



HUME CITY COUNCIL **VOLUNTEERING IN COMMUNITY HUBS IN HUME CITY 2014**

**Report for the
*Building Volunteering
Capacity to Support
Community Hubs Project***

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Contents

Contents	2
Executive summary	Error! Bookmark not defined.
Acknowledgements	Error! Bookmark not defined.
Introduction.....	6
Results - Hubs Club workshop	11
Results - Hub Leader interviews	13
Results - Hub volunteer surveys.....	24
Discussion.....	37
Conclusion and recommendations.....	41
Appendices	42
Appendix A – Hubs Club workshop notes.....	43
Appendix B – Benefits of Hub volunteers.....	45
Appendix C – Settling new volunteers into the Hub	46
Appendix D – Main reasons volunteers leave the Hub.....	47
Appendix E – Insights or advice for other Hub Leaders	48
Appendix F – Other Hub Leader comments and suggestions	49
Appendix G – Reflections from Hub volunteers	50
Appendix H – Reasons why volunteers would leave the Hub	52
Appendix I – Important information to give new volunteers	53
Appendix J – What could be done to improve volunteering in the Hub	55
Appendix K – Other volunteer comments and suggestions.....	56
Appendix L – Reflections from Hub volunteers	57
Appendix M – Hub Leader Survey Form.....	59
Appendix N – Hub volunteer Survey Form.....	66
Appendix M – Community Hub Leaders’ Survey 2014.....	60
Appendix N – School Community Hub Helper and Volunteer Survey 2014.....	70

Executive summary

Introduction

Community Hubs aim to connect families to existing support services including local education, health, community, early years and settlement services, especially for those who may have difficulty accessing support and learning opportunities or connecting with the wider community. Community Hubs are mostly located in primary schools in low socioeconomic areas or areas with a high proportion of families from refugee or migrant backgrounds. Community Hubs utilise a citizen-centric approach which involves engaging community members in the design and delivery of services; they also aim to bring families together to create friendships and support networks. Hubs develop strategic partnerships with schools and other local agencies to maximise the use of existing resources, services and asset, and often engage volunteers. Hume City currently has 12 Community Hubs located in primary schools, most of which have volunteers to assist with delivery of services and programs.

To provide insight into volunteering in Hume City Community Hubs and to develop resource materials for Hub Leaders throughout Australia, the Scanlon Foundation engaged Hume City Council Research and Engagement team to deliver a project titled *Building Volunteering Capacity to Support Community Hubs in Hume City*. This report details results from stage two of the project.

Purpose & Methods

Stage two of the project aimed to investigate how volunteers are being used by Community Hubs in Hume, and to explore the benefits and challenges associated with volunteer involvement. These findings were used to inform stage three of the project which involved development of resource materials to support Hub Leaders throughout Australia with their volunteer programs.

Data were collected in 2014 through semi-structured interviews with ten Hub Leaders, surveys with 45 Hub volunteers and a workshop held with Hub Coordinators and other stakeholders (the 'Hubs Club').

Overview of findings

Volunteering in Community Hubs in Hume City

Volunteer programs in Community Hubs in Hume City varied considerably as did Hub operations, services and staffing. Volunteers were almost all female (97.8%, n=42) and mostly parents (68.9%, n=31), however one quarter were other community members, demonstrating that Hubs are reaching out beyond the immediate school community. Hub volunteers were engaged in a range of roles, most commonly food preparation and playgroups. Hub Leaders appear to have successfully engaged volunteers that reflect the cultural diversity of the surrounding communities (representing 17 countries and 16 different languages) and ethos of the Community Hub program. The top reasons for volunteering were: to be part of the school/ Hub community (75.6%, n=34), to meet new people (73.3%, n=33), and to develop new skills (62.2%, n=28). Hub Leaders were primarily responsible for volunteer recruitment and management. They played a critical role in inducting and guiding volunteers in their duties, providing support and training, in fostering a welcoming atmosphere, and acknowledging volunteer contributions.

Benefits of volunteering

Benefits for volunteers

Volunteers were positive about their experiences; with all volunteers reporting that ‘feeling part of the community’ was a key benefit. Other key benefits were ‘making new friends’ (95.6%, n=43), increased confidence (91.1%, n=41), skill development (83.3%, n=35), opportunities to study, improved English and increased employability. This is consistent with Hubs working to provide social and community connection and pathways to education and employment. Volunteers felt that the best aspects were feeling welcomed (75.6%, n=34), feeling valued and respected (48.9%, n=22), and receiving encouragement from the Hub Leaders (46.7%, n=21).

Community Hub and Hub Leader benefits

All Hub Leaders reported that volunteers reduced their workload and assisted them to better understand their local communities, to tailor programs to meet local needs, and allowed the Hub to be sustainable into the future. Volunteer assistance enabled Hub Leaders to run more programs and initiatives with their limited resources. Volunteers were able to attract other parents and people from within their communities into the Hub, increasing the reach of the Hub and success of its activities.

Broader community benefits

Several benefits to the broader community of volunteering in Community Hubs were identified. Hub volunteering appears to be providing crucial links with community groups that may traditionally be ‘hard to reach’, thus providing pathways to access community services and learning opportunities. Volunteering enhances the engagement of community members in the school and with each other, broadening social networks and building social cohesion. It is also providing opportunities for individuals to pursue pathways to employment and education, and providing a key entry point for parental involvement in children’s education which has been shown to improve student outcomes.

Challenges and opportunities

Several challenges and opportunities for volunteering programs in Community Hubs were identified:

- The Hub Leader role includes volunteer recruitment and management, as well as service design and delivery. Hub leaders have limited time and resources, and there is scope for ongoing support in developing and managing their volunteer programs. Hub Leaders suggested that resources and support in the following areas would be useful for them: developing volunteer policies and procedures, recruitment processes and documentation, information about legislative requirements, induction materials and access to training opportunities.
- Hub volunteer programs vary considerably and have developed to meet the unique needs of their local communities. There is an opportunity to share learnings across Hubs and develop consistent and more formalised processes to provide Hub Leaders with confidence in meeting minimum requirements for volunteers, as well as best practice targets.
- Almost all volunteers surveyed were female. There may be opportunity for Hubs to engage fathers and other men as volunteers.

- Volunteers have the potential to allow Hubs to be more sustainable, however investment in volunteer management and support is required for successful volunteer programs.

Conclusion and recommendations

Volunteering in Community Hubs is a well-established practice, and forms an integral part of most Hub operations. The value of engaging volunteers in Community Hubs is well-recognised, with benefits to the Hub, the volunteers themselves and the school and broader community. Hub Volunteers are diverse as are their roles and activities. Hub Leaders have successfully engaged volunteers that represent the diversity of surrounding communities and the ethos of the Community Hub program. Hub Leaders were responsible for recruiting and managing volunteers, and volunteer processes were generally informal and varied considerably across Hubs. There is scope for further support for Hub Leaders and for developing some consistent processes among Hubs through the development of a Volunteer Resource Kit (stage three) and access to training opportunities. Hub Leaders and host schools should work together to clearly define roles and responsibilities to ensure that volunteer requirements are addressed. Such resources and support would build upon the strong foundation that has already been developed for future successful and sustainable volunteer programs in Community Hubs.

Acknowledgements

This project was funded by the Scanlon Foundation and delivered by Hume City Council's Research and Engagement team. We would like to thank everyone who participated in stage two of the project, including Hubs Club members, Hub Leaders, Hub volunteers and key stakeholders from within Hume. We would also like to thank the Social Research Centre for their valuable feedback.

Introduction

The Community Hub program is an initiative funded by the Australian and Victorian Governments in partnership with the Scanlon Foundation, the Migration Council Australia and Refuge of Hope. It is a national program with Hubs currently located in Victoria, New South Wales and Queensland. In the coming years, Community Hubs aim to expand to 100 locations across Australia¹.

Key aspects of the Community Hub program include the following²:

- The Hubs aim to provide local information and services including education, health, community and settlement, to those who may have difficulty accessing support and learning opportunities or connecting with the wider community;
- They support families coming together to create friendships and support networks;
- Are open to all families and carers in the local area, and are primarily located in primary schools – settings that are already familiar to families and children;
- Operate differently according to the setting and the community needs. Hubs utilise partnerships with schools and other organisations to develop their own programs, and often utilise volunteers to deliver services; and
- Hubs are located in low socioeconomic areas or areas with a high proportion of families from refugee or migrant backgrounds.

The Community Hubs program builds on strong foundations and success stories from the City of Hume in Victoria³. Hume City currently has 12 Community Hubs located in primary schools, most of which engage volunteers to assist with delivery of services and programs. Volunteers are engaged in a range of roles, which reflect the unique needs of the Hub community.

To learn from the experience of Hume Hubs, the Scanlon Foundation engaged Hume City Council Research and Engagement team to deliver a project titled *Building Volunteering Capacity to Support Community Hubs in Hume City*. The purpose of the project was to provide insight into volunteering in Hume Community Hubs and to develop volunteer resource materials, which can be used by Hub Leaders throughout Australia.

This report outlines the research fieldwork undertaken for stage two of the project.

¹ Community Hubs website: volunteers.communityhubs.org.au

² *ibid*

³ *ibid*

Background

The project was segmented into three stages. The first stage of the project was completed by the Social Research Centre in 2013, and included an in-depth case study with one of the 12 Hume City Community Hubs - Meadows Primary School Community Hub⁴. The purpose of the case study was to develop a narrative around setting up and running a successful Hub program using volunteers.

Aim

Building on the findings from stage one, the next stages of the project aimed to:

- Investigate how volunteers are being used by Community Hubs in Hume
- Explore the benefits and challenges associated with volunteer involvement
- Develop resource materials to support Hub Leaders throughout Australia with their volunteer programs.

Methodology

The methodology was developed by Hume City Council's Research and Engagement team in consultation with the Scanlon Foundation, and feedback from key Hub stakeholders.

Stage two: Investigation of the benefits and challenges to volunteering in Community Hubs in Hume City

This stage was completed by the Hume Research and Engagement team in 2014 and included a Hubs Club Workshop, semi-structured interviews with Hub Leaders, and surveys with Hub volunteers (see Figure 1).

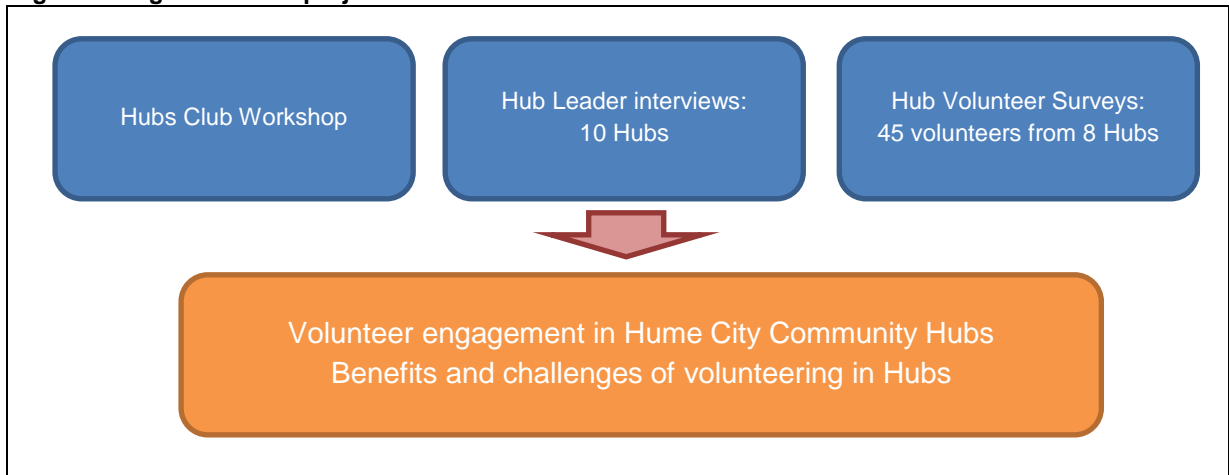
Stage three: Development of a Volunteer Resource Kit for Hub Leaders

This stage commenced concurrently with stage two, and included a review of key volunteering materials from peak volunteering bodies, government publications, and Hume City Council in 2014. Based on the findings from the document review, results from stages one and two (as above), and input from key Hub stakeholders, a Hub Leader *Volunteer Resource Kit* was developed by the Hume Research and Engagement team.

⁴ The Social Research Centre *'What makes a successful Community Hub? A case study example.* December 2013.

This report presents the findings from stage two of the ‘*Building Volunteering Capacity to Support Community Hubs in Hume City*’ project.

Figure 1 Stage two of the project



Definition of volunteering

For the purpose of this project volunteering was defined as ‘*an activity where someone provides unpaid help to an organisation. This could include help with running programs or activities, help with looking after the gardening, or preparing food for children. It only covers activities and volunteering within the Hub, and does not cover other activities run by the school.*’

Design of data collection tools

The development of the Hub Leader interview schedule and Hub volunteer survey was informed by the stage one case study and discussions with Hub stakeholders. The drafts were then reviewed by key stakeholders and the Social Research Centre, and piloted with a Hub Leader and several volunteers, before being modified slightly to improve usability.

See Appendix M for the Hub Leader interview schedule and Appendix N for the Hub volunteer survey. These instruments were converted into electronic versions (SurveyGizmo software) for the fieldwork and data entry.

Data collection processes

Hubs Club workshop

The Hubs Club includes the Hub Coordinators and Hub stakeholders from Victoria, New South Wales and Queensland. Members meet several times a year to discuss development and operation of the program. The Hume project team attended the 22 July 2014 Hubs Club meeting to gain input from members regarding the current state of volunteering in Hubs and tools/information that would be of value to the Hubs Club members.

Hub Leader interviews

Hub Leaders were invited to participate in a one, to one and a half hour, structured interview. The purpose of the interview was to describe volunteering in the Hubs, explore the benefits and challenges of engaging volunteers within their Hub, and to gather feedback about what would benefit Hub volunteer programs in the future. Interviews were conducted in person at the Hubs, except for one telephone interview. Due to some Hub Leaders wanting to remain anonymous, the names of individuals and Hubs were not included in this report.

Hub volunteer surveys

Hub Leaders were contacted and the volunteer surveys were explained within the context of the project. Hub Leaders were asked to invite their volunteers (at their discretion) to participate in the surveys. Surveys included open and closed questions and asked volunteers: why they started volunteering, how they found out about the opportunity, what kind of activities they were involved in, what they liked most about volunteering, what aspects they found most difficult, why they thought volunteers leave the program, and what could be done to improve their volunteering experience.

Surveys were completed by volunteers either individually – facilitated by the Hume Research Officer in a semi-structured interview style (in person or over the phone), or through the Hub Leader or other volunteers interpreting. Some surveys were left with Hub Leaders and mailed back to Hume City Council, however the majority of surveys were completed on-site through visits from the Hume Research Officer. The Hub volunteer surveys were anonymous and no personally identifiable information was collected or stored.

Data management

This project was designed and personal information was managed in accordance with the *Privacy and Data Protection Act 2014 (Vic)* and Hume City Council's *Information Privacy and Health Records Procedures*. Comments provided at the workshop with the Hubs Club were recorded by hand and typed up. Responses to the Hub Leader interviews and Hub volunteer surveys were entered into SurveyGizmo software and then exported into Microsoft Excel where data entry errors were identified and corrected, and analysis was conducted using descriptive statistics. All data were stored on secure servers in password-protected accounts.

Reporting and dissemination

This report outlines the findings of the '*Building Volunteering Capacity to Support Community Hubs in Hume City*' and has been produced for the Scanlon Foundation and Hume City Council. The report includes an executive summary, detailed results and discussion, and appendices. Findings conveyed in this report will be presented to and carefully considered by the Scanlon Foundation and Hume City Council. A two-page summary of the findings will also be developed into a 'news article' and distributed to research participants and the Hubs Club.

Results - Hubs Club workshop

At the Hubs Club meeting on the 22 July 2014, the Hume Research and Engagement team presented an overview of the *Building Volunteering Capacity to Support Community Hubs in Hume City* project and asked members to provide feedback on the current state of volunteering in their Hubs, and the tools and information that they would find of value for the Hub volunteer programs. This was a brief session aiming to gather key information, rather than to explore issues in depth.

