

**HIGH LIFE HIGHLAND SUCCESSES - Report by Chief Executive**

**Summary**

The purpose of this report is to present Directors with the best submissions from staff teams on the successful work being carried out by High Life Highland throughout the Highlands and across all areas of work.

It is recommended that Directors comment on the items presented and note that the selected items will form part of the long list for the annual Staff and Volunteer Award Scheme for 2013/14.

**1. Business Plan Contribution**

1.1 This report supports all the Business Outcomes from the High Life Highland (HLH) Business Plan:

1. **A positive company image**
2. **A growing company**
3. **Delivery of the contract with THC**
4. **Increased awareness of HLH products and services**
5. **Increased customer satisfaction**
6. **Increased financial sustainability**
7. **Increased internal collaboration**
8. **Increased staff satisfaction**
9. **Safety & environmental compliance**

**2. Background**

2.1 The September 2012 meeting agreed the alignment of the successes submitted on a quarterly basis with the Staff and Volunteer Award Scheme. A small assessment group comprising the Chief Executive and 2 Directors was set up to consider future submissions and select up to 15 as “best of” successes for presentation to the Board. The group assessing the submissions this time round were the Chief Executive and Directors Douglas Graham and Jaci Douglas.

2.2 The 18 successes presented to this meeting in **Appendix A** are those selected by the assessment group covering the period from October 2013–February 2014. The full list of all 39 submissions received appears at **Appendix B**.

2.3 The criteria used to select the successes presented to this meeting are distilled from the 9 outcomes which form the basis of the HLH Business Plan:-

- i. increased internal collaboration & new partnership working;
- ii. doing what we do, but better;
- iii. contributing toward a growing company; and
- iv. contributing toward a positive company image.

2.4 Those selected will be added to that forming the long list for the annual staff award system for 2013/14.

### 3. Media Interest

3.1 The table below details press interest relating to High Life Highland for the period September 2013–February 2014. Each piece of coverage has been assessed as positive, neutral or negative in its coverage of HLH or its services. In addition each positive or neutral article has been assigned a financial value. Publicity/media value is calculated using a method known as Advertising Value Equivalency (AVE). AVE provides a formula to indicate the amount the editorial coverage would cost if it were purchased as an equivalent size advert. AVE varies from publication to publication, but a rough rule of thumb is that editorial coverage is worth around 2.5 times more than advertising space.

	Positive	Neutral	Negative	Total
No. of Articles	164	36	12	212
Financial Value	£58,001.83	£20,421.02	£0	£78,422.85

3.2 A full colour set of the press cuttings will be available at the meeting for Directors' perusal.

### 4. Implications

4.1 Resource Implications – there are no resource implications resulting from the recommendations of this report.

4.2 Legal Implications – there are no legal implications resulting from the recommendations of this report.

4.3 Risk Implications - there are no new risks resulting from the recommendations of this report.

#### **Recommendation**

It is recommended that Directors comment on the items presented and note that the selected items will form part of the long list for the annual Staff and Volunteer Award Scheme for 2013/14.

Signature:

Designation: Chief Executive

Date: 7 April 2014

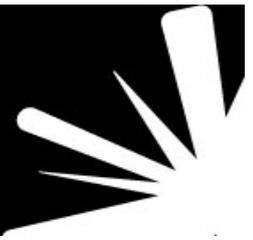
# Successes



<b>Area of work (e.g. Arts)</b>	Active Schools
<b>Location</b>	Highland wide
<b>Title of piece of work</b>	Dance Leadership Project
<b>Description of event (the purpose / targets)</b>	<p>In conjunction with Glasgow based youth Dance project, Y-Dance, the Highland Active Schools Team organised a series of one day workshops for teenage girls, designed to boost self-confidence and teach leadership skills through the medium of dance. Over 500 girls, from 13-18 years of age, took part in these workshops which were delivered in every High School in the Highland area.</p> <p>The girls were then invited to apply for a week long Level 1 Dance Leadership course. These were held in Fort William and Inverness in the February holiday, with a further 3 courses planned in the Wick, Dingwall and Nairn in the Easter holidays.</p>
<b>Which staff were / are involved</b>	Whole Active Schools Team
<b>What were the results / numbers involved / Feedback</b>	<p>The results of this project are:</p> <ul style="list-style-type: none"> <li>➤ Over 500 girls undertook a day's course in dance leadership, with a focus on fun, personal development and learning peer coaching techniques in a supportive environment.</li> <li>➤ 45 girls from S3-6 went on to successfully complete a nationally recognised qualification course, the Level 1 Dance Leadership Award.</li> <li>➤ 3 further courses are planned in the next 2 months.</li> <li>➤ Feedback from the courses delivered indicates that participants increased in confidence, learning to deliver fun, well-structured and safe sessions.</li> <li>➤ Participants developed their choreography skills and learnt new dance moves to incorporate into their own routines.</li> <li>➤ The courses were also an opportunity for girls from different high schools to mix, particularly significant for girls who attended from rural areas.</li> <li>➤ The dance leaders will now be supported by their Active</li> </ul>

	<p>Schools Co-ordinators, to deliver session in their local primary schools, where they will be positive role models and increase levels of fitness and activity.</p>
<p><b>To which of these outcomes did the project contribute (tick as many as apply)?</b></p>	<p>Increased internal collaboration and new partnership working  X  Doing what we do, but better  X  Contributing towards a growing company  <input type="checkbox"/>  Contributing towards a positive company image  X</p>
<p><b>Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”</b></p>	<p>This project demonstrates the potential of effective partnership working between external agencies and Active Schools. This creates more opportunities for both secondary and primary age pupils. A positive environment for young people to grow and develop is achieved.</p> <p>Within this project positive role models are established within the school. Young people are encouraged to take responsibility and develop leadership skills. The young girls develop skills such as organisation, communication, confidence and self-esteem alongside planning and self-review.</p> <p>Quality dance sessions will be provided by the dance leaders with structure and progression to enable primary school children to learn and develop.</p>
<p><b>Attach photos or web links</b></p>	<p>Dance leadership course at Charleston Academy, Feb 2014</p> 
<p><b>Name &amp; email of staff member submitting news item</b></p>	<p>Ami Saints  <a href="mailto:ami.saints@highlifehighland.com">ami.saints@highlifehighland.com</a></p>

