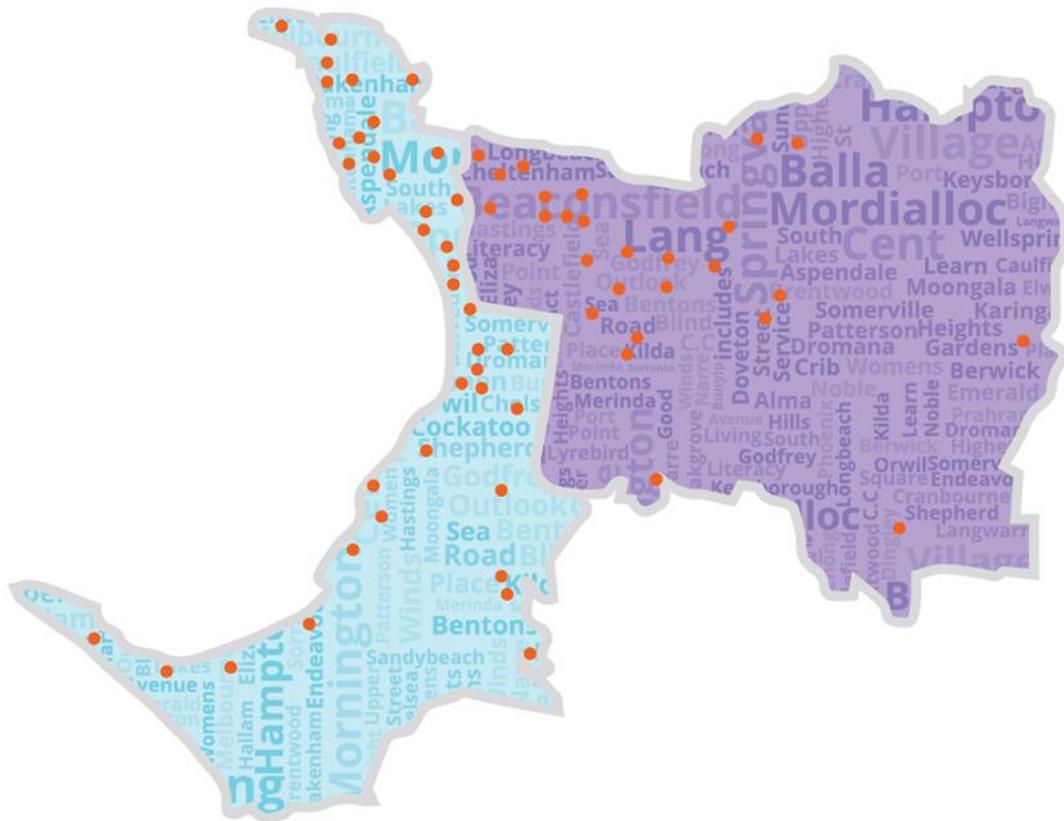


# COMMUNITY NEEDS ANALYSIS



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## INTRODUCTION - WHY ARE WE HERE?

There comes a time in the life of every Community Centre, House or Learning Centre <sup>\*\*1</sup> when you will need to undertake an evaluation of what is and isn't working within your space. The impetus may come from lower than expected financial returns or community attendance for a program or vice versa. It is important to undertake this analysis so as to better position your Centre financially and to ensure that you are delivering relevant content to your community. At its very base level, every Centre is a business. A community focused business. If we don't have the income to cover the expenses, you will potentially have to close the doors. The NHCP Guidelines and your House 'Statement of Purpose' will require that you undertake community development work geared at meeting changing community needs. A Community Needs Analysis should be a regular process to explore different and better ways to fulfil these requirements.

How do we remain relevant, to keep our community coming through the doors eager to participate in what we offer? How do we respond to social and community needs? These guidelines are aimed at helping those new to the sector, or to the managing/coordinating role, to gather and interpret the information available and to understand and implement the knowledge gathered in a productive way.

In essence every Centre is an individual organization. Each exists in a community slightly different to the one next door. This could be for a multitude of reasons – culture, age, ethnicity, socioeconomic status, etc. As the person responsible for the Centre (or the program) we need to know who our community is, to better meet the needs of that community. It requires us to have an understanding of:

### **At a Centre level:**

- Immediate community: local residents, user groups, hirers etc.
- Facility capabilities: What is our capacity? Types of rooms available, when available etc. (Refer Appendix 1. Template)
- Staffing capabilities: what skill sets & knowledge are contained within our current staff? (Refer Appendix 2)

---

<sup>1</sup> The term 'Centre' will now be used as the generic term used to encompass Neighbourhood Houses, Learning Centre and Community Centres.

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**At a local level:**

- Our immediate community – the suburb, then surrounding suburbs
- Our Local Government Area (LGA)
- Our Council focus or Strategic/Wellbeing Plan (link to ‘Wellbeing’ plans in Appendix 3.)
- Age range
- Forecasts for population changes
- Housing
- Socio economic status
- Employment status

Check out <https://www.chn.net.au/latest-data-for-planning.html> for more data and you should be able to do a ‘desk data review’ for your local area. This link contains indicators of health & wellbeing by LGA, the Social Health Atlas, local suburb census data, unemployment rates and Centrelink recipients including types of card held.

At a wider level - State and Federal:

- The wider changes and challenges
- Key government issues
- Government strategies and initiatives

## COMMUNITY NEEDS ANALYSIS

Knowing what your community wants and needs is important if you want to be relevant to them. Engaging and consulting with your community establishes a two-way connection and understanding. The community will learn who and where you are, and you will hear directly from them what they want and need as a priority. In addition to your own participants and staff, speak with local LGA councillors, your state and federal politicians, heads of community groups, local personalities and regularly read your local paper/s to understand issues of concern or to highlight opportunities in your wider local area or Government priorities, such as:

- Drugs and alcohol
- Graffiti
- Obesity
- Domestic Violence
- Youth (some of which may be disengaged)
- Ageing population
- Social Isolation
- Environmental degradation
- Poor planning in housing developments
- Poverty

---

## Step 1. Consultation

**Premise:** *This exercise focuses on the development of new programs. We have made the assumption that for whatever reason, your organisation is looking to develop new activities* (e.g. you have rooms that are under-utilized or have low numbers in existing programs).

