cooking, and safe transport.
4. Establishing agreed referral pathways and partnerships with other key services for young people.
5. Giving young people choice about how they engage in the Hub
6. Developing a shared code of conduct and rules of behaviour with clear escalation protocols.
7. Setting clear requirements for staff and providing upskilling pathways.
8. Giving service providers flexibility to deliver on agreed outcomes.
9. Giving young people a say in how the Hub is run.
10. Building partnerships with community and parents.

PHYSICAL DESIGN IMPLICATIONS

Key physical design implications will include:

1. A range of spaces to support physical separation between cohorts.
2. Modular and adaptable space that can be easily repurposed.
3. Accessible design to cater to diverse needs.
4. Outdoor spaces for young people to spend their energy.
5. A commercial kitchen and dining space.
6. Office space for sensitive discussions.
7. Private spaces for staff during their breaks.
8. Design and décor that signals and supports inclusiveness.
9. User designed spaces such as graffiti walls and murals.
10. Security features such as a single points of access and internal doors to control movement.
11. Airconditioning for the comfort of young people and staff.

Chapter 1: Background, context and method

Background and context

This project emerged from a gap in youth services in the northern suburbs

In 2019, the Darwin Youth Action Plan named the establishment of a dedicated youth and community drop-in centre within the Northern Suburbs as a priority for meeting the needs of young people in Darwin. The goal was informed by consultations with 680 young people which identified a lack of safe spaces for young people to meet peers, connect to services, and engage in positive social activities.

The Department of Territory Families, Housing and Communities (TFHC) has been working with the non-government and government sector to develop a Youth Hub since early 2021, including further engagement with service providers and youth activity leaders to inform the design of a hub.

In May 2022, \$6 million in federal funding was announced to build a new Hub, and In November 2022, the Hon. Lauren Moss announced the Northern Territory Government would establish a new youth hub at 12 Rowling Street, Casuarina. The Hub is intended to be a place that welcomes and supports **all young people aged 8-18**.

This report summarises the first stage of a consultation process around the new Youth Hub

Nous Group (Nous) was engaged by the Department of Territory Families, Housing and Communities (TFHC) to conduct community engagement to support the design of the Youth Hub. The objectives of the community engagement were to:

- Seek, consider and present local community **sentiment**, and to build local understanding of and involvement in the Hub, and
- Generate considerations for the **physical and service design** based on the needs of the community, young people and service providers.

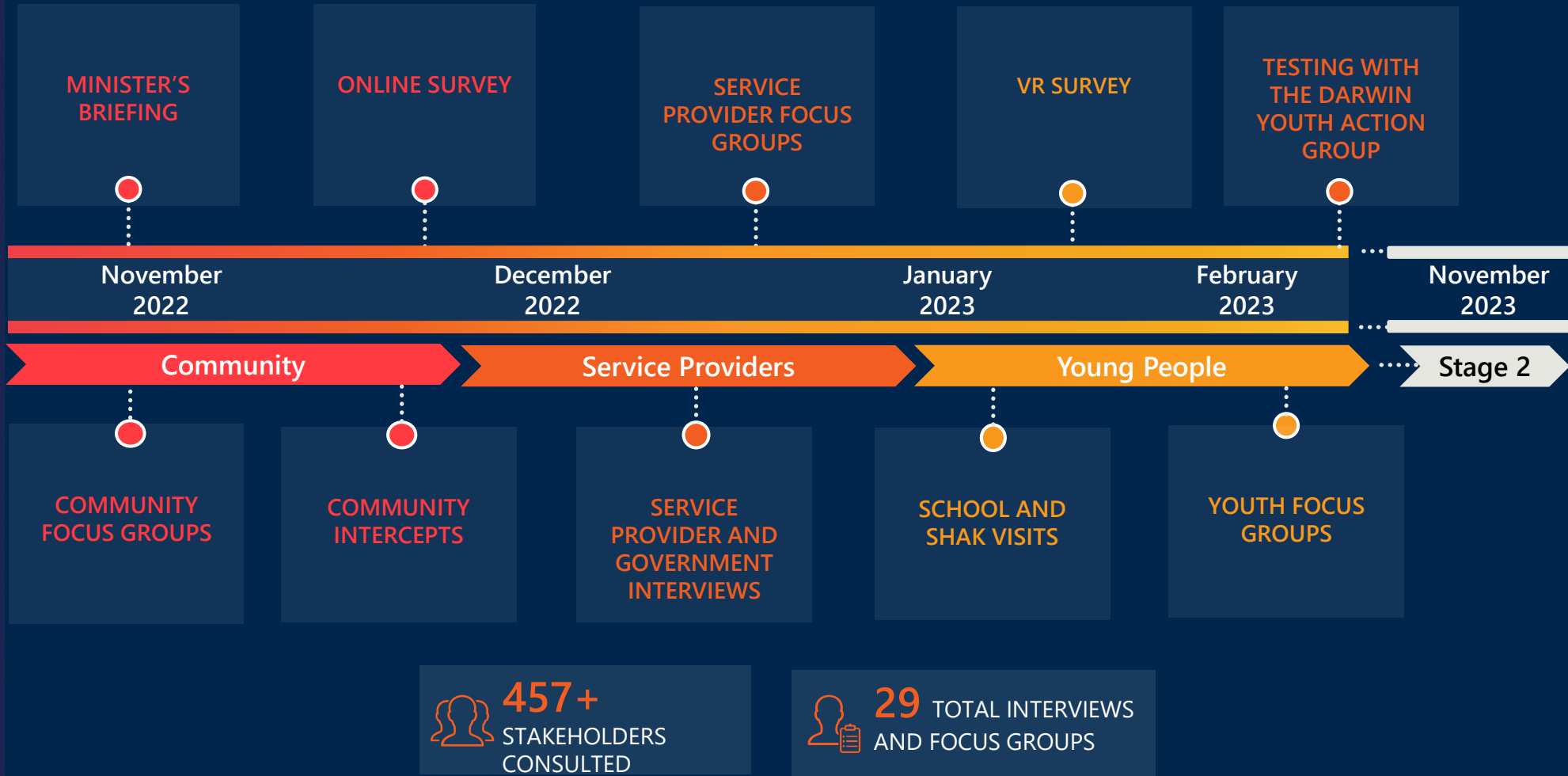
This report summarises the first phase of community engagement, and will inform the physical design and a tender process for a lead service provider at the new Youth Hub.

This is the first round of consultation, with more to come

There will be a further round of stakeholder consultation during the next stage of this project (expected to take place between November 2023 and March 2024) to test emerging service designs with service providers, young people and community members.

The initial community engagement occurred over a three month period

Community engagement was conducted between November 2022 and February 2023 and included engagement with community and local residents, service providers, government, and young people; and digital engagements using surveys. Further detail on the stakeholders engaged is provided in the following slides and at Appendix A.



Phase 1: Engagement with community members

Initial consultations with the community sought to understand the breadth of attitudes towards the Hub.

A **community meeting** was held by the Minister for Youth with approximately 12 attendees directly following the announcement that the Youth Hub would be built at Rowling Street.

Community focus groups were held at Casuarina Library and attracted 10 community members to share their views on how a youth hub will impact the direct area. Attendees included residents living in close vicinity to the Hub, families in the area, and some youth-based service providers. Recruitment for the focus groups was supported by letter drops to 600+ residents orbiting the Hub, and advertising across departmental and community social media networks. Despite this, the overall number of attendees was relatively small. Some local residents attended multiple focus groups.

An **online survey** was distributed through government and community social media channels. The survey attracted 54 responses.

Community intercepts at the Casuarina Shopping Centre, captured the perspectives of 47 community members through short one-on-one interviews. Located at two stations, Nous provided a space for community members to share their thoughts and learn about the Hub. This approach gathered feedback from members of the community who were unaware or disengaged from the community consultation process.

An **interview** was held with 2 managers from the Sentinel group which services Casuarina Square.



Key stakeholders engaged

 **47** INTERCEPT
RESPONSES

 **54** SURVEY
RESPONSES

 SPOKE WITH **30+**
PARENTS OF YOUNG
PEOPLE

 LETTER-DROP TO
600+ RESIDENTS

 FOCUS GROUPS WITH
10 RESIDENTS

Phase 2: Engagement with service providers and government

Nous engaged a broad range of local service providers and government employees to understand their perspectives on the needs of young people and how to deliver an effective youth hub.

Interviews with Northern Territory Government employees working with young people: Interviews were conducted with expert stakeholders from other service systems or organisations supporting young people, including:

- 5 Principals from local primary and middle schools.
- 3 TFHC youth justice staff.
- 4 Police staff operating in youth diversion, policy, and Taskforce Trident.
- 5 Department of Education Student Engagement staff.

Interviews with key service providers:

- YMCA staff managing the Palmerston Youth drop in centre.
- Red Cross staff operating the current SHAK at Sanderson Middle School

Service provider focus groups: 4 focus groups were held with over 40 service providers from over 25 organisations. Organisations ranged from large national providers to small local providers and Aboriginal Community Controlled Organisations.

Darwin Youth Action Group: A meeting was held with 12 members of the Darwin Youth Action Group. Representatives included staff from Aboriginal Community Controlled Organisations, large national providers, and community youth providers.

Key stakeholders engaged



FOCUS GROUPS WITH
25+ ORGANISATIONS



INTERVIEWS WITH **17**
GOVERNMENT STAFF



SPOKE WITH **40+**
SERVICE PROVIDERS



Phase 3: Engagement with young people

As the target cohort, understanding the needs of young people was a core part of the engagement process.

The SHAK@Sanderson Visit: We engaged with approximately 20 users of the SHAK@Sanderson (a youth hub operating at Sanderson Middle School in a non-purpose designed space). Young people responded to an inspiration wall with pictures of potential services and had the opportunity to draw or write about their desired youth hub. Nous also had informal group discussions with young people to gauge interest in the Hub and explore their wishes and needs. Nous primarily received insights from young people between the ages of 8 and 12 in this engagement and most were Aboriginal and Torres Strait Islander (Aboriginal) young people.

School Visits: 3 local schools participated in the engagement process (Sanderson Middle School, Wagaman Primary School, and Dripstone Middle School). Nous facilitated structured sessions with consecutive groups that involved brainstorming on what a youth hub should be, a inspiration wall that users could add ideas to, and writing / drawing stations where young people could draw their desired youth hub. Nous engaged approximately 165 students throughout 8 sessions in schools.

Other engagements:

- A discussion with 4 young people from Autism NT
- A workshop with 12 young people from the Stars Foundation
- A facilitated session with the Darwin City Council Youth Advisory Group

Virtual Reality Survey: A survey was developed to create an fun and engaging platform for young people to engage in consultations. The survey was accessible on phone and desktop, and was circulated through government and youth-based social media networks. The survey attracted 37 Virtual Reality responses, including 9 written responses.



Key stakeholders engaged



ENGAGED WITH **220+**
YOUNG PEOPLE



100+ YOUNG
PEOPLE AGED < 7 - 12



110+ YOUNG PEOPLE
AGED 13 - 18



RECEIVED **37+**
VR RESPONSES



WORKSHOPS WITH
8+ CLASSES



Chapter 2: Stakeholder perceptions of the Hub

Common sentiments emerged across stakeholder groups

Four common sentiments emerged across stakeholder groups (community members, service providers, young people). While there was broad support overall for a hub, the stakeholders who did have reservations expressed concerns about safety. These themes are detailed below and in the following slides. The design of the Hub will need to address negative sentiments, even if these are held by a minority of stakeholders, and this has been considered in the key design principles and enablers which are outlined later in the report.



There is a recognised need for a youth hub in the northern suburbs

A majority (72%) of stakeholders acknowledged the need for a youth hub that provides services for young people and a place to gather. Across all groups, stakeholders reported that the Hub will fill a significant gap.

Young people and service providers feel there is a gap in youth spaces and services

Young people shared they feel bored during weekends and after school hours, and raised there is an absence of free services in the area. Young people noted that there are a lot of activities targeted at young children or adults, but few spaces specifically for teenagers to hang out or access services and supports.

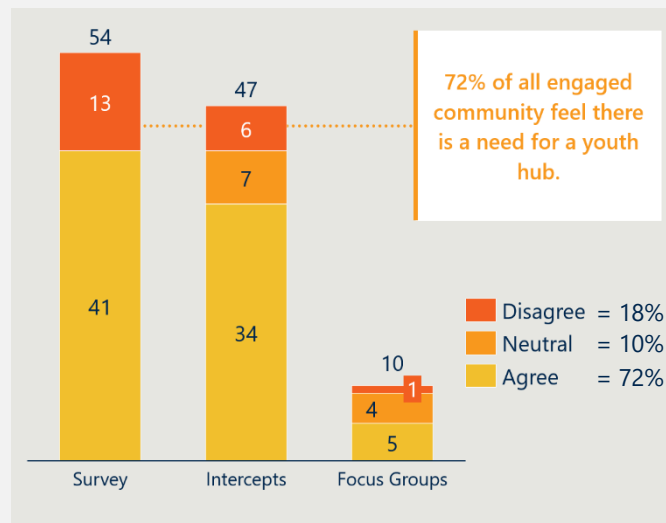
Service providers agreed with the sentiments shared by young people and also observed that there is a lack of spaces for young people when they are feeling unsafe or disengaged at home and in the community.