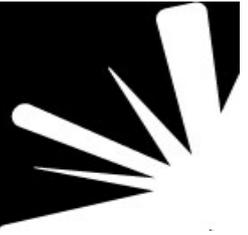
# Successes



<b>Area of work (e.g. Arts)</b>	Facilities
<b>Location</b>	Hilton Community Centre, Inverness
<b>Title of piece of work</b>	The Archie Café and Soft Play Area – Award Winning
<b>Description of event (the purpose / targets)</b>	<p>In November 2013, The Archie Café was named top soft play location in the Highlands by online family and play expert, Playspotter.com, which provides a directory of play parks and public parks for Scotland and Northern Ireland.</p> <p>The Archie Café opened in Hilton Community Centre in August 2013 and is a partnership between High Life Highland, Hilton Community Centre Management Committee, The Archie Foundation and Cobbs (who operate and staff the café). Previously, the café was operated and staffed by Hilton Community Centre Management Committee.</p> <p>Prior to opening in August, the Archie Café invested £70,000 into Hilton Community Centre, which included extensive renovations of the centre foyer and café area, and one of the Centre's activity rooms was turned into a state of the art soft play area for pre-school children.</p> <p>The aim of The Archie Café is to provide a safe and fun environment where families can bring their young children to play, while they can relax and enjoy the café. It is also a hub for health information for parents and their young families and will help raise funds for the £2 Million appeal launched by the Archie Foundation to create a new Highland Children's Unit at Raigmore Hospital.</p>
<b>Which staff were / are involved</b>	<p>The Archie Café Staff and members of their board            HLH centre staff – Ian Keene, Roddy Dyce, Julia McKillop, Laura Green, Susan Menzies            HLH senior staff – Emma Thomson, Fiona Hampton, Lynn Johnston, Simon Swanson</p>
<b>What were the results / numbers involved / Feedback</b>	<p>During October, November and December 2013, the Archie Café and Soft Play Area had 6936 customers, this is up by 4738 on the same period the previous year, when the café was in its previous format.</p> <p>Customers are coming to Hilton Community Centre to visit the Archie Café from as far afield as Tain, Forres and Drumadrochit.</p> <p>Feedback received includes-</p> <ul style="list-style-type: none"> <li>• it's great to have a designated soft play for wee ones</li> </ul>

	<p>because all the others in the area are shared with older kids;</p> <ul style="list-style-type: none"> <li>• our kids love coming here, we can't get them to go home;</li> <li>• the café food choice is so much better now;</li> <li>• the centre looks great now, so much more modern.</li> </ul>
<p><b>To which of these outcomes did the project contribute (tick as many as apply)?</b></p>	<p>Increased internal collaboration and new partnership working X Doing what we do, but better X Contributing towards a growing company X Contributing towards a positive company image X</p>
<p><b>Please explain (in a maximum of 250 words) how this piece of work made an "exceptional contribution"</b></p>	<p>By winning this award, the Archie Café has provided a vast amount of positive publicity for High Life Highland and Hilton Community Centre. Our customer's opinion of the café, and the centre, has increased greatly and it has led to a huge increase in the number of people visiting the centre.</p> <p>This Archie Café is the first of its kind, and The Archie Foundation have big plans to roll out this service in many other communities, but being the first has a huge amount of prestige and is something we can all be proud to be part of.</p>
<p><b>Attach photos or web links</b></p>	
<p><b>Name &amp; email of staff member submitting news item</b></p>	<p>Susan Menzies <a href="mailto:susan.menzies@highlifehighland.com">susan.menzies@highlifehighland.com</a></p>

# Successes



<b>Area of work (e.g. Arts)</b>	Health and Wellbeing, Libraries, Facilities and Archives
<b>Location</b>	Aviemore, Aness, Dingwall, Fort William, Invergordon, Portree, Tain
<b>Title of piece of work</b>	You Time
<b>Description of event (the purpose / targets)</b>	<p>“You Time” is a programme of newly commissioned (by The Highland Council) learning and leisure opportunities for older people being delivered by High Life Highland (HLH) staff as part of the prevention agenda in 7 locations: Aviemore, Aness, Dingwall, Fort William, Invergordon, Portree and Tain.</p> <p>“You Time” will be delivered for an initial 2-year period, the aspiration is that it will become a rolling programme, subject to a thorough evaluation of the current phase.</p> <p>The “You Time” programme has been developed to enable improved health and wellbeing outcomes for older people – specifically to reduce social isolation and to improve physical and mental health and wellbeing.</p> <p>“You Time” activities are delivered in collaboration between three HLH services: libraries, facilities and archives.</p> <p>Activities within the programme include: trace your family tree, gentle and moderate exercise classes, fitness MOTs, IT classes, book groups and much more!</p> <p>The “You Time” programme was designed with following research in mind:</p> <ul style="list-style-type: none"> <li>• It is known that adults aged 65+ are the most sedentary age group and spend on average 10 hours or more each day, sitting or lying down. Research proves this leads to higher rates of falls, obesity, heart disease and early death.<sup>1</sup></li> <li>• Experts say that loneliness increases the risk of heart disease and dementia and makes sufferers less likely to exercise and to drink more.<sup>2</sup></li> <li>• German researchers found that you need to keep your mind AND body active to get the most health benefit - so 30 minutes of exercise, combined with 30 minutes of puzzle-</li> </ul>

<sup>1</sup> <http://www.nhs.uk/Livewell/fitness/Pages/Whybeactive.aspx>

<sup>2</sup> <http://www.ageuk.org.uk/health-wellbeing/keeping-your-body-healthy/13-ways-to-stay-healthy-in-2013/13-health-tips-for-2013/>