In order to make any changes to programs we need to have a consultation process which includes your community, your staff, current users, Stakeholders, Local Governments etc.

Below we have identified some of the ways to engage with your community and gather information:

- Running brainstorming sessions with Staff and Tutors
- Running focus groups/surveys/feedback box for existing participants
- Open Days, Community Lunches or events with community consultation built in
- Meeting with Stakeholders including looking at their key directions. All LGAs have local Wellbeing Plans and social planners on staff. Speak to the relevant people especially those working with, or using Profile ID, to determine future council service development. The LGA may even be able to do the local Profile ID for you. If you wish to undertake this research yourself, please see the section on Profile ID in Appendix 4 and also refer to the data link above.
- Speaking to LGA Social Planners will also give you an idea of the directions that Council are moving into in the future. E.g. Planning is underway for 2 new childcare centres in the next 5 years - therefore you know that this cohort is seen as a growth area.
- Speak to people one to one and record their ideas
- Use Social Media to connect with people and record their responses
- Review your local and Melbourne based papers and news sources and the Australian Social Trends from the ABS website to identify the 'hot' topics gaining interest and support within government.

Tools: This link expands on consultation ideas. <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources>

More Examples and links are attached in Appendix 5.

---

## Step 1.1 Identifying options from Consultation

*As you can see there are many ways to undertake consultation and again for this purpose, we have worked on the premise that this has been completed and you have identified the following 10 possibilities. Some of these activities you can run with, or discount quickly and may not require further analysis.*

1. A walking group: Yes, definitely one to run with, you can trial this program with minimal input and virtually no cost. Volunteer leader, no space needed, meets Health & Wellbeing, Social interaction, exercise and group activity. May align some of your programs to your LGA's Health & Wellbeing Plans along with the principles of community development and activities outlined in the DHHS guidelines.
2. Alternative social activity to combat problem gambling. This is an issue in the area and has been identified via statistics and public reports and by meeting with local community services. Worth exploring this one.
3. Yoga: No. You have looked at your room capacity and a large quiet space is not currently available. Programs running in the same time slots with the available room would not be conducive to Yoga practice (e.g. Noisy Social group in the adjoining room).
4. Disengaged Youth Creative Program: This has possibilities. Need to investigate this as ID profile identified large numbers of disengaged young people in the area and Council are working on an action plan to combat youth crime.
5. Ipad for seniors and Basic PCs for seniors: Yes. At this point we cannot use ACFE funding for this as seniors are not their cohort. However, as there has been a lot of interest, fee for service may be an option later.

- 
6. Facilitated Play groups: No. currently don't have enough demand or a designated child friendly space.
  7. All Abilities Cooking Class: No. At this point the kitchen won't accommodate the required number of participants to employ a Tutor and cover on-costs. Programs must be cost neutral other than those that have subsidies.
  8. Child Safe Standard Training for local Sporting Groups: Yes. Could be viable as a new ACFE training possibility. Worth exploring.
  9. After school activities for 5 to 9 year olds: With the increased number of young families that have moved into the area and Council developing a 5-year plan to meet their growing needs, it has possibilities. There is also a high proportion of single parent families and families experiencing mortgage stress who may be excluded from services due to the cost factor.
  10. A social action based activity such as supporting locals to advocate to save a park or landmark or a group to run a local Festival with a Fun Run are Community Development activities that comply with the NHCP Guidelines and a variety of Community Development principles.

---

## Step 2: Mapping out Ideas

In this stage of the process we test out the ideas from logistics through to philosophical debates, to get an early gauge on the factors that may affect the development of the program or idea. There is always a range of information you will know without going into further detail. (See Idea 1. The Walking Group: can be evaluated very quickly and easily based on the information that you already know).

In order not to waste time and to determine factors that may influence the outcome, you need to identify all the 'knowns' and the things that you have to investigate further. Sometimes, you are able to dismiss an idea at this second phase without testing against the market.

It is important to check any ideas you have against your Mission and Vision statements, your Statement of Purposes and the NHCP Guidelines to ensure you are on track. Is the idea consistent with Community Development principles? Are there other ideas which will empower your community and provide them with social capital as well as personal or educational opportunities? You may find that the community may not yet be ready for some ideas but these may become more relevant as time progresses so it's a good idea to keep a record of your findings. Community Development Principles are outlined in pages 14-22 of the Guidelines <https://www.nhvic.org.au/documents/item/435>

This process could be done with other members of staff, ACFE/program coordinators, tutors and volunteers or any people involved in delivering services in your organization. For the purpose of this exercise we have chosen 3 of the ideas to test out further. As you will see, we have given two alternatives for Idea 2 – one which shows why you might not proceed and the other why you would.

**Ideas Mapping:** To do this exercise use a process that makes sense to you, we have used the example of the 'Mind Map' outlined in the Neighbourhood Houses Tasmania toolkit: (Appendix 5)

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## Step 2: Mapping out Ideas continued.

Idea 9. After School activities for 5 to 9 year olds (Low cost)



---

## Step 3. Research & Development- Testing out your ideas

We met with the social planner at local government to help us identify what other services were available for this age bracket and discovered a high number of this cohort were not attending After School Programs.

Classroom versus After School Program? What space do we need for both? What do we have? After School program would need at least 3 hours. Local school is a fair distance away. Costs would be higher due to set ratios for staff and would need the big Hall. Would need to run 5 nights per week but the Hall is unavailable for 2 nights per week.