Despite some detractors, the broader Darwin community also recognises the need for a hub

Unlike young people and service providers, not all community members were in favour of a youth hub. However, this sentiment differed significantly according to the way in which community members were engaged. Where engagement required more effort to participate, sentiment was less positive, suggesting there is a vocal minority with concerns about the Hub.

- Focus group attendees were least supportive of a youth hub with 50% neutral or in disagreement that a hub is needed
- Survey responses were mostly positive, with a majority of respondents agreeing a hub was needed (76%)
- Community intercepts attracted the most positive or neutral sentiment (87%)

Figure 1: Responses to "The northern suburbs need a youth hub" from community survey, intercepts and focus groups.



Consultation feedback

"Our kids need a safe place to hang out with others under a supervised environment where they feel supported and included while having fun activities with friends ."
 – Community Consultation

"Young people are genuinely bored and need a hub to do something. Kids will use the Hub regardless of what's there."
 – Government employee

85% of parents of young people in the community surveyed or interviewed are **in support of a youth hub.**

There is a perception that the target cohort is disengaged youth with significant support needs

Stakeholders in all groups consistently referred to expectations that the Hub was intended to cater exclusively for disengaged youth with high support needs, and do not currently see the Hub as a place for all young people. Future messaging about the Hub will need to clearly identify that it is for all young people.

Stakeholders shared this perception, but expressed it differently

There is a widespread perception across stakeholders that the Hub is designed exclusively for young people who have a difficult home environment, are disengaged from education and need support services. Interviewers frequently needed to stress to interviewees that the Hub was intended to serve *all* young people. While this sentiment was shared across stakeholder groups, it was often expressed differently:

- For community stakeholders, this was often expressed explicitly, or was implicit in the way stakeholders spoke about young people.
- For service providers, this was typically reflected in the sorts of services which were expected to be provided, such as suggestions that the Hub create a space for alternative education and liaise with youth justice case management.
- Young people were most likely to embrace the idea that the Hub was for everyone, although a small minority of young people expressed the view that they probably wouldn't be the sort of people who would need or use the Hub.

Perceptions about the target cohort risk becoming a self-fulfilling prophecy

The perception amongst stakeholders that the Hub is intended to serve only one cohort of young people risks creating that reality in practice. Educators described how a perception of the youth hub as a place solely for disengaged youth may deter more engaged young people (and their parents), if they view it as dangerous and not appropriate for their needs. There is also a risk that parents of young people will be reluctant or ashamed for their children to use the Hub if it is only viewed as a place for disengaged young people.

Consultation feedback

"I successfully work with these types of kids, and they need strong boundaries from professional or respectable staff."
– Community Survey

"The hub could be a positive influence on otherwise unchecked behaviours by providing structure, consequence and alternative pastimes for youth!"
– Service Provider

"There's a lot of work to do around marketing and purpose. The needs of young people are varied. It all comes back to target audience."
– Government employee

Safety concerns are the main driver of negative sentiment

Stakeholders across all groups raised concerns about antisocial behaviour and there is a perception that the Hub may exacerbate existing challenges. The design of the Hub will need to mitigate these concerns.

Antisocial behaviour is a major concern for community members

The majority of community members with negative views towards the Hub observed that the area surrounding the Casuarina Shopping Centre is already suffering from high rates of antisocial behaviour and are also concerned about broader antisocial behaviour of young people, including in Alice Springs. There are concerns that attracting young people into a single location will lead to property damage and theft for neighbouring houses and businesses. Local residents are particularly concerned that if the Hub is open late in the evening young people may be out on the street in the evening after it shuts and may commit crimes.

Police also expressed concerns that the Hub could become a location where young people who are already engaged in antisocial or criminal behaviour exert a negative influence on other young people, or even groom them to engage in crime.

There are concerns about safety of young people attending the Hub

Even community members who were more positive about the Hub expressed some concerns about safety of the young people in attendance. This was particularly true for parents of young children in the northern suburbs. Many parents were worried about the prospect of sending their children to the Hub due to the risk it could also be attended by young people involved in antisocial activities that could endanger their own children.

Service providers were also worried about the safety of young people attending the Hub but were more confident that any safety risks could be managed through appropriate staffing and behavioural protocols. Some young people themselves were also worried about whether the Hub would be a safe and pleasant place to go and wanted to ensure that there were clear rules of behaviour for young people attending the Hub.

Negative perceptions about the former SHAK in Casuarina are a driver of expectations about the Hub

The perception amongst stakeholders that the new Hub will result in antisocial behaviour is closely linked to perceptions about the former SHAK at Bradshaw Terrace, Casuarina. The SHAK has now moved to Sanderson Middle School and stakeholders were largely positive or neutral about the current service. However, community stakeholders and educators reported fights or other incidents at the SHAK before it was relocated and were concerned the new Hub would be similar. Service providers noted that the former SHAK faced operational challenges due to limited funding and was operating in a space that was not fit-for-purpose. They felt some of these issues could be mitigated through an effective service model with adequate resourcing.*

*Funding for the SHAK has increased over time and the current SHAK at Sanderson receives more funding than the previous SHAK in Casuarina

Consultation feedback

*"I don't want to get bashed up.
#NoGangsters."*

– Young person

*"New Hub is just another SHAK.
It'll be good for a month or so then
it'll just get broken into."*

– Community member

36% of respondents in community focus groups and surveys with negative sentiment **expressly referred to the SHAK in Casuarina.**

There are reservations regarding the location of the Hub

The majority of community members engaged during the consultation expressed concerns about the location selected for the Hub, coupled with concerns about inadequate consultation around location. A small number of service providers and government stakeholders also expressed similar concerns. It will be important for the design to mitigate any potential risks associated with the location.

The proximity site is unpopular with local residents

The site's location in a residential and business zone was cited (most often by local community members) as a significant driver of negative sentiment. In particular, stakeholders raised concerns that noise and activity from the Hub would create community disruption, that antisocial behaviour would threaten safety and cause property damage and the actual or perceived impact would reduce local property prices.

Local residents feel the consultation process over location was inadequate

A common complaint from community stakeholders about location was the lack of community consultation in the process of site selection. Some community members viewed the ensuing stakeholder engagement process as inadequate and tokenistic given the decision about location had already been made. An important aspect of future messaging about the Hub will be to ensure that community voice is considered and reflected in the physical and service design, and that community is engaged before, during, and after construction.

Other stakeholders had mixed views about the location

While the views of neighbouring residents are not unexpected, concerns about the location were also raised by local educators and some service providers. Educators expressed concern that locating the Hub in Casuarina risks replicating many of the social issues that exist there by drawing antisocial behaviour from the area into the Hub, referring to frequent fights and antisocial behaviour in the bus terminus and Casuarina Square nearby.

A small group of service providers were also worried about the proximity to local residences and businesses. A common strategy for service providers when young people are being disruptive is to send them outside to be physically active and cool off. They noted this is more successful in a site surrounded by outdoor space, and it would be not desirable for disruptive young people to have immediate access to shops and local houses when agitated.

However, other service providers viewed the location as a strength, arguing that the site is accessible and the proximity to the area of antisocial behaviour creates an opportunity to engage young people and draw them into a supportive and productive environment. This view was also shared by many community members who lived less close to the site.

Consultation feedback

"I haven't felt my voice has been heard. Where was the consultation on site location?"

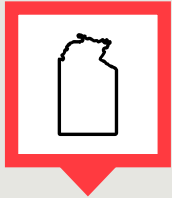
– Community member

66% of community survey respondents had some reservations about the location of the Hub.

Chapter 3: Design principles

Five design principles have emerged from consultation

Stakeholder engagement identified the considerations and features that will be most important in the design of a youth hub, to achieve the aspirations of all stakeholders and respond to stakeholder concerns. These have been distilled into 5 principles which are depicted below and described in the following slides.



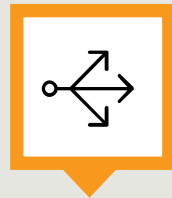
INCLUSIVE

1. Caters to a wide range of age groups
2. Attracts and supports users from different socio-economic groups
3. A safe space for Aboriginal and multicultural young people
4. Accommodates needs of LGBTQI+ young people and young people with disability



STRUCTURED

1. Offers a reliable range of core services and activities
2. Timed and age-specific programming
3. Co-designed expectations of behaviour



CONNECTED

1. Does not duplicate existing services
2. "Hub and spoke approach" to connect young people to services
3. Facilitates links to broader community groups and activities



ADAPTABLE

1. Supports users to engage in ways that suit their needs
2. Flexibility and adaptability in service delivery
3. Allows service providers to adapt to changing conditions



SAFE

1. Positive behaviour management strategies
2. A tiered response to incidents
3. Physical spaces which support security and behaviour management



Principle 1: Inclusive of all young people 8-18

Creating a space that appeals to a diversity of ages and social and cultural groups will be a key design challenge, but also creates opportunities to build an inclusive community. Through thoughtful design, the Hub can be a space that is fun, inclusive and safe for the full range of the target cohorts, and fosters a strong shared sense of community.

FINDINGS

- Catering to a wide range of age groups will be necessary
- It will be important to ensure the Hub attracts users from all socio-economic backgrounds
- A safe space for Aboriginal and multicultural young people
- The space should accommodate the needs of LGBTQI+ young people and young people with disability

Catering to a wide range of age groups will be necessary

The Hub will potentially cater to a wide range of ages (8-18) and ensuring that the range of ages feel included and engaged will be a key design challenge. During engagements with young people, older teenagers and younger children expressed a reluctance to engage with one another as their needs and interests diverge significantly. Service providers made clear that despite this challenge it was necessary to accommodate a wide range of ages, as many young people will use the Hub with their older or younger siblings. Separating or excluding siblings from the service would be undesirable, and some service providers even expressed a desire for the age range to be broadened to capture siblings younger than 8, or young adults needing vocational support.

Creating age-separated activities and spaces where different age groups feel ownership and inclusion is one important aspects of design for stakeholders. Timing of activities will be another important aspect, as activities for young children could finish earlier and coincide with transport home, while older users may choose to stay later and may not require transport.

The Hub will attract and support users from all socio-economic backgrounds

The Hub is intended to cater to all young people, despite pervasive perceptions that it is being designed exclusively for disengaged young people, or young people from disadvantaged socio-economic backgrounds. Accommodating the diverse needs of users from different socio-economic backgrounds in a way that is inclusive and supportive will be an important design challenge.

Service providers and government stakeholders described the importance of communicating and signalling that the Hub is a place for all young people, and not a target cohort.



Young people know what they want. The more diversity and inclusion you can offer in the Hub, the better the services will be.

Service Provider



NORTHERN SUBURBS DEMOGRAPHIC SNAPSHOTS – CONSULTED SCHOOLS

Dripstone Middle School

- 22% Aboriginal
- 20% Greek
- 55-60% English as an additional language or dialect (EALD)

Nightcliff Middle School

- 24% Aboriginal
- 40% EALD
- 55% Bilingual

Nakara Primary School

- 10% Aboriginal
- 40% EALD
- 20% Additional Needs

Sanderson Middle School

- 55% Aboriginal
- 30% Migrant Groups

Wagaman Primary School

- 24% Aboriginal
- 40 - 50% EALD



Principle 1: Inclusive of all young people 8-18

A safe space for Aboriginal and multicultural young people

Darwin is a multicultural city, and the design of the Hub should anticipate that young people will come from a diverse range of cultural backgrounds. Cultural communities should be made to feel welcomed in the Hub by diverse and culturally competent staff.

Service providers expect that Aboriginal young people will form a significant proportion of users of the Hub, as the majority of users of the SHAK at Sanderson Middle School are Aboriginal. Stakeholders (especially in Aboriginal operated services) highlighted the importance of designing the Hub to promote cultural safety through:

- physical design and décor which signals Aboriginal inclusivity in the space
- Aboriginal community involvement in service provision, cultural leadership, governance and mentoring of young people
- ensuring strong Aboriginal representation in the workforce.

School principals in northern suburb schools estimated that between 30% and 60% of their school populations were from non-Indigenous multicultural backgrounds, and that these students were likely to form a significant proportion of users. These stakeholders also noted that there is an undersupply of services catering to multicultural young people which could be met or facilitated by ensuring the Hub was an inclusive place for this cohort. Young people expressed enthusiasm for activities and services which can promote inclusivity for this group, such as physical signifiers of inclusivity like written welcomes in multiple languages, language services and classes (including peer-to-peer classes) and multicultural evenings to share food and knowledge.