Current volunteer programs

The first point of note was that most of the Victorian, New South Wales and Queensland Hubs had volunteers who provided assistance:

- Volunteering in Hubs ranged from formal programs to ad-hoc 'helping'.
- Hub volunteers included tertiary students, parents, second-generation migrant families, professionals, people over 50 years, asylum seekers and youth.
- Hubs Club members were very positive about volunteers and volunteer programs, and were looking for ways to further develop their programs and/or make them sustainable.
- There was interest in formalising volunteering across Hubs and a need for assistance to further develop and formalise volunteer programs.
- The majority of Hubs were enthusiastic about engaging volunteers, whereas one felt they needed to 'take a step back' and reassess why they were engaging volunteers.

Managing volunteers

In addition to Hub volunteering being quite extensive, the Hubs Club noted that volunteer management is a role in itself and requires:

- Hub Leader capacity, consideration of the pathways for volunteers and the involvement of other stakeholders in the volunteer process e.g. decision-makers
- Human Resources/ administration support, preferably from within the school for the purposes of sustainability
- agreement between Hub Leaders and schools (formal or informal) regarding roles and responsibilities, such as who is responsible for the supervision of volunteers and meeting of legislative requirements such as Working with Children Checks and insurance.
- matching of volunteers to roles, for example finding volunteers for specific Hub roles as well as developing specific roles for volunteers based on their skills and interests.

Hub Leader tools and resources

The Hubs Club felt the following Hub volunteer tools/resources would be useful for their programs:

- An information sheet, including a definition of volunteering
- An interview guide, which helps to assess volunteer skills and helps to match volunteers to roles
- A position description template for volunteer roles
- Information about how overseas qualifications can be recognised in Australia
- Checklists for Hub Leaders, for example when a 'Blue Card'⁵ or Working with Children Check is required
- Information on how to manage difficulties with volunteers, for example the benefits of trial periods and managing volunteer expectations
- Case studies of successful Hub volunteer programs, for example case studies of management/supervision, induction/first day, and use of volunteer support programs
- An information pack for volunteers, and
- Information and guidance regarding relevant government policy, working with asylum seekers, and formal processes required for volunteers.

Other considerations

The Hubs Club also felt the following needed to be considered:

- If the Hub is operating from within a school, the school should be provided with a volunteer information pack and a school staff member assigned as a key contact person for the program.
- Hubs to consider aligning with school strategic directions, and to make use of existing school policies/procedures which may be applicable to the volunteer program,
- Different schools have different approaches to and models for volunteering, therefore any tools and resources developed should take this into account.
- Resources and processes should ensure that potential or new volunteers are adequately supported and not discouraged or 'scared away' at early entry points into Hubs.

For a full list of comments provided at the workshop, refer to Appendix A.

⁵ A Blue Card is issued by the QLD Government for people whose work at a school includes, or is likely to include, providing services to children, or conducting activities that mainly involve children.

Results - Hub Leader interviews

Semi-structured interviews were undertaken with ten Hume City Hub Leaders. There are twelve community Hubs in Hume City. One Hub Leader could not be contacted for the project and a suitable interview time could not be arranged with another.

The Community Hubs

Years since the Hub was established

Most of the Hume City Hubs had been established for between one and four years (seven Hubs). Two Hubs had been operating for more than four years and one Hub for more ten years (see Table 1).

Table 1 Number of years the Hub had been established

Years established	No. of Hubs
1 year to 4 years	7
4 years to 10 years	2
More than 10 years	1
Less than 6 months	0
6 months to 1 year	0
Total	10

School support for volunteers

All ten Hub Leaders said the school supported the use of volunteers within the school or Hubs, including the two Hubs that did not currently have volunteers (see Table 2).

Table 2 School support for the use of volunteers within the school or Hub

School support for volunteers	No. of Hubs
Yes	10
No	0
Unsure	0
Total	10

Hub Leaders and paid staff

Hub Leader experience

Most Hub Leaders (eight) had worked in the role for between one and four years. One Hub Leader had worked in the role for more than four years and another Hub Leader for more than ten years (see Table 3).

Table 3 Length of time as the Hub Leader

Years as Hub Leader	No. of Hub Leaders
1 year to 4 years	8
4 years to 10 years	1
More than 10 years	1
Less than a month	0
1 to 6 months	0
6 months to 1 year	0
Total	10

Hub Leader roles within the school

Six Hub Leaders did not have an additional role at their school, whilst four Hub Leaders had one or more additional role/s within the school including: *Multicultural Educational Aide, Social Worker, Parent Support Worker, Teacher's Aide and/or Kindergarten Assistant* (see Table 4).

Table 4 Hub Leader only or employed at the school for other roles/responsibilities

Other roles within the school	No. of Hub Leaders
No - <i>Hub Leader only</i>	6
Yes - <i>Other roles</i>	4
Total	10

Paid staff within the Hub

Half of the Hubs (five) had one or two paid staff delivering programs or activities through Hub funding, including the Hub Leader. Three Hubs had three to four paid staff, one Hub had seven paid staff and no volunteers, and one Hub Leader was unsure which staff were employed through Hub funding (see Table 5). Hub Leaders typically worked several days per week in a part-time capacity, and other paid staff generally worked a limited number of hours per week.

Table 5 Number of paid staff who delivered programs and activities through Hub funding

Number of paid staff	No. of Hubs
1 to 2	5
3 to 4	3
7 to 8	1
5 to 6	0
<i>Do not know</i>	1
Total	10

Hub volunteers and roles

The following responses relate to the eight Hume City Hubs that had volunteers at the time of interviewing.

Type of volunteers

Of the Hubs with volunteers, all of them (eight) had volunteers who were parents or other carers; most Hubs (seven) had volunteers who were students on placements; and, five Hubs had volunteers who were community members without children at the school. A small number of Hubs (three) had volunteers from faith-based organisations⁶, and two Hubs had paid staff only (see Table 6). 'Other' types of volunteers included: *teachers who volunteer at the Hub, individuals who had originally completed student placements at the Hub, and parents whose children had left the school.*

Table 6 Types of volunteers providing assistance at the Hubs

Type of assistance	No. of Hubs
Parents or other carers	8
Student placement e.g. a teaching student	7
Community members who don't have children at the school	5
People from a faith-based organisation	3
Only paid employees	2
People who provide any other form of unpaid assistance	0
Other	3

* Respondents were able to select more than one response, therefore the total exceeds the number of Hubs.

Number of volunteers

Of the Hubs with volunteers, most had between one and 15 regular volunteers (helping more than once a month), and between one and 16 occasional volunteers who assisted less often. One well-established Hub had 50 regular volunteers and approximately 100 occasional volunteers (see Table 7).

Table 7 Number of volunteers by years since Hub establishment

Hub	Years since Hub established	No. of regular volunteers	No. of occasional volunteers
1	More than 10 years	50	100
2	1 year to 4 years	15	10
3	1 year to 4 years	8	16
4	1 year to 4 years	7	15
5	4 years to 10 years	3	15
6	1 year to 4 years	1	15
7	1 year to 4 years	4	2
8	1 year to 4 years	2	1
9	1 year to 4 years	0	0
10	4 years to 10 years	0	0

⁶ A Faith-based organisation is a term used to refer to religious organisations and other charitable organisations affiliated or identified with one or more religious organisations.

Roles of volunteers

Almost all Hubs (seven) with volunteers had volunteers who assisted with ‘playgroup’ (seven Hubs) and ‘food preparation’ (six Hubs). Other common volunteer roles were ‘gardening’ (five Hubs) and ‘breakfasts’ (four Hubs) (see Table 8). ‘Other’ responses included: *advisory committees, cleaning, assistance with borrowing books, catering for school events, interpreting, selling vegetables/petty cash, setting up rooms, helping parents fill in forms, assisting with mothers’ day/fathers’ day stalls, the ‘Lets Read’ program, and excursion/outing support.*

Table 8 How people provided unpaid help in the Hubs

Volunteer roles	No. of Hubs
Playgroup	7
Food preparation e.g. cutting up fruit/food	6
Gardening	5
Breakfasts	4
Bi-lingual Storytelling	3
Kids Matters	2
Office Support	2
Helping other volunteers	1
Teaching English / English conversation classes	1
Other	6

* Respondents were able to select more than one response, therefore the total exceeds the number of Hubs.

Duration of volunteer roles

All Hubs with volunteers had ongoing volunteer roles, and roles for events/activities. Six Hubs also had volunteer roles for short-term projects (see Table 9). Two Hub Leaders elected to list work experience placements and committee roles as ‘other’ roles.

Table 9 Type of volunteer roles

Duration of roles	No. of Hubs
Ongoing roles performed regularly, for example weekly or monthly	8
For events or activities that occur once or not very often	8
Short term project roles, for example just for a couple of weeks to help out with a project	6
Other	2

* Respondents were able to select more than one response, therefore the total exceeds the number of Hubs.

Benefits of Hub volunteers

Benefits as listed by Hub Leaders

Hub Leaders listed many benefits to having volunteer assistance within their Hub, including:

- Assisting the Hub Leader with their workload, for example Hub activities could continue even when the hub Leader was away at training or unwell, and volunteers provided ‘an extra pair of eyes or hands’ for programs or activities.
- Building a sense of community and involvement, for example Hub Leaders felt volunteering contributed to more invested families, improved relationships with the school, and promoted partnership between the school and families.
- ‘Empowering’ families and volunteers: confidence and sense of self-worth was built within volunteers, friendships were developed, and volunteers were able to model to others what is possible through volunteering.
- Skill development and increased employability for volunteers, as well recognition for their existing skills.
- Volunteers engaging parents in the school environment and in children’s learning, providing one-on-one assistance and potentially improving student outcomes
- Volunteers acting as advocates for the Hub, promoting Hub activities to other parents.
- Providing volunteers with experience working in early childhood education and care settings including school processes/regulations, and working with primary school children.

Please see Appendix B for the detailed responses.

Hub Leader perspectives on volunteering

All Hubs Leaders (ten), including those without current volunteers, were asked to rate how strongly they agreed with a range of volunteer statements. Almost all Hub Leaders (nine) agreed or strongly agreed volunteers ‘can help reduce my workload’ and ‘can help me better understand the community’ (nine Hub Leaders). Only half the Hub Leaders agreed or strongly agreed volunteers ‘are reliable and turn up when needed’ (see Table 10).

Table 10 Hub Leader agreement with statements about volunteering

I feel volunteers...	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not applicable	Total Hubs
can help reduce my workload	6	3	0	0	0	1	10
can help me better understand the community	5	4	1	0	0	0	10
will allow the Hub to be sustainable in the future	3	5	0	0	0	2	10
can allow me to focus on other areas of work I would not have otherwise been able to	4	2	3	1	0	0	10
who have been trained can be left unsupervised to run activities	3	1	1	5	0	0	10
are reliable and turn up when needed	1	4	2	3	0	0	10

Hub volunteer management

The following responses relate to the eight Hume City Hubs, which currently had volunteers.

Recruiting volunteers

Of the Hubs with volunteers, the most popular ways Hub Leaders recruited volunteers were: by asking parents who use the Hub (seven Hubs); parents asking if they can help out (six Hubs); and, putting a notice in the school newsletter (six Hubs) (see Table 11). ‘Other’ responses included: *recruiting through parent clubs/groups, partnership networks and children asking their parents to help.*

Table 11 How Hub Leaders recruit their volunteers

Recruitment process	No. of Hubs
Asking parents who use the community Hub	7
Parents asking if they can help out in the community Hub	6
Putting a notice in the school newsletter	6
Someone from outside of the school (not a parent of a student) asking your Hub if they can help out	5
Word of mouth	5
Via Hume City’s Volunteer Gateway Program	2
Putting up posters asking for help	1
Other	3

* Respondents were able to select more than one response, therefore the total exceeds the number of Hubs.

Current volunteer processes and resources

When working with volunteers, most Hubs (six) completed Working with Children Checks, and four Hubs had volunteer policies and procedures. Two Hubs completed Police Checks for volunteers, one Hub provided an information pack for volunteers, and no Hubs had position descriptions (see Table 12). Some Hub Leaders reported that the processes were applied through the School or shared with the School, such as Working with Children Checks, and a number of Hubs noted the processes were applied in a more informal, ad-hoc manner, rather than consistently with all volunteers.

Table 12 What Hubs currently have in place for volunteers

Volunteer processes	Yes	No	Unsure	Total Hubs
Working with Children Checks for your volunteers	6	1	1	8
Formal (written) policies or procedures for using volunteers, either within your Community Hub or the school	4	4	0	8
Police Checks for your volunteers	2	5	1	8
Information pack or welcome pack for volunteers (or potential volunteers)	1	7	0	8
Written descriptions for the tasks volunteers carry out (position descriptions)	0	6	2	8

Induction and support for new volunteers

Hub Leaders listed a variety of ways for settling new volunteers into their role and the environment. Their responses have been classified into the following broad categories:

- Interviewing volunteers to develop rapport, to understand their skills and to determine if they can manage the role and have the relevant skill set for a school setting.
- Welcoming volunteers to the Hub/school and introducing them to other people in the setting, such as the principal, reception/office staff, and parents.
- Providing an orientation to the Hub/school including a welcome pack, name tags/badges, a school orientation, information about how the Hub works, an introduction to leading and teaching, and an overview of important policies such as privacy, confidentiality, safety, emergency procedures, and signing in.
- Giving an overview of the volunteer role and induction to the space, for example explaining their role, doing the activities with them, providing them with a mentor/volunteer to work with, ensuring that they are confident that they can do the job, easing them into the role by providing them with smaller tasks, and assessing their capabilities.
- Providing volunteers with support and follow-up, for example developing a relationship with volunteers, making themselves available for questions, having an 'open door policy', discussing any issues or concerns, and following up with volunteers after first events or first activities.
- Conducting formal reviews with volunteers, including providing them feedback from school staff, ensuring they are aware of training opportunities, establishing personal aspirations, and holding formal discussions with them if they are not fulfilling the role.
- Fostering inclusiveness, for example inviting volunteers to be part of formal groups within the Hub or School, including them in Hub activities, and including them in decision-making.
- Hosting end-of-term and end-of-year volunteer celebrations to show them appreciation for their time and efforts.

Please see Appendix C for the detailed responses provided by Hub Leaders.

How Hubs support volunteers

Most Hubs (six) provided volunteers with informal on-the-job training and more formal training. Four Hubs provided mentors or buddies as a support and a smaller number of Hubs provided an induction program (three Hubs), or an informal meeting to introduce volunteers (two Hubs) (see Table 13). 'Other' responses included: *introductions to families/parents and other opportunities within the school, 'thank you' events, information about how to undertake tasks, linking volunteers with opportunities outside the Hub/school, asking what they would like to do, and welcoming volunteers into staff and school spaces.*

Table 13 What Hubs currently do to support their volunteers

Volunteer support	No. of Hubs
Informal on-the-job training for volunteers	6
Training for volunteers, including letting volunteers participate in training organised for paid staff	6
A mentor or buddy to new volunteers	4
An induction program for new volunteers	3
An informal meeting to introduce new volunteer e.g. morning tea	2
Other	7

* Respondents were able to select more than one response, therefore the total exceeds the number of Hubs.

Time spent managing volunteers

All Hub Leaders with volunteers (eight) spent less than 50% of their time managing volunteers. This equates to varying amounts of time, as Hub Leaders do not all work the same number of days/hours per week. The two Hub Leaders with the most experience in the role both spent less than 25% of their time managing their volunteers (see Table 14).

Table 14 Time spent managing volunteers BY Years as a Hub Leader

Years as Hub Leader	Time spent managing volunteers				
	Less than 25%	25% to 50%	50% to 75%	Over 75% but not all my time	All my time
More than 10 years	1	0	0	0	0
4 years to 10 years	1	0	0	0	0
1 year to 4 years	3	3	0	0	0
6 months to 1 year	0	0	0	0	0
1 to 6 months	0	0	0	0	0
Less than a month	0	0	0	0	0

Of these Hub Leaders, most (five) felt they were spending the right amount of time managing volunteers; three Hub Leaders wanted to spend more time on this task; and, no Hub Leaders felt they were spending too much time managing volunteers (see Table 15).