### Considerations

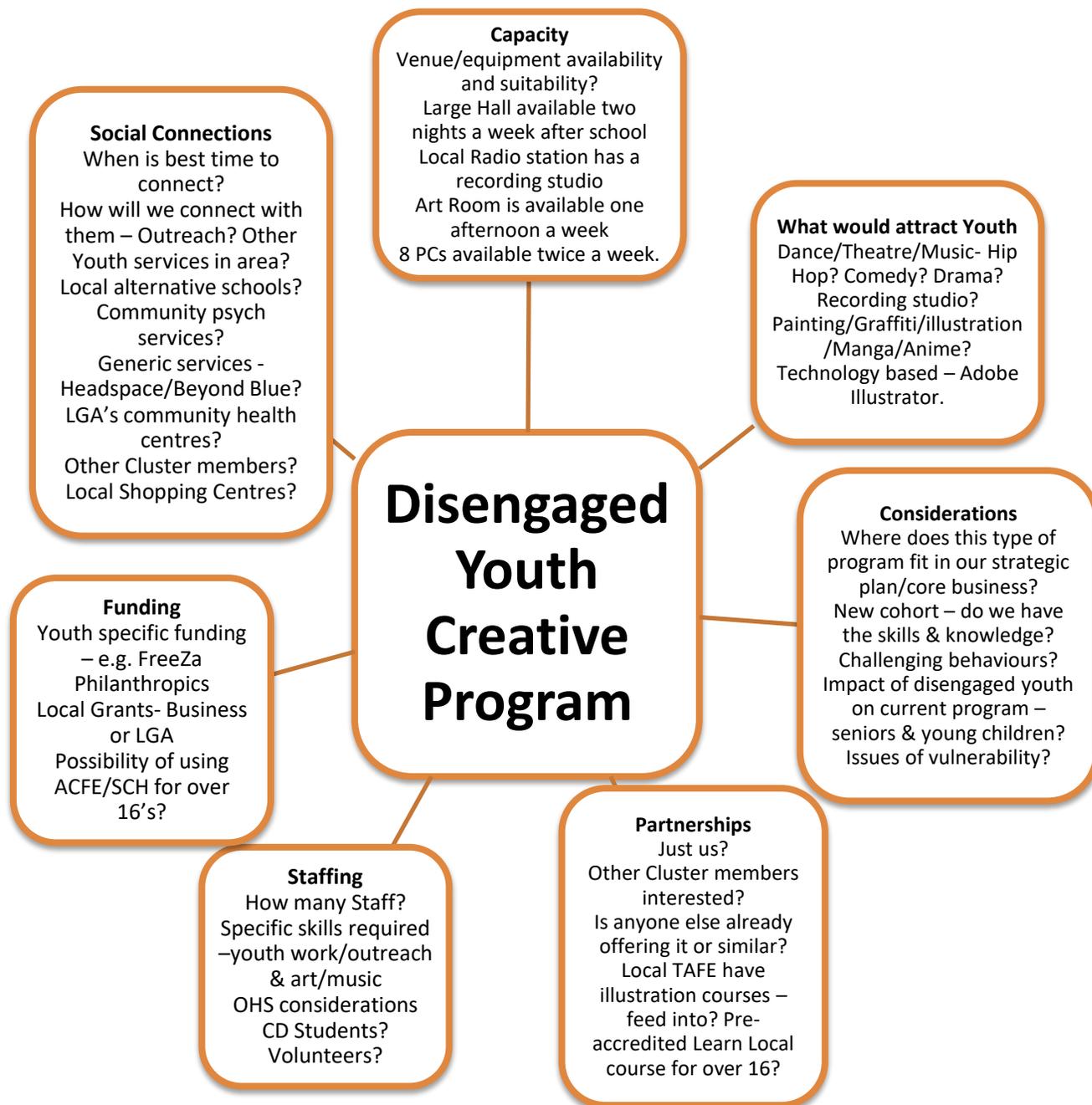
After School Program would not be viable at this point so class based option was chosen. Therefore the next part of the research was based on a class offered after school.

- There are a number of activities for children but most are high cost and are not affordable for some of our families.
- Discussed with other NHs in the Cluster group to see what they were doing and shared ideas.
- Approached Tutors currently working with children who are available in this time slot.
- Did a quick room availability check and a suitable room was available.
- Program needs to cover its Tutor costs but there is a small amount of money in our budget that could provide some subsidizing/assistance for families that need it.
- Cost of program is cost neutral as we have plenty of materials onsite in our cupboards.

Decision was made to include Art/craft for this age group in our next Term program.