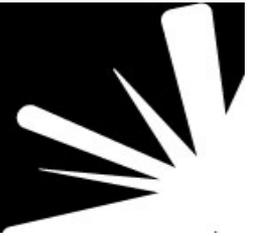
	<p>solving, on top of your usual daily activities, could help to ward off dementia.<sup>3</sup></p>
<p><b>Which staff were / are involved</b></p>	<p>Libraries, Archives and Facilities management and operational teams in the following areas: Aviemore, Alness, Dingwall, Fort William, Invergordon, Portree and Tain.  Alan Hoseason, ICT Manager  Simon Workman, High Life Co-ordinator  Lynn Johnson, Health and Wellbeing Manager</p>
<p><b>What were the results / numbers involved / Feedback</b></p>	<p>The “You Time” programme is at the early stages of implementation but some early evaluation indicators are given below:</p> <ul style="list-style-type: none"> <li>• 235 registered participants</li> <li>• 867 activities attended</li> </ul> <p>From completed evaluation forms we know:</p> <ul style="list-style-type: none"> <li>• Almost 50% of participants are over age 65 years;</li> <li>• 60% of participants said they think that You Time will give them new opportunities to socialise;</li> <li>• 46% of participants said that they think taking part in You Time will help them to do more exercise every week.</li> </ul> <p>Comments from participants:</p> <ul style="list-style-type: none"> <li>• “the programme has been a life saver during a difficult time in my life”</li> <li>• “The personal interest and attention from the instructor is key to the enjoyment and success of the activity. Very professional and caring.”</li> </ul>
<p><b>To which of these outcomes did the project contribute (tick as many as apply)?</b></p>	<p>Increased internal collaboration and new partnership working  <input checked="" type="checkbox"/> X  Doing what we do, but better  <input checked="" type="checkbox"/> X  Contributing towards a growing company  <input type="checkbox"/> X  Contributing towards a positive company image  <input checked="" type="checkbox"/> X</p>
<p><b>Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”</b></p>	<p>This piece of work made an exceptional contribution because the teams across the libraries, archives and facilities have embraced the opportunity to work collaboratively and deliver an excellent programme for the benefit of communities in their areas.</p> <p>The teams have maximised opportunities to utilise the skills of their staff to best effect and have embraced the new training opportunities offered as part of the set-up phase of the</p>

<sup>3</sup> <http://www.ageuk.org.uk/health-wellbeing/keeping-your-body-healthy/13-ways-to-stay-healthy-in-2013/13-health-tips-for-2013/>

	<p>programme.</p> <p>“You Time” is showcasing how HLH can support our partner organisations to deliver on the prevention agenda. The prevention agenda covers actions which prevent problems and ease future demand on services by intervening early, thereby, delivering better outcomes and value for money.</p> <p>It is estimated that as much as 40% of all spending on public services is accounted for by interventions that could have been avoided by prioritising a preventative approach – this programme strengthens HLH’s position in being able to support the implementation of the Scottish Government’s priorities for spending which include:</p> <ul style="list-style-type: none"> <li>• “taking forward an ambitious programme of public service reform, driving a shift in resources to preventative approaches and delivering improved outcomes for people and communities”<sup>4</sup></li> </ul>
<p><b>Attach photos or web links</b></p>	 
<p><b>Name &amp; email of staff member submitting news item</b></p>	<p>Lynn Johnson, Health and Wellbeing Manager  <a href="mailto:lynn.johnson@highlifehighland.com">lynn.johnson@highlifehighland.com</a></p>

<sup>4</sup> <http://www.scotland.gov.uk/Publications/2013/09/9971/2>

# Successes



<b>Area of work (e.g. Arts)</b>	Health and Wellbeing and Facilities
<b>Location</b>	All Leisure Facilities
<b>Title of piece of work</b>	Knowing Me Knowing You
<b>Description of event (the purpose / targets)</b>	<p>“Knowing Me Knowing You” (KMKY) is a brand new service developed by High Life Highland (HLH) staff in partnership with NHS Highland.</p> <p>KMKY aims to encourage individuals/community groups who currently do not use local leisure centres to do so, by providing an introductory session and showing what opportunities leisure centres and wider HLH services can offer now and what they could develop.</p> <p>The success of the first phase of KMKY was noted on the “Successes” presented to the High Life Highland board meeting in September 2013.</p> <p>Since September 2013 the second (current) phase of KMKY events, targeting individuals and groups in the community, have been taking place at all HLH leisure centres.</p> <p>In the current phase of KMKY individuals and groups are offered a 20 minute ‘orientation’ session which aim to show the breadth of opportunities that HLH has to offer, whilst offering supportive routes for people to engage with HLH programmes in the longer term.</p> <p>KMKY has engaged with over 320 people and generated over £33,000 of new sales to date. KMKY also has the potential to continue to generate new sales in the longer term.</p>
<b>Which staff were / are involved</b>	<p>HLH Facility Teams</p> <p>John O’Kane, Principal Facilities Manager</p> <p>Alan Hoseason, ICT Manager</p> <p>Simon Workman, High Life Co-ordinator</p> <p>Lynn Johnson, Health and Wellbeing Manager</p>
<b>What were the results / numbers involved / Feedback</b>	<ul style="list-style-type: none"> <li>✓ Target number of participants for the programme: 260</li> <li>✓ Actual number of participants to date (programme not yet complete): 328</li> <li>✓ Number of new HLH “all inclusive” memberships generated: 124</li> <li>✓ Value of new memberships generated: £33,198</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Average number of return visits per participant: 14</li> <li>✓ Number of qualitative evaluation forms completed: 194</li> <li>✓ 42% of those who completed an evaluation told us they did not use a leisure centre prior to the KMKY session</li> <li>✓ 73% of those who completed an evaluation told us their aim/goal for participating is to improve their health</li> <li>✓ 90% of those who completed an evaluation told us they found the KMKY session helpful</li> <li>✓ 76% of those who completed an evaluation told us they intend to use the facility more often since the KMKY session</li> </ul>
<p><b>To which of these outcomes did the project contribute (tick as many as apply)?</b></p>	<p>Increased internal collaboration and new partnership working  <input checked="" type="checkbox"/> X</p> <p>Doing what we do, but better  <input type="checkbox"/> X</p> <p>Contributing towards a growing company  <input type="checkbox"/> X</p> <p>Contributing towards a positive company image  <input checked="" type="checkbox"/> X</p>
<p><b>Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”</b></p>	<p>This piece of work made an exceptional contribution because the teams in leisure centres have embraced the opportunity to reach out to the non-traditional participant, to encourage them to access the broad range of activities available in High Life Highland facilities.</p> <p>The programme has generated over £33,000 of new sales to date and has the potential to continue to generate new sales in the longer term.</p> <p>The programme has exceeded the initial target number.</p> <p>This piece of work is also exceptional because it makes a significant contribution to the delivery of not just one but a range of HLH business outcomes:</p> <ul style="list-style-type: none"> <li>• Implementation of the Service Delivery Contract</li> <li>• Increased awareness of our products and services</li> <li>• Increased customer satisfaction</li> <li>• A growing company</li> <li>• Increased financial sustainability</li> </ul> <p>Through this piece of work facility teams are ensuring the best possible care, value and service is delivered for potential new HLH customers.</p>