Table 15 How much time Hub Leaders felt they were spending on volunteer management

Time they would like to spend	No. of Hubs
About right	5
Not enough	3
Too much time	0
Total	8

Reasons why volunteers leave the Hub

Hub Leaders reported a range of reasons why volunteers left the Hub – their responses have been classified into the following broad categories:

- Moving into paid employment or study.
- Changed circumstances or competing demands for their time, for example pregnancy, becoming unwell, carer responsibilities, moving house (and school), or their child moving on to high school.
- Lack of benefits from the volunteer experience, for example not forming social connections or the program they were involved in was not successful.
- Finding a volunteer role elsewhere.

One Hub Leader commented that a male volunteer left the Hub as female participants were not comfortable with them for cultural reasons.

Please see Appendix D for the detailed responses.

Developing Hub volunteer programs

Hub Leader resources

Hub Leaders with volunteers were asked what resources they would find useful. Whilst many nominated all resources as ‘very useful’ or ‘useful’, the most popular responses were: information about how to recruit volunteers (seven Hub Leaders), Hub Leader checklists (six Hub Leaders), and a volunteer information pack (six Hub Leaders) (see Table 16).

Table 16 Information that Hub Leaders would find useful

Useful resources	Very Useful	Useful	Not useful	Not applicable	Total Hubs
Checklists for processes such as induction, police checks etc.	5	1	0	2	8
Information about how to recruit volunteers	5	2	0	1	8
An information pack for volunteers	5	1	0	2	8
Hub Leader training for managing volunteers	4	2	0	2	8
A position description template	4	1	1	2	8
Case studies for managing volunteers	4	3	0	1	8

Hub Leader advice for volunteer programs

Hub Leaders provided many insights for volunteer programs. Their responses are outlined in the following broad categories:

Preparation for volunteers

Hub leaders highlighted the importance of having good systems and processes in place to support volunteers:

- *Make sure you have systems, processes and documentation in place, as the duty of care for volunteers is the same as for paid staff members.*
- *Partner with agencies and local groups to develop networks for your volunteers and volunteer program.*

Understand your community

Hub leaders advised to ‘*Look for volunteers who are bilingual, so they can communicate easily with others in the local community*’. They highlighted the importance of establishing effective communication methods with volunteers and the school community, including catering for different languages and levels of literacy. Hub Leaders suggested using different methods of communication as ‘*some cultures do not respond well to written communication*’.

Recruitment

Hub Leaders advised about how to recruit and what types of volunteers to attract:

- *Recruit parents, rather than volunteers from outside the school, and put a callout to parents from when you first establish the Hub.*
- *Engage with parents before asking them to do volunteer work.*
- *Recruit volunteers with leadership qualities and then encourage them to recruit other volunteers from the community.*

Induction and orientation

Hub leaders advised to ‘*Be overt about the benefits of volunteering*’ and to ‘*be upfront about requirements and codes of conduct for the Hub and school*’ so that expectations could be managed and difficulties avoided down the track. They advised to match volunteers to roles based on their skills, and to ‘*find the reason why people are volunteering and address this*’.

Another hub Leader suggested taking *'a photo of the volunteers and place their name under the photo, as this helps you to remember volunteers'*.

Volunteer support

Hub Leaders offered guidance on how to best support volunteers:

- *Value the job that volunteers do. Don't judge if someone wants to volunteer – start them off with small tasks/roles and build on this.*
- *Do not delegate menial tasks or get a cuppa whilst volunteers clean up. Value their skills and appreciate what volunteers bring to the Hub.*
- *Tell volunteers how well they do – it empowers them.*
- *Make sure they enjoy their time at the Hub because that is their payment – volunteering needs to be fun and beneficial for them.*

Volunteer opportunities

Hub Leaders highlighted the importance of offering training to volunteers, especially in areas that would assist them in gaining employment such as completing a Certificate III. One leader suggested to *'Train volunteers to undertake the induction with new volunteers, including privacy, emergency procedures etc.'*

Role of volunteers

Hub Leaders spoke about volunteers having a special role within the school, enabling the Hub to function effectively for the whole community:

- *Volunteers do not take the place of an employed worker, they provide added value.*
- *Maybe do not use the word 'volunteer' but 'helper', as the former puts too much pressure on volunteers and Hub Leaders to be overly formal.*
- *We cannot do everything as Hub Leaders, we need to work as a Hub community, not just one person.*
- *Volunteers need to have a sense of belonging, so use their skills and knowledge and know they are important and of value in the school.*
- *You need to make your Hub work as a team (Hub Leaders, partners and parents).*

Recognition of volunteers

The value of recognising volunteers and showing appreciation for their work was mentioned. One leader stated *'Volunteers need to see what they have achieved, for example the final event or the final results of their work'*. Another advised *'You need to say thank you to volunteers... Be appreciative, for example invite them on shopping trips, show appreciation and that their work is valued.'*

Detailed responses from Hub Leaders are included in Appendix E.

Additional comments from Hub Leaders about volunteering

Hub Leaders provided comments on a range of topics including the qualities of volunteers, the benefits of having volunteers from the broader community, linking volunteers to networks beyond the school/Hub, viewing the Hub as a 'village', the difficulties of formal processes, turnover and retention of volunteers, the impact of funding on Hub sustainability, Hub Leader roles, forming partnerships with agencies/networks, 'empowering' volunteers, building volunteer capacity, setting boundaries, a whole-of-school approach, and the learning curve for new Hub Leaders.

Full comments are provided in Appendix F.

Hubs without volunteers

There were two Hume City Hubs that did not have volunteers and operated with paid staff only. One Hub Leader had previously had volunteer assistance between 6 months to 1 year ago (Homework Club and Teaching English), and the second Hub had never had any volunteer assistance as they did not require any additional support.

Reasons for not having volunteers

One Hub Leader listed the following reasons for not having volunteers:

- Negative experiences: one volunteer attended once and then listed the Hub Leader as a referee for many job applications (without asking), another volunteer sought payment and another volunteer had to go overseas after several sessions.
- Limited Hub activities requiring volunteer assistance: the Hub Leader felt that there were limited hours for volunteer placements, for example student placements require 15 hours per week and the Hub can only offer 2 hours per week.
- Accessibility of the Hub: the Hub Leader felt it was difficult for volunteers to access the Hub by public transport

The second Hub Leader said they had never previously had a need for volunteers, as they were able to run the Hub programs without assistance.

Future opportunities for volunteers

The first Hub Leader was interested in engaging volunteers but unsure about the continuation of Hub funding, and therefore had reservations about developing a volunteer program.

The second Hub Leader said they were very keen to have volunteers, as the Hub programs and activities were expanding and they needed assistance with playgroup, childcare, cleaning, food shopping, the library, and fundraising.

Results - Hub volunteer surveys

Surveys were conducted at eight Hume City Community Hubs. Two Hubs did not have volunteers and two Hubs declined to participate in this aspect of the project. A total of 45 surveys were completed.

Demographics of survey respondents

Age and sex of volunteers

Forty-two of the 45 survey respondents (97.8%) were female. The majority of respondents were between 35 to 44 years (51.1%). Only two respondents (4.4%) were aged 20 to 24 years, and only two respondents (4.4%) were aged 60 years or older (see Table 17).

Table 17 Age of Hub volunteer survey respondents

Age group	Count	Percent
20-24 years	2	4.4%
25-29 years	8	17.8%
30-34 years	3	8.9%
35-39 years	12	28.9%
40-44 years	10	22.2%
45-49 years	2	4.4%
50-54 years	4	8.9%
60 years and older	2	4.4%
Total	43	100%

Employment status

Forty percent of Hub volunteer respondents were engaged in some form of employment. Almost one third (31.1%) were primarily engaged in home duties, including caring for young children. Approximately one in ten respondents were carers⁷ (11.1%), or students (11.1%). Only two respondents (4.4%) were unemployed and looking for work. One respondent was retired and another was primarily a volunteer (see Table 18).

Table 18 Employment status of Hub volunteers

Employment status	Count	Percent	
In some form of employment	Employed – part-time or casual	9	20.0%
	Employed – full-time	3	6.7%
	Self-employed	3	6.7%
	Student – employed	3	6.7%
	Total in some form of employment	18	40.0%
Other	Home Duties	14	31.1%
	Carer	5	11.1%
	Student – not employed	2	4.4%
	Unemployed – looking for work	2	4.4%
	Volunteer	2	4.4%
	Retired	1	2.2%
	Did not answer	1	2.2%
	Total other	27	60.0%
Total overall	45	100.0%	

⁷ Providing assistance to family or others because of a disability, a long-term illness, or age-related problems.

Connection to the school and Hub

Over two thirds of Hub volunteer respondents (68.9%) had children attending the school and one quarter (24.4%) were community members that did not have children at the school. Three respondents (6.7%) were on student placements at the Hub (see Table 19).

Table 19 Hub volunteers' connection to the Hub

Connection to the School / Hub	Count	Percent
My children go to this school	31	68.9%
Community member (I do not/did not have children at this school)	11	24.4%
I am on a student placement at the Hub	3	6.7%
Total	45	100.0%

Cultural background of volunteers

Country of birth

Over one third of Hub volunteer respondents (35.6%) were born in Australia, and 64.4% were born overseas. One respondent did not answer this question. Iraq was the most common 'other' country of birth, with 17.8% of respondents being born there (see Table 20).

Table 20 Country of birth of Hub volunteers

Country of birth	Count	Percent
Australia	16	35.6%
Other	29	64.4%
Iraq	8	17.8%
Iran	2	4.4%
Lebanon	2	4.4%
Philippines	2	4.4%
Samoa	2	4.4%
United Kingdom	2	4.4%
Vietnam	2	4.4%
India	1	2.2%
Morocco	1	2.2%
New Zealand	1	2.2%
Papua New Guinea	1	2.2%
Scotland	1	2.2%
Sri Lanka	1	2.2%
Turkey	1	2.2%
Zimbabwe	1	2.2%
Did not state	1	2.2%
Total	45	100.00%

Language spoken at home

The majority of Hub volunteers (62.2%) spoke a language other than English at home, while 35.6% spoke only English. The most common other language spoken at home was Arabic (17.8%), followed by Assyrian (11.1%) and Vietnamese (6.7%). There were 13 other languages spoken at home (see Table 21).

Table 21 Language spoken at home by Hub volunteers

Language spoken at home	Count	Percent
English only	16	35.6%
Yes, I speak another language at home	28	62.2%
Arabic	8	17.8%
Assyrian	5	11.1%
Vietnamese	3	6.7%
Turkish	3	6.7%
Samoan	2	4.4%
Tagalog	2	4.4%
Persian	2	4.4%
Did not answer	1	2.2%
Tongan	1	2.2%
Telugu	1	2.2%
Pigeon English	1	2.2%
Sinhalese	1	2.2%
Shona	1	2.2%
Maltese	1	2.2%
Greek	1	2.2%
Kurdish	1	2.2%
Chaldean	1	2.2%
Not answered	1	2.2%
Grand Total	45	100.0%

Hub representation

Volunteers from Meadows Primary School represented the largest portion of the Hub volunteer sample (35.6%), followed by St Dominic’s Primary School (17.8 %) (see Table 22).

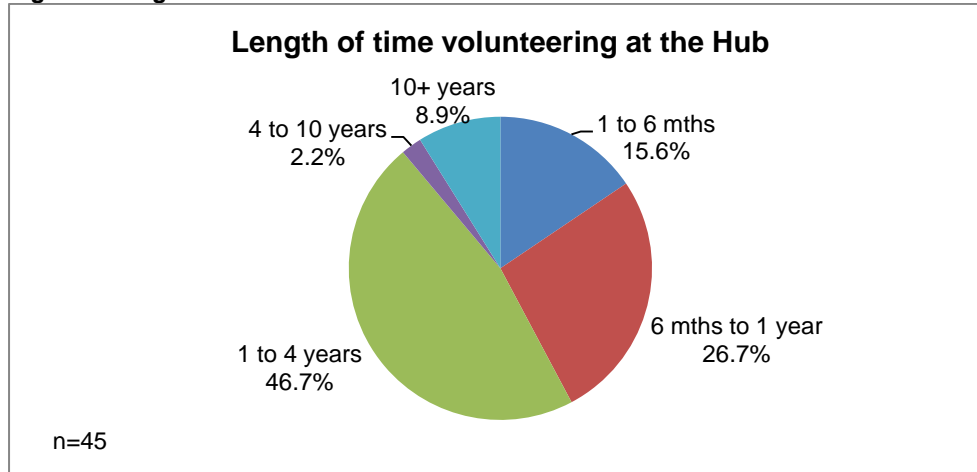
Table 22 School Hubs included in survey

Hub	Count	Percent
Meadows Primary School	16	35.6%
St Dominic’s Primary School	8	17.8%
Sunbury Heights Primary School	6	13.3%
Holy Child Primary School	5	11.1%
Broadmeadows Valley Primary School	3	6.7%
Meadow Heights Primary School	3	6.7%
Craigieburn South Primary School	2	4.4%
Coolaroo South Primary School	2	4.4%
Total	45	100.0%

Length of time at the Hub

Just over forty percent of volunteers (42.2%) had been volunteering at the Hub for less than twelve months, and 46.7% for between one and four years. Only 2.2% had been volunteering for between four and ten years, and 8.9% had been involved for more than 10 years (see Figure 2).

Figure 2 Length of time volunteers had been involved in the Hub



How volunteers found out about volunteering at the Hub

The majority of Hub volunteers found out about the opportunity to volunteer through other volunteers (22.2%), through asking the Hub Leader (22.2%), or by the Hub Leader asking them (20.0%) (see Table 23).

Table 23 How Hub Volunteers found out about volunteering at the Hub

How did you find out about volunteering at the Hub?	Count	Percent
Another helper/ volunteer	10	22.2%
I asked the Hub Leader	10	22.2%
The Hub Leader asked me for help	9	20.0%
Notice in the school newsletter	7	15.6%
Hume City's Volunteer Gateway Program	2	4.4%
Not answered	1	2.2%
Poster asking for help	1	2.2%
School meeting	2	4.4%
Student placement	1	2.2%
Other	2	4.4%
Total	45	100.0%

Volunteer activities

Hub volunteers were engaged in a range of activities. Almost two thirds of respondents (64.4%) were involved in food preparation and kitchen activities, such as cutting up fruit and cooking classes. Three fifths of respondents (62.2%) were involved in playgroup, and over half (51.1%) were involved in helping other volunteers as part of their usual activities. Some less common tasks included art and craft activities, and helping with special events. Other tasks included playing music, writing newspaper articles, general cleaning up duties, participating in the Health Champions Program (health promotion), general classroom help,

assisting in the library, teaching Turkish, fundraising and working with children with special needs (see Table 24).

Table 24 Activities in which Hub volunteers are engaged

Activity	Count	Percent
Food preparation and kitchen activities	29	64.4%
Playgroup	28	62.2%
Helping other volunteers	23	51.1%
Breakfasts	16	35.6%
Office Support	10	22.2%
Gardening	7	15.6%
Bi-lingual Storytelling	6	13.3%
Teaching English/ English conversation classes	6	13.3%
Kids Matters	5	11.1%
Homework Club	4	8.9%
Events	3	6.7%
Arts & craft activities	2	4.4%
Cultural groups	2	4.4%
Other	8	17.8%

* Respondents were able to select more than one activity, therefore total percentages exceed 100%.

How Hub volunteers learned how to perform their tasks and activities

Over two thirds of survey respondents (68.9%) reported that they already knew how to do the task they were undertaking at the Hub. Almost three fifths (57.8%) reported that they learned the task from the Hub Leader, 35.6% learned from other helpers or volunteers, 31.1% from the school, 31.1% through a course or formal training, and 11.1% from written instructions. Other responses included previous playgroups and YouTube (see Table 25).