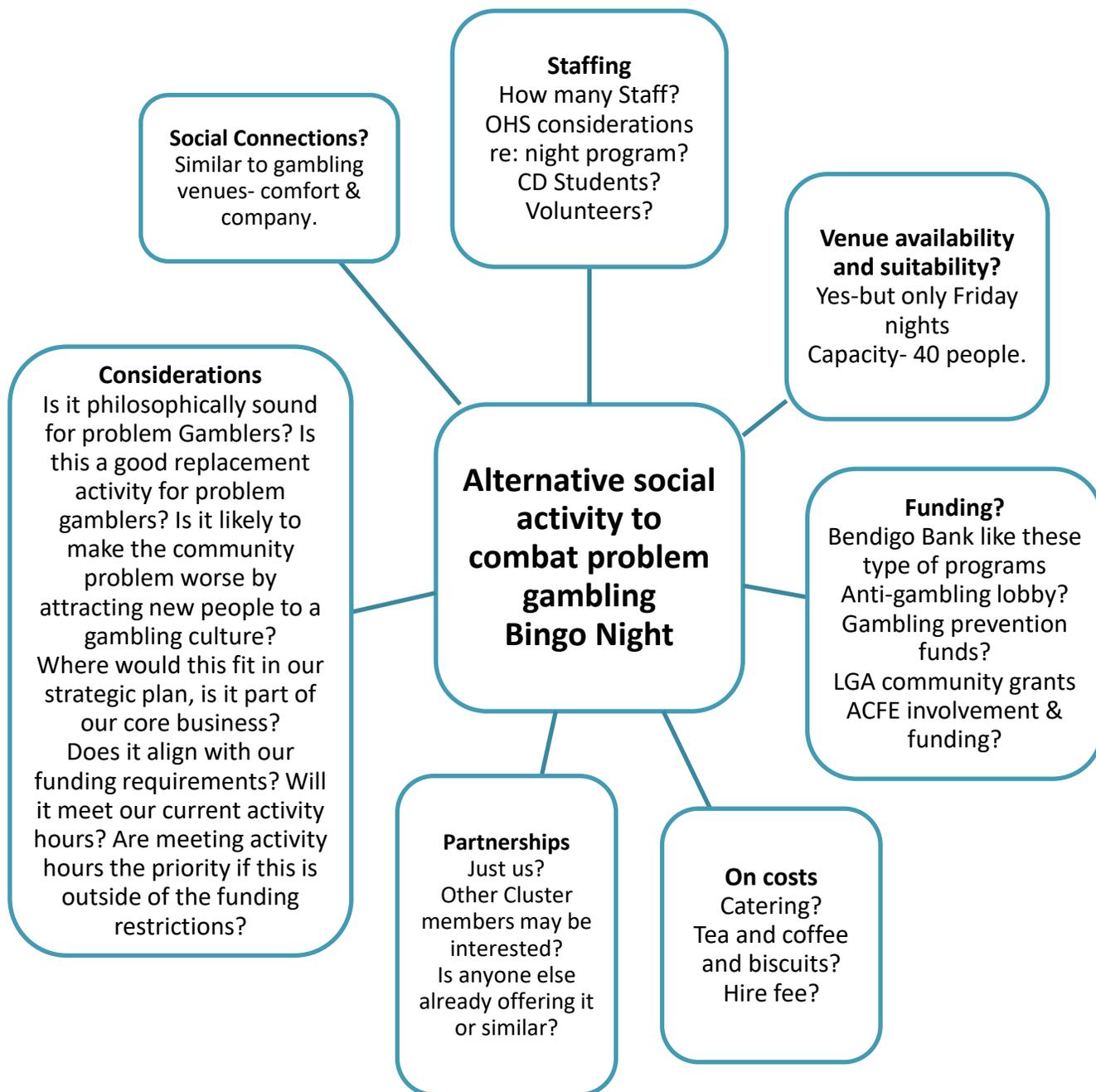
## Step 2: Mapping out Ideas

### Disengaged Youth Creative program



## Step 2: Mapping out Ideas

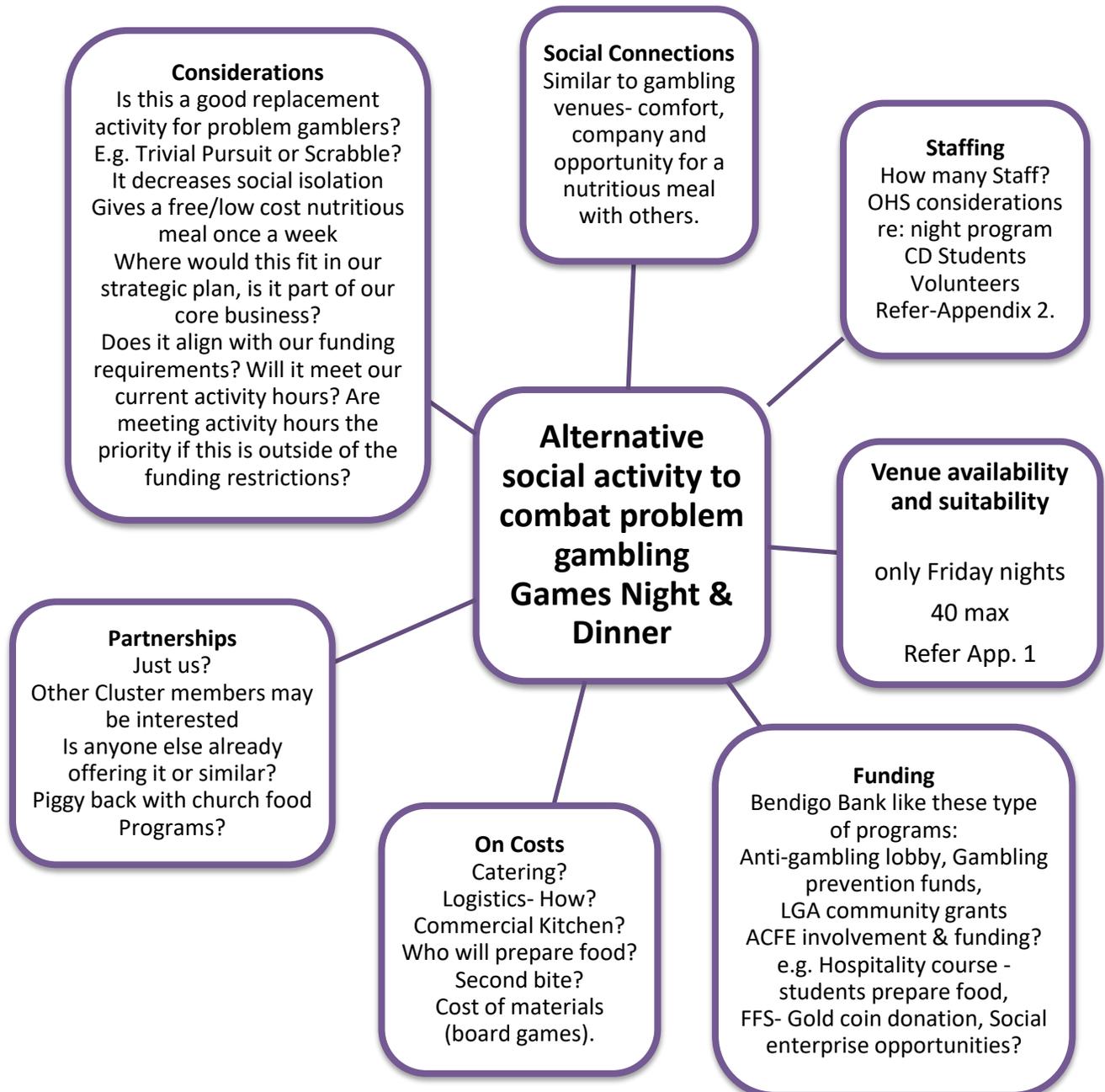
Alternative social activity to combat problem gambling.  
 (First Delivery idea - Bingo Night)



## Step 2: Mapping out Ideas

Alternative social activity to combat problem gambling

Second Delivery idea. Games Night & Dinner



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## Step 4. Research & Development- Testing out your ideas

Now that you have completed your mapping exercise you need to take all of the unknown aspects and test them out. In this example we have used the two ideas for Alternative Social Activities to Gambling i.e. - Bingo Night or Games Night & Dinner.

Most of the ideas formed in the consultation process will have a basis in what is affecting your community or the interests of people within your community.

In this example the research was much easier to collate as most of it was compiled in a major report by the local LGA. This report brought together all the relevant data from State and Federal governments and the statistics from relevant bodies that identified the gambling habits and expenditure by locals in the Shire. It was designed to inform the planning process for granting licenses for EGM (electronic gaming machines). This is a good example of how a little research can present you with a lot of information - although it wasn't looking specifically at the information you require it was still contained within it.