There will probably be lots of cultural groups and LGBT people, and I want it to be inclusive for them as well. Often all that takes is a poster on the wall – that acknowledgement goes a long way to helping with inclusion.

Young person



The space should accommodate the needs of LGBTQI+ young people and young people with disability

Stakeholders identified LGBTQI+ young people and young people with disability as further cohorts who, through thoughtful design, can be made to feel that the Hub is a safe space for them. In the case of young people with disability, physical design is an important driver of inclusion. Design aspects such as the colour scheme and quiet 'safe' spaces can avoid overwhelming young people with psychosocial disability, and creating accessible spaces for support services to come to young people are key examples of promoting accessibility and inclusivity in physical design.



The environment needs to consider different disabilities, like ADHD or ASD. Think sensory considerations like the colour scheme of walls, areas to take time out - too much too quick can overwhelm this cohort.

Young person



IMPLICATIONS FOR SERVICE DESIGN

- Develop age-specific activity programming
- Embed strong local, Aboriginal representation in the workforce to promote cultural safety
- Embed local, Aboriginal representation in service delivery
- Deliver activities which promote cultural connection and cultural sharing
- Facilitate access to specialist services aimed at young people from migrant families

IMPLICATIONS FOR PHYSICAL DESIGN

- Design age-specific spaces which cater to different needs and preferences
- Design to create some physical division between age cohorts
- Incorporate décor that signals inclusivity for different identities of young people (in particular Aboriginal, multicultural, LGBTQI+ young people and people with disability)
- Incorporate the needs of people with disability in the physical design (such as physical access considerations and low sensory spaces)
- Include air-conditioning to make the space welcoming for all



Principle 1: Inclusive of all young people 8-18

Spotlight: Young people in the northern suburbs are a diverse community with individual needs.

The figure below illustrates the range of youth identities recognised in consultations that require specific service and physical design considerations.



AGE

8 – 18

SERVICE DESIGN

- All age groups involved in co-design of service.
- Age-sensitive activity programming and transport to meet needs of different ages.
- Age sensitive activity timing, allowing older cohorts to stay later than younger cohorts.

PHYSICAL DESIGN

- Physical separation of spaces and to cater for unique needs of age groups.



CULTURE

Aboriginal, non-Indigenous
Multicultural, European Australian

SERVICE DESIGN

- Create a culturally safe space through staffing practices and activities.
- Aboriginal cultural leadership with services such as Larrakia Nation.

PHYSICAL DESIGN

- Posters and iconography selected or created by users that signal inclusion.



SOCIOECONOMIC STATUS

Low, Medium, High

SERVICE DESIGN

- Ensure proper messaging of Hub as a space for all young people to remove perceptions surrounding Hub.



IDENTITY

Gender, Sexuality

SERVICE DESIGN

- Connections to specialist mentoring and support.

PHYSICAL DESIGN

- Posters and iconography selected or created by users that signal inclusion



ABILITY

Physical, intellectual, sensory
and psychosocial disability

SERVICE DESIGN

- Training staff and young people on working with young people with disabilities.
- Connections to support services/NDIS.

PHYSICAL DESIGN

- Wheelchair access, appropriate lighting, quiet spaces, sensory room, spaces to talk with services



Principle 2: Structured activities and expectations

All stakeholders benefit from embedding structure and clear expectations in the Hub's operations, while ensuring this doesn't limit access for users. A combination of core supports, standards of behaviour and structured activities would help keep users engaged and informed and support operations for service providers.

FINDINGS

- Stakeholders believe the Hub should offer a reliable range of core services and activities
- Structured, thoughtfully timed and age-specific programming would help young people, parents and community
- Clear, co-designed expectations of behaviour help structure interactions between users

Stakeholders believe the Hub should offer a reliable range of core services and activities.

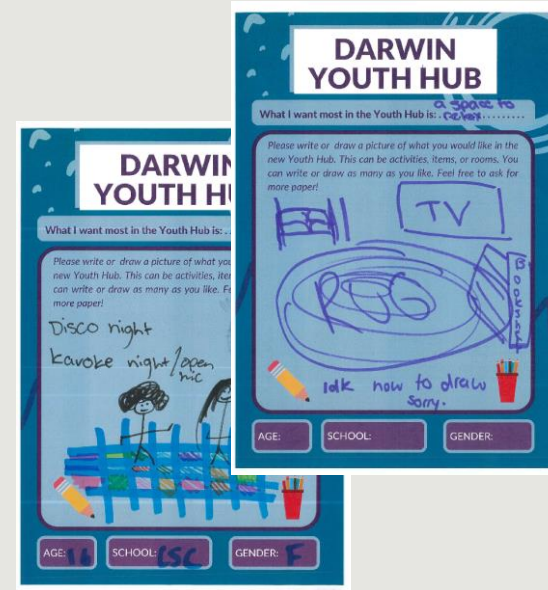
There is substantial scope for a diverse range of services and activities at the Hub, however there are a number of core elements of the service offer which could form the foundation of engagement with all young people.

- **Food and other fundamentals:** stakeholders consistently stressed the importance of meeting or supplementing basic needs through the Hub. Service providers spoke about the value (and popularity) of providing food for young people to promote food security, attract young people, foster interactions between users, and between users and staff. Food and cooking was also a consistent area of interest for young people. Other fundamentals repeatedly recommended by service providers and community members included access to a laundry, feminine hygiene products, and somewhere safe to have a nap.
- **Transport to connect the Hub to homes:** effective transport will be a major underpinning feature of success. Service providers described transport as 'critical', and the most significant barrier to participation and engagement by young people. Effective transport from the Hub to homes is also protective to young people, insulates the nearby community from disruption as young people congregate while leaving the Hub, and enables evening activities to take place. Transport creates a link into families, as families need to be registered against drop off locations and are informed about activities taking place at the Hub.
- **Fun and games:** young people said that leisure and recreation outside of school hours will be the primary driver of their attendance. First and foremost the Hub should be a fun place to be, which will in turn create a space where staff can engage young people and facilitate access to support services if they identify a need.



We get families involved in transport so they are across all the schedules and activities. It's taken 10 years to build trust between families and transport services. The parents need to be registered so drop off locations are safe and parents know where kids are.

Service provider



IMPLICATIONS FOR SERVICE DESIGN

- Offer meals, the ability to cook and cooking classes to young people and staff
- Provide safe transport home from the Hub (particularly for younger users) which:
 - Runs to staggered timing to meet the needs of younger and older users and helps resourcing
 - Delivers young people to a verified, safe home or other place
 - Liaises with families
 - Shares relevant information about the child and family with the Hub.



Principle 2: Structured activities and expectations

Structured, thoughtfully timed and age-specific programming would help young people, parents and community

Stakeholders, including educators and service providers, spoke about the value of structured programming. They identified more structured programming as contributing to the success of the current SHAK@Sanderson and recommended:

- **Clear and public programming:** public programming makes it easy for young people to identify and pursue their interests, helps families to understand what their children are involved in, and provides visibility for the community to understand what is available at the Hub.
- **Age-specific evening programming:** the range of ages served by the Hub will have different needs around activity timing. Generally, younger children will need their activities to finish earlier than older users. There will be a close relationship between programming and transport to ensure that young people's transport needs are met, and to stagger a provider's transport offer over the evening.
- **Capped evening programming:** late hours were an area of concern for community stakeholders. Although service providers noted the benefit of having some flexibility around closing hours, the Hub should have clear closing hours which are communicated with the community.
- **School holiday programming:** operating hours and programming during school holidays should adjust to meet the needs of young people. These can include multi-day events and extended hours.



I think it's a good idea to give kids a schedule to make them more organised, otherwise they just mess around. This should be made with kids and should be age specific.

Young Person



Clear, co-designed expectations of behaviour help structure interactions between users

Stakeholders felt that all users should understand and accept shared standards and expectations about behaviour, as well as the consequences of violating standards of behaviour. Service providers noted the value of co-designing these standards of behaviour with young people to promote fairness and legitimacy, and how shared standards are an important tool in behaviour management and promoting positive behaviours. Service providers also described a reluctance by staff to enforce standards of behaviour, and how this reluctance created larger challenges in managing behaviour.

Young people were very receptive to agreed standards of behaviour. Many volunteered ground rules like 'respect each other', 'no fighting', 'no bullying' and 'shared cleaning' and would like to see mechanisms to work with staff to design and maintain standards of behaviour. These standards could also extend to age-specific areas to promote ownership of spaces.



You need boundaries and responsibilities. For us, the co-design of the code of conduct happened too late, and we had chaotic behaviour until we completed the co-design. We were a bit slow off the mark in applying those rules, and put us a bit behind in behaviour management.

Service Provider



IMPLICATIONS FOR SERVICE DESIGN

- Develop a program of activities which is age-sensitive (including around timing), publicly accessible and runs over school holidays
- Provide free access to feminine hygiene
- Cap evening hours of operation to meet the expectations of young people and community
- Co-design, communicate and regularly reinforce a shared code of conduct to set expectations of behaviour

IMPLICATIONS FOR PHYSICAL DESIGN

- Incorporate a commercial kitchen to cater and teach cooking
- Design a shared dining space to foster connections between users and staff
- Incorporate a transport zone on premises to drop off and collect young people
- Incorporate a shared laundry area
- Include public display spaces for notices and codes of conduct
- Design a reception area to direct young people and external providers



Principle 2: Structured activities and expectations


Spotlight: In-demand spaces and services at the Hub.

The table below illustrates young people's most wanted services and activities, drawing on data from 165 young people from the Virtual Reality survey and a voting exercise conducted with young people at schools. More detailed data can be found in Appendix B and C. 49 community members also provided survey input on their preferred spaces.

Young People

1	Art, Craft and Music 	25%
2	Wellbeing	20%
3	Health, Food and Nutrition	16%
4	Entertainment	16%
5	Sport	15%
6	Career and Study	4%
7	Cultural Learning	3%

Community Survey

1	Wellbeing 	23%
2	Career and Study	20%
3	Cultural Learning	19%
4	Art, Craft and Music	19%
5	Sport	19%





Principle 3: Connected with a broader network of services and programs

The needs of young people in the northern suburbs are diverse and there is already a network of services and programs aimed at meeting these needs. Rather than duplicating existing services, it will be important for the Hub to effectively link to other programs and services for young people in the greater Darwin region.

FINDINGS

- The majority of stakeholders believe the Hub should seek to avoid duplicating existing services
- A “hub and spoke approach” desirable to connect young people to other essential services
- The Hub could facilitate links to broader community groups and activities

The majority of stakeholders believe the Hub should seek to avoid duplicating existing services

There is a high demand for services for young people in the broader community and several stakeholders wanted the Hub to play a broad range of roles that extend beyond the core purpose of a youth hub. Ideas proposed ranged from providing educational programs to disengaged young people, providing overnight beds for young people without a place to sleep, and delivering clinical services such as mental health and sexual health services.

However, young stakeholders stressed that first and foremost the Hub needs to be a place that is fun, over which they have ownership. Turning the site into a major service centre comes with risks. Providing activities such as alternative educational programs may dilute the focus on fun for young people. It may also send the message that the Hub is focused on a narrow cohort of young people who are disengaged from services such as mainstream education and need extensive support, such as overnight housing. Finally, many of these services are already available in the community and creating duplicate services risks fragmenting the broader service system.

The Hub could facilitate access and connections to services without duplicating existing services. The majority of stakeholders reinforced that attending the Hub provides an opportunity to connect young people to critical services that they may not otherwise access, but should not seek to duplicate these services and should focus on delivering the core activities sought by young people, including food, recreation and transport.

Stakeholders were divided over whether the Hub should be open during school hours for young people who are unlikely to attend education (alternative or otherwise) and need a safe place to be during school hours. This type of service would not duplicate the school system but there may be a risk that opening the Hub during school hours provides an incentive for young people not to attend school. The activities on offer would need to be more limited and youth workers would need to divert young people back to school where possible. It may be beneficial to keep the hours of the Hub to outside of school times initially and then assess demand for a service during school hours once the other aspects of the Hub operations are up and running.

EVIDENCE



When you have a model with strong partnerships, young people will know that staff will support them and direct them to whatever they need.

Service Provider



The evolution of the Youth Hub is a shared facility where multiple providers can access. We all know each other and have existing relationships. Its finding a space to integrate that is the challenge.

Service Provider



I come to the SHAK [at Sanderson] because its chill. It's not like school where you're told what to do.

SHAK User





Principle 3: Connected with a broader network of services and programs

A “hub and spoke approach” to connect young people to other essential services

Rather than delivering all possible services within the Hub, stakeholders identified an opportunity for a “hub and spoke” approach that connects young people to other key services, including education, health, justice, and other social services such as child protection, family services and housing. These services could be accessed through effective case management by Hub staff, including warm referrals from youth workers.