	<p>Health and social care professionals are now better placed and have told us that they are more confident to recommend HLH services to the clients they work with as a result of this piece of work.</p> <p>Finally, through this piece of work HLH staff have grown very positive new relationships and have enhanced the reputation of the company with a broad range of individuals who previously had no/little contact with HLH services.</p>
<p>Attach photos or web links</p>	<p><a href="http://www.highlifehighland.com/kmky">www.highlifehighland.com/kmky</a></p>  
<p>Name &amp; email of staff member submitting news item</p>	<p>Lynn Johnson, Health and Wellbeing Manager  <a href="mailto:lynn.johnson@highlifehighland.com">lynn.johnson@highlifehighland.com</a></p>

# Successes



<b>Area of work (e.g. Arts)</b>	Leisure Facilities
<b>Location</b>	Highland Wide
<b>Title of piece of work</b>	Modern Apprenticeship Scheme
<b>Description of event (the purpose / targets)</b>	<p>High Life Highland Leisure Facility Team started working in partnership with Fitness Training Scotland in March 2013 to deliver modern apprenticeship scheme opportunities to staff based in leisure facilities.</p> <p>The aim of the partnership was to increase staff qualifications, confidence and the ability to deliver an enhanced service to HLH customers.</p> <p>Fitness Training Scotland has agreed to deliver a fully funded range of fitness related qualifications to HLH staff at their place of work. The modern apprenticeship scheme is fully funded by the Scottish Government therefore no costs to HLH.</p> <p>Courses such as Level 2 Fitness Instructor and Level 3 Personal Training do not tend to be held in the Highlands therefore HLH would normally have to fund staff to travel and stay in the central belt to gain these qualifications.</p> <p>By developing this partnership HLH have allowed staff to work at their own pace to gain these national recognised qualifications in a supported environment at their place of work. Support and guidance for learners can be accessed either from Fitness Training Scotland or their work colleagues.</p> <p>The range of training available to meet the fund criteria is as detailed below:-</p> <ul style="list-style-type: none"> <li>Level 2 Fitness Instructor for 16yrs–19yrs</li> <li>Level 2 Fitness Instructor for 20yrs–24yrs</li> <li>Level 3 Personal Trainer for 16yrs–19yrs</li> <li>Level 3 Personal Trainer for 20yrs–24yrs</li> <li>Level 2 Operational Services for 16yrs–19yrs</li> <li>Level 2 Operational Services for 20yrs–24yrs</li> </ul> <p>Additional to Industry recognised qualification they will also achieve SVQs in the related field</p> <p>HLH currently has 29 Leisure staff participating in the Modern Apprenticeship Scheme at a cost of £30,600 which is fully funded.</p>

	<p>HLH will continue to work in partnership with Fitness Training Scotland to encourage and support staff to become learners. It is hoped further funding and additional qualifications for older staff members will become available in 2014-2015.</p>
<p><b>Which staff were / are involved</b></p>	<p>Emma Thomson in the initial discussions and set up of the scheme for HLH with Fitness Training Scotland.</p>
<p><b>What were the results / numbers involved / Feedback</b></p>	<p>Leisure Managers and more importantly the 29 learners. 29 leisure facility staff participating in a fully funded modern apprenticeship scheme with a cost of approximately £30,600 which is full funded.</p>
<p><b>To which of these outcomes did the project contribute (tick as many as apply)?</b></p>	<p>Increased internal collaboration and new partnership working  <input checked="" type="checkbox"/>  Doing what we do, but better  <input checked="" type="checkbox"/>  Contributing towards a growing company  <input checked="" type="checkbox"/>  Contributing towards a positive company image  <input checked="" type="checkbox"/></p>
<p><b>Please explain (in a maximum of 250 words) how this piece of work made an "exceptional contribution"</b></p>	<p>The partnership with Fitness Training Scotland has provided a range of educational opportunities and funding for HLH staff to gain a nationally recognised qualification at no cost to HLH.</p> <p>By staff gaining further qualification it allows HLH to develop and enhance the fitness programme and services available in our Leisure facilities.</p> <p>This partnership will also allow HLH to expand the personal training services to all leisure centres once staff have obtained their qualification which will potentially generate additional revenue for HLH.</p> <p>The staff members undertake their training and qualification at their own rate of learning at their own place of work therefore there is a very high pass rate as the staff are fully supported during their period of learning and are able to ask other staff members for advice or assistance.</p> <p>We are hoping to continue to work in partnership with Fitness Training Scotland to increase the range of qualification and funding available. To date we have been awarded £30,600.</p>

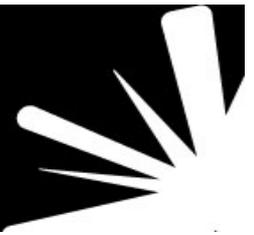
Attach photos or web links



Name & email of staff member submitting news item

Emma Thomson  
[emma.thomson@highlifehighland.com](mailto:emma.thomson@highlifehighland.com)