Always look at government department's Funding directions and then go backwards to reports that have informed how those directions have come to be. This is often where the statistical and community impact data will be.

In this instance, the report was really to inform a planning approvals process, but the data encapsulated all the information about problem gambling in the area. A couple of examples were:

- This LGA has consistently had a higher than average rate of EGM losses per adult (EGM expenditure) compared with metropolitan Melbourne and Victoria.
- There is a clear association for higher rates of EGM losses to be incurred by the more disadvantaged communities.
- Per capita, EGM losses in this area were twice the LGA, metropolitan and state averages and over 40% higher in areas with a higher relative social and economic disadvantage.
- Gambling on EGMs at local gaming venues can be characterized as an activity that:

- 
- is primarily located in areas with a high proportion of disadvantaged households and can increase the disadvantage of individual gamblers and their families, employers and community;
  - Is widely considered to be a public health issue as it threatens the health of vulnerable individuals such as those suffering isolation, depression or limited income.

The data above clearly identifies that there is great scope for a project of this nature in this LGA. With that in mind, the following considerations will show the process you need to take to get your idea ready for:

- Consideration by your COG/Board
- Consideration by other possible partners in the project
- Development of funding submissions

## Considerations

- Between the 3 Houses we have a good range of the skills required but will need to employ a project officer and allow for administration costs to the lead house. Our admin capacity is at maximum level so will have to include costings and apply for additional funding. Project will explore opportunities with the local TAFE (community studies department) for student placements and the local volunteer resource centre for volunteers who may have experience in this field. LGA's community health centre will be approached for counselling and support services input.
- In discussions with another region with a similar program they reported that there was a need for two staff to always be on hand – for any challenging behaviours and purely for the physical requirements of setting up etc. If we cannot get support from volunteers we will have to include costings for a second staff person to support the project officer.
- The local church group run weekly meals for disadvantaged people and Second Bite (food relief program) operate within the area. Both will be approached to see if they can assist with the weekly meal provision and/or preparation. Discussions will be held with council regarding any food handling restrictions.

- 
- If point above not successful will need to build in food costs to budget and/or charge a small fee.
  - High number of low income older people at risk, fits within the demographics of people residing locally and the numbers using the centre and two others within the LGA.
  - There are no other programs of this nature running in the area, or on a weekly basis at night, other than the gaming venues and two bingo programs at hotels.
  - Supporting people who are isolated and at risk meets the criteria for your strategic plan, your core business and the expectations of your NHCP funding. This process will also increase community capacity building hours and activity hours if successful.
  - The opportunity for community development to build community capacity and resilience benefits all communities within the LGA.
  - Project offers opportunity to work with a number of levels of Government who have identified the profound impact on the community.
  - Much of the research has been completed by the LGA
  - Aligning with strategic directions of the LGA and Governments, increases the likelihood of additional funding.
  - Project is seen to be a good replacement activity and whilst it decreases isolation and gives participants an opportunity to create new friendships, it also offers a low cost meal once a week.
  - There is venue availability across three centres on a Friday evening. All within close proximity. Will also give participants access to a broader range of new people and activities and bring new participants into the centres.
  - Initial discussions with the other two Houses was very positive and so it will be a joint venture which will strengthen the project and share the workload.

## Planning

Now that you have done a considerable amount of research and have made the decision to proceed with your proposal, you need to develop an action plan to keep things on track and ensure you cover all aspects to ensure a successful outcome, especially for a major project like this. Plans don't need to be complicated, in fact, the simpler the better. A couple of the points from above have been put into a simple format as an example. Refer Appendix 6. For more planning documents.

| Item                          | Tasks/actions   | Person responsible | Time frame                   | Completion date/ Notes. |
|-------------------------------|---|--------------------|------------------------------|-------------------------|
| <b>Form a reference group</b> | 1. Invite reps from <ul style="list-style-type: none"> <li>• Local LGA</li> <li>• The 3 other interested managers</li> <li>• local church</li> <li>• Second bite</li> </ul> | Lead House manager | Meet within the next 3 weeks |                         |
|                               | 2. Organise meeting agendas   | Lead House Manager |                              |                         |
|                               | 3. Develop up the proposal  | Reference Group    |                              |                         |
|                               | 4. Explore funding opportunities  | Reference Group    |                              |                         |
|                               | 5. Identify major areas to be developed e.g. budget, staffing, submissions  | Reference Group    |                              |                         |
|                               |   | Reference Group    |                              |                         |

|   |   |                         |                                 |  |
|---|---|-------------------------|---------------------------------|--|
|   | 6. Identify area of responsibility and capacity of members to commit time and resources   |                         |                                 |  |
| <b>Governance:<br/>how will the project be governed?<br/>Steering committee?</b>  | Determine how the project will be managed across all partners   | Reference Group         |                                 |  |
| <b>Insurances and compliance</b>  | <ul style="list-style-type: none"> <li>• Finances- who is responsible?</li> <li>• Licences e.g. Food handling</li> <li>• Public Liability (VMIA?)</li> <li>• Roles and responsibilities of Steering Group Members</li> <li>• Funding compliance</li> <li>• Employment of Staff</li> </ul> | Reference Group         | Prior to the funding submission |  |
| <b>Develop a Memorandum of Understanding</b><br><br><a href="https://www.nfplaw.org.au/MOU">https://www.nfplaw.org.au/MOU</a> | Get sign off from Committees/boards   | Reference group members |                                 |  |
| <b>External partnerships</b>  | <ul style="list-style-type: none"> <li>• Community health centres</li> <li>• Identify their involvement, capacity</li> <li>• Approach local TAFE</li> <li>• Explore Volunteer Resources</li> </ul>  | House Managers          |                                 |  |

---

## CONCLUSIONS

So now you are on your way!!

You have:

- Consulted with your local community, users, stakeholders and staff
- Identified possible ideas and programs
- Mapped out potential programs to ensure they meet your philosophical & operational objectives
- Tested out those ideas and considerations and made decisions on which to move forward on and who to involve in the process.
- You've set up a simple planning process outlining all the roles and responsibilities required to bring your program to fruition.