To increase the likelihood of young people accessing these services there is also opportunity for an in-reach model where key services could visit the premises on a rotating basis and establish themselves in allocated drop in office spaces. Consultation suggests the other services most in demand include health (in particular mental health, drug and alcohol and sexual health), and vocational (careers advice and referrals to training) services. Hub management could publish and manage a calendar of visiting services, so young people are aware of when they can drop in to access support. New services could also be added to the program based on interest and demand from young people.

While most of these services could be present on an occasional basis, there may be sufficient demand for a counselling service to be available on a more regular or ongoing basis, as this was the service most commonly mentioned in consultations with young people and service providers. The consistent presence of a counsellor may also reduce the pressure on youth workers to address more complex mental health issues.



Hotdesking services will help outreach. You could have support staff within the Hub using referrals and engaging kids through organised activities. The danger is that there are too many services at one time – young people sometimes only want to hang with young people



Service provider

The Hub could facilitate links to broader community groups and activities

There are opportunities for the Hub to promote connections to other community groups and activities in the Darwin region, expanding the reach of the Hub beyond the limits of the physical space and specific expertise of youth workers.

Examples include:

- Using other local community facilities to host activities that require specific infrastructure (for example, activities like ice skating and swimming)
- Inviting local groups with specific skills to run occasional sessions and workshops (for example, DJ skills and gaming)
- Linking with Aboriginal cultural groups and Elders to deliver cultural activities (such as yarning circles, dance, music and art) onsite, or to facilitate offsite activities on country.

IMPLICATIONS FOR SERVICE DESIGN

- Employ or contract the following onsite staff:
 - Youth workers (preferably including a high proportion of local, Aboriginal workers with lived experience), to deliver programs and build relationships with young people
 - Counsellors, to provide wellbeing support
 - Case managers, to facilitate referrals
- Establish agreed referral pathways and partnerships with key offsite services (including health, education, justice, social services, recreation and culture) in the Darwin region
- Provide youth workers with training in case management and service navigation for the Darwin region
- Offer services outside of school hours only,

IMPLICATIONS FOR PHYSICAL DESIGN

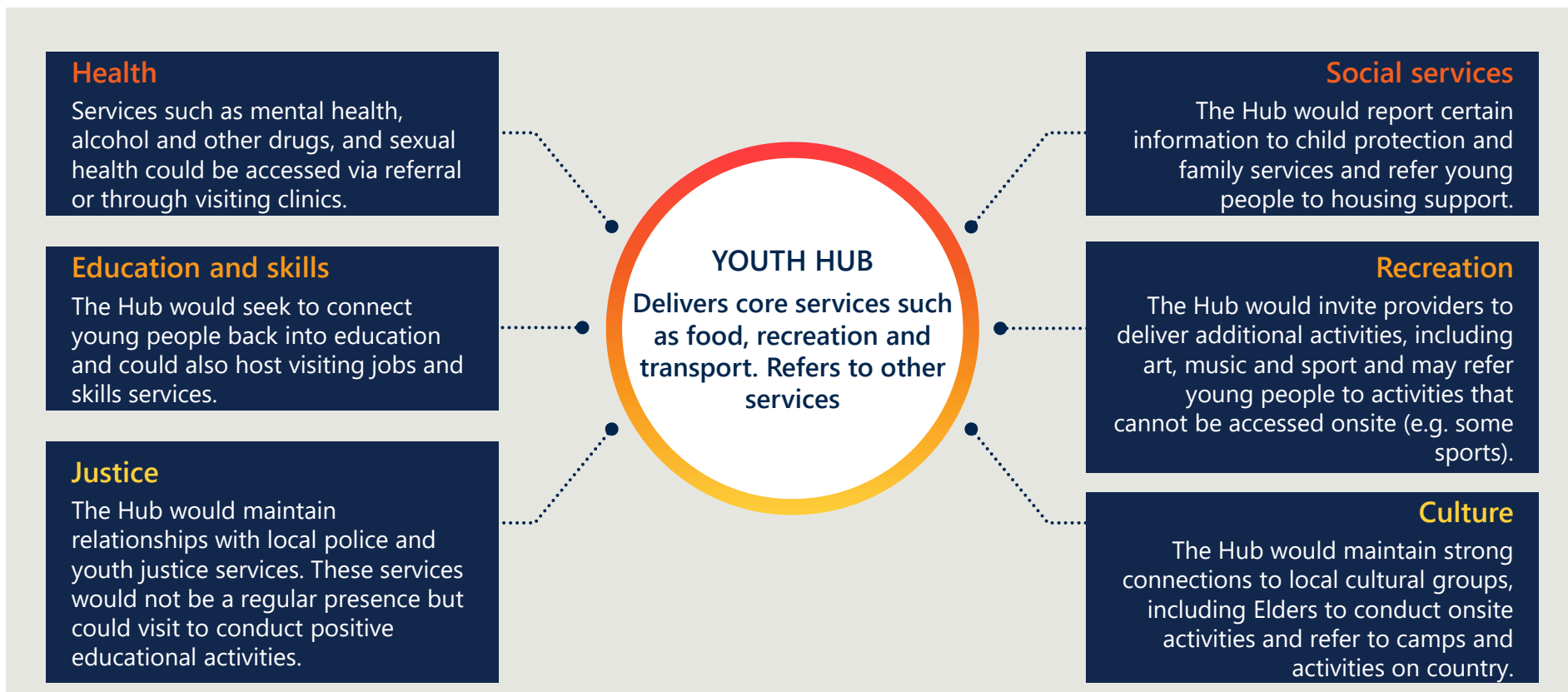
- Design shared office spaces for visiting services
- Design private meeting rooms for young people and service providers



Principle 3: Connected with a broader network of services and programs

Spotlight: A "Hub and Spoke" Approach

The figure below illustrates the key services that could interact with the Hub, drawing on the consultation data. This list is not exhaustive and new partnerships would be developed over time to meet the needs of young people.





Principle 3: Connected with a broader network of services and programs

Spotlight: Day in the Life of a User.

The figure below illustrates how a Hub user might access wrap-around services through the Hub.



Ellen, 14

Family:

Mum, Dad, and Sibling (8)

Support Network: Family, Friends, School

Interests:

Basketball, Reading, Cooking

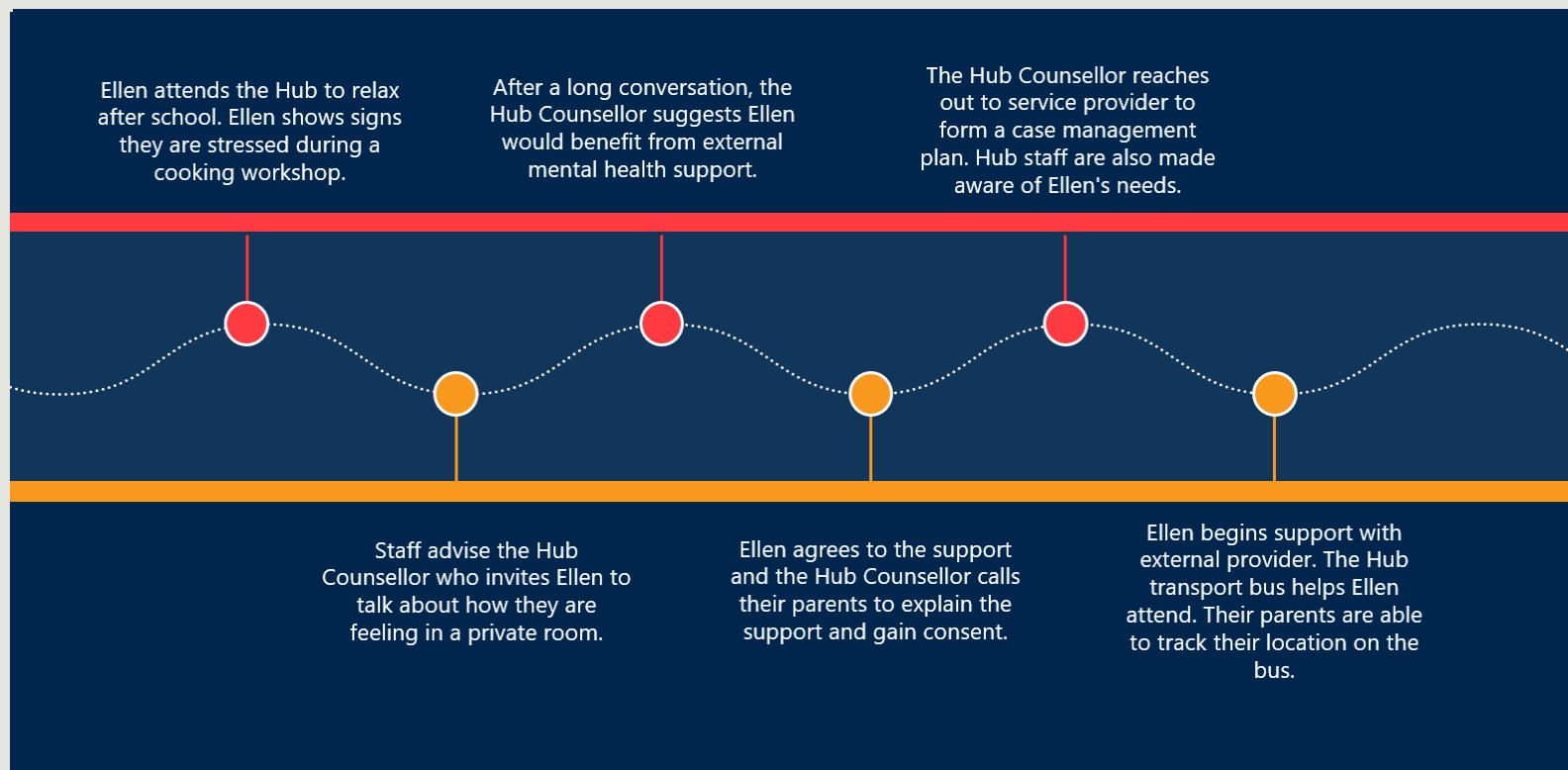
Complicating Factors:

Mental Health, Stress, Anxiety

Ellen's Story

Ellen is a regular user of the Hub, often attending with their friends and younger sibling after school. As their parents work full-time, Ellen feels bored at home and uses the hub as a place to hang-out, complete homework, and play sports with others users.

Ellen has undiagnosed mental health needs, and is experiencing anxiety and stress challenges influenced by family and school pressures.





Principle 4: Flexible and adaptable

A youth hub is an inherently dynamic and responsive service environment, both at a day-to-day level and over time. While structured activities and expectations are highly important, the Hub should also be designed to create a level of flexibility and choice for young people and service providers in how they use the space.

FINDINGS

- The Hub can create flexibility for young people to engage in ways that suit their needs
- Service providers could have flexibility and adaptability in how they deliver their service
- Service providers need flexibility to adapt to the conditions they face on the day

The Hub can create flexibility for young people to engage in ways that suit their needs

Young people have conveyed they want to be supported but ultimately self-directed at the Hub, and they should be able to engage with the Hub in a way that suits them. Some elements which would promote autonomy in how young people choose to engage include:

- **No minimum level of engagement:** requiring a minimum engagement from users risks deterring a cohort who want low, infrequent engagement (for example, to use the Hub solely as a place to congregate and socialise) and may limit access.
- **Accommodating drop-ins:** while some young people may become regular users, the Hub should be designed to engage with drop ins.
- **Opportunities for greater involvement:** young people may wish to be active users and leaders at the Hub, and positions should be available to accommodate these users. Opportunities to participate in governance, leading activities, participating in design and peer mentoring all provide example avenues for active engagement.
- **An array of activities:** having a diverse range of activities will help engage young people with different interests. Ensuring the service and physical design can be flexible in catering for interest groups will be key in promoting regular engagements with the Hub.



We could have rooms where you and your friends could just do what they want like when you want to chill but not at your house.

Young Person



You need a variety of activities, need to know young people, their interests, be able to respond. You need flexibility with staff, equipment they have. You need to roll with that, the behaviour and moods of the kids. It needs to be flexible and adaptable.

Service provider



USER DESIGNS

DARWIN YOUTH HUB

What I want most in the Youth Hub is:

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

BRAN
NETBALL
coloring area
movie room
beds
Table Tennis

AGE: 16 SCHOOL: CSS GENDER: F

What I want most in the Youth Hub is:

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

chill room
bean bag
SLUSH machine
ice cream
washroom
And tables
A room where you can draw or the trampoline room
LIKE FLIP OUT
foam pit
(Parents drop kids off/had)

AGE: 17 SCHOOL: Wagamon GENDER: M



Principle 4: Flexible and adaptable

Service providers could have flexibility and adaptability in how they structure their services

The Hub is likely to create unique opportunities for service providers to innovate in the way they deliver their services. However, service providers reported that without a certain amount of flexibility, they will not be able to capitalise on these opportunities and adapt their service over time. Some of the elements which will help create flexibility for providers include:

- **Autonomous problem solving:** service providers shared the importance of ensuring that staff based in the Hub are able to address issues with the operation of the Hub and generate ideas and solutions without being entirely reliant on authorisation from the Department to implement solutions.
- **Accommodating rotating services:** some services are valuable but are only needed onsite occasionally. Rather than treating onsite services as in-or-out, the physical design should include spaces which can be used and shared by visiting services.