Table 25 How Hub volunteers learnt to complete their tasks

How volunteer learnt to do task	Count	Percent
Already knew how to do	31	68.9%
From the Hub Leader	26	57.8%
From another helper/volunteer	16	35.6%
At the School	14	31.1%
Course/formal training	14	31.1%
Written instructions	5	11.1%
Other	4	8.9%
From another Hub	0	0.0%

* Respondents were able to select more than one response, therefore total percentages exceed 100%.

Reasons for volunteering at the Hub

The primary drivers for volunteering at the Hubs were social participation and learning new skills. The top three reasons cited for volunteering were: *to be part of the school/ Hub community* (75.6% respondents), *to meet new people* (73.3%), and *to develop new skills* (62.2%). Other reasons included: *to learn about the school* (51.1%), *to give back to the community* (44.4%), *to spend more time with my children* (40.0%), *to get a paid job* (31.1%), *to improve my English* (31.1%), and *to learn more about parenting* (26.7%) (see Table 26). Other responses included: *to contribute to healthy eating for the school, when my daughter was at school, sounded like fun, something to do, my interest in food and education...I'm taking a break from my profession, to work with children, and to get more experience with children in kinder.*

Table 26 Reasons for volunteering at the Hub

Reason for volunteering	Count	Percent
Be part of the school/Hub community	34	75.6%
Meet new people	33	73.3%
Develop new skills	28	62.2%
Learn about the school	23	51.1%
Give back to the community	20	44.4%
Spend more time with my children	18	40.0%
To get a paid job	14	31.1%
Improve my English	14	31.1%
Learn more about parenting	12	26.7%
Other	9	20.0%

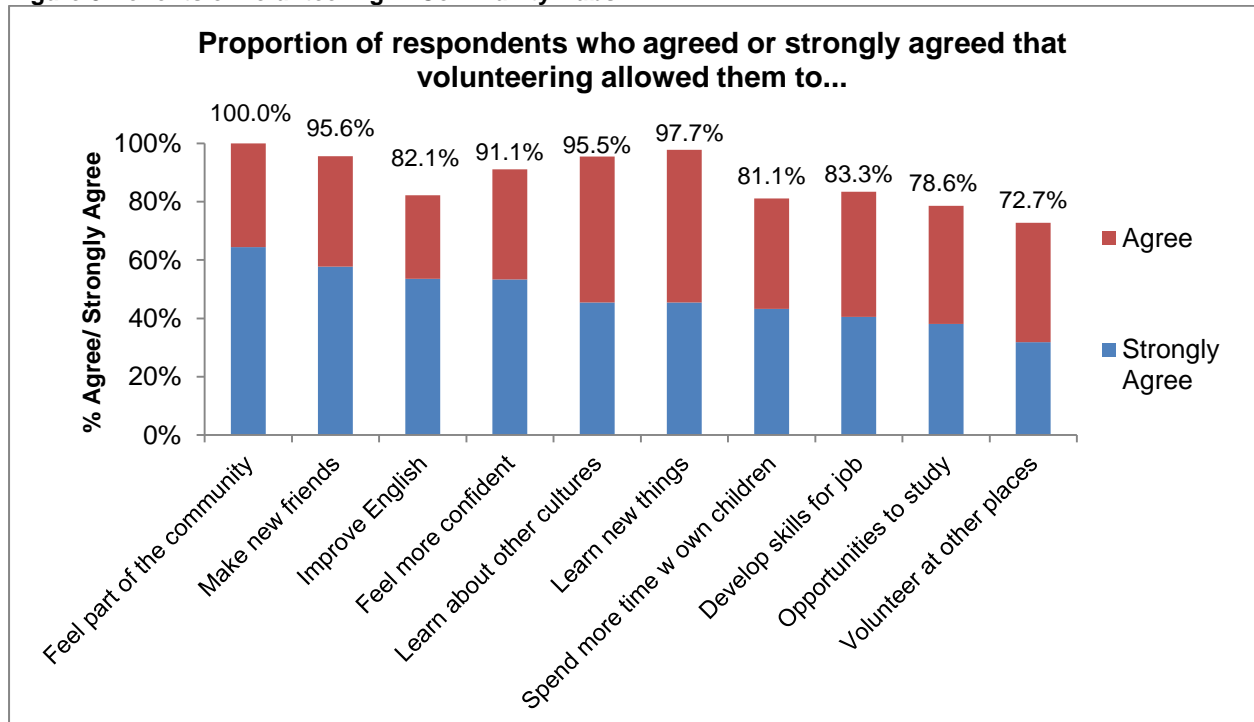
* Respondents were able to select more than one response, therefore total percentages exceed 100%.

Benefits of volunteering for Hub volunteers

Levels of agreement among Hub volunteers about the benefits of volunteering were high. All respondents agreed or strongly agreed that volunteering in the Hub allowed them to *feel part of the community*. Over 95% of respondents agreed or strongly agreed that volunteering in the Hub allowed them to *learn new things* (95.3%), *make new friends* (95.3%), or *learn about other cultures* (95.2%).

Ninety-three percent agreed or strongly agreed that volunteering in the Hub allowed them to *feel more confident*, 82.9% reported that it helped them to *develop skills to get a job*, and 81.5% to *improve (their) English*. Eighty percent reported that volunteering allowed them to *spend more time with their children*, while 77.5% agreed or strongly agreed that volunteering *provided opportunities to study*. Almost three quarters of respondents (71.4%) reported that it *encouraged them to volunteer at other places* (see Figure 3).

Figure 3 Benefits of volunteering in Community Hubs



Best aspects of volunteering at a Community Hub

More than three quarters of volunteer respondents (75.6%) identified *being made to feel welcome* as one of the top three aspects of volunteering in Community Hubs. Almost half of respondents identified *feeling respected and valued* (48.9%), and *being encouraged by the Hub Leader* (46.7%) as one of the top three aspects of volunteering in Hubs (see Table 27-next page). These findings indicate the pivotal role of the Hub leader and the importance of supporting the Hub leader in their role.

Other responses included *Seeing people grow and be affirmed, Being able to help others The friendly atmosphere and environment, Classes, Engage with respect and pride to be part of everyone's, Learning English, Increase confidence with my child e.g. how to read stories, spend more time with them.*

Table 27 Best aspects of the Hub

Aspect of volunteering in a Hub	Count	Percent
I feel welcome	34	75.6%
I feel respected and valued	22	48.9%
The Hub Leader encourages me	21	46.7%
My efforts are recognised	19	42.2%
I get to learn new things	17	37.8%
They make use of my skills and talents	11	24.4%
I am given responsibility	10	22.2%
I had close support when I first started	7	15.6%
I receive training	6	13.3%
Other people speak my language	6	13.3%
Meeting new people	4	8.9%
There are other people from my culture	3	6.7%
Feeling part of the community	3	6.7%
Learning about other cultures	2	4.4%
Other	5	11.1%

* Respondents were able to select more than one response, therefore total percentages exceed 100%.

When volunteers felt particularly good about working at the Hub

Hub volunteers recounted stories of when they had felt particularly good about working in the Hub. The main themes that emerged are detailed below.

Connection with others and community

Volunteers spoke of forming relationships with children and parents, making friends, working together and sharing with and learning from one another.

- *Everyone came together as a school community.*
- *Helping in the community Hub really helped me to have very good relationships with parents and children from different backgrounds.*
- *Making lifelong friends.*
- *I feel great I can help and be(ing) engaged in community. Sharing about learning, different ideas, different culture.*
- *I feel really good when I make new friends with the people who come to our English class. But I also feel really good when I see the people in our class connecting with each other and making new friends for themselves. I think it makes our community stronger.*

Support and recognition

Volunteers spoke of having support from the Hub Leader, having their efforts recognised and feeling appreciated as factors that made their time volunteering enjoyable.

- *I had a great support from my coordinator [Hub Leader] which I appreciated.*
- *Here you are appreciated for what you are doing.*
- *The kids are happy seeing someone from the community caring for the garden.*

- *[A student] got an award last week and he hugged me because we were doing some additional maths here.*
- *Getting praise from Hub supervisor.*
- *Knowing my help is appreciated and valued every time I help out.*
- *[The Hub Leader] is always welcoming and friendly and willing to help with whatever is necessary which makes my time volunteering enjoyable.*

Making a contribution through productive work

Volunteers spoke of the pride they felt at making a contribution to the school and the Hub through working together, holding successful events, and raising money for the Hub.

- *We sold quite a few - that was a good achievement. We raised some money for the Hub.*
- *All the stuff we'd made people wanted to buy and we were able to put money back in the Hub for future activities.*
- *She feels strong supporting the school and the children, making a contribution. [she is] happy to grow the vegies and people come and buy and give money to the school, can fundraise, generates income... so don't have to use the school's money.*
- *Working here in this Hub has made me feel like I am giving back what I've got from the community because I know that the community helped when I first arrived. Any spare time I have I want to put into the Hub.*
- *Working together with the mums. Cooking with them in the community kitchen.*

Learning and skill development

Volunteers spoke of personal skill development, opportunities to learn and study, and learning from others as positive experiences during their time volunteering.

- *I have developed skills in different ways such as how to engage parents in their student learning... I also developed a lot of knowledge of how important it is to be more involved in the school community Hub which improves the student outcomes.*
- *I'm really enjoying and I learn about multicultural people and I learn from [the Hub Leader] because every time she explains and encourages people to learn.*
- *Sharing about learning, different ideas, different culture.*
- *At the start I really came with little bit experience. Helping in the playgroup gave me the opportunity to gain new skills and study Cert III in Children's Services.*
- *Facilitating education conversation about Reconciliation Week, and hearing people's ideas about culture, diversity and welcoming others.*
- *Developing my skills for the future, if I want to work or study in the future, because I was a teacher in [my home country].*

Helping others

Volunteers spoke of helping parents and other volunteers, and helping children to learn as some of the most enjoyable aspects of volunteering in the Hub.

- *I feel good when I am able to interpret for families that can't speak English. Makes me very happy that I can help them in that way at least.*
- *When someone new comes and I help them and I feel good e.g. when they don't speak English... help them to feel part/ more comfortable at the Hub.*

- *I've spoken to parents about my story and that helped them and encouraged them to gain further education and study and training and now they're working at home or in a childcare centre.*
- *It has been a wonderful journey with a group for the year- English Class. I have enjoyed seeing people regularly, and see English skills developed.*
- *Encouraging the 5/6 boys to complete their homework. Though it took a long time for them to settle and complete it, with help they finished it.*
- *If they have homework we help them, encourage them to do maths, addition, subtraction. I feel very happy when they get a certificate.*
- *When I support another parent who is in need of social and emotional support*

Engaging with children

Volunteers spoke of working with children, and happiness at seeing them learn and develop.

- *The smiles on the children's faces were priceless, to be able to share a special time with their parents and also share their learning with their families.*
- *When I was helping my kids were happy to see me.*
- *When I was reading with children at the story time I feel very happy because they played actions about the story.*
- *The relationship with the children is a good one.*
- *I feel good helping to the community Hub, when I see a lot of children change their way of playing to each other and learning how to share things that they are playing and making friends to others.*

See Appendix G for all comments regarding when volunteers felt good about working at the Hub.

Challenging aspects of volunteering at a Hub

One third of respondents (33.3%) identified *People not speaking my language* as one of the three most difficult aspects of volunteering in Community Hubs. One fifth identified being *Unsure what I had to offer*, while 15.6% identified *Not knowing other people* or *The time of day they need me to help* as one of the three most difficult aspects of volunteering in Community Hubs. One fifth of respondents did not identify any difficulties as part of their volunteering role (see Table 28).

Table 28 Difficult aspects of volunteering in the Hub

Most difficult aspect	Count	Percent
People not speaking my language	15	33.3%
Unsure what I had to offer	9	20.0%
Not knowing other people	7	15.6%
The time of day they need me to help	8	17.8%
Not understanding what to do	6	13.3%
Not knowing who to ask for help	5	11.1%
Not enough help/ volunteers	5	11.1%
Not being paid for my work	4	8.9%
Doing work I don't enjoy	3	6.7%
Transport to the Hub	3	6.7%
Communication difficulties	3	6.7%
Noise levels	2	4.4%
Instructions hard to follow	1	2.2%
Other:	6	13.3%
It's hard for people to get to the Hub. They don't know where it is...	1	2.2%
Helping mothers with their children	1	2.2%
Coordinating time to come into the Hub	1	2.2%
Finding baby sitters	1	2.2%
Early rises	1	2.2%
No difficulties identified	9	20.0%

* Respondents were able to select more than one response, therefore total percentages exceed 100%.

Reasons why volunteers may leave the Hub

Forty respondents (88.9%) suggested reasons for why a volunteer might leave the Hub. The main reasons that volunteers suggested were:

- gaining paid employment, or
- family commitments.

Other possible reasons included communication difficulties, moving away from the school, children leaving the school, or completing student placements. Reasons mentioned only once included not enjoying working with children, interpersonal differences or not feeling valued.

See Appendix H for all comments related to reasons why volunteers may leave the Hub.

Important information for a Hub Leader to give new volunteers

Volunteers identified a range of information that they thought was important for a Hub Leader to give to new volunteers, including:

- ensuring they know 'all are welcome' and there is flexibility in their work with the hub
- orientation to the hub workspace
- information on hub programs and activities offered
- roles and responsibilities for volunteers
- how to work with children
- training and other opportunities including how to progress in the role of volunteer
- who to get help from or ask questions of
- communication skills
- respect for other cultures
- school information and school rules
- policies and procedures including volunteer policy, occupational health and safety
- how to deal with any problems or emergencies e.g. health and safety
- introductions to other volunteers.

See Appendix I for all comments related to important information for new volunteers.

How to improve the experience of volunteers in Hubs

Fourteen respondents (31.1%) reported that they were happy and that nothing could be done to improve their experience of volunteering in the Hub. Two respondents (4.4%) did not answer the question and 27 others gave various suggestions.

The most common suggestions for improving the Hub volunteer experience were:

- Training opportunities and workshops e.g. English classes, communication skills, or basic lessons in languages other than English so volunteers can communicate with parents.
- Attracting more volunteers to the Hubs.

Other suggestions from volunteers included:

- greater parental involvement in the hub
- clearer understanding between staff and volunteers
- recruiting volunteers with different skills
- regular volunteer gatherings
- recruiting volunteers from different cultural groups.

See Appendix J for all comments about how to improve the Hub volunteer experience.

Other volunteer comments and suggestions

Survey participants were asked if they had any further comments, suggestions, or ideas about volunteering in the Hub. Thirty-two respondents (71.1%) answered this question.

Comments and suggestions covered the following main areas:

More parents and volunteers to become involved in the Hubs:

- *It's been really hard to get other parents to join the group.*
- *Would like to promote the importance of volunteering to the wider community e.g. Church.*
- *The Hub needs all the support they can get through organisations, Council... families, school and community.*
- *I believe mothers should also volunteer while their child is in playgroup session.*

Acknowledgement of the training and learning opportunities provided:

- *When I am coming here these people help me to understand English and everything about kids.*
- *Parents are getting more learning opportunities through the Hub.*

The welcoming and supportive Hub environment:

- *[The Hub Leader and other worker] are delightful and supportive. They would have done their best to help me out.*
- *Really friendly atmosphere/ environment here.*
- *Regular get-togethers for volunteers 'so a sense of community among the volunteers can develop*

The need for acknowledgement of volunteers:

- *Volunteer Recognition Day should be held and inform all Hubs to support and appreciation certificate to be acknowledged as we go.*

Volunteering providing pathways to education, skill development and employment:

- *I learned different skills which might help me with looking for a paid job and developed my confidence with communication with multicultural community.*
- *Met a lot of new friends my confidence has gone up high I've gained work from this.*

Fun, enjoyment and flexibility of the work:

- *This Hub is one of the best groups I [have] ever worked with.*
- *I have fun with the other mums and helping kids.*
- *I enjoy it and enjoy the flexibility of it.*

Feeling part of the community:

- *Feeling part of the community and some people it's nice to know they've got somewhere to go. Always a friendly face and you can drop in for a cup of tea.*

Other suggestions from volunteers included:

- conversation classes
- interpreters when required
- sessions exploring what volunteers would like to achieve

See Appendix K for all other comments and suggestions from Hub volunteers.