# Successes



<b>Area of work (e.g. Arts)</b>	Adult Education and Highland Libraries
<b>Location</b>	Brora, Inverness, and Portree
<b>Title of piece of work</b>	6 Book Challenge
<b>Description of event (the purpose / targets)</b>	<p>This project linked in with a national Project promoted by The Reading Agency which is aimed at less confident readers and people who want to get back into reading.</p> <p>The purpose is to encourage improved skills and an enjoyment of reading that they can continue further.</p> <p>We ordered 100 Reading Diaries in which people could record their reading experience.</p>
<b>Which staff were / are involved</b>	<p>In Highland this was a joint project between High Life Highland Adult Learning (Literacies) and Highland Libraries.</p> <p>Adult Learning – Joey Graham, Mark Richardson, Jenni Christie, Liz Treacher, Trish Matthews, Ann Marie Donoghue.</p> <p>Highland Libraries – Amy McDougall, Gail Priddice, Susan Appleby, Julie Corcoran, Alison Macleod, Anne Nicholson</p>
<b>What were the results / numbers involved / Feedback</b>	<p>The initiative was promoted by both Adult Learning (Literacies) and Highland Libraries. 84 reading diaries were given out to interested people. 5 people have completed the full challenge and will be presented with their certificates in November during Book Week Scotland (25<sup>th</sup> – 30<sup>th</sup> November) at Inverness Library, Brora Library and Portree Library. There are also still a good number of people who are still on the challenge and enjoying reading even though they haven't managed to complete the full 6 books yet.</p> <p>Feedback has been very positive.</p> <p>One participant says          "It is a privilege to be part of this challenge... It really helped me improve my reading skills. Now I think I won't stop reading books."</p> <p>One man who has completed is very pleased with himself as he hadn't read a book since he had left school. He is now 43. Another person on the challenge has encouraged her son to start reading books too.</p>

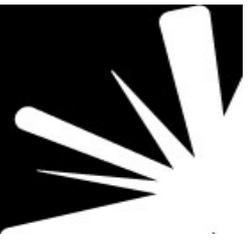
<p><b>To which of these outcomes did the project contribute (tick as many as apply)?</b></p>	<p>Increased internal collaboration and new partnership working  <input checked="" type="checkbox"/></p> <p>Doing what we do, but better  <input checked="" type="checkbox"/></p> <p>Contributing towards a growing company  <input type="checkbox"/></p> <p>Contributing towards a positive company image  <input type="checkbox"/></p>
<p><b>Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”</b></p>	<p>This piece of work made an “exceptional contribution” as it was the first time that Highland Libraries and Adult Learning had worked together Highland wide on the 6 Book Challenge. Adult Learning tutors have been supporting some of those on the Challenge and Library staff have also been encouraging people to take part. The Challenge has offered an opportunity of additionality to Adult Learning and Literacy Learning and has motivated people to use their library more. It has also proved an excellent way for literacies learners to consolidate their learning, gain confidence in reading and become accustomed to using a library.</p> <p>Although not everyone has managed to finish within the timescale, people have enjoyed taking part and there are already people keen to take part in it again next year. We will aim to get more people finishing next year and are already discussing the issues together to see how we can promote it even further next year as those who have completed this year have been, rightly, very pleased with their achievement.</p>
<p><b>Attach photos or web links</b></p>	



Name & email of staff member submitting news item

Mary Rhind  
[mary.rhind@highlifehighland.com](mailto:mary.rhind@highlifehighland.com)

# Successes



<b>Area of work (e.g. Arts)</b>	Libraries
<b>Location</b>	Dingwall School and Community library
<b>Title of piece of work</b>	Computer for Beginners
<b>Description of event (the purpose / targets)</b>	<p>Helen Neville, Team Leader for the Mid Ross Community Mental Health Team, contacted Network Librarian, Elinor Niven. They thought about the possibility of Dingwall Library providing a group activity.</p> <p>Their primary aim was to get a group involved in more interactive activities, help them to socialise and provide them with a safe environment where they could feel comfortable and develop their independence learning basic computer skills.</p> <p>After a meeting with library Supervisor, Network librarian and Charlie Clark, it was decided that we would run a Basic Computing Skills Course for an initial group of 6. The course will be six, one hour sessions from 11-12 on Tuesdays from 4<sup>th</sup> February and during those 6 weeks we will also introduce the group to all the other services we provide here in Dingwall Library.</p>
<b>Which staff were / are involved</b>	<p>It was suggested that David Brims would be ideal to assist the group, as he has experience of running the Basic Computer Skills courses in the library, experience of mental health issues and know the Mid Ross community Mental Health Team well.</p> <p>Joolz Christie who also runs Computer courses in the library.</p> <p>Charlie Clark, Occupational Therapist for the Mid Ross Community Health Team and a Support worker.</p>
<b>What were the results / numbers involved / Feedback</b>	<p>From the beginning we had 6 different people coming to the sessions, all of them seem very happy to come back. Especially successful has been one individual who hasn't been involved much in group activities. His Community Psychiatric Nurse is delighted as he normally isolated himself from groups.</p> <p>It is still early as we haven't finished the sessions and do not have a formal feedback yet, but so far it has been very positive.</p> <p>It is very much hoped this will be a success and we can have an ongoing group on Tuesdays working with the Community Mental Health Team.</p>

<p><b>To which of these outcomes did the project contribute (tick as many as apply)?</b></p>	<p>Increased internal collaboration and new partnership working ✓ Doing what we do, but better ✓ Contributing towards a growing company ✓ Contributing towards a positive company image ✓</p>
<p><b>Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”</b></p>	<p>Helen Neville, Team Leader for the Mid Ross Community Mental Health organises group activities for the users of mental services in Ross &amp; Cromarty. For example, previously they have worked along with a number of local businesses and services to provide talks on healthy living, keep fit programmes, walking groups, music groups etc.</p> <p>Helen, Charlie Clark (who is an Occupational Therapist for the Mid Ross Community Health Team) and David Brims talked previously about the possibility of Dingwall Library providing a group activity and given them both a number of copies of our leaflet to distribute to their patients/clients. A number of people expressed an interest in visiting the library, which led to Helen contacting Elinor.</p> <p>This partnership is both beneficial for the Mental Health team and Dingwall Library. We are introducing the group to the library through running Basic Computer Training Sessions. This gives the members of the group the opportunity to meet all of the library staff and build relationships where at the end of the 6 week block of sessions, it is hoped the group members will continue to visit the library regularly.</p> <p>Hopefully success with our current group will lead to future opportunities for further group work with the Mental Health Team and other groups within the community.</p>
<p><b>Attach photos or web links</b></p>	
<p><b>Name &amp; email of staff member submitting news item</b></p>	<p>Maria Carmen Garcia-Pagan <a href="mailto:maria.garcia-pagan@highlifehighland.com">maria.garcia-pagan@highlifehighland.com</a></p>