The old SHAK did so well with what they had but was pushed out by red tape. They spent their time reporting rather than working well with young people.

Service Provider



Service providers need flexibility to adapt to the conditions they face on the day

The dynamic environment of the Hub means that service providers face fluctuating volumes, ages, demographics and energies of young people in the course of a typical day, as well as unexpected disruptions and incidents. Preserving flexibility and adaptability will help service providers to respond to these fluctuations and deliver their services effectively. Some of the elements which could help to deliver this for providers include:

- **Staffing and resourcing:** ensuring that staff have the time to focus on the young people in front of them, and back up staffing if a group is more demanding than expected on a particular day.
- **Diverse spaces and activities:** embedding a diverse range of spaces and activities for staff to engage with or manage young people,.
- **Adaptable physical spaces:** multifunctional or modularised spaces will help providers quickly adapt the physical space to the requirements of the day, group or activity.



The demographics will shift and change, so the service model and staff will need to be able to adapt and change based on who is presenting at the time.

Service Provider



IMPLICATIONS FOR SERVICE DESIGN

- Set the expectation that there is no minimum level of engagement for users
- Delegate authorisation to Hub staff and service providers to resolve most onsite issues or issues with community without requiring authorisation from government
- Ensuring streamlined data collection requirements where possible, and reflect these requirements in resourcing
- Embed flexibility in the staffing model to address significant fluctuations in demands on staff

IMPLICATIONS FOR PHYSICAL DESIGN

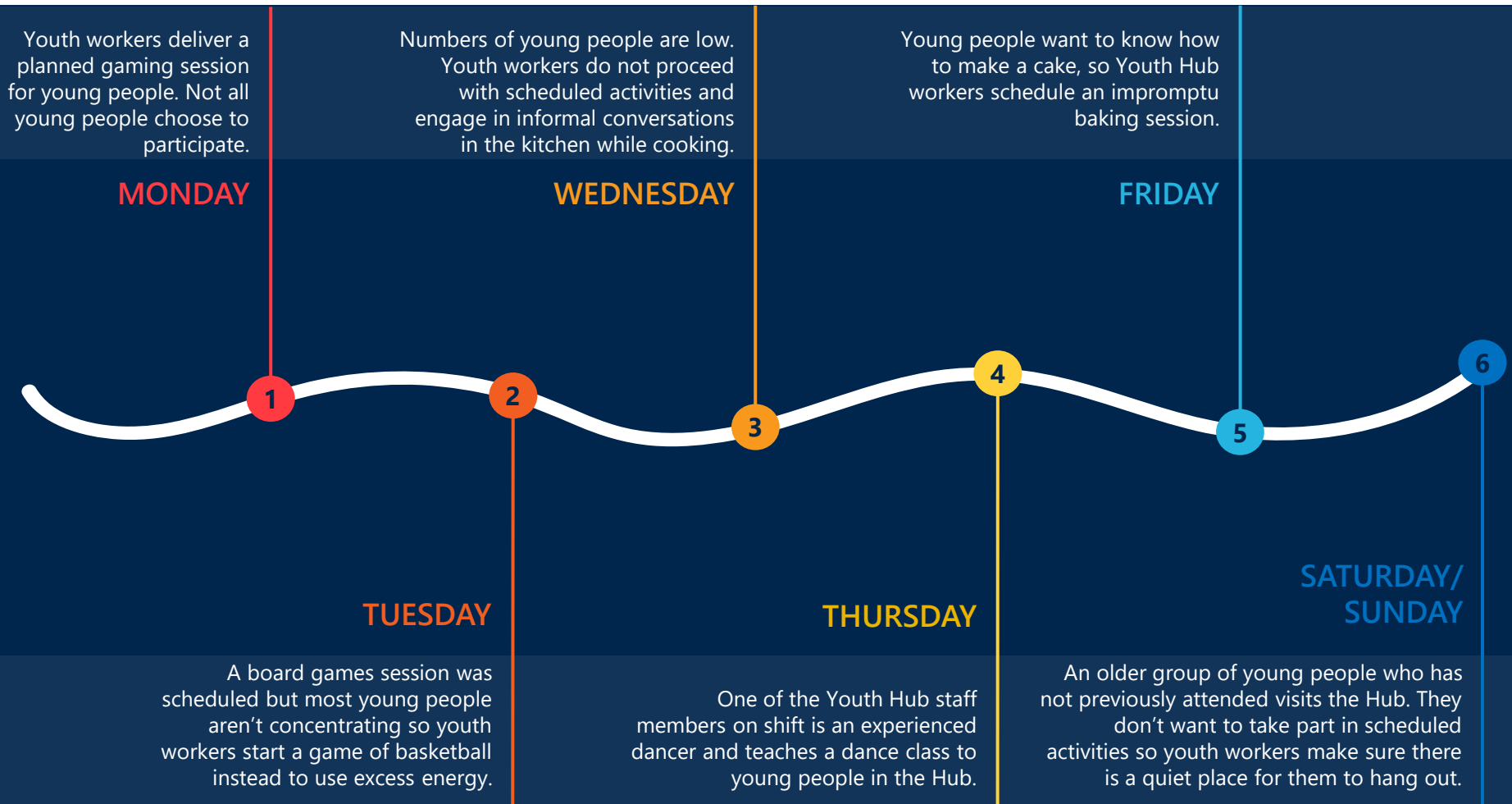
- Design spaces to be multifunctional or modularised to promote flexibility in how the space is used
- Design furnishings to be mobile so spaces can be converted to facilitate a variety of activities
- Incorporate meeting rooms for young people to participate in or host activities



Principle 4: Flexible and adaptable

Spotlight: A possible week in the Youth Hub

The figure below illustrates how Hub staff might adapt to the needs of young people across the course of a week.





Principle 5: A safe place for users and staff

Stakeholders in all cohorts expressed concerns about safety and the need to ensure that the Hub can effectively manage the potential for antisocial behaviour. The actual and perceived safety of the Hub is a key principle that must be reflected in how the Hub is designed and operated.

FINDINGS

- Positive behaviour support could be a core feature of the Hub's behaviour management strategies
- A tiered approach to incidents would promote rapid, appropriate and effective responses
- Physical spaces which support security and behaviour management

Positive behaviour support could be a core feature of the Hub's behaviour management strategies

While most young people visiting the Hub are expected to behave appropriately, the experience of previous youth hubs suggests that a small minority of young people will engage in antisocial behaviour. Managing antisocial behaviour was a concern for community members and young people themselves. Behaviour management is likely to be a key challenge experienced by staff interacting with young people in the Hub.

Community members outlined their expectations that poor behaviour be met with appropriate punishment, while service providers outlined a consistent but more nuanced perspective that strongly emphasised the importance of ensuring that behaviour was managed in a way that reflects principles of positive behaviour support. A positive behaviour support approach identifies the need to offer additional support to wrongdoers to identify and address the root cause of the behaviour without locking them out of the supports provided by the Hub.



In our program, we have 'time in, not time out' that avoids exclusion. We want to bridge that conversation when they're acting up. We need the right people to take them away, sit with them, spend the time to find the root cause, and refer them to support services. This needs to be a key factor in operations, and will require constant support in that area. ... Our young people never feel targeted or excluded ... because often poor behaviour is responsive.

Service Provider



In practice, staff would need to develop and implement a series of 'punishments' or interventions as part of the escalation and behaviour management process with young people, which may include working with partner services to provide additional support. This should also be considered in resourcing, as behaviour management will require a more resource intensive response (extra support) rather than a less resource intensive response (exclusion).

DATA POINTS

18% of all community in support of the Hub highlighted the need for the Hub to provide a safe space.

100% of all community detractors raised safety and security as a concern.



Antisocial behavior is not best met by taking things away, but by 'punishments' like mentoring. There needs to be an extra level of supervision support and repair work. You need someone who can help with communication and reintegration.

Service provider





Principle 5: A safe place for users and staff

A tiered approach to incidents would promote rapid, appropriate and effective responses

The management of serious instances of antisocial or criminal behaviour in the Hub was a concern expressed in some form by all stakeholders. Managing this risk is likely to be a challenge in practice, and an effective plan to respond will be a key part of preparedness.

Most behaviour or incidents could be managed effectively within the Hub itself through a tiered approach to set and maintain expectations of behaviour. This includes:

- **Expectation setting with young people:** young people in the Hub should have clear, co-designed expectations and agreements of behaviour in the Hub, which set out values, expectations and consequences.
- **Agreed processes for poor behaviour:** staff should agree on protocols which set out how to manage poor behaviour in a way that meets users' expectations, fits the standard of behaviour, and reflects a positive behaviour support approach.
- **Security staff ready to respond to more serious incidents:** behaviour which is more serious may require a rapid onsite response to support, de-escalate or restrain young people involved in serious incidents. Security staff can be plain-clothed and fulfil other duties like supplementing reception staff to reduce visibility and stigma, build rapport with young people and provide extra capacity to other functions.

In the event of serious or critical incidents, a police response is likely to be required. Police and service provider stakeholders were aligned on key concerns about involvement of police. Both stakeholder groups emphasised that police involvement should be a last resort, and that a strong or visible police presence would undermine young people's trust in Hub staff and undermine the sense that the Hub was a 'safe space'. Police also noted their limited operational capacity, and ability to respond to regularly only to incidents which cannot be managed by Hub security.

Both sets of stakeholders agreed to the importance of effective processes (like an MOU) between the Hub and police to manage and respond to serious incidents. These processes should include:

- **Agreed thresholds for police involvement:** delineating the types of incidents to be managed by internal security and those requiring a police response will help protect police capacity and enable the appropriate response.
- **Agreed processes for information sharing:** police and community members described experiences with the SHAK in Casuarina in which staff were perceived to help suspected offenders avoid police. The Hub may need to escalate serious concerns to police, and to cooperate with investigations to promote safety, community confidence and transparency.

IMPLICATIONS FOR SERVICE DESIGN

- Design a system of behaviour management which:
 - reflects positive behaviour support principles
 - uses co-designed standards of behaviour
 - sets out how to respond to different thresholds of misbehaviour.
- Resourcing which:
 - includes on-site security staff
 - anticipates greater staff resourcing in response to poor behaviour
 - anticipates resourcing for partners to help provide additional support
- Develop and continually review safety and security processes which set out:
 - when and how staff will escalate incidents to internal security
 - tiered internal responses to security incidents
 - when and how Hub staff will manage and escalate serious incidents with police.



"We need to know: will you liaise with police if we're looking for offenders? [the Youth Hub] can't be a hiding place."

Police officer



Principle 5: A safe place for users and staff

Physical spaces which support security and behaviour management

The physical design will provide an important layer of behaviour and incident management capacity to supplement service and operational measures. Police stakeholders provided important insights as a starting point about how to ensure the space can be secure, however these will likely need to be developed with a specialist design consultant.

Like the tiered service response, the physical design should provide layered behaviour management and security measures, such as:

- **Passive behaviour management:** multiple design aspects can promote a passive security design, such as:
 - ensuring that the Hub includes a variety of fun and engaging spaces for young people (including outdoor spaces to expend energy) will help promote productive and sociable behaviour.
 - a system of lockers before entering will help young people protect their belongings and prevent weapons from being brought into the space.
 - multiple entrances to internal spaces to allow young people to safely move around other users.
 - street lighting will also promote safety for young people and community members after hours.
 - a central intake point past security to manage users in the space.
- **Behaviour management spaces:** smaller semi-private spaces allow young people to 'cool off' or be managed by staff while causing a minimum disruption to other users, or design multiple entrances to allow groups (for example, young people moving to transport home) to move around the Hub minimal disruption.
- **Security architecture:** aspects of the physical design will help prevent and manage serious incidents, such as having multiple entrances to spaces, CCTV coverage, and spaces which can be locked down.

IMPLICATIONS FOR PHYSICAL DESIGN

- Incorporate a variety fun spaces (including outdoor spaces) for young people to be engaged and spend their energy
- Design the structure to have a single point of access past a reception area
- Provide lockers for young people to leave their belongings before entering the space
- Design multiple entrances to internal spaces
- Include lockable internal doors to control movement between internal spaces
- Incorporate CCTV coverage to facilitate incident identification and response
- Provide effective street lighting in the surrounding area



I want to feel safe and respected, but I don't want to feel spied on.