Discussion

Volunteering in Community Hubs

Most of the Community Hubs in Hume City had been operating for between one and four years, and almost all had volunteers who provided assistance. This is consistent with the Hubs Club reporting that most Hubs in Victoria, New South Wales, and Queensland are engaging volunteers in either an ad-hoc or more formalised manner.

Although the Hume City Hubs varied considerably in terms of operations, programs and services, and staffing, there were some similarities when it came to volunteering. Hub Leaders generally worked in part-time roles, with support from one or two other paid staff, usually for specific program delivery such as playgroups. Hub Leaders were usually responsible for recruiting and managing volunteers, with most Hubs having between one and 15 regular volunteers, and between one and 16 occasional volunteers. As demonstrated by the Hub that had been in operation for more than ten years however, the number of Hub volunteers can be increased significantly over time.

Hume Hubs had successfully engaged volunteers that reflect the diversity of the surrounding communities and ethos of the Community Hub program. The volunteers who participated in the survey were from 17 countries and spoke 16 languages. Volunteers were mostly parents, however around one quarter were community members that did not have children at the school, demonstrating that the Hub was reaching out beyond the immediate school community. More than half the volunteers had been providing assistance at the Hub for more than a year, and 40.0% were in some form of paid employment. Hub volunteering appears to be providing crucial links with community groups that may traditionally be 'hard to reach' for other services, including refugee and migrant families and those from low socioeconomic backgrounds.

Hub volunteers were engaged in a range of roles, most commonly food preparation and kitchen activities, playgroup, and breakfasts.

What Hub Leaders are doing very well

The Hume Community Hubs are very strong in a number of volunteer practices. Not only are Hub Leaders successfully recruiting volunteers which represent the diversity of the surrounding communities, many volunteers are staying in their roles for more than a year, and the feedback provided by the volunteers about their experience is very positive.

The Hub Leader plays an important role in inducting and guiding volunteers in their duties, in providing ongoing support and training, in fostering a welcoming and supportive atmosphere, and acknowledging volunteer contributions. Hume Hub Leaders are fulfilling this role very well with many volunteers reporting that their work at the Hubs makes them feel part of the community, and that they feel welcomed, valued and respected. Volunteers also feel that the Hub Leader encourages them and that their efforts are recognised.

It is encouraging that the more experienced Hub Leaders (more than four years in the role) spent less time managing volunteers than more recently appointed Hub Leaders. It appears

there are efficiencies to be gained over time and with experience. Also, Hub Leaders and volunteers agreed that volunteers generally leave the Hub for positive reasons such as paid employment, or changes in circumstance, such as their child leaving the school.

Benefits of volunteering in Hubs

The experience of volunteering in Hubs was generally a very positive experience for both Hub Leaders and volunteers. Hub Leaders also reported their schools were in support of volunteers.

Volunteer benefits

Hume volunteers reported a range of benefits from working at the Hubs. Most people initially volunteered at the Hub for social connection, to be part of the school/Hub community, and to meet new people. However, volunteers agreed the experience also provided them with a range of benefits from skill development through to opportunities to study, increased confidence, and improved English. This is consistent with Hubs working to provide local community members with pathways to learning, education and employment.

Community Hub and Hub Leader benefits

Hub Leaders felt there were many benefits to having volunteers at the Hub. Most Hub Leaders agreed or strongly agreed that volunteers helped to reduce workload, allowed them to better understand their community, and would allow the Hub to be sustainable in the future. These benefits are important given Hub Leaders often work part-time and with minimal assistance to deliver a range of programs. Volunteers can provide additional resources and help Hub Leaders to tailor programs and services to meet the needs of the local communities.

Broader community benefits

The findings of the project demonstrated that Hub volunteers represent the key target populations of the Community Hub program, with strong engagement from migrant families, families from low socioeconomic areas, and families who may have difficulty accessing services and learning opportunities and connecting with the wider community. By engaging community members in the school and bringing together different groups, social cohesion can be enhanced, benefiting the broader community. Volunteering is also providing opportunities for individuals to pursue pathways to employment and education, and providing a key entry point for parental involvement in children's education which has been shown to improve student outcomes. These benefits of greater community engagement, access to services, pathways to employment and improved educational outcomes all have benefits to the broader community.

Challenges and opportunities

Hub Leaders and volunteers had a number of suggestions for improving Hub volunteer practices and experiences further.

Hub Leader capacity and support

It is important that Hub Leaders receive support with their volunteer programs; members of the Hubs Club felt that volunteer recruitment and management is a role in itself. In addition to this, the majority of Hubs are in the establishment phase and Hub Leaders are working part-time, they therefore have limited time and capacity to establish a volunteer program in addition to establishing and delivering Hub services.

Shared practices and formal processes

Generally, Hubs have been developing their volunteer programs in an organic and informal way according to their community's needs. There is an opportunity for Hub Leaders to share what they have learnt with each other and for there to be some consistent processes across Hubs. This would provide Hub Leaders with confidence they are meeting minimum requirements for volunteers, as well as best practice targets. For example, most Hubs are undertaking Working with Children or Police Checks, however few Hubs have formal volunteer policies or position descriptions.

In addition to volunteer resources, the fieldwork found there are also practices that would make it easier for Hub Leaders to engage volunteers. For example, some Hubs are linking with agencies that screen and recruit volunteers, and utilising school recruitment, administration and human resource processes. Hub Leaders have outlined their advice for other Hubs and volunteer programs, as part of this project.

Male volunteers in Hub activities

Based on the fieldwork findings, there may be an opportunity for Hubs to engage fathers and other males as volunteers. All volunteers surveyed for this project were female, apart from one male. It is likely that many fathers are engaged in full time work and are not able to access Hub services during school hours. There are cultural considerations in relation to this, and it may not be appropriate or desirable for all Hubs to engage a mix of genders.

Sustainability of Hubs

Whilst many of the Hub Leaders felt volunteers would allow the Hub to be more sustainable in the future, a number of Hub Leaders qualified this by stating that volunteers provide added value and do not take the place of an employed worker. Adequate investment is first required to establish and manage a successful volunteer program, in the form of a well-supported Hub Leader.

Hub Leader support and resources

Most Hub Leaders were interested in volunteer resources and support. Volunteers also identified key areas for further information and training, as well as having an interest in more volunteers at their Hubs.

Preparing for volunteers

Four Hubs had volunteer policies and procedures in place. Some volunteers mentioned that policies or OH&S procedures would be useful and/or improve their experience. Both Hub Leaders and the Hubs Club felt resource materials would help Hubs prepare for volunteers and develop their volunteer programs.

Recruitment of volunteers

Hub Leaders generally recruited volunteers through their school networks. All Hub Leaders said that information about how to recruit volunteers would be 'useful' or 'very useful'. Other suggestions for useful resources included interview guides to assist with assessing volunteer skills and matching volunteers with roles, and information about legislative requirements such as Working with Children Checks.

Orientation and induction

Most Hubs provide some form of orientation for new volunteers, however only three Hubs provided an induction program. The Hubs Club and Hub Leaders felt a volunteer position description template and volunteer information packs (currently only used in one Hub) would be of use. This is consistent with feedback from volunteers that it would be beneficial to be aware of roles and responsibilities.

Support and management of volunteers

Many Hub Leaders were interested in training for managing volunteers and the Hubs Club suggested case studies around managing difficulties with volunteers. Hub volunteers suggested that ongoing access to training opportunities was important to them, for example English classes, communication skills, working with children and how to deal with health and safety issues.

Stage three of the project

During stage two of the project, it was agreed with the Scanlon Foundation and Hubs Club that the following Hub Leader resources will be developed in stage three. These resources will provide some immediate assistance for Hubs in their work with volunteers.

1. *Volunteer Program Flowchart*

- A flowchart representing the processes involved in establishing a volunteer program, from preparation to recruitment and induction, to managing volunteers and to continuous improvement of the volunteer program. This flowchart is intended to provide a quick reference to guide Hub Leaders in their discussions with the school/host organisation and to provide links for further resource and support documents.

2. *A Hub Leader volunteer program checklist and reference document*

- This is intended to support and provide more detail to the flow chart. Key steps will be listed along with relevant links and examples from Hub Leaders.

3. *Position Description template*

- This will also include two to three examples for common volunteer roles.

Conclusion and recommendations

Volunteering in Community Hubs is a well-established practice, and forms an integral part of most Hub operations. The value of engaging volunteers was recognised by both the Hub Leaders and volunteers. Hume City Hub Leaders have successfully engaged volunteers that represent the diversity of surrounding communities and the ethos of the Community Hub program. Hub Leaders were responsible for recruiting and managing volunteers, and volunteer processes were generally informal and varied considerably across Hubs.

Key recommendations from stage two:

1. *Development of a Volunteer Resource Kit to support for Hub Leaders (stage three)*

Hub Leaders and Coordinators would welcome the development of resources and guidelines to support them in establishing and running successful volunteer programs. This would enable programs to achieve best practice in terms of working with volunteers, and would facilitate the sharing of knowledge and experience among Hubs. These resources would build upon the strong foundation of practice that has already been developed.

2. *Explore opportunities for additional support and training*

In addition to the resources being developed during stage three, Hub Leaders, Coordinators, and volunteers listed many other volunteer resources, training and other support opportunities that would be useful. These ranged from Hub Leader management training and language classes for volunteers, to seeking administration/HR support for volunteer programs and working with schools more closely.

3. *Meeting volunteer requirements and legislation*

Hub leaders should check with school leadership teams regarding school policies, procedures and legislative requirements relevant to their programs and the use of volunteers. Clear roles and responsibilities need to be established between Hub Leaders and schools (e.g. around recruitment and management of volunteers). Furthermore, Hub Leaders should be provided with training and/or information to highlight their responsibilities in relation to volunteer management. This is beyond the scope of this project, but particularly important given the extensive nature of volunteering in Hubs, and the work volunteers are undertaking in childcare and food handling.

Appendices

Appendix A – Hubs Club workshop notes

Notes from the workshop undertaken with the Hubs Club on the 22 July 2014:

Current volunteer practices

NSW Community Hubs

- Eight of the fifteen NSW Hubs have volunteers, with one or two Hubs having formal volunteer programs.
- The Hub Leaders are all very positive about volunteers and are looking for ways to make it happen and to make it sustainable.
- Some important aspects of the volunteer process include roles, legislation and supervision. The school and Hub Leader need to agree on issues such as volunteer workplace health and safety, fire evacuation, sign in.
- It should be noted that volunteer management is a role in itself. Pathways for volunteers is intentional and requires Hub Leader capacity and involvement of decision makers.

QLD Community Hubs

- There is an abundance of skilled volunteers, which can be placed into two groups those with work rights and asylum seekers (work issues).
- Examples of volunteers include a mum who teaches ESL (English as a Second Language), a mum's craft group who produces items for sale, a volunteer who translates for mental health workshops.
- We have people who want to volunteer, but we need to find a need within the Hubs.
- Activities where volunteers could contribute include landscaping, painting etc.
- Every Hub has one or two students who volunteer, as part of their tertiary studies e.g. primary studies, community services.

Brimbank Community Hubs (Victoria)

- Volunteering is complex, so we have decided to take a step back to think about why we are recruiting volunteers.
- Volunteer recruitment is through the Centre for Multicultural Youth (CMY), Community West, View Clubs (Voice Interests and Education of Women) and University students.
- We have fifteen volunteers at two Hubs. We look at the individual needs of volunteers and Hubs, for example maths skills.
- Volunteers included second generation from migrant families, well-educated people who want to give back to their community and over 50's (may not be parents).
- The View volunteers often work on a buddy system or adopt a school, which allows group ownership of the volunteering and flexibilities/ opportunities for volunteers e.g. they don't need to be available all the time.
- Needs to be acknowledged that Hub Leaders do so much.
- Hubs also need help with the volunteering soon.

Dandenong Community Hubs (Victoria)

- Most of our schools have helpers/ volunteers. It is ad-hoc and not ingrained, informal, 'helping' in school and can lead to pathways, such as employment.
- Interested in formalising volunteering across the Hubs.
- Volunteer support management is a big job. It would be useful to have central administration/ HR support, which is systematic but sits within the school for sustainability.

Some considerations for Hub volunteer programsSchool ownership

- If the Hub is attached to a school, provide them with an information pack and a teacher assigned.
- Consider school strategic planning, for example existing policies and procedures, Working with Children Checks.
- Different Hume City schools have different approaches to volunteering e.g. Working with Children Checks.

Volunteer entry points

- With the earlier entry points into Hub programs and volunteering, need to ensure you don't scare people away.

Volunteer resources that would be of value to Hub Leaders

- An information sheet outlining what volunteering is.
- How to ask the right questions of volunteers, for example matching them to roles, skills assessment, formal qualifications (e.g. scientist, doctors) and aspirations (e.g. career change).
- An interview guide for volunteers.
- Visual tools are the most powerful.
- Recognition of qualifications/ value in Australia, for example creating connections, leading into courses, employments, items for CV.
- Position description- one page, formal, this is your role, this is your buddy/ support from.
- Checklist for Hub Leader, for example when you need a blue card (QLD working with children check), so the Hub Leader knows.
- Managing difficulties with volunteers, for example trial/ probation periods, fit has to be right, managing expectations, how to set up a volunteer program, how to manage situations when 'things go wrong', referrals, selection staff (like paid staff).
- Case studies for example: management and supervision of volunteers, induction/ follow up/ first day, support such as the Hume Gateway program.
- Information pack for volunteers
- Formal processes, such as community/ detention clients, government policy, immigration and how they relate to volunteers.

Appendix B – Benefits of Hub volunteers

Hub Leaders listed the following benefits of having volunteers at their Community Hub.

What are three main benefits of having volunteers at the Community Hub?
Less stress because you are sharing the workload.
Volunteers are very reliable. For example, if I am sick volunteers can help what I need to do.
To volunteers, the experience of a school and early years site. That includes understanding the processes, regulations of working with children and volunteering experience.
To build up the confidence of volunteers and to make them feel wanted and needed. To make them feel part of the community and that there is a reason for them.
They are a resource, an extra pair of hands and eyes to supervise, because of the high Hub Leader workload.
We know about the connection between parent volunteers and student outcomes (student learning, student engagement, connectedness to school, student investment, parental satisfaction, NAPLAN results)
You get support from volunteers, so if you are busy you have a reliable person to get things done, for examples if you go to training then the volunteers can look after the playgroup activity.
Build connection with school network and engagement with Hub. For volunteers a willingness to contribute.
For us: involvement
Getting parents engaged in their child's learning and learning environment
Increasing volunteer confidence, work experience and employability skills.
The opportunity to increase the skill base for volunteers and learning opportunities.
To assist our school community, benefiting the children, parents and staff.
Volunteers bond with the community as parents, rather than as a school professional.
Through volunteers the school/ early years program receives additional support from a wider base. It also allows for smaller groups, one on one for student learning outcomes.
To empower our families, an opportunity to show them their own skills. Even for the volunteers to identify their own skills they may not realise they have.
Enhances and promotes partnership with school and families.
To build our community family, and awareness of being part of the community.
Volunteers provide me with help.
We gain a richer and more invested community.
Improved relationship with the school, volunteers are advocates for the Hub. They know when the Hub activities are on and can spread the word to other parents and answer their questions.
Developing community capital, that is growing the community and providing pathways. It is also modelling for the local community about what is possible when you become involved as a volunteer.
Volunteers feel more confident that they are contributing to the community. It increases their self worth and empowers parents and volunteers. A volunteer who hadn't experienced close friendships before has since gained a great network of friends which helps her to see and feel that she can fit in and not be judged.
I like to build up the career skills of volunteers and to identify what skills they have and try to link the two e.g. home tutor. Empowering volunteers and then they feel more confident.

Appendix C – Settling new volunteers into the Hub

Hub Leaders listed the following ways of settling new volunteers into their Hub.