Making informed step by step decisions about what it is that your community needs will not always guarantee the success of a project. Sometimes it also requires timing and marketing for its success but by completing the process you will align as best you can, to the community need and develop knowledge, skills and partnerships along the way.



## Appendix 1. Our Facility Capabilities

Start by making a list/ table for your facility. List each classroom or learning space. How many students can gather comfortably in each room – remember to allow for the space taken up by tables and chairs. Allow for tutor and student movement within the room. Overcrowding is not supporting your students learning and growth. Speak with your tutors and students to ensure they are comfortable with the space. Remember to check with your tutors as to their requirements or expectations for the space. You may need to alter your expectations of rooms and allow for different types of classes with different requirements. An active class may require more space than a class sitting at tables with chairs, which is different to an information session where only chairs may be required. Your table may be a starting point for your programming, so allow some space in your version:

|           |   | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|---|--------|---------|-----------|----------|--------|
| <i>AM</i> | Room 1<br>– 12 students                             |        |         |           |          |        |
|           | Room 2<br>– 15 students                             |        |         |           |          |        |
|           | Room 3<br>– 20 students                             |        |         |           |          |        |
|           | Hall<br>– 50 students/<br>150 chairs/25<br>exercise |        |         |           |          |        |
| <i>PM</i> | Room 1<br>– 12 students                             |        |         |           |          |        |
|           | Room 2  |        |         |           |          |        |

---

|                         |  |  |  |  |  |
|-------------------------|--|--|--|--|--|
| - 15 students           |  |  |  |  |  |
| Room 3<br>- 20 students |  |  |  |  |  |
| Hall<br>- 50 students   |  |  |  |  |  |

When programming, remember to consider noise levels generated by a particular class, e.g. aerobics, or quiet required for an activity such as yoga or study. Whilst considering your building it is appropriate to note that according to the building code of Australia, a building of a public nature is a Class 9 building, and as an assembly building a class 9b. As a 9b building, certain building requirements need to be met. Discuss this with your landlord or council. If you are a Registered Training Organisation (RTO) you should have a certificate on file for audit purposes. (See Links & References.)

---

## Appendix 2. Our staffing capabilities

Consider the knowledge, skills and experiences of the staff – paid and volunteer (include your committee of management), who support the Centre. This could be an opportunity to do a skills audit or a short exercise on known skills or something more in depth.

Consider and ask:

- What do they know about the centre, the community, wider community?
- What issues are affecting them or their families that may impact their availability or capacity in relation to developing new programs?

Consider (office) staffing requirements you may need for the program you intend to offer.

- Can the program only be offered when office staff are on site or in attendance if delivered off site?
- If it is a night program will there be any OH&S issues. E.g. Staff alone at end of evening program and possible safety issues especially if run off site, use of equipment in the program? May only need one Tutor but does it require two staff to set up and pack up?

Once you have decided to run a new program, as with every program offered, you should complete a risk analysis to gain a good understanding of the program requirements and any potential risks. Where a risk is involved, discuss with your committee before proceeding to ensure they are aware of the potential risks and the outcomes expected.

- Can you manage and minimize any anticipated risks within the budget or expectations, and are the risks acceptable to your board/committee?

Some related templates are available at this link:

<http://nht.org.au/wp-content/uploads/2015/12/Community-Development-TOOLKIT.pdf>

P61 - Skills

P70-71 - Skills and passions

---

## Appendix 3. LGAs in Southern Region-Strategy & Wellbeing Plans links

- [Bayside City Council](#)
- [Cardinia Shire](#)
- [City of Casey](#)
- [Frankston City Council](#)
- [Glen Eira City Council](#)
- [City of Greater Dandenong \(CGD\)](#)
- [City of Kingston](#)
- [Mornington Peninsula Shire](#)
- [Port Phillip City Council](#)
- [Stonnington City Council](#)

## Appendix 4. Using Profile ID

Understanding forecasts for population growth, ageing, and its cultural makeup can often open previously untapped markets. As stated earlier many local councils subscribe to Profile ID for their data and may offer (free) training and support opportunities with Profile ID. Check your council website for their source and speak to your contacts at council to enquire about training opportunities.

You can gain insights into: Australian Social Trends (ABS site), Economy, People, Health, Labour or Industry

**Use the prompts in the toolbars indicated (see examples below) to gain an insight into the makeup of your LGA.** You will then be able to better answer the following questions:

- What is the demographic mix within your community? Is it a mostly Anglo-Saxon community or multicultural suburb?
- What percentage of your community is born overseas?
- Is this reflected in your Centre statistics and clients?
- What type of industry are your community members employed in?
- Is this a 'safe' industry, or will industry retrenchments be a future or current issue?

## Appendix 4. Using Profile ID continued.

- What age ranges dominates your community?
- Should you be considering the requirements and programs for the dominating age ranges?
- What type of education levels dominates and are underrepresented?
- What are the opportunities for you?
- What is the average income? (Can you project how that might impact on your Centre?)

Employment status of people aged 15 – 50?

Example A. Mount Eliza on the Mornington Peninsula

The overview page of the Mornington Peninsula Shire in the South East region:

The screenshot shows the 'Mornington Peninsula Shire' website. The left-hand navigation menu is circled in blue, with 'About community profile' highlighted in red. The main content area is titled 'About the community profile' and includes the following text:

Demographic change across Australia is recorded by the Australian Bureau of Statistics (ABS) in the Census collections every five years. [Population experts](#) use these raw figures to analyse and convert these raw figures into stories of place to inform council staff, community groups, investors, business, students and the general public.

Mornington Peninsula Shire Community Profile provides demographic analysis for the Shire and its suburbs based on results from the 2016, 2011, 2006, 2001, 1996 and 1991 Censuses of Population and Housing. The profile is updated with population estimates when the Australian Bureau of Statistics (ABS) releases new figures such as the annual Estimated Resident Population (ERP).

Suburb boundaries and Census questions change over time, but .id manages the data to ensure that there is an accurate time series provided for the current geographic boundaries. You can read more about this in the [Geography Notes](#) section.

Results for Mornington Peninsula Shire include population, age structure, ethnicity, ancestry, religion, income, qualifications, occupations, employment, unemployment, disability, disadvantage, volunteering, childcare, family structure, household structure, housing tenure, mortgage and rental payments, and the size and type of the dwellings people live in.