Young Person





Principle 5: A safe place for users and staff

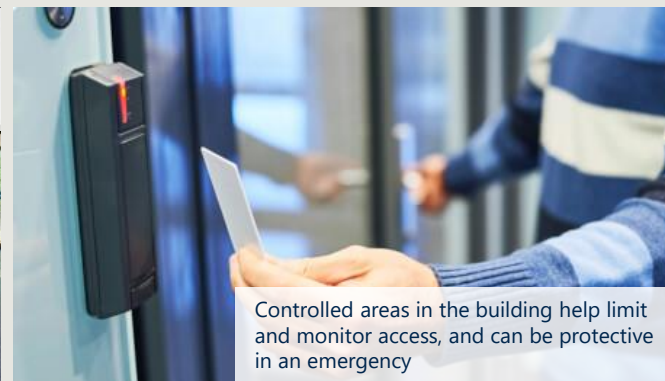
Spotlight: A tiered security response

The figure below illustrates the tiered approaches to behaviour and incident management in the Hub.



DESIGN INSPIRATION

Security in physical design can be discrete and youth-appropriate rather than imposing. The images below provide some indication of potential design elements which can support security.



Chapter 4: Enablers

Stakeholders identified four key enablers that will help operationalise the Hub

Four enablers have been identified through stakeholder engagement. These are key to supporting the operationalisation of the Hub. They are depicted below and described in more detail over the following pages.



WORKFORCE

1. Clear minimum standards for all staff, without becoming over-reliant on specialists
2. Regular training and development pathways to ensure staff have the skills to do their job and grow
3. Support for staff wellbeing to promote satisfaction and retention



GOVERNANCE

1. A voice for young people and ownership in important aspects of how the Hub is operated
2. Service provider flexibility to experiment with new activities and ways of delivering services
3. Success measured based on agreed criteria, reliable data collection and regular monitoring of outcomes
4. Aboriginal cultural governance embedded in Hub operations



PARTNERSHIPS

1. Structured relationships with other services and providers to deliver quality activities and support
2. An ongoing relationship with the community to share successes and manage emerging issues
3. Opportunities for parental engagement to build confidence and capacity



PHYSICAL DESIGN

1. A mix of spaces including indoor and outdoor, and specially designed areas
2. Adaptable space, allowing staff and users maximum flexibility
3. User designed décor (e.g. murals)

Enabler 1: A professional and supported workforce

All stakeholders emphasised the importance of a dedicated, quality workforce. Attracting, developing and retaining quality staff is likely to be a significant challenge requiring commitment and investment, but if done properly will be a major enabler of success.

Clear minimum standards for all staff, without becoming over-reliant on specialists

Youth work is a demanding profession, and the Hub is likely to present a challenging environment for staff.

A strong theme emerging from consultation with community, particularly community members with a negative outlook for the Hub, was the need for a highly skilled and professional workforce. Community members (including some school principals) expressed the view that the SHAK in Casuarina seemed to lack a trained workforce, given the limited funding allocation, and that this was the source of many issues with how it was operated.

That's what happened with the [Casuarina] SHAK: not highly trained staff, not as professional. For example, if young people seem unsafe, they need to be prepared to report that to police

Community member

Young people and service providers also expressed expectations of professionalism from staff and wanted to see clear standards in place. Having a clear set of minimum standards would help:

- Structure service providers' obligations in delivering services
- Ensure that young people using the Hub receive a quality service from staff
- Give the community confidence in the quality of services delivered at the Hub.

While there are advantages to having a minimum qualifications such as in youth work for all staff, service providers also warned of the risks of developing a reliance on specialists.

In the NT workforce more broadly, service providers experience challenges in attracting and retaining highly qualified and specialised staff and such roles are often filled through recruitment from interstate. Providers were therefore cautious about developing a minimum standard which was too high or excluded prospective workers with varied work histories and useful lived experience, and an ability to build supporting and trusting relationships with young people.

The future workforce could include a proportion of staff with a youth work qualification (at least one present at every shift). These staff could work alongside staff without formal qualifications, who would require some prior experience working with young people, and would engage in upskilling.

You don't need clinical specialists – you need to bring in people who care and work with individual cohorts of young people in a caring thoughtful way ... worst thing you could do is bring in hardcore specialists from interstate, you just won't get buy in

Service provider

WHY IS IT IMPORTANT?

Attracting, developing and retaining the right workforce will be critical to providing quality, continuous services for young people. The Hub could benefit from:

1. Clear minimum standards for all staff, without becoming over-reliant on specialists
2. Regular training and development pathways to ensure staff have the skills to do their job and grow
3. Support for staff wellbeing to promote satisfaction and retention

IMPLICATIONS

- Develop a capability framework for key positions which
 - maps the skills needed to operate the Hub
 - identifies the FTE needed to operate the Hub
 - identifies the roles and minimum skills and experience in roles needed to operate the Hub
- Design succession and development pathways for staff which:
 - map the skills and training required to move into more experienced roles in the Hub
 - include routes for 'developable' entry level positions for staff who need further development to meet minimum standards for other roles

Enabler 1: A professional and supported workforce

Regular training and development pathways to ensure staff have the skills to do their job and grow

The workforce will be the most important asset in the Hub, and stakeholders suggested that resources should be invested to ensure that staff are trained and equipped to meet the demands of the Hub. Investing in training would also help to develop a strong local workforce, while mitigating common workforce issues experienced by service providers in the NT, including low rates of staff retention.



You need minimum requirements for staff, good training, a solid induction, and an understanding of safety and boundaries to make a good youth worker and a safe space for young people.

Service provider



The elements of a strong professional development program could include:

- **Regular onboarding:** this would help manage turnover, promote operational standards and ensure all staff are equipped to contribute effectively in their roles as quickly as possible.
- **Capability frameworks and skills assessments:** these would set out the skills required for the Hub overall as well as for each role as a basis for understanding the skills and experience required and any gaps.
- **Succession and development pathways:** capability frameworks could also set out clear succession and development opportunities for staff, coupled with processes of professional goal setting and performance reviews.
- **Resourcing for training:** while this would require some dedicated funding, the most important resource required will be staff time budgeted to develop themselves and their peers.
- **Regular, holistic staff reviews:** a regular system of performance reviews would help staff to identify development goals, grow, and generate quality evidence to ensure progression of staff at the right rate.
- **Access to data:** staff could have access to their own performance data, data about team performance and operational data about the Hub, to involve staff in overall performance and continuous improvement.

Support for staff wellbeing to promote satisfaction and retention

Youth work can be challenging and emotionally taxing, and service providers in the sector advised that burnout is a significant contributor to staff turnover and risk to continuity of relationships with young people. To address this risk, the Hub could include:

- **A safe space for staff:** staff would appreciate a private room where they can unwind or prepare for work.
- **Wellbeing support:** staff could have access to a counsellor (which may be shared with young people) to provide support.
- **Staff satisfaction data:** staff could complete regular, anonymous surveys to track satisfaction and allow management to identify and address systemic issues with staff wellbeing.

IMPLICATIONS

- Design staff development and training which:
 - is built around the capability framework and development pathways
 - is reflected in resourcing and development expectations for roles
 - incorporates regular rounds of induction and onboarding for new staff
 - guides staff to set and pursue professional development goals and pathways
 - embeds regular and holistic performance reviews based on performance data (including data provided by young people)
 - makes use of external providers for training where needed.
- Provide wellbeing resources for staff, including shared access to an onsite counsellor
- Design office space and a private staff room
- Design a system for monitoring key aspects of staff satisfaction, such as happiness, relationships with colleagues, and trust in management.
- Provide open access to aggregated and deidentified team and Hub performance data

Enabler 2: Governance and contract management

Young people are important stakeholders in the Hub and want to be able to shape its direction. Service providers are also well placed to understand the needs, challenges and solutions that will make the Hub a success. Making these stakeholders into owners, and creating mechanisms to measure success, will be a crucial enabler of success.

A voice for young people and ownership in important aspects of how the Hub is operated

Ensuring that young people have a voice in how the Hub is managed would not only help to develop and empower young people, but would ensure that young people are invested in looking after the Hub and will improve the quality of services.

Service providers emphasised the value of creating opportunities for young people to participate and contribute as a way to build their skills, capacity and confidence. They also noted the value of having young people actively involved in creating – and managing – a space they felt ownership over.



We need room to give young people the opportunity to step up.

Service provider



We want an investment from young people into the space. How can they make it their safe space? We want them to have ownership and buy-in to what's being created, so maybe with some of the spaces they get engaged and we help them with their purchases.

Service provider



Young people shared this desire to create opportunities for ownership, such as:

- Giving young people the opportunity (and budget) to organise and deliver their own activities, for example for multicultural students to run language or cooking classes to share their culture with peers, or help organise camps
- Giving young people the opportunity to be active in the design of the Hub like pre-construction design and post-construction elements like murals or shared gardens, and allowing age groups to design their own spaces
- Giving young people the opportunity to be actively involved in peer expectation setting (for example, co-designing standards of behaviour) and formal Hub governance
- Giving older cohorts opportunities to act as leaders, mentors and managers within the Hub



Autonomy is important, and to give young people the chance to be self directed and give young people a choice and space to do what they want.

Young person



WHY IS IT IMPORTANT?

The governance of the Hub and mechanisms for working with service providers will be crucial for ensuring that stakeholders can work effectively together. The Hub could benefit from:

1. A voice for young people and ownership in important aspects of how the Hub is operated
2. Giving service providers flexibility to experiment with new activities and ways of delivering services
3. Measuring success based on agreed criteria, reliable data collection and regular monitoring of outcomes

IMPLICATIONS

- Create spaces for young people to participate in design (such as shared gardens, graffiti or mural walls and age specific spaces)
- Design a model of governance for the Hub which:
 - allows young people to exercise leadership and be involved in decision making
 - includes Aboriginal leaders in decision making.

Enabler 2: Governance and contract management

Service provider flexibility to experiment with new activities and ways of delivering services

Delivering services to a diverse and dynamic cohort of young people is inherently challenging. Providers benefit from having flexibility in how they provide services in order to capitalise on opportunities, deliver ad hoc programs and adjust resourcing for different cohorts at different times. Service providers identified funding and resourcing as the greatest limitation on flexibility, on at least three dimensions:

- Sufficiency of funding to meet the needs of activities and staffing
- Structure of funding to have discretionary funding available (for instance to run activities outside of usual hours)
- Resourcing expectations placed on staff to meet reporting requirements in addition to service obligations.

Contract management processes could aim as much as possible to give service providers flexibility to deliver services in different ways. A clear focus on agreed criteria and outcomes would help providers to remain accountable to outcomes while having flexibility to experiment with methods of achieving outcomes.



We want to be flexible – if something isn't working, we want to be able to change it. We don't want to be static or prescribed. That's why our funding needs flexibility.

Service provider



Success measured based on agreed criteria, reliable data collection and regular monitoring of outcomes

A professional and effective Hub can unite and direct stakeholders through an agreed set of success criteria and regular monitoring of outcomes. This would help to create accountability to stakeholders (including the community), gives providers clear goals to be flexible in how they meet those goals, and supports continuous improvement.

As the key 'customers' in the Hub, input from young people about the Hub will be an important point of input into performance, which will need to overcome practical challenges about collecting this information in a usable, age-appropriate way that reflects variable attendance. Similarly, information about young people and their needs should be collected and managed to support daily operations (such as dietary requirements) and continuous case management.

Community members in focus groups demonstrated the greatest interest in measuring outcomes from the Hub as part of a regular process of communication with the community. Based on this interest, it is proposed that performance reports be made public so they can be accessed by community members.

Aboriginal cultural governance embedded in Hub operations

Young Aboriginal people are likely to be a large cohort of users, creating an opportunity to embed Aboriginal governance and authority in how the Hub is operated.

Several service providers wanted cultural authority and leadership, cultural safety and cultural supervision to be built in to the Hub. One service provider spoke about the value of implementing this by working with Larrakia Nation each day to provide cultural authority and safety in their centre, and how this helped create and enforce standards of behaviour.

IMPLICATIONS

- Allocate adequate funding for providers to:
 - deliver services and activities (including supporting young people to do so)
 - undertake professional development
 - participate in governance
 - meet reporting obligations
 - draw on discretionary resources for non-typical events and activities.
- Design a plan for measuring outcomes of the Hub which:
 - sets out success criteria developed by service providers, young people, funders and community
 - includes a plan for measuring outcomes
 - identifies resources needed to implement and review monitoring
 - is publicly available as part of an ongoing dialogue with community, service providers and government.



Looking at the demographics, mostly Aboriginal kids will use it. How are we embedding cultural leadership and mentoring? Those opportunities are really positive. The Hub needs to be Aboriginal and community led, to be supportive and safe in that way.

Service provider



Enabler 3: Partnerships with other services, parents and community

If the proposed “hub and spoke” model is adopted, the successful operation of the Hub would be underpinned by effective partnerships between the Hub and other services. The Hub would also benefit from partnerships with parents and community members

Structured relationships with other services and providers to deliver quality activities and support

To ensure the Hub can meet the diverse needs of young people and connect them to the broader service system in line with the “hub and spoke” model desired by stakeholders, it will be important to have structured and formal partnerships with other services and programs. It will be particularly necessary for these partnerships to be well defined where the service boundaries between the Hub and other services are somewhat ambiguous and where there will be regular interfaces, such as with the education system and the justice system (including police and youth justice). In these cases, it would be beneficial to establish formal Memoranda of Understanding (MoUs).