# Successes



<b>Area of work (e.g. Arts)</b>	Libraries
<b>Location</b>	Portree
<b>Title of piece of work</b>	It's a Bug's Life.....
<b>Description of event (the purpose / targets)</b>	<p>If you didn't like creepy crawlies then Portree Community Library was certainly the place to stay clear of this summer!</p> <p>Spiders, bugs and insects of all shapes and sizes became a regular feature of the long summer holidays as local youngsters enthusiastically left no stone unturned – well hardly any – in their search for minibeasts to capture, identify, study and draw.</p> <p>High Life Highland Library staff combined with the Highland Council's Countryside Ranger Service to lay on what turned out to be a remarkably well received, considering the subject matter, series of events which stretched right through the summer.</p> <p>Places had to be limited and were quickly filled for events. Over the weeks these ranged from the Primary P1–P7 children keeping “Log Bugs” to catalogue their finds to a creepy crawly craft session, as well as creating intricate Insect Hotels which went on display in the Library and heading off for a fun packed adventure on a guided Bug Walk.</p> <p>As well as offering an unusual way to make use of the High Life Highland provided facilities at the Library, through the various sessions, the summertime fun also allowed the Ranger Service to introduce the youngsters to a wide variety of wildlife and countryside issues. The children, armed with magnifying glasses and identification charts, were able to find out for themselves the hidden world beneath their feet while using library resources to get the very most out of their discoveries.</p> <p>With Library and Ranger staff working in tandem it also</p>

	<p>brought together a whole range of theoretical and practical expertise which provided a well-rounded combination for the range of activities staged.</p> <p>The guided Bug Walk, led by Countryside Ranger Jenny Grant, produced the perfect platform to combine with Library staff to provide guidance and supervision to the youngsters as they explored the Great Outdoors for their small-sized quarries.</p>
<p><b>Which staff were / are involved</b></p>	<p>Portree Community Library Staff</p>
<p><b>What were the results / numbers involved / Feedback</b></p>	<p>Places were initially limited to 12 but 14 children eventually took part. While the overall numbers were not large due to the need for close supervision and support because of the nature of the activities, the enthusiasm shown was enormous.</p> <p>Feedback not just from the children but also from their parents/carers and close family members who found themselves drawn into the event over the summer months, was extremely positive and reflected the wide ranging fun, involvement and interest that was generated.</p>
<p><b>To which of these outcomes did the project contribute (tick as many as apply)?</b></p>	<p>Increased internal collaboration and new partnership working  <input checked="" type="checkbox"/>   Doing what we do, but better  <input checked="" type="checkbox"/>   Contributing towards a growing company  <input checked="" type="checkbox"/>   Contributing towards a positive company image  <input checked="" type="checkbox"/> </p>
<p><b>Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”</b></p>	<p>The event enabled High Life Highland and Highland Council staff to work together while at the same time promoting both organisations and the many facets they have to offer. More importantly, under the umbrella of both, it allowed youngsters and their immediate family, not to mention friends and extended family who became involved through the sheer enthusiasm of the young participants, to make use of and be aware of the facilities and expertise readily available to them. It also highlighted the fact that Libraries and their staff are not solely a limited indoor based service but have great outreach capacity. Coupled as they were on this occasion with the Countryside Rangers it provided a wonderful – and obviously much appreciated and applauded – opportunity for staff to enable youngsters to learn more about their environment and how to care for it. At the same time they discovered just some of the vast array of help, advice and assistance that can be found both through High Life Highland and Highland Council.</p>

Co-operative working at its very best and a smile on every face!



Attach photos or web links



Name & email of staff member submitting news item

Gillian Siwek

[gillian.Siwek@highlifehighland.com](mailto:gillian.Siwek@highlifehighland.com)

# Successes



<b>Area of work (e.g. Arts)</b>	Libraries
<b>Location</b>	Portree
<b>Title of piece of work</b>	Making a Splash
<b>Description of event (the purpose / targets)</b>	<p>Portree Community Library's latest week-end event has already been making a big splash not only with local youngsters but their mums, dads and extended family.</p> <p>Having noticed how some youngsters and their accompanying adults were arriving early and consequently left with time on their hands while waiting for the highly popular Saturday morning Family Friendly Swim Sessions in the adjoining Fingal Centre, library staff decided to offer a fun alternative.</p> <p>So now every Saturday from 10.50am – 11.10 am, youngsters can pull up a bean bag, settle down in the library's junior section and enjoy their very own story time session.</p> <p>The informal gatherings – arrive when you want, leave when you want – have proved the perfect way to keep the young water lovers occupied before heading off for the morning swim sessions which begins at 10.15am and again at 11.15am.</p> <p>A Library spokesperson said: "We noticed some of the youngsters, their parents and carers were coming into the library while they waited for their swim. So rather than simply just killing time we thought it would be nice to run the story telling sessions and they have proved to be a real success.</p> <p>"We had a word with the pool staff about what we are doing and they have really got involved by telling the children and any accompanying adults what we are doing and pointing them in the direction of the library if they are interested.</p> <p>"The story telling sessions are free and the number of children enjoying them has remained steady. What is lovely is that the story and swim sessions , make for a real fun morning out for the youngsters and gives their mums, dads and any other family members with them a double reason for coming along to make use of the community facilities that are available through High Life Highland."</p>