What are three things you do to help a new volunteer settle in to the Community Hub?
Explaining confidentiality and emergency procedures are the two most important.
Introduce and induct our volunteers into our meeting spaces and the tasks.
Introducing volunteers to other parents.
Make her feel comfortable and explain to her the way I like playgroup to be run.
Make volunteers feel welcome.
Bring volunteers to other Hub activities and meetings e.g. Hub working group which included Hub Leaders and volunteers. Good for them to see other Hubs. They can feel valued or what they put in.
We interview potential volunteers to develop rapport, understand the skills they have, to determine if they are equipped to be able to handle the role and have the skill set to be successful in a school setting.
Make them feel welcome and introduce them to as many people as possible, including people who have been with me for some time
Being there to support her emotionally and physically, for example by doing activities with her.
Get to know them and form a connection/ relationship with them
Inviting volunteers to be part of groups, which meet formally and allocate tasks.
Homework club volunteers, we sit them with 2 students to ease them into the program and to assess their capabilities i.e. 2 children and then 5 children. With playgroup we informally introduce them and ask them to work with another volunteer and to participate in a way they are able to. This eases the volunteer into the program, we don't want them to worry or to scare them so they don't come back.
We provide them with an orientation of the school and an introduction to leading, teaching and an induction (generic skill set rather than a position specific introduction e.g. protecting information, privacy training, signing in, name tags, welcome pack, roles, open door). We then provide them with an induction with a mentor for their specific role (e.g. evacuation for a particular area, talking to children, signing in).
Make volunteers feel comfortable that they can do the job, for example time to ask questions and to be available for them.
Informal induction, no written information. Explain how the Hub works, privacy, confidentiality, safety, sign in book at the Hub, introductions to reception staff.
We follow up with volunteers after first events and see if they need any information. Both over the phone and face to face.
Name tags and badges.
We have a celebration for volunteers to show appreciation of their time and efforts. For example, a shared lunch, sometimes the school provides a celebration for all volunteers including the school, Hub and community. With the homework club each child brings a plate at the end of the year and everyone celebrates.
Always include them in the Hub and value their skills. I make them feel part of the Hub and make sure they are comfortable and happy. I include them in the decision making and being part of the Hub community.
Formal review with volunteers (e.g. feedback from staff, providing them with awareness about training and courses, discussing personal aspirations and a discussion if they are not fulfilling role). Formalised if there is an issue or catching up informally.
Introduce them to the principal and office staff, so the school also knows who is coming into the school
Provide volunteers with support. We try to help them with any issues or concerns, or find the right person to help them, for example if the children are playing up in the groups they work with.

Appendix D – Main reasons volunteers leave the Hub

Hub Leaders listed the following reasons why volunteers leave the Hub program.

What do you think are the three main reasons a volunteer leaves the program?
Change of circumstance such as pregnancy or getting a job
Other commitments, for example they found a job or a pathway i.e. Certificate III.
The volunteer got a job and they move on, in which case I am happy for them.
The volunteer has invested in the program and the program wasn't successful.
The volunteers find employment elsewhere or studies.
They have found employment. Some are undertaking studies i.e. experience for university
They move into employment.
They move onto study
Change in circumstances, for example family matters such as pregnancy, carer for family members.
Have to do paid work to support their family
Having more children.
The competing demands with volunteer's lives, for example a new baby.
The volunteer has no time.
They leave the area i.e. move to another suburb.
They leave the school i.e. kids going into high school.
Child moves onto high school
The volunteer wasn't benefits on a personal level i.e. socially.
They are unwell.
They find another role or another volunteer experience or space to volunteer.

Appendix E – Insights or advice for other Hub Leaders

Hub Leaders listed the insights and advice for other Hub Leaders in relation to volunteers and volunteer programs.

<p>From your experience with volunteers and volunteer programs, do you have any insights or advice you would like to share with other Hub leaders? (including any challenges)</p>
<p>Establish really effective communication methods with volunteers and the school community, including different languages and levels of literacy (a challenge). For example, written material isn't the best approach for Pacific Island cultures. - Be sincerely appreciative, for example invite the volunteers on shopping trips, show appreciation, that their work is valued and important. - Be overt about the benefits of volunteering with everyone.</p>
<p>Understand your community and look for volunteers who are bilingual, so that person can communicate easily with others. - Have volunteers with strengths such as leadership qualities and then encourage that person to find other volunteers (networking). - Don't judge if someone wants to volunteer. Start them off with small tasks/ roles and build on this. For examples, for playgroup ask if they can help with this activity and look at their abilities and skills. - It empowers the community. For example, skilled people from overseas. By telling these volunteers how well they do it empowers them.</p>
<p>It is important to make sure that you have processes and documentation in place for volunteers. The duty of care to volunteers is the same as to paid staff members. - Make sure you value the job that volunteers do and do not delegate the menial tasks. For example, don't leave them to clean up whilst you get yourself a cuppa. - Treat volunteers as valued individuals, need to make sure they are enjoying their time because that is their payment. - Volunteers do not take the place of an employed worker, they provide added value. - With new volunteers be upfront about requirements and code of conduct for the Hub and school. It is important to management expectations to avoid difficult down the track.</p>
<p>I would recommend parents as volunteers, rather than volunteers from outside the school community. - From the outset of the Hub put a callout to parents from the very beginning e.g. cutting up fruit for playgroup. - The Hub funding was only for 3 years and in the beginning you feel that you have to engage experienced facilitators to assist with running programs. There is limited time and money. - Maybe don't use the word volunteer but instead helper, as volunteer puts too much pressure on volunteers and Hub Leaders. For example if someone can make it that is great and people can be involved. - Partner with agencies and local groups. - As a Hub Leader volunteering was not front of mind, the only thing I heard about volunteers was from Meadows Primary Hub, but they have been operating for a much longer time.</p>
<p>Take a photo of the volunteers and place their name under the photo. It helps to remember volunteers. - To save Hub Leader time, train up volunteers and then ask them to undertake the induction with volunteers, including privacy, emergency procedures etc.</p>
<p>Formal volunteering (i.e. position descriptions) isn't my personal style and it doesn't often work, its like an unpaid employee, it needs to be fun and beneficial for volunteers. You need to find the reason why people are volunteering and address this. - I do not want to try and engage volunteers, I see that the Hub is for them. Asking people to volunteer might put them off Hub activities. - Do not rely on volunteers. You need to make you Hub work as a team- Hub Leaders, partners and parents. - People need to see what their volunteering achieved, for example to see the event or playground etc. You also need to say thank you to volunteers. - You need to respond to volunteers and work with them. Volunteers need to have a sense of belonging, use their skills and knowledge and know they are important and of value in the school.</p>
<p>Value other people's skills and appreciate what they bring to the Hub. We cannot do everything as Hub Leaders, we work as a Hub community not just one person.</p>
<p>First thing is to engage with parents before asking them to do volunteer work - When engaging with volunteers see what skills they have so you can offer them something. - Can explain the benefits to volunteers e.g. personal growth, become more confident and learn a lot of things. - We can offer them more training if its coming up. - Can build their skills for their career. - Find ideas for study e.g. Certificate III</p>

Appendix F – Other Hub Leader comments and suggestions

Hub Leaders were asked to provide other comments and suggestions about volunteering in Community Hubs.

Do you have any other comments or suggestions about volunteering in Community Hub settings?
<p>- With a volunteer they need to be dedicated. They need to have certain qualities and to be the right person for the right job. Need to experiment. - It works both ways. You need to empower the volunteers to build their own capacity. It is also good for the Hubs if they are reliable because you know the job is getting done. - Would like to build the capacity of the volunteers so they can initiate new things for the Hub. - Need to set boundaries with volunteers, so there are clear cut roles and responsibilities.</p>
<p>- There is a huge learning curve for new Hub Leaders. Could talk to school about a whole of community approach for volunteers, for example if a parent is volunteering in reading then maybe they could also cut up fruit at the Hub. - I agree with the concept that volunteers will allow the Hub to be sustainable, but how would that look or work in practice? - It is difficult to engage volunteers due to the processes and paperwork required. Even cutting up fruit needs a Working with Children's Check, which makes it more difficult. For example in the school volunteers do not need Working with Children's check but administration staff advised me that it was required for the Hub. It might be easier if volunteers are screened first. - Communicate with school staff about volunteers and they can pass information on to parents. Work towards a whole of school approach between the Hub and school to involve parents.</p>
<p>To build a little village where everyone assists everyone to be empowered to teach the children, our next generation. For example if someone cannot afford something, everyone pitches in i.e. clothes, baby items. When we enrol a child we enrol the whole family.</p>
<p>How can they keep volunteers? There is a high turnover rate. Also how can we find volunteers. They only stay if you offer them a job, which is quite tricky. They think you should help them find a job.</p>
<p>- With regard to sustainability, I don't know because we are unsure about Hub funding. - Form partnerships with other agencies or groups in your community. Don't just rely on the school parents. Broaden your scope into your whole community, there is a ripple effect. Networking is important as they may be able to help a volunteer or member of the school.</p>
<p>- With regard to help reduce my workload, it is not how I see volunteers. - Volunteers are very worthwhile, we have seen some extremely positive outcomes. The value is to not only the wider community (school, parents), seeing other productive and engaged, but to the students who see learning is ongoing.</p>
<p>- It would be nice to link the volunteers in a network so they are thinking beyond the school and Hub environment. - Links to pathways and other community volunteering and learning opportunities.</p>
<p>- Volunteers are good when you are physically there, then come and support you. But in my experience unless there is a paid worker it won't be successful. - Volunteers are unable to do the work of the Hub Leaders, which requires a special skill set, such as counselling and intervention referrals. If you don't have those skills it can be more damaging to the community. The role of the Hub Leader is important.</p>

Appendix G – Reflections from Hub volunteers

Please tell us about a time when you felt really good about helping at the Community Hub
The time I felt really good about helping at the community Hub was both the Mother's Day Brunch and Fathers' Day big Breakfast. We had a lot of parents come in that we would not normally see due to work commitments, walk through their child's neighbourhood and meet all the teaching staff. Everyone came together as a school community. the smiles on the children's faces were priceless, to be able to share a special time with their parents and also share their learning with their families also.
To be honest there have been a few times where I felt good. One which really sticks out would be a Mother's Day breakfast we had done, organised. The turn out was a success.
Helping in the community Hub really helped me to have very good relationships with parents and children from different backgrounds. I have developed skills in different ways such as how to engage parents in their student learning. this also helped me as a mum of 2 children. i also developed a lot of knowledge of how important it is to be more involved in the school community Hub which improves the student outcomes.
We've been making crochet items and cards to sell at Show Day at School and we sold quite a few - that was a good achievement. we raised some money for the Hub.
Show Day 2014. all the stuff we'd made people wanted to buy and we were able to put money back in the Hub for future activities.
Working together with the mums. cooking with them in the community kitchen. Making life long friends. (we) get together for a meal every term.
- It's always good to help other parents who don't understand much English. - They are very appreciative and willing to learn. - Making new friends
When I was helping my kids were happy to see me
From Hub leader (interpreting): she feels happy to contribute something to the school bc she doesn't have other skills. her children are very proud and share stories with the other kids. She feels strong supporting the school and the children, making a contribution. [she is] happy to grow the veges and people come and buy and give money to the school, can fundraise, generates income... so don't have to use the school's money.
Hub leader interpreting: she feels happy when she sees the veges grow and children see [it] and they feel happy and she feels happy too. The kids are happy seeing someone from the community caring for the garden and she feels happy too.
When I am coming here I'm really enjoying and i learn about multicultural people and I learn from Maureen because every time she explains and encourages people to learn
Every time. Coming here for learning English and son to kinder. English classes really enjoy. working in the kitchen. meeting friends.
I feel good when I am able to interpret for families that can't speak English. Makes me very happy that I can help them in that way at least
When I was reading with children at the story time I feel very happy because they played actions about the story. When I did activity with some children I made them to keep conversation with me that is fantastic.
I learnt how to cook spaghetti and it really helps me because I can go home and cook quickly for my family
I feel great at least in this such kind of way I can help and being engaged in community. Sharing about learning, different ideas, different culture.
When I first introduce my culture life, to showcase my music/ dance from Samoa. I have a lot of honouring to give to my community. the privilege and honour to explore my music/dance. I had a great support from my coordinator [Hub leader] which I appreciated to encourage others to do the same, my very strong strength reaches out to our community and feels all about my legacy/ legend about Samoa. Social interaction in music/ dance. Now i'm working as an educator and community developer.
I have a background in meditation [and I found it interesting - Maureen came in and was talking to] in my work with the children in the kitchen, the children have picked up on a sense of calmness in the Hub - it helps them to focus their attention. the relationship with the children is a good one. there are 4- 5 kids one-on-one in the kitchen, doing a particular dish with them one-on-one...
I feel really good when I make new friends with the people who come to our English class. But I also feel really good when I see the people in our class connecting with each other and making new friends for themselves. I think it makes our community stronger.
Helping other staff [vols??] with computer solutions e.g. to get a file saved from one login to another using their email as a storage
Parents that I've supported through the Hub. I've spoken to parents about my story and that helped them and encouraged them to gain further education and study and training and now they're working at home or in a childcare centre. there's been about 50 (volunteers) over 15 years. I've encouraged them to go to English classes...
I feel good helping to the community Hub, when I see a lot of children change their way of playing to each other and learning how to share things that they are playing and making friends to others.

Please tell us about a time when you felt really good about helping at the Community Hub

The group is beautiful. here you are appreciated for what you are doing - but at work or home you are not appreciated. It's relaxing, no stress. I feel enjoyment, unlike my paid job.

Working here in this Hub has made me feel like I am giving back what I've got from the community because i know that the community helped when I first arrived. Any spare time I have I want to put into the Hub.

It has been a wonderful journey with a group for the year- English Class. I have enjoyed seeing people regularly, and see English skills developed.

Facilitating Education conversation about Reconciliation Week, and hearing people's ideas about culture, diversity and welcoming others

Encouraging the 5/6 boys to complete their homework. Though it took a long time for them to settle and complete it, with help they finished it, or at least started.

At the start I really came with little bit experience. Helping in the playgroup gave me the opportunity to gain new skills and study cert III in Children's Services. Once in a playgroup session I had to look after a group of children which the session went very well all children listened and went very well. I was really happy and very proud.

When someone new comes and I help them and I feel good e.g. when they don't speak English... help them to feel part/ more comfortable at the Hub

I always like to help everyone, I feel more comfortable in myself. i feel happier. I translate, show them around school, how to engage the parents together

Meeting people, children and developing my skills for the future. if I want to work or study in the future, because I was a teacher in Iraq

When I see my children playing with the other kids

I feel happy when I see my children playing with other children and listening to the teacher

We help children (prep, 1, 2) through Homework Club. if they have homework we help them, encourage them to do maths, addition, subtraction. I feel very happy when they get a certificate (awarded at Assembly). if they are in my group... he got an award last week and he hugged me because we were doing some additional maths here

Sharon always makes us feel very appreciated. Any time I'm here it's always very appreciated.

Seeing the children learn, socialise and discover new things or ways to deal with things is great and they have that opportunity here at the Hub

Setting up experiences and getting praise from Hub supervisor

I felt really good the first time I came as everyone was so friendly and made me feel involved in the Hub as well as extending invitations to join other community activities.

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I don't specifically have one time where I felt really good about helping at the Community Hub. Sharon is always welcoming and friendly and willing to help with whatever is necessary which makes my time volunteering enjoyable. I also feel more engaged with the school community and wider community due to the Hub and the opportunities volunteering has created.