Other partnerships will be more ad hoc and could be handled through strong relationship management processes or subcontracting arrangements.

An ongoing relationship with the community to share successes and manage emerging issues

Engagement with community members reinforced the importance of a constructive and productive relationships between the Hub and the broader northern suburbs community. This will be important to mitigate community concerns about the Hub, and the community members with the greatest concerns expressed a strong wish to be involved in the Hub on an ongoing basis.

Given that most community concern focuses on perceptions of the Hub as attracting social disorder and crime, it will be critical to share and promote positive stories about the Hub to local residents and community members. There are also opportunities to engage local residents and businesses in the Hub through:

- Clear complaints processes to respond to any concerns
- Occasional open nights to showcase the Hub to the community and share success stories
- Shared community projects between the Hub and local residents, for example community beautification
- Relationships with community groups, including multicultural community groups and shared community events

Engagement with community has been cited as a success of the Palmerston Youth Drop-in Centre.



Communication will reassure me. Keeping the community well informed on what the plans are, and opportunities to get involved will keep it connected.

– Service Provider



Trust and credibility with the community has been built in the Palmerston Hub. They know the voice of the people and have built a safe space.

– Service Provider



WHY IS IT IMPORTANT

The Hub cannot deliver on all the needs of young people on its own and needs to work closely with other services and as part of the broader Northern suburbs community. The Hub could:

1. Develop structured relationships with other services and providers to deliver quality activities and support
2. Establish an ongoing relationship with the community to share successes and manage emerging issues
3. Provide opportunities for parental engagement to build confidence

IMPLICATIONS

- Develop:
 - formal partnerships with high contact services underpinned by formal ways of working together, such as MOUs
 - strong relationships with lower contact services and programs

Enabler 3: Partnerships with other services, parents and the community

Opportunities for parental engagement to build confidence and capacity

The consultation revealed mixed views on the extent to which parents should be engaged in the Hub. Many young people themselves were clear about their desire for a place where they can get away from their parents and even be safe from their parents. For this reason it would not be appropriate for parents to spend a lot of time at the Hub.

On the other hand, some parents engaged during the consultation expressed concerns about letting their children visit the Hub without having the confidence that it is a safe and appropriate place for them to be, with adult supervision. Others expressed concerns about the needs of young people with disability being adequately met without a level of parental engagement. If these parents don't have confidence in the Hub it is less likely to be a genuinely inclusive place for young people of all socio-economic backgrounds and abilities.

Even where parents are less engaged, many stakeholder also argued that the Hub should play a role in building family capacity to be good parents to their children and bringing together families that are disconnected.

In order to respond to these different views and needs, it is appropriate for parents to have some involvement within the Hub, but this should have clear boundaries to ensure that young people still feel safe from their families and have ownership over the space. Suggestions for parental engagement that emerged during the consultation have included:

- Opportunities for parents to receive a tour of the Hub and meet youth workers before their children start attending and without lingering in a way that may be unacceptable to young people
- Engagement between parents and youth workers, with the Hub maintaining a register of parental phone numbers
- Occasional open nights or days for families to visit and become involved in activities at the Hub, including family capacity building activities such as group cooking.

IMPLICATIONS

- Create a partnership with community by:
 - generating public communications to share updates and good news stories
 - establishing a complaint and conflict resolution process with community representatives
 - run events or open days for community members on occasion.
- Foster relationships with parents of young people by:
 - allowing parents conduct initial visits to the Hub and meet youth workers
 - hosting occasional events and activities targeted at families.



I wouldn't let my children go there without knowing what is going on

– Parent



If you're going to the Hub, the staff should be able to contact your parents...not like as a threat, but like "we can if you want, but up to you".

– Young Person



Enabler 4: Physical design to enable Hub operations

Building an entirely new youth hub rather than refitting an existing space provides an exciting opportunity to cater to the needs of young people. Throughout consultations, stakeholders stressed the importance of building a space that balances a youth hub's core principles and provides young people a safe and adaptable space to meet their needs. Further detail on the physical spaces that young people wanted in the Hub is at Appendix D.

A mix of spaces including indoor and outdoor, and specially designed areas

Building a diversity of spaces in the Hub gives users choice to access services or activities based on their needs at the time. A strong physical design allows users to move through spaces that match their comfort and energy levels by providing spaces designed for a variety of emotional, social, and behavioural needs.

Young people and service providers have expressed the need for:

- Outdoor areas that provide a high-energy space for peer play such as grass spaces for sports and user-owned gardening, paved ground for basketball and two/four square, and playground facilities. Users would like to see undercover spaces that facilitates activities during the wet season.
- Indoor spaces that provides a low-energy environment for users to relax and have a sense of separation from others. These include a shared hang-out space to engage with staff and users, and quiet and dark breakout rooms for personal rest, recreation or study.
- Specially designed areas that are targeted for single use. Spaces such as a commercial kitchen, sensory room, technology room, and office for visiting services.

Offering a mix of spaces also allows staff to separate cohorts. Service providers and young people feel that not every age and cultural community will have positive relationships with each other and spaces to separate groups is a vital mechanism to avoid behavioural challenges and provide a positive experience for attendees.

The Hub should also reflect modern young people's and service providers needs. Ensuring Hub-wide Wi-Fi, charging stations and PowerPoints in every room, and accessible access to sound systems, monitors, or other IT equipment is key for strong service provision and user engagement. A shared space for service providers should support a range of clinical, privacy, and technological needs such as sinks, and projectors allowing providers to engage with users in meaningful and creative ways



I like the idea of separate spaces. The site looks big enough to ensure that happens. Would love to see quiet spaces, especially for young women.

– Local Resident and Parent



WHY IS IT IMPORTANT

The physical design of the Hub is the groundwork from which success can be built. Ensuring informed physical design is vital to maintaining a resilient quality of service within the Hub. The Hub could:

1. Contain a mix of spaces that gives users options to meet their needs.
2. Be adaptable to the changing needs of young people, staff and service providers.
3. Reflect user ownership through youth designed and selected décor.

IMPLICATIONS

- Multiple exits to rooms to facilitate non-obtrusive and safe people movements
- High and low energy environments for dry and wet seasons.
- Modular or moveable rooms and furniture that allow adaptable service delivery and user and staff defined spaces.
- Adequate technological and electrical infrastructure to meet user interest in digital technologies.
- User art that celebrates and acknowledges their cultural diversity.

Enabler 4: The physical design must enable the principles to be brought to life

Adaptable space, allowing staff and users maximum flexibility

A space that can be easily adapted to facilitate inclusion and privacy would help staff and users shape the physical design of the Hub to changing needs. Service providers have highlighted the value of moveable or modular walls, furniture and doors that can open up private spaces for large events such as movie or games nights. Adaptable spaces can be repurposed by users and staff on a daily basis to provide variety, and ownership of the physical design of the Hub and accommodate a wider breadth of activities and services.

SHAK@Sanderson workers also stressed that it is important that spaces in the Hub serve a function but do not have a label. For example, age specific rooms were popular amongst service providers and young people but will exclude younger siblings who want to be with their older siblings.



The Youth Hub needs to be built in a flexible way so different services can rotate throughout the week. Like multiple simple rooms that can easily have art one day with headspace, the other room gaming, outside playing basketball with Hoops4Health, in the kitchen cooking with Brother 2 Another or Community Elders. Then the next day something different!

Young Person

User designed décor (e.g. murals)

Young people want to see their identity reflected in the physical design of the Hub. Involving users in the design of the décor of the Hub will instill a sense of pride and ownership, that may reduce risk of vandalism.

Involving users can occur through the:

- Choice and construction of furniture
- Creation and display of cultural art or engaging with local artists to create murals.
- Painting of the Hub



Involving young people in the actual physical design of the building will make them feel proud of the Hub and make kids less likely to vandalise their property.

Service provider

Stars **DARWIN YOUTH HUB**

What I want most in the Youth Hub is:

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

back door for exit

Stairs

bean bags

Mirrors

Couches

charger docks

Kitchen

2 toilets

area ??

Sports area

POOL

beauty area

second toilet

phones

couches

computer area

inside stairs

game room

toilet

bb court

lock

inside downstairs

Back Door 2

upstairs

stairs

toilet

Amateur caddie

AGE: 16

SCHOOL: CSC

GENDER: Female

CHAPTER 5: Summary of design implications

Service Design Implications

Physical Design Implications

	Service Design Implications	Physical Design Implications
Principle 1	<ul style="list-style-type: none"> • Develop age-specific activity programming to suit the needs of different age groups • Embed strong local, Aboriginal representation in the workforce to promote cultural safety • Embed local, Aboriginal representation in service delivery • Deliver activities which promote cultural connection and cultural sharing • Facilitate access to specialist services aimed at young people from migrant families 	<ul style="list-style-type: none"> • Design age-specific spaces which cater to different needs and preferences • Design to create some physical division between age cohorts • Include air-conditioning to make the space welcoming for all • Incorporate décor that signals inclusivity for different identities of young people (in particular Aboriginal, multicultural, LGBTQI+ young people and those with disability) • Incorporate the needs of people with disability in the physical design (such as physical access considerations and low sensory spaces)
Principle 2	<ul style="list-style-type: none"> • Offer meals, the ability to cook and cooking classes to young people and staff • Provide safe transport home from the Hub (particularly for younger users) which: <ul style="list-style-type: none"> • Runs to staggered timing to meet the needs of younger and older users and helps resourcing • Delivers young people to a verified, safe home or other place • Liaises with families • Shares relevant information about the child and family with the Hub. • Develop a program of activities which is age-sensitive (including around timing), publicly accessible and runs over school holidays • Provide free and access to feminine hygiene products • Cap evening hours of operation to meet the expectations of young people and community • Co-design, communicate and regularly reinforce a shared code of conduct to set expectations of behaviour 	<ul style="list-style-type: none"> • Incorporate a commercial kitchen to cater and teach cooking • Design a shared dining space to foster connections between users and staff • Incorporate a transport zone on premises to drop off and collect young people • Incorporate a shared laundry area • Incorporate cool, quiet spaces • Include public display spaces for notices and codes of conduct • Design a reception area to direct young people and external providers
Principle 3	<ul style="list-style-type: none"> • Employ or contract the following onsite staff: <ul style="list-style-type: none"> • Youth workers (preferably including a high proportion of local, Aboriginal workers with lived experience), to deliver programs and build relationships with young people • Counsellors, to provide wellbeing support • Establish agreed referral pathways and partnerships with key offsite services (including Health, Education, Justice, social services, Recreation and Culture) in the Darwin region • Provide youth workers with training in case management and service navigation for the Darwin region 	<ul style="list-style-type: none"> • Design shared office spaces for visiting services • Design private meeting rooms for young people and service providers
Principle 4	<ul style="list-style-type: none"> • Set the expectation that there is no minimum level of engagement for users • Delegate authorisation to Hub staff and service providers to resolve most onsite issues or issues with community without requiring authorisation from government • Embed flexibility in the staffing model to address significant fluctuations in demands on staff • Ensuring streamlined data collection requirements where possible, and reflect these requirements in resourcing 	<ul style="list-style-type: none"> • Design spaces to be multifunctional or modularised to promote flexibility in how the space is used • Design furnishings to be mobile so spaces can be converted to facilitate a variety of activities • Incorporate meeting rooms for young people to participate in or host activities
Principle 5	<ul style="list-style-type: none"> • Design a system of behaviour management which: <ul style="list-style-type: none"> • reflects positive behaviour support principles • uses co-designed standards of behaviour • sets out how to respond to different thresholds of misbehaviour. • Resourcing which: <ul style="list-style-type: none"> • includes on-site security staff • anticipates greater staff resourcing in response to poor behaviour • anticipates resourcing for partners to help provide additional support • Develop and continually review safety and security processes which set out: <ul style="list-style-type: none"> • when and how staff will escalate incidents to internal security • tiered internal responses to security incidents • when and how Hub staff will manage and escalate serious incidents with police. 	<ul style="list-style-type: none"> • Incorporate a variety fun spaces (including outdoor spaces) for young people to be engaged and spend their energy • Design the structure to have a single point of access past a reception area • Provide lockers for young people to leave their belongings before entering the space • Design multiple entrances to internal spaces • Include lockable internal doors to control movement between internal spaces • Incorporate CCTV coverage to facilitate incident identification and response • Provide effective street lighting in the surrounding area

Implications

Enabler 1

- Develop a capability framework for key positions which:
 - maps the skills needed to operate the Hub
 - identifies the FTE needed to operate the Hub
 - identifies the roles and minimum skills and experience in roles needed to operate the Hub
- Design succession and development pathways for staff which:
 - map the skills and training required to move into more experienced roles in the Hub
 - include routes for 'developable' entry level positions for staff who need further development to meet minimum standards for other roles
- Design staff development and training which:
 - is built around the capability framework and development pathways
 - is reflected in resourcing and development expectations for roles
 - incorporates regular rounds of induction and onboarding for new staff
 - guides staff to set and pursue professional development goals and pathways
 - embeds regular and holistic performance reviews based on performance data (including data provided by young people)
 - makes use of external providers for training where needed.
- Provide wellbeing resources for staff, including shared access to an onsite counsellor
- Design a system for monitoring key aspects of staff satisfaction, such as happiness, relationships with colleagues, and trust in management.
- Provide open access to aggregated and deidentified team and Hub performance data
- Design office space and a private staff room

Enabler 2

- Design a model of governance for the Hub which:
 - allows young people to exercise leadership and be involved in decision making
 - includes Aboriginal leaders in decision making.
- Allocate adequate funding for providers to:
 - deliver services and activities (including supporting young people to do so)
 - undertake professional development
 - participate in governance
 - meet reporting obligations
 - draw on discretionary resources for non-typical events and activities.
- Design a plan for measuring outcomes of the Hub which:
 - sets out success criteria developed by service providers, young people, funders and community
 - includes a plan for measuring outcomes
 - identifies resources needed to implement and review monitoring
 - is publicly available as part of an ongoing dialogue with community, service providers and government.
- Create spaces for young people to participate in design (such as shared gardens, graffiti or mural walls and age specific spaces)

Enabler 3

- Develop:
 - formal partnerships with high contact services underpinned by formal ways of working together, such as MOUs
 - Strong relationships with lower contact services and programs
- Create a partnership with community by:
 - generating public communications to share updates and good news stories
 - establishing a complaint and conflict resolution process with community representatives
 - run events or open days for community members on occasion.
- Foster relationships with parents of young people by:
 - allowing parents conduct initial visits to the Hub and meet youth workers
 - hosting occasional events and activities targeted at families.
- Design the space to reflect seasonal considerations (wet and dry) and energy considerations (high and low)
- Design digital infrastructure to meet high user interest.