<p><b>Which staff were / are involved</b></p>	<p>Library and Fingal Centre leisure staff</p>
<p><b>What were the results / numbers involved / Feedback</b></p>	<p>The first 7 sessions have had 29 children and 14 adults attending.</p>
<p><b>To which of these outcomes did the project contribute (tick as many as apply)?</b></p>	<p>Increased internal collaboration and new partnership working  X  Doing what we do, but better  X  Contributing towards a growing company  X  Contributing towards a positive company image  X</p>
<p><b>Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”</b></p>	<p>The story telling sessions offer a real “added value” experience to families coming along for their morning swim. The fact that library and leisure staff are working in a joined up way also means that local users get the highest quality experience out of the first class community facilities which are available on their doorstep. That experience though is not just restricted to locals. Many visitors to the island, especially young families, make use of the library and Fingal Centre and initiatives like the swim and story sessions further enhance the reputation of High Life Highland and the services it provides for its users.</p> <p>Because they are simple, informal and can be enjoyed for just a few pages or the entire story without any signing in, cost or inconvenience, the book readings have proved instantly popular. With the youngsters engaged during what could potentially be a dreary waiting time for them it means they are happy as are their extended families too. The result is that the morning out as a family is a fun filled experience with none of the usual moans and groans associated with queuing children eager to enjoy themselves. They arrive with a smile and leave with one too...what can be better than that?</p>

Attach photos or web links



### Saturday Story Time!

every Saturday 10.50 – 11.10 am

Starting on Saturday January 4<sup>th</sup> 2014 for younger children...



When you are in for a swim,  
Pop into the library for a story too!  
We'd love to see you!

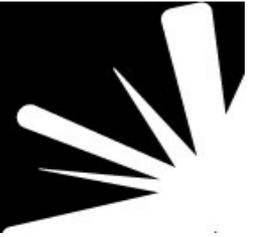
Family Friendly Swim Sessions are...  
10.15 - 11am  
or  
11.15 – 12 noon



Name & email of staff member submitting news item

Gillian Siwek, Network Librarian  
[gillian.siwek@highlifehighland.com](mailto:gillian.siwek@highlifehighland.com)

# Successes



<b>Area of work (e.g. Arts)</b>	Libraries
<b>Location</b>	Inverness Royal Academy and Hilton Primary School – Storytelling project
<b>Title of piece of work</b>	Story Telling Project
<b>Description of event (the purpose / targets)</b>	<p>Early intervention, demonstrating the way that reading aloud to young children can help to build strong relationships.</p> <p>Trained a group of disengaged, non-academic S4 girls (likely early leavers - possible interest in childcare as a career) in how reading to young children can make a positive impact.</p> <p>Girls completed 'Reading to Children questionnaire' baseline and repeat to gauge importance of reading.</p> <p>Two picture book / storytelling techniques training sessions in school library, plus theory behind how young babies and young children learn and respond.</p> <p>Two visits to P1 classes at Hilton Primary (late September); girls working with individual children.</p> <p>Repeated it following term as part of the official delivery of 'Bookbug' packs to all S1 pupils in Scotland – during Book Week Scotland (November).</p> <p>Girls wrote reviews of their experiences and used this as part of their English work.</p>
<b>Which staff were / are involved</b>	Susan Appleby, Network Librarian
<b>What were the results / numbers involved / Feedback</b>	<p>Very positive feedback from girls – increased confidence, see the value of reading, want to do likewise with their own family members/children.</p> <p>Teachers very impressed; keen to work with IRA librarian again.</p>
<b>To which of these outcomes did the project contribute (tick as many as apply)?</b>	<p>Increased internal collaboration and new partnership working √</p> <p>Doing what we do, but better √</p> <p>Contributing towards a growing company √</p> <p>Contributing towards a positive company image √</p>

**Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”**

The project brought together with various key elements – early intervention, the importance of building strong relationships through reading together, and the encouragement of teenage girls who feel disengaged with school.

*‘At the beginning I felt a bit nervous and excited at the same time. When the teacher gave us pupils to read too I got more confident... Now I really enjoy going to Hilton to read to the children. They were good, they listened, and they were pointing things out in the book.’*

*‘The two visits to Hilton went really well. The children were really interactive with what was happening in the story and answered the questions about the story that I asked them. They were really interactive when they saw something in the story that was out of place, and put it right.*

*Now after doing the project I feel much better about talking to young children. I also think that this has made me a little more confident.’*

*‘Today went very well! The look on the children’s faces when they got the packs with all the books was amazing! They really enjoyed the books that they got. I read the book “Jumblebum” twice and the children seemed to really enjoy it.*

*I feel that after being at Hilton Primary a few times that I should read a bit more, since I don’t read that much. And I could read to my wee cousins more.’*

*How lovely to read the feedback from the girls. It was absolutely no bother having them in the class and I would be more than happy to have them in the future for storytelling sessions. (Class teacher)*

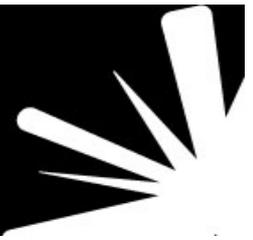
**Attach photos or web links**



**Name & email of staff member submitting news item**

Susan Appleby  
[susan.appleby@highlifehighland.com](mailto:susan.appleby@highlifehighland.com)