The Community Profile presents this information in clear maps, tables and charts with concise factual commentary to answer three important questions:

1. What are the characteristics of the people who live here?
2. How are they changing?
3. How do they compare to other areas?

This provides the basis for making evidence-based decisions about how to provide services for the community as it changes.

You can be confident about the quality of the information as it is derived from Australian Bureau of Statistics data, analysed and presented by population experts and funded by Mornington Peninsula Shire.

- Home
- Population highlights
- Area profiles**
  - About the profile areas
  - Population →
  - How old are we? →
  - Who are we? →
  - What do we do? →
  - How do we live? →
- Specialist profiles**
  - Additional areas
  - Migration profile →
  - Journey to work →
  - SEIFA - disadvantage →
- Post-Census updates**
  - Building approvals
- Supporting information**
  - About community profile →
  - Explanatory notes →
  - Site map
  - Sign in
- Downloads**
  - Reports →
  - Data exporter
  - Training videos
- Other resources**
  - Nat'l Demographic Indicators
  - Nat'l Economic Indicators
  - Related areas →
  - Resource centre

## Welcome to Mornington Peninsula Shire Community Profile

“ The Mornington Peninsula Shire Estimated Resident Population for 2016 is 160,862, with a population density of 2.22 persons per hectare. ”

Mornington Peninsula Shire is located at the fringe of Melbourne's outer southern suburbs, between 40 and 80 kilometres south of the Melbourne CBD.

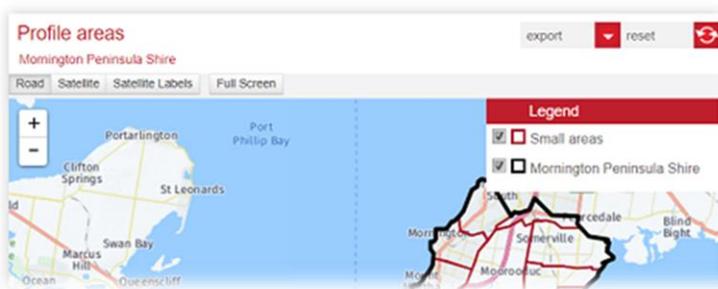
The Mornington Peninsula Shire Community Profile provides demographic analysis for the Shire and its suburbs based on results from the 2016, 2011, 2006, 2001, 1996 and 1991 Censuses of Population and Housing. The profile is updated with population estimates when the Australian Bureau of Statistics (ABS) releases new figures.

**Important Statistics**

**Population**  
160,862  
ABS ERP 2016

**Land area**  
72,328  
ha (723 Km<sup>2</sup>)

**Population density**  
2.22  
persons per hectare



**NEWS**

**New SEIFA data**

(27/03/2018)  
 New SEIFA data reveals **The most advantaged and disadvantaged communities in Australia**

**Who are Australia's homeless?**

(16/03/2018)  
 New figures from the ABS show

### Appendix 4 Continued where are the low income households? In future?

Mornington Peninsula Shire [social atlas](#)

- community profile
- social atlas
- population forecast

MOI  
PE

Maps **Analysis** Supporting info Other resources

Map selector: 2016 data available | Data type: Enumerated | Gender: n/a | Year: 2016 | Thematic: Percent

| Area   | Number | households | Percent % |
|--|--------|------------|-----------|
| Balnarring - Balnarring Beach - Merricks - Merricks Beach - Somers     | 242    | 1,731      | 14.0      |
| Baxter - Pearcedale  | 134    | 875        | 15.3      |
| Bittem - Crb Point   | 392    | 2,425      | 16.2      |
| Dromana - Safety Beach   | 929    | 4,265      | 21.8      |
| Flinders - Shoreham - Point Leo  | 69     | 604        | 11.4      |
| Haslings   | 1,008  | 3,717      | 27.1      |
| HMAS Cerberus  | 0      | 79         | 0.0       |
| Moorooduc - Tuerong  | 35     | 410        | 8.5       |
| Mornington   | 1,942  | 9,342      | 20.8      |
| Mount Eliza  | 646    | 5,858      | 11.0      |
| Mount Martha   | 802    | 6,394      | 12.5      |
| Portsea - Sorrento - Blairgowrie                                       | 402    | 1,923      | 20.9      |
| Red Hill - Red Hill South - Merricks North - Main Ridge - Arthurs Seat | 107    | 956        | 11.2      |
| Rosebud - Capel Sound - McCrae - Boneo - Fingal - Cape Schanck         | 2,456  | 9,172      | 26.8      |
| Rye - Tootgarook - St Andrews Beach                                    | 1,151  | 4,825      | 23.9      |
| Somerville   | 580    | 3,871      | 15.0      |
| Tyabb  | 141    | 1,122      | 12.6      |
| Beleura Hill   | 84     | 592        | 14.1      |
| Capel Sound  | 698    | 2,131      | 32.8      |

## Appendix 4. Continued General area profile & population/dwellings

Many councils subscribe to Profile ID and you are able to access training delivered by ProfileID to ensure broader knowledge and understanding of the site's capabilities, often at no charge. Enquire with your council to check if they subscribe, and when the next training session will be.

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Migration profile  
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SEIFA - disadvantage  
Post-Census updates  
Building approvals

Population summary **NEW** Population estimates

### Mount Eliza

Population and dwellings

2016 CENSUS This topic has been updated with 2016 Census data for all areas. What's this?

“ The Census usual resident population of Mount Eliza in 2016 was 17,911, living in 6,823 dwellings with an average household size of 2.76. ”

**18,798**  
ABS Estimated Resident Population 2016\*

There are a number of different ways of measuring the population of an area, all of which give an insight into the size of the place and its rate of growth over different time periods. The Census counts people where they are on the night of the Census (enumerated population) and also

## Appendix 4. Continued Population changes

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Population summary **NEW** Population estimates

Area: Mount Eliza Benchmark area: Morningson Peninsula Comparison year: 2011

Selected subpopulation categories

| Population group                                 | 2016   |      | 2011   |      | Change |
|--|--------|------|--------|------|--------|
|  | Number | %    | Number | %    |        |
| Males  | 8,680  | 48.7 | 8,343  | 48.4 | +337   |
| Females  | 9,226  | 51.8 | 8,892  | 51.6 | +334   |
| Aboriginal and Torres Strait Islander population | 50     | 0.3  | 27     | 0.2  | +23    |
| Australian citizens                              | 15,664 | 87.9 | 15,087 | 87.5 | +577   |
| Eligible voters (citizens aged 18+)              | 11,541 | 64.8 | 11,256 | 65.3 | +285   |
| Population over 15                               | 14,103 | 79.1 | 13,695 | 79.5 | +408   |
| Employed Population                              | 8,271  | 95.6 | 8,146  | 97.4 | +125   |
| Overseas visitors (enumerated)                   | 113    | --   | 97     | --   | +16    |

Source: Australian Bureau of Statistics, Census of Population and Housing 2011 and 2016 (Usual residence). Compiled and presented in profile.id by id, the population experts.