Enabler 4

- Design the space to reflect seasonal considerations (wet and dry) and energy considerations (high and low)
- Design dedicated office space and private staff room
- Design digital infrastructure to meet high user interest.



Appendices

APPENDIX A:
STAKEHOLDERS ENGAGED

List of stakeholder engagements

Date	Engagement	Stakeholders
19 November 2022	Community consultation with Minister Moss	12
22 November 2022 – 27 January 2023	Online survey	54
29 November 2022	Group interview with youth justice stakeholders	3
29 November 2022	Group interview with YMCA (operators of Palmerston Youth Drop-in Centre)	2
1 December 2022	Leaflets to local residences	600+
3 December 2022	Community focus group 1 at Casuarina Library	3
7 December 2022	Community focus group 2 at Casuarina Library	8
8 December 2022	Community focus group 3 at Casuarina Library	1
10 December 2022	Community intercepts at Casuarina Square	47
14 December 2022	Group interview with Principals of Northern Suburbs schools	5
12 January 2023	Interview with security staff at Sentinel	2
17 January 2023	Service Provider Focus Group 1	8
19 January 2023	Community Focus group 4	1
20 January 2023	Interview with police and youth diversion officers.	4
23 January 2023	Interview with SHAK@Sanderson staff	2

Date	Engagement	Stakeholders
23 January 2023	Service Provider Focus Group 2	7
27 January 2023	Interview with SHAK@Sanderson Users	20+
31 January 2023	Service Provider Focus Group 3a	11
31 January 2023	Service Provider Focus Group 3b	17
31 January – 3 February 2023	Service Provider Email Responses	2
3 February – 17 February 2023	VR Survey	37
8 February 2023	3 Workshops at Sanderson MS	60+
9 February 2023	4 Workshops at Wagaman PS	90+
9 February 2023	STARS interview at Casuarina Senior School	12
9 February 2023	Interview with Darwin Youth Advisory Council	12
10 February 2023	Workshop at Dripstone MS	15
10 February 2023	Interview with Autism NT users and staff	4 + 2 Staff
14 February 2023	Focus group with Darwin Youth Action Group	11
14 February 2023	Interview with Dept. of Education	5
Total		457+

List of service providers engaged

Service Providers		
Anglicare	Australian Childhood Foundation	Autism NT
Brother to Another	City of Darwin	City of Palmerston
Clinic 34	Corrugated Iron	Danila Dilba
GROW Australia	Headspace Australia	Indigenous Allied Health
Larrakia Nation	Larrakin Interactive	Made Concepts
North Australian Aboriginal Justice Agency	NT Aids & Hepatitis Council	NT Mental Health Coalition
Palmerston and Regional Basketball Association	Pathfinders NT	Red Cross Australia
Stephanie Alexander Kitchen Garden Foundation	Supporting Moo	Top End Health Service
Two Two One Mental Health Charity	YMCA NT	YouthWorx NT

APPENDIX B: INPUT FROM YOUNG PEOPLE

Young people created their Hub using a "Draw Your Hub" worksheet.

Below are a collection of "Draw Your Hub" responses designed by young people. 160+ responses were collected from SHAK@Sanderson users, and students attending Sanderson, Wagaman and Dripstone schools, or STARS. Several responses were discounted due to illegible handwriting.

DARWIN YOUTH HUB

What I want most in the Youth Hub is: *Football*

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

AGE: *11* SCHOOL: *SMS* GENDER: *M*

DARWIN YOUTH HUB

What I want most in the Youth Hub is:

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

AGE: *11* SCHOOL: *Wagman* GENDER: *M*

DARWIN YOUTH HUB

What I want most in the Youth Hub is: *Have a cut table and Cook*

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

AGE: *11* SCHOOL: *Wagman* GENDER: *M*

DARWIN YOUTH HUB

What I want most in the Youth Hub is: *ice rring*

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

AGE: *11* SCHOOL: *Wagman* GENDER: *M*

DARWIN YOUTH HUB

What I want most in the Youth Hub is:

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

AGE: *11* SCHOOL: *Wagman* GENDER: *M*

DARWIN YOUTH HUB

What I want most in the Youth Hub is:

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

AGE: *11* SCHOOL: *SMS* GENDER: *M*

DARWIN YOUTH HUB

What I want most in the Youth Hub is: *a library...*

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

AGE: *9* SCHOOL: *WPS* GENDER: *F*

DARWIN YOUTH HUB

What I want most in the Youth Hub is:

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

AGE: *11* SCHOOL: *Wagman* GENDER: *girl*

DARWIN YOUTH HUB

What I want most in the Youth Hub is: *multi purpose room*

Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

AGE: *11* SCHOOL: *Wagman* GENDER: *M*

DARWIN YOUTH HUB

What I want most in the Youth Hub is: *music room*


Please write or draw a picture of what you would like in the new Youth Hub. This can be activities, items, or rooms. You can write or draw as many as you like. Feel free to ask for more paper!

AGE: *11* SCHOOL: *Wagman* GENDER: *M*

APPENDIX C:
**SERVICE AND OPERATIONAL IDEAS FROM
YOUNG PEOPLE**

Consolidated list of activity and operational ideas from young people

This list consolidates the activities young people drew or wrote in the "Draw Your Hub" activity featured in Appendix B.



Sports

Basketball	28	Martial Art	3
Ice Skating	18	Boxing	2
Lazer Tag	10	Workshops	2
AFL	9	Rugby	2
Bowling	8	Paintball	2
Netball	8	Volleyball	1
Soccer	6	Exercise Groups	1
Mountain Biking	4	Cricket	1
Gymnastics	3	Baseball	1
Go-Kart	3	Handball	1
Tournament	3	Circus Lessons	1
		Tennis	1




Art, Craft, Music

Dance	8	Pottery Class	1
Hip Hop	2	Musical/Plays	1
Woodworking	2	Shirt Designing	1
Choir	1	Drama	1
Workshops	1		
Graffiti Classes	1		
Contortionist Classes	1		



Wellbeing

Mentoring	2
Mental Health Support	2
Elderly meet and greet	1
Animal Drop Ins	1
Social Support	1




Career and Study

Homework Help	4	Teachers	2
Volunteering	3	Auslan / Braille Lessons	1
Career Support	2	Projects	1




Health, Food, Nutrition

Cooking	8	Nutrition Support	2
Baking	4	Nurse	1
Health Support	2		



Cultural Learning

Cultural Excursions	2
Language Workshops	1




Staff and Operations

Clubs	4	Hub Calendar	2
Borrowing System	3	Staff and User Activities	2
Community Building	2	Room Booking	1
		Hub News	1



Entertainment

Movies	9	Night Activities	2
Karaoke	6	Sport Watching	1
Disco Room	3	Digital Art Lessons	1
Gaming	3	Parties	1
Streaming Services	2	Coding	1
Anime Cosplay	2		




Safety

Code of Conduct Rules	2
	2

APPENDIX D:
PHYSICAL SPACE IDEAS FROM YOUNG
PEOPLE

Consolidated list of physical space ideas from young people

This list consolidates the physical space ideas young people drew or wrote in the "Draw Your Hub" activity featured in Appendix B.



Sports

Gym	13	Wave Pool	1
Skate Park	12		
Trampoline Park	8		
4 Square Court	8		
Ball Pit	3		
Rock Climbing Wall	3		
Grass	2		
Foam Pit	2		
MPC Hall	1		
Sports Wall	1		
Indoor Stadium	1		



Art, Craft, Music

Art & Craft Room	19		
Music Room	13		
Graffiti Wall	8		
Rehearsal Space	7		
Workshop	3		
Mural	2		
Doodle Room	1		
Broadcasting Room	1		



Wellbeing

Hangout Room	41
Animal Space	13
Sleep Room	9
Quiet Room	9
Sensory Room	4
Fidget Room	4
Spa	3
Private Rooms	2



Miscellaneous

Rage Room	5	Tiger Themed Room	
Garden	4		1
Rollercoaster	2	Gift Shop	1
Sustainability Room	2	Basement	1
Greenhouse	2		



Health, Food, Nutrition

Kitchen	31	Healthy Eating Room	2
Buffet	7		
Café	4	Outdoor BBQ	1
Hair Salon	3	Showers	1



Cultural Learning

Language Wall	2
Welcome to Country	1
Cultural Centre	1




Safety

Bike Lockers	4
A Safe Space	1




Staff and Operations

Gendered Room	6	Events Room	1
Reception	2	Community Space	1
Age Specific Rooms	1	Change Room	1



Entertainment

Game Room	22	Karaoke Room	1
Library	14	Hobby Hub	1
Cinema	10	K-Pop Room	1
Computer Room	8		
Toy Room	3		
Legoland	2		



Career and Study

Study Space	12
Meeting Room	4
Life Planning Room	2

Consolidated list of items from young people

This list consolidates the items young people drew or wrote in the "Draw Your Hub" activity featured in Appendix C.



Entertainment

Gaming Console	24	Action Figures	2
TV/Projector	15	Plushies	2
Wi-Fi	13	Trading Cards	2
Tablets	11	Comics	2
Computers	8	Table Top Games	1
Board Games	7	Microphones	1
Speakers	4	Drones	1
VR	4	Snap Circuit	1
Books	4		



Wellbeing

Comfy Couches	13	Massage Chair	2
Bean Bags	12	Fire Place	1
Comfy Chairs	5	Candles/Incense	1
Wobbly Chairs	4	Spinning Chairs	1
Sleep Pod	3		
Sound Proof Walls	2		
Egg Chair	2		
Fun Pillows	2		
Tables	2		



Art, Craft, Music

Art	5
Drawing Equipment	5
Spray Paints	3
Instruments	3
Paints	3
Loom Bands	2
Stickers	1
Roll Out Mats	1



Miscellaneous

Tie Dye	1
Bike Cleaning Kit	1
Sprinklers	1
Light Feature	1



Health, Food, Nutrition

Food & Drink	37	Vending Machine	2
Lollies	10	Slushie	2
Sushi	8	Instant Foods	1
Ice Cream	2	Milk Tea	1
		Toothbrushes	1



Cultural Learning

Indigenous Art	2
Multicultural Food	1
Language Map	1



Staff and Operations

Phone Chargers	8	3D Printer	2
Toilet	7	Tinsel	1
Air Conditioning	7	Balloons	1
Clothes	4	Printer	1
Medical Supplies	2	Idea Wall	1
Bin	2	Upstairs	1



Sports

Pool	12	Zipline	2
Table Tennis	9	Foosball	1
Jungle Gym	6	Surf Board Machine	1
Playground	5		
Pool Table	3		
Roller-skates	3		



Safety

Vape Detectors	3
Lockers	1
Bullet Proof Glass	1
Safe Charging Box	1
Bag Racks	1



A bigger idea of success

Nous Group is an international management consultancy operating across Australia, New Zealand, the United Kingdom, Ireland and Canada.

We are inspired and determined to improve people's lives in significant ways. When our strengths complement yours and we think big together, we can transform businesses, governments, and communities. We realise a bigger idea of success.

700

PEOPLE

70

PRINCIPALS

5

COUNTRIES