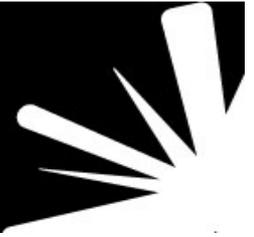
# Successes



<b>Area of work (e.g. Arts)</b>	Museums																																																																								
<b>Location</b>	Highland Folk Museum																																																																								
<b>Title of piece of work</b>	Catering and retail challenge																																																																								
<b>Description of event (the purpose / targets)</b>	<p>The retail and catering outlets at the Folk Museum previously ran at a small loss. There were factors that limited how they could operate and this and the fact that they were previously seen as primarily visitor services meant that the loss was accepted.</p> <p>This project challenged that assumption and aimed for both retail and catering to become profitable and contribute to income and profit generation for the Folk Museum and High Life Highland.</p> <p>This would allow us to continue to grow our activity programmes and contribute to increases in visitor numbers longer term.</p>																																																																								
<b>Which staff were / are involved</b>	Graham Cross and all staff in retail and catering at HFM																																																																								
<b>What were the results / numbers involved / Feedback</b>	<p>From a loss of £2,058 in 2011 the café moved to a profit of £10,718 in 2012 and £20,863 in 2013.</p> <p>From a loss of £5,590 in 2011 the retail operation moved to a small profit of £204 in 2012 and a profit of £4,544 in 2013. <i>(see spreadsheet below for breakdown of figures)</i></p> <table border="1"> <thead> <tr> <th><b>CAFÉ</b></th> <th><b>2011</b></th> <th><b>2012</b></th> <th><b>% inc/dec</b></th> <th><b>2013</b></th> <th><b>% inc/dec</b></th> </tr> </thead> <tbody> <tr> <td>Income</td> <td>64352</td> <td>70100</td> <td>8.93</td> <td>74100</td> <td>5.71</td> </tr> <tr> <td>Cost of sales</td> <td>-36529</td> <td>-29544</td> <td>-19.12</td> <td>-22540</td> <td>-23.71</td> </tr> <tr> <td>Wages</td> <td>-26125</td> <td>-26383</td> <td>0.99</td> <td>-26955</td> <td>2.17</td> </tr> <tr> <td>Other costs (est. )</td> <td>-3756</td> <td>-3455</td> <td>-8.01</td> <td>-3742</td> <td>8.31</td> </tr> <tr> <td>Operating profit/loss</td> <td><b>-2058</b></td> <td><b>10718</b></td> <td>-620.80</td> <td><b>20863</b></td> <td>94.65</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><b>SHOP (inc. sweetie shop)</b></th> <th><b>2011</b></th> <th><b>2012</b></th> <th><b>% inc/dec</b></th> <th><b>2013</b></th> <th><b>% inc/dec</b></th> </tr> </thead> <tbody> <tr> <td>Income</td> <td>46494</td> <td>49751</td> <td>7.01</td> <td>66049</td> <td>32.76</td> </tr> <tr> <td>Cost of sales</td> <td>-29934</td> <td>-26937</td> <td>-10.01</td> <td>-31355</td> <td>16.40</td> </tr> <tr> <td>Wages</td> <td>-19650</td> <td>-20110</td> <td>2.34</td> <td>-27650</td> <td>37.49</td> </tr> <tr> <td>Other costs (est. )</td> <td>-2500</td> <td>-2500</td> <td>0.00</td> <td>-2500</td> <td>0.00</td> </tr> <tr> <td>Operating profit/loss</td> <td><b>-5590</b></td> <td><b>204</b></td> <td>-103.65</td> <td><b>4544</b></td> <td>2127.45</td> </tr> </tbody> </table>	<b>CAFÉ</b>	<b>2011</b>	<b>2012</b>	<b>% inc/dec</b>	<b>2013</b>	<b>% inc/dec</b>	Income	64352	70100	8.93	74100	5.71	Cost of sales	-36529	-29544	-19.12	-22540	-23.71	Wages	-26125	-26383	0.99	-26955	2.17	Other costs (est. )	-3756	-3455	-8.01	-3742	8.31	Operating profit/loss	<b>-2058</b>	<b>10718</b>	-620.80	<b>20863</b>	94.65	<b>SHOP (inc. sweetie shop)</b>	<b>2011</b>	<b>2012</b>	<b>% inc/dec</b>	<b>2013</b>	<b>% inc/dec</b>	Income	46494	49751	7.01	66049	32.76	Cost of sales	-29934	-26937	-10.01	-31355	16.40	Wages	-19650	-20110	2.34	-27650	37.49	Other costs (est. )	-2500	-2500	0.00	-2500	0.00	Operating profit/loss	<b>-5590</b>	<b>204</b>	-103.65	<b>4544</b>	2127.45
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<p>Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”</p>	<p>Neither the café nor the shop at HFM were designed to be a shop or café and the café particularly was poorly equipped and had very little kitchen space.</p> <p>Despite these drawbacks we have been able to produce a significant increase in income and profitability. If the status quo had been maintained these operations would have shown a combined loss of <b>£15,296</b> in 2012/2013. With the changes made the Folk Museum and HLH have benefitted from total profits over these two years of <b>£36,329</b>. This is an increase in profit of <b>£51,625</b> in two years.</p>
<p>Attach photos or web links</p>	 
<p>Name &amp; email of staff member submitting news item</p>	<p>Graham Cross  <a href="mailto:graham.cross@highlifehighland.com">graham.cross@highlifehighland.com</a></p>

# Successes



<b>Area of work (e.g. Arts)</b>	Museums
<b>Location</b>	Highland Folk Museum, Newtonmore
<b>Title of piece of work</b>	SCHOOLS WEEK
<b>Description of event (the purpose / targets)</b>	<p>Joint project with Highland Folk Museum, Amy Macleod (CLL) and Historic Scotland.</p> <p>Historic Scotland ran schools weeks at HFM which were poorly attended – 4 schools in two years - 65 pupils). HFM requested they take control of the organisation and bookings in order to boost numbers. The project was designed to highlight the differences between the life of a Government Soldier and a Jacobite in the 1700s (this period is covered in the school curriculum).</p>
<b>Which staff were / are involved</b>	Graham Cross, Jo Hopkins, Amy MacLeod
<b>What were the results / numbers involved / Feedback</b>	8 schools attended during the week including one from Milngavie near Glasgow
<b>To which of these outcomes did the project contribute (tick as many as apply)?</b>	<p>Increased internal collaboration and new partnership working ✓</p> <p>Doing what we do, but better ✓</p> <p>Contributing towards a growing company ✓</p> <p>Contributing towards a positive company image ✓</p>

**Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”**

The project involved a two centre visit – Ruthven Barracks (owned by Historic Scotland) and Highland Folk Museum.

Historic Scotland agreed to pay for marketing and a flyer was designed which they paid for and distributed – they also agreed to pay for a re-enactor at Ruthven Barracks. Amy mailed her schools contacts and we ended up with twice as many schools attending in that week than had used the Programme in the last two years (185 pupils as opposed to 65). Historic Scotland paid for the bulk of the project and by using Ruthven Barracks we were able to offer schools the chance to access the Historic Scotland Travel Grant which allows 75% funding up to the value of £250.

The success of the project means that we are looking at repeating it next year but expanding it to two separate dates in June and September.

The project was an excellent example of internal collaboration