When i support another parent who is in need of social and emotional support

When i saw that my knowledge and skills helped others. One example is when parents required strategies on how to help their kids at home who have Autism and i was able to discuss positive strategies to help and guide them

Appendix H – Reasons why volunteers would leave the Hub

What do you think are the main reasons a helper/volunteer leaves the Hub?
It all depends on the person's situation, whether due to work commitments, life etc. or maybe they don't feel like they would like to continue anymore. If the Hub has a good and strong connection with all that is involved, a welcoming and supporting relationship with each other, then you find they would stay to be more involved and also the support from the teaching staff also.
Lack of communication. If [they] don't get messages about what is happening, [they] can feel left out.
Language barrier, Family commitments, Lack of skills - employment
Children moved to another school
Perhaps they move away? maybe their kids leave the school? Next year we are moving to Beveridge and there are no buses to this school from there so the kids will move schools. but I will still drop by the Hub.
Getting paid jobs. Finishing the courses that they were attending. interpersonal difficulties (told story of how different groups of parents had formed and were not welcoming to all)
Find a paid job - family circumstances change, i.e. have children, illnesses
When a helper finds a paid job
(If they) get a job
Maybe language barrier. Not being paid for job.
If the Hub was boring to the kids. If the leader was (?illegible) with the parents
If they need money, paid work
Not sure
If find a paid job, If children leave the school, They may feel they can't volunteer if their kids are not at the school
Because when they get the job
To get paid work
They probably find job
For my experience individually is either lack of language or speech barrier in English speaking. working condition to be paid, personal issue, or not willing to participate, other reasons are much more reflect as we coordinator program
Probably its challenging behaviour with children. I think some people find that hard. - certainly not the staff or other volunteers
I think people stop volunteering when they get a job and become less available, also when they feel their work is not valued or making a difference.
Some of them, they didn't want to work with children - it wasn't for them - they go to school - some of them have got a job
Sometimes they leaved the helper/ volunteer work because of the conflict time to the family matters. They feel not welcome to help or hard to communicate to others
It could be family matters, or moving houses or could be health issues.
I don't have any experience on that one. ?Family commitments
Outside/ other commitments and needs that require the person's attention. The need for child care so that parents can have the freedom to volunteer.
Transience of the community - employment opportunity
Once their placement is finished
Some of helpers get a job and they start working full time. Other do their placements and when their hours finish their volunteer [work] finishes.
Maybe find another place to volunteer
Maybe if too many volunteers they feel they won't be welcomed? Maybe get tired? Maybe find job?
To gain new experiences that will help me to find a job in the future. Also to deal with and cooperate with people, make friends, learn about the regulations in Australia as I haven't been living here for a long time
To deal with new people, take new responsibilities and to spend more time with my children
To deal with new people, take new responsibilities and spend more time with my children
Once work placement is finished
Usually due to work commitments. No one stops bc they don't feel welcome I don't think.
Help is no longer needed
Moving town
Probably because they have other commitments
They get a job and don't have time
Finding employment. Moving away from the area. Busy with other activities.

Appendix I – Important information to give new volunteers

What information do you think is important for the Hub Leader to give a new helper/ volunteer?
Everyone is welcome, all your opinions are values and listened to. All is respected. the skills that you could achieve from it. Times are flexible.
The way I was approached I felt comfortable and welcome. emails so you know what's going on [to know] what is expected of me do I need to have certain skills? knowing that the times [that I can volunteer] would be flexible not feeling pressured that I have to fully commit. that I can come and go as I please
Ask the helper what they are interested in give them free training to develop their skills (regular) English classes
Basic info on when you are expected to come in what you are expected to do e.g. signing in the difference between volunteering at the school and the Hub Privacy policy
What all the activities are (we did this at the show, had all the activities up on a board) the times of the activities it's not intense/ not hard
What their jobs (entail) how the Hub works What is happening at the Hub.
That there is always help and an answer, just ask. open to everyone, all welcome guide them through the roles and responsibilities
To make them feel welcome and we are here to help each other. There are no bosses, everyone are nice. and it's open for everyone. and guide them through their roles.
Information on how to grow veges what types of veges for what seasons
Gardening information
Know her. learn (to) connect with the children, how to work with the children. Communication skills with staff, mums, children, e.g. how to be nice to all mums.
Meadow Heights is a great place to start, because of the friendly and welcoming atmosphere. And the work done is very rewarding.
How to be nice with kids and parents. To respect different cultures. To be always creative.
Some information to help working with children some rules in the playground introduction to the space, where things are
Information about the place and the program (Kinder and kitchen)
Information regarding the working space the responsibilities of the volunteer
What are the things to do at the Hub when volunteering
Have to listen to the leaders and follow them don't the children run, [have to] walk slowly, play gentle know the rules
I want to feel appreciated and welcomed. the policy for being a volunteer.
Giving the volunteer pathway and process of the progression. policy/procedure much appreciate and review to maintain. high quality standard of the service
About the unusual framework at the school. e.g. teachers working across age groups instead of [having] a single teacher [for one age group]. ethos of the school formal introduction to school and staff (I slipped in when Maureen was away so the introduction to the program was a bit limited. It's helpful to understand the school a bit).
It's important to know all of the available options for volunteering. It's also important to regularly (perhaps monthly) check upon the volunteer to see how they're going.
Advise on training and career progression.
Make feel welcome, comfortable as much info as possible about the program and how we run here information about training and english classes we offer being very supportive
I'm thinking Hub Leader should be easy to get along with and the leader should give you some idea to get along with others
OHS Policy. policy and Procedure Manual. planning weekly planning volunteer. Should be included to gain and develop learning skills for the future.
I need to know.... the rules in here. Policy and procedures. How to manage any accidents. how to deal with any problems like health and safety. [be] shown the weekly plan so [I] know what to do with daily sessions.
Clear expectations of the role who to approach for a need or question
What other programs are happening that might affect volunteers
Which are the non English children. health and safety for each volunteer.
Need to show the volunteer evacuation plan or emergency procedure school policy and procedure information about the school letter give information about other important services such as pathologist, nurse and hearing
Opportunities jobs experience meet others
There will always be opportunities jobs get more experience meet different people
About rules in school. know about the programs

What information do you think is important for the Hub Leader to give a new helper/ volunteer?

Meet the other volunteers

How to take responsibility to do volunteer job

To tell what the routine in the Hub is Roster/ timetable if we working with kids, where first aid kit is

That you can suit yourself you don't have to commit to things you don't want to. People might think "oh if i do this I'll have to do it all the time..." very relaxed and easy going so no pressure to do things you don't want to

Where other community services are and how to contact them if needed

The program what the Hub provides

Show me where things are kept/ found, and to link me into other resources and programs.

Services available contact numbers

What they need from you how they can access support if needed

Occupational health & safety what are the steps taken in case of emergency in case of children getting injured

Policies and procedures of the school

Appendix J – What could be done to improve volunteering in the Hub

Is there anything that could be done to improve your experience of helping/ volunteering in your Community Hub? If so, please provide your suggestions below:
I've had an amazing experience helping in the community Hub.
More of an understanding of my identity. I am a mother and I am my partner's partner...[but what other role do I have?]
Regular training to develop more skills
No.
No, nothing
Free food (for those who volunteer). it's sad for me to say it but it does happen (parents only coming to help at the Hub when they get free food). Offer anything for free every one comes.
It would be better if we got more volunteers in the Hub more engagement from other parents
I am happy as it is. Maybe get more helpers.
Would like to learn more e.g fertilisers, what types to use etc, because there is lots in the shops but I don't speak English...
More volunteers in the garden
"Everything is here" e.g. song, story time. More English. "(It is) not difficult for us". We all help. Feel more confident when I teach him.
Our Hub does great work with families and children, also the local community. So every little support they get through their providers goes back to support all.
No.
Clear understanding between staff and volunteers
Everything is great. we look after the children
No
Learn more English
I need friends, greet 'hello and goodbye'
So far, I'm fine. give some spot if they have.
Yes a lot cater and offer but most like find out through coordinator process at Meadows Hub
Not for me personally, no. Times when it would be good for Emma to have more volunteers.
Our community Hub leader is very supportive and encouraging. So I don't have any improvements to add. I am happy with the support and leadership.
There's always someone I can have a chat to. Even if I wanted to find other opportunities I could here.. will have the support I need. Good to know the local Hub coordinator.
Give me more ideas to get along with others and having multicultural background will help to our community
Increase volunteers with different skills
We don't see each other every day. when we come together [it's] nice. More gatherings would be better. Multicultural so different people from different countries, [from] community and volunteers, to increase acceptance of volunteers.
To have more parents involved in the Hub
Class for student volunteers for simple language (Arabic etc) to communicate with students
Give more support for mothers and parents to do more volunteer(ing) in the school community. I believe doing volunteer work, it's not all about getting a position and to work in school, but also to get experience.
Small courses, English. How to volunteer at other places
English language courses
Conversation class. More volunteer time
English classes more volunteers
English class. More volunteer time here
Improve my [English] language skills improve my understanding of Australian work culture more aware of what's happening in the Hub and the school
A few more volunteers No I think it's quite good.
No
I cannot think of anything as I was very happy with the help, assistance and friendliness of the leader as was as other volunteers.
No improvements this place is awesome !!
No
Volunteer work shops
No

Appendix K – Other volunteer comments and suggestions

Do you have any other ideas, suggestions or comments about volunteering in the Hub?
Have sessions where volunteers are able to find out who they are as a person and what their dreams and hopes are and what they want to achieve in life.
It's been really hard to get other parents to join the group. So some way to get these other parents to come and join the group
Training for volunteers to develop their skills. Having interpreters for people who speak languages other than English (if needed). It was really helpful to see. As a social work student, I didn't know what a social worker did at school. It's more parent engagement and I've learned a lot. I have 2 kids and it's important to get involved in a school and it increases student improvement / their learning outcomes.
I find it quite enjoyable and rewarding
Give parents more choices on the courses that are run here
From Hub Leader (interpreting): they love to put their time into volunteering. Would like to promote the importance of volunteering to the wider community e.g. Church. Would love to see more people involved. Been calling a lot of people to help.
Successful Hub is one where everyone is happy: parents, children and staff. If children feel comfortable and happy. Make like home. Rules, structure in the day.
The Hub needs all the support they can get through organisations, Council (as they're doing a great job for the children), families, school and community. It's my son's last year, but I will still be involved in our Hub. Quote: "It's all through [the Hub Leader], she really encouraged us... People feel very welcomed"
When I am coming here these people help me to understand English and everything about kids. Very good explanations and I understand. Here it is very friendly
I like the way the program has been running
Show the volunteers what are rules and procedures
I experience new things and the more I come here I learn new things
Being a volunteer is such a good help to find your perspective
Volunteer recognition Day should be held and inform all Hubs to support and appreciation certificate to be acknowledged as we go. When I first arrived I was very isolated and I engaged with [the Hub Leader] in showcasing community and we hosted the first concert in Hume at the Town Hall. And that lead to the Hub. I grew up and felt comfortable.
[The Hub Leader and other worker] are delightful and supportive. They would have done their best to help me out... [they are] doing a sterling effort in keeping everyone feeling welcome and valued.
Get togethers for all the volunteers, so a sense of community among the volunteers can develop.
To get experience and a reference and help job seeking (admin)
Do we follow up volunteers after leave? A gathering day for them? Have they changed professions? ... my overall experience: great support met a lot of new friends my confidence has gone up high i've gained work from this
This Hub is one of the best groups I [have] ever worked with.
They are really helpful, encouraging. I learned different skills which might help me with looking for a paid job and developed my confidence with communication with multicultural community.
Really friendly atmosphere/ environment here. Being around the kids and other kids it gives me enjoyment. My own kids around me all the time, but helping the other kids and treating them as my own, they recognise you and [then] they're not afraid to leave their parents [each day].
Continue to ask the community members what they can offer the Hub
Calendar for student volunteers for events at St Dominic's Hub, or newsletters
I believe mothers should also volunteer while their child is in playgroup session. In this way they will learn more and gain skills for their own children at home.
I think the Hub's a good idea to get people all together parents, kids, employees and volunteers
How can I volunteer at different places. Very important for me is a conversation class.
When I first came and my children were at the school, I got help at the Hub
My children have fun at the play group and I have fun with the other mums and helping kids
It's a good place. Perfect for community meetings/ gatherings. Because I came to this Hub I know what's going on in the school and Hub. They are running courses here in English, computer, Cert III in children's services and diploma in children's services. I am now doing my diploma. Parents are getting more learning opportunities through the Hub.
I enjoy it and enjoy the flexibility of it. Feeling part of the community and some people it's nice to know they've got somewhere to go. Always a friendly face and you can drop in for a cup of tea.
The community Hub is a fantastic opportunity to learn new skills, meet new people and help out the school community and Sunbury Community
Encourage parents to teach their kids about how to keep the school yard clean

Appendix L – Reflections from Hub volunteers

Please tell us about a time when you felt really good about helping at the Community Hub
The time I felt really good about helping at the community Hub was both the Mother's Day Brunch and Fathers' Day big Breakfast. We had a lot of parents come in that we would not normally see due to work commitments, walk through their child's neighbourhood and meet all the teaching staff. Everyone came together as a school community. the smiles on the children's faces were priceless, to be able to share a special time with their parents and also share their learning with their families also.
To be honest there have been a few times where I felt good. One which really sticks out would be a Mother's Day breakfast we had done, organised. The turn out was a success.
Helping in the community Hub really helped me to have very good relationships with parents and children from different backgrounds. I have developed skills in different ways such as how to engage parents in their student learning. this also helped me as a mum of 2 children. I also developed a lot of knowledge of how important it is to be more involved in the school community Hub which improves the student outcomes.
We've been making crochet items and cards to sell at Show Day at School and we sold quite a few - that was a good achievement. we raised some money for the Hub.
Show Day 2014. all the stuff we'd made people wanted to buy and we were able to put money back in the Hub for future activities.
Working together with the mums. cooking with them in the community kitchen. Making life long friends. (we) get together for a meal every term.
- It's always good to help other parents who don't understand much English. - They are very appreciative and willing to learn. - making new friends
When I was helping my kids were happy to see me
From Hub leader (interpreting): she feels happy to contribute something to the school bc she doesn't have other skills. her children are very proud and share stories with the other kids. She feels strong supporting the school and the children, making a contribution. [she is] happy to grow the veges and people come and buy and give money to the school, can fundraise, generates income... so don't have to use the school's money.
Hub leader interpreting: she feels happy when she sees the veges grow and children see [it] and they feel happy and she feels happy too. The kids are happy seeing someone from the community caring for the garden and she feels happy too.
When I am coming here I'm really enjoying and i learn about multicultural people and I learn from Maureen because every time she explains and encourages people to learn
Every time. Coming here for learning English and son to kinder. English classes really enjoy. working in the kitchen. meeting friends.
I feel good when I am able to interpret for families that can't speak English. Makes me very happy that I can help them in that way at least
When I was reading with children at the story time I feel very happy because they played actions about the story. When I did activity with some children I made them to keep conversation with me that is fantastic.
I learnt how to cook spaghetti and it really helps me because I can go home and cook quickly for my family
I feel great at least in this such kind of way I can help and being engaged in community. Sharing about learning, different ideas, different culture.
When I first introduce my culture life, to showcase my music/ dance from Samoa. I have a lot of honouring to give to my community. the privilege and honour to explore my music/dance. I had a great support from my coordinator [Hub leader] which I appreciated to encourage others to do the same, my very strong strength reaches out to our community and feels all about my legacy/ legend about Samoa. Social interaction in music/ dance. Now I'm working as an educator and community developer.
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Seeing the children learn, socialise and discover new things or ways to deal with things is great and they have that opportunity here at the Hub

Setting up experiences and getting praise from Hub supervisor

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Appendix M – Hub Leader Survey Form



Community Hub Leaders' Survey 2014

Hume City Council is currently working with the Scanlon Foundation to undertake research on volunteering within Community Hub settings, and to identify any benefits and challenges local Hubs may be experiencing. This research will help inform the development of documents and tools to assist Community Hubs develop volunteering programs if they require them.

A report that includes your feedback will be prepared for Hume City Council and the Scanlon Foundation. Council is committed to ensuring that survey information remains confidential, and managed in accordance with the *Privacy and Data Protection Act 2014 (Vic)*. If you have any questions regarding this questionnaire, please feel free to contact Council's Organisational Performance & Engagement Department on 9356 6172.