Please refer to specific data notes for more information

Dwellings

| Mount Eliza - Households (Enumerated) | 2016   |   | 2011   |   | Change |
|---------------------------------------|--------|---|--------|---|--------|
|                                       | Number | % | Number | % |        |
|                                       |        |   |        |   |        |

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Ancestry <sup>2016</sup>
**Birthplace <sup>2016</sup>**
Overseas arrivals <sup>2016</sup>
Proficiency in English <sup>2016</sup>
Language spoken at home <sup>2016</sup>

Religion <sup>2016</sup>

**“ In 2016, 5% of people in Mount Eliza, came from countries where English was not their first language. ”**

Country of Birth data identifies where people were born and is indicative of the level of cultural diversity in Mount Eliza. The mix of Country of Birth groups is also indicative of historical settlement patterns, as source countries for Australia's immigration program have varied significantly over time.

To get a more complete picture of cultural and ethnic characteristics, Mount Eliza's Country of Birth data should be viewed together with **Ancestry**, **Language Spoken at Home** and **Religion**.

*Please note: Due to changes in ABS rules around perturbation and additivity of data to protect the confidentiality of individuals in 2016, counts of individual birthplace groups and totals derived from them may differ slightly from those published by the ABS. For more information see notes on data confidentiality.*

**Q:**

Derived from the Census question:  
'In which country was the person born?'

**Refers to:**

Total population

Area: Mount Eliza
Benchmark area: Mornington Peninsula
Comparison year: 2011
reset

### Birthplace - Ranked by size

Mount Eliza - Overseas born (Usual residence)
**NEW**
2016
2011
Change

| Birthplace     | Number | %    | Mornington Peninsula Shire % | Number | %    | Mornington Peninsula Shire % | 2011 to 2016 |
|----------------|--------|------|------------------------------|--------|------|------------------------------|--------------|
| United Kingdom | 2,080  | 11.9 | 8.9                          | 2,202  | 12.8 | 9.5                          | -122         |

Service age groups <sup>2016</sup>
**Five year age groups <sup>2016</sup>**
Age-sex pyramid <sup>2016</sup>

**“ There were 446 people over the age of 85 living in Mount Eliza in 2016, with largest age group being 45 to 49 year olds. ”**

The Age Structure of Mount Eliza provides key insights into the level of demand for age based services and facilities such as child care. It is also an indicator of Mount Eliza's residential role and function and how it is likely to change in the future.

Five year age groups present a classic age profile of the population. Each age group covers exactly five years, which enables direct comparison between each group.

To get a more complete picture Mount Eliza's Age Structure should be viewed in conjunction with **Household Types** and **Dwelling Types**.

**Q:**

Derived from the Census question:  
'What is the person's date of birth or age?'

**Refers to:**

Total population

Area: Mount Eliza
Benchmark area: Mornington Peninsula
Comparison year: 2011
Gender: Persons
reset

### Age structure - Five year age groups

Mount Eliza - Total persons (Usual residence)
**NEW**
2016
2011
Change

| Five year age groups (years) | Number | %   | Mornington Peninsula Shire % | Number | %   | Mornington Peninsula Shire % | 2011 to 2016 |
|------------------------------|--------|-----|------------------------------|--------|-----|------------------------------|--------------|
| 0 to 4                       | 947    | 5.3 | 5.2                          | 893    | 5.2 | 5.8                          | +54          |
| 5 to 9                       | 1,474  | 8.3 | 6.2                          | 1,229  | 7.1 | 6.2                          | +245         |
| 10 to 14                     | 1,404  | 7.9 | 6.0                          | 1,342  | 7.8 | 6.3                          | +62          |

## Appendix 5. Tools and Resources

### Social Media

- [Survey monkey – How To](#) (This the “How to” section)
- [Designing a questionnaire examples](#)
- Some examples of Facebook
  - <https://www.facebook.com/highetthouse/>
  - <https://www.facebook.com/theplc/>
  - <https://www.facebook.com/rowvilleneighbourhoodlearningcentre/>
  - <https://www.facebook.com/SpringvaleNeighbourhoodHouse/>
  - <https://www.facebook.com/SeawindsCommunityHub/>
  - <https://www.facebook.com/mordialloc.communitycentre.7/>

### Consultation

- [Neighbourhood Houses Tasmania Toolkit](#)
  - P47-48 Brainstorming
  - P49-53 Consultation
  - P56-58 Mind mapping

## Appendix 6 Planning tools links:

### [Our community:](#)

<http://nht.org.au/wp-content/uploads/2015/12/Community-Development-TOOLKIT.pdf>

P45-46 Action plans - P55 Planning an Agenda

We have developed a simple step by step process for people new to the process. Here is a link to a more in-depth, generic CNA resource:

(American resource) <https://ctb.ku.edu/en/assessing-community-needs-and-resources>

CHN’s website page “Latest Data for Planning” has links to data information per suburb, demographic, Centrelink Card type and other information related to your community.

<https://www.chn.net.au/latest-data-for-planning.html>

For further support and information please contact your Networkers at Community House Network Southern Region:

**Catherine Darcy** Tuesday to Friday 0407 897 389 [network@chn.net.au](mailto:network@chn.net.au)

**Wendy Hiam** Monday to Thursday 0450 784 051 [wendy@chn.net.au](mailto:wendy@chn.net.au)