Please note: For the purposes of this survey, **volunteering** is defined as an activity where someone provides unpaid help to an organisation. This could include help with running programs or activities, help with looking after the gardening or preparing food for children. This survey only covers activities and volunteering within your Community Hub, and does not cover other activities run by your school.

Section 1: Your Community Hub

Q1. Which Community Hub do you work at?

- | | |
|---|--|
| <input type="checkbox"/> Bethal Primary School Hub | <input type="checkbox"/> Holy Child Primary School Hub |
| <input type="checkbox"/> Broadmeadows Valley Community Learning Hub | <input type="checkbox"/> Meadow Heights Primary School Hub |
| <input type="checkbox"/> Campbellfield Heights Primary School Hub | <input type="checkbox"/> Meadows Primary School Hub |
| <input type="checkbox"/> Coolaroo South Primary School Hub | <input type="checkbox"/> Roxburgh Community Hubs |
| <input type="checkbox"/> Craigieburn South Primary Hub | <input type="checkbox"/> St Dominic's Primary School Hub |
| <input type="checkbox"/> Dallas Brooks Community Primary School Hub | <input type="checkbox"/> Sunbury Heights Primary Hub |

Q2. Do you know when your Community Hub was established?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

Q3. How long ago was your Community Hub established?

- | | |
|---|--|
| <input type="checkbox"/> Less than 6 months | <input type="checkbox"/> 4 years to 10 years |
| <input type="checkbox"/> 6 months to 1 year | <input type="checkbox"/> More than 10 years |
| <input type="checkbox"/> 1 year to 4 years | |

Q4. How long have you been the Community Hub Leader?

- | | |
|---|--|
| <input type="checkbox"/> Less than a month | <input type="checkbox"/> 1 year to 4 years |
| <input type="checkbox"/> 1 to 6 months | <input type="checkbox"/> 4 years to 10 years |
| <input type="checkbox"/> 6 months to 1 year | <input type="checkbox"/> More than 10 years |

Q5. Apart from your role as the Community Hub Leader, are you employed at your school for any other roles or responsibilities?

- No
- Yes _____

Q6. Does your Community Hub have a dedicated space in your school?

- Yes, we have our own space and area within the school, which isn't used for any other purpose
- No, we share our space with the school and this space can also be used for teaching or other school activities
- Other _____

Q7. How many paid staff help deliver programs and activities through Community Hub funding? _____

Q8. Please provide details of paid staff including roles and EFT

Q9. Does your school support the use of volunteers within the school or your community hub?

- Yes Unsure
- No

Q10. Which, if any, of the following types of volunteer assistance does your Community Hub receive? (Please tick all that apply)

- Parents and other carers who help you or other paid staff in the Community Hub
- Community members (people who don't have children at the school where your hub is located) who help you or other paid staff
- People who provide unpaid assistance as part of student placement (e.g. a teaching student)
- People who provide unpaid assistance from a faith-based organisation
- People who provide any other form of unpaid assistance
- Other _____

If you ticked any of these, go to Question 11

→ Go to Question 22

None of the above – my Community Hub only has paid employees

Section 2: Volunteering in your Community Hub

This section asks questions about how your Community Hub uses its volunteers. If you don't use volunteers, please go to Question 22

Q11. Think about the people who have provided unpaid help at your Community Hub in the last 12 months.

How many people would you say.....

_____ help out regularly (more often than once a month)?

_____ help out occasionally (less than once a month)?

Q12. How do people provide unpaid help in your Community Hub? (Please tick all activities that apply)

- | | |
|---|---|
| <input type="checkbox"/> Bi-lingual Storytelling | <input type="checkbox"/> Kids Matters |
| <input type="checkbox"/> Breakfasts | <input type="checkbox"/> Office Support |
| <input type="checkbox"/> Cutting up fruit/food | <input type="checkbox"/> Playgroup |
| <input type="checkbox"/> Gardening | <input type="checkbox"/> Teaching English |
| <input type="checkbox"/> Helping other volunteers | <input type="checkbox"/> Other _____ |

Q13. What are **three main benefits** of having volunteers at the Community Hub? (eg. to you, the school, volunteer, community)

- 1 _____
- 2 _____
- 3 _____

Q14. From the following list, what types of roles do your volunteers assist with? (Please tick all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Ongoing roles performed regularly, for example weekly or monthly | <input type="checkbox"/> For events or activities that occur once or not very often |
| <input type="checkbox"/> Short term project roles, for example just for a couple of weeks to help out with a project | <input type="checkbox"/> Other _____ |

Q15. Where do you get your volunteers from? (Please tick all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Asking parents who use the Community Hub | <input type="checkbox"/> Someone from outside of the school (not a parent of a student) asking your hub if they can help out |
| <input type="checkbox"/> Parents asking if they can help out in the Community Hub | <input type="checkbox"/> Via Hume City's Volunteer Gateway Program |
| <input type="checkbox"/> Putting a notice in the school newsletter | <input type="checkbox"/> Word of mouth |
| <input type="checkbox"/> Putting up posters asking for help | <input type="checkbox"/> By some other way, please specify:
_____ |

Q16. Do you have any of the following in place?

	Yes	No	Unsure
Information pack or welcome pack for volunteers (or potential volunteers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal (written) policies or procedures for using volunteers, either within your Community Hub or the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written descriptions for the tasks volunteers carry out (position descriptions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with Children Checks for your volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Checks for your volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q17. To help support your volunteers, do you ... (Please tick all that apply)

- Provide or organise informal on-the-job training for volunteers
- Provide a mentor or buddy to new volunteers
- Provide or organise formal training for volunteers (including letting volunteers participate in training organised for paid staff)
- Have an informal meeting to introduce new volunteer (i.e. morning tea)
- Have an induction program for new volunteers
- Other _____

Q18. What are **three things** you do to help a new volunteer settle in to the Community Hub?

- 1 _____
- 2 _____
- 3 _____

Q19. How much of your time is spent managing volunteers? (Please tick only one)

- Less than 25%
- Over 75%, but not all of time
- Between 25% and 50% of my time
- All your time
- Between 50% and 75% of my time

Q20. Do you feel this is the right amount of time to spend managing volunteers? (Please tick only one)

- About right
- Too much time
- Not enough

Q21. What do you think are the **three** main reasons a volunteer leaves the program?

- 1 _____
- 2 _____
- 3 _____

Go to
→ Question
28

Section 3: Hubs who do not currently have volunteers

Q22. Have you ever had volunteer assistance at your Community Hub?

Yes

No

Unsure

→ Go to Question 23

} Go to Question 32

Q23. How long ago did you have volunteers at your Community Hub?

Less than a month

1 to 6 months

6 months to 1 year

1 year to 4 years

More than 4 years

Do not know

Q24. What sort of activities did the volunteers help with in your Hub? (Please tick all activities that apply)



Bi-lingual Storytelling

Breakfasts

Cutting up fruit/food

Gardening

Helping other volunteers

Kids Matters

Office Support

Playgroup

Teaching English

Cannot remember

Other _____

□

Q25. What are the three main reasons why you do not currently have volunteers at your Community Hub?

1 _____

2 _____

3 _____

Q26. Would you like volunteers at your Community Hub in the future?

Yes

Unsure

No

Q27. Why or why not?

→ Go to Question 32

Q28. From your experience with volunteers and volunteer programs, do you have any insights or advice you would like to share with other hub leaders? (including any challenges)

Section 3: Supporting volunteering in Community Hubs

Q29. Please list up to three ways you think volunteers help (or could help) your Community Hub?

Q30. How useful would the following information be to you for managing volunteers?

	Very Useful	Useful	Not Useful	Not applicable
An information pack for volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about how to recruit volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hub Leader training for managing volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checklists for processes such as induction, police checks etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A position description template	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case studies for managing volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q31. What other kinds of support or information would assist you with managing volunteers in your Community Hub?

Q32. To what extent do you agree or disagree with the following statements:

I feel volunteers...	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not applicable
are reliable and turn up when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
who have been trained can be left unsupervised to run activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
can help reduce my workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
can help me better understand the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
can allow me to focus on other areas of work I would not have otherwise been able to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
will allow the Hub to be sustainable in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q33. Do you have any other comments or suggestions about volunteering in Community Hub settings?

Q34. A report that includes your feedback will be prepared for Hume City Council and the Scanlon Foundation website. Do you consent for identifiable information about your centre being published in the report or made available to the Scanlon Foundation direct?

- Yes, report
- Yes, Scanlon Foundation
- No, not identifiable information

Q35. Hub Leader's Signature for consent

Signature of _____

Thank you.

Appendix N – Hub volunteer Survey Form



School Community Hub Helper and Volunteer Survey 2014

We are interested in learning more about the helpers and volunteers in School Community Hubs. We would like to ask some questions about what you do, the programs you are involved with, and what you like most.

Your answers from the survey will inform the development of guidelines and tools to assist Community Hubs in managing people who provide help or volunteer. Please write down exactly what you think - we would like your ideas and suggestions. We will not be asking your name in the survey, so your answers are private and confidential.

A report that includes your feedback will be provided to Hume City Council and the Scanlon Foundation. Council is committed to making sure we manage your information in accordance with the *Privacy and Data Protection Act 2014 (Vic)*.

If you have any questions about this research please call the Council Research Department- Hilary Veale on 9205 2305 or Kerrie Scott on 9356 6172.

Please note: For the purposes of this survey, **volunteering** is defined as an activity where someone provides unpaid help to an organisation. This could include help with running programs or activities, help with looking after the gardening, or preparing food for children. This survey only covers activities and volunteering within your Community Hub, and does not cover other activities run by your school.

Section 1: What you do at the Hub

Q1. ID Number (to be completed by Council) _____

Q2. How long have you been helping at the Hub?

- | | |
|---|--|
| <input type="checkbox"/> Less than a month | <input type="checkbox"/> 1 year to 4 years |
| <input type="checkbox"/> 1 to 6 months | <input type="checkbox"/> 4 years to 10 years |
| <input type="checkbox"/> 6 months to 1 year | <input type="checkbox"/> More than 10 years |

Q3. Which Community Hub have you been helping out, or volunteering with?

- | | |
|--|--|
| <input type="checkbox"/> Bethal | <input type="checkbox"/> Holy Child |
| <input type="checkbox"/> Broadmeadows Valley | <input type="checkbox"/> Meadow Heights |
| <input type="checkbox"/> Campbellfield Heights | <input type="checkbox"/> Meadows |
| <input type="checkbox"/> Coolaroo South | <input type="checkbox"/> Roxburgh |
| <input type="checkbox"/> Craigieburn South | <input type="checkbox"/> St Dominic's |
| <input type="checkbox"/> Dallas Brooks | <input type="checkbox"/> Sunbury Heights |

Q4. What things do you do at the Hub? (Please tick all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Bi-lingual Storytelling | <input type="checkbox"/> Kids Matters |
| <input type="checkbox"/> Breakfasts | <input type="checkbox"/> Office Support |
| <input type="checkbox"/> Cutting up fruit/ food | <input type="checkbox"/> Playgroup |
| <input type="checkbox"/> Gardening | <input type="checkbox"/> Teaching English |
| <input type="checkbox"/> Helping other volunteers | <input type="checkbox"/> Other _____ |

Q5. How did you learn to do these jobs? (Please tick all that apply)

- | | |
|--|---|
| <input type="checkbox"/> They were things I already knew how to do | <input type="checkbox"/> Course/formal training |
| <input type="checkbox"/> From the Hub Leader | <input type="checkbox"/> At another Hub |
| <input type="checkbox"/> From another helper/volunteer | <input type="checkbox"/> At the School |
| <input type="checkbox"/> Written instructions | <input type="checkbox"/> Other _____ |

Q6. How did you first find out about helping, or volunteering at the Hub? (Please tick only one)

- | | |
|--|--|
| <input type="checkbox"/> The Hub Leader asked me for help | <input type="checkbox"/> I asked the Hub Leader |
| <input type="checkbox"/> Notice in the school newsletter | <input type="checkbox"/> Poster asking for help |
| <input type="checkbox"/> Hume City's Volunteer Gateway Program | <input type="checkbox"/> Another helper/ volunteer |
| <input type="checkbox"/> Centrelink program | <input type="checkbox"/> Other _____ |

Section 2: Benefits of helping at the Hub

Q7. Why did you want to help or volunteer at the Hub? (Please tick all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Meet new people | <input type="checkbox"/> Improve my English |
| <input type="checkbox"/> Learn about the school | <input type="checkbox"/> Be part of the school/Hub community |
| <input type="checkbox"/> Develop new skills | <input type="checkbox"/> To get a paid job |
| <input type="checkbox"/> Spend more time with my children | <input type="checkbox"/> Learn more about parenting |
| <input type="checkbox"/> Give back to the community | <input type="checkbox"/> Other _____ |

Q8. To what extent do you agree or disagree that volunteering in your Community Hub has...

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not applicable
Helped me to develop skills to get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to learn more about other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made me more confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved my English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowed me to spend more time with my children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with opportunities to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowed me to learn new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowed me to make new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged me to volunteer at other places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to feel like part of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9. What are the **THREE BEST** things about helping at the Community Hub? (Please tick three)

- | | |
|---|---|
| <input type="checkbox"/> I feel welcome | <input type="checkbox"/> The Hub Leader encourages me |
| <input type="checkbox"/> My efforts are recognised | <input type="checkbox"/> I receive training |
| <input type="checkbox"/> I get to learn new things | <input type="checkbox"/> I am given responsibility |
| <input type="checkbox"/> I feel respected and valued | <input type="checkbox"/> There are other people from my culture |
| <input type="checkbox"/> They make use of my skills and talents | <input type="checkbox"/> Other people speak my language |
| <input type="checkbox"/> I had close support when I first started | <input type="checkbox"/> Other _____ |

Q10. Please tell us about a time when you felt really good about helping at the Community Hub

Section 4: The biggest challenges

Q11. What are the **THREE MOST DIFFICULT** things about helping at the Community Hub? (Please tick three)

- | | |
|--|---|
| <input type="checkbox"/> Unsure what I had to offer | <input type="checkbox"/> The time of day they need me to help |
| <input type="checkbox"/> People not speaking my language | <input type="checkbox"/> Not understanding what to do |
| <input type="checkbox"/> Not knowing who to ask for help | <input type="checkbox"/> Instructions hard to follow |
| <input type="checkbox"/> Doing work I don't enjoy | <input type="checkbox"/> Transport to the Hub |
| <input type="checkbox"/> Not knowing other people | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Not being paid for my work | |

Q12. What do you think are the main reasons a helper/volunteer leaves the Hub?

Section 5: Suggestions for the future

Q13. What information do you think is important for the Hub Leader to give a new helper/volunteer?

Q14. Is there anything that could be done to improve your experience of helping/ volunteering in your Community Hub? If so, please provide your suggestions below:

Q15. Do you have any other ideas, suggestions or comments about volunteering in the Hub?

Section 6: Information about you

Q16. Are you...

Female

Male

Q17. What age group are you?

15-19 years

40-44 years

20-24 years

45-49 years

25-29 years

50-54 years

30-34 years

60 years and older

35-39 years

Q18. Which of the following best describes you? (please tick one response)

My children go to this school

I am on a student placement at the Hub

My children used to attend this school

Student placement

Community member (I do not/did not have children at this school)

Other _____

Q19. Do you speak a language other than English at home?

No, I speak English only

Yes, I speak: _____

Q20. What Country were you born in?

- Australia
- Other, please specify: _____

Q21. What is your employment status? (Please tick only one)

- | | |
|---|--|
| <input type="checkbox"/> Employed – full-time | <input type="checkbox"/> Retired |
| <input type="checkbox"/> Employed – part-time or casual | <input type="checkbox"/> Unemployed – looking for work |
| <input type="checkbox"/> Student – not employed | <input type="checkbox"/> Unemployed – NOT looking for work |
| <input type="checkbox"/> Student – employed | <input type="checkbox"/> Pensioner (e.g. disability pension) |
| <input type="checkbox"/> Self-employed | <input type="checkbox"/> Volunteer |
| <input type="checkbox"/> Carer | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Home Duties | |

Thank you for completing this survey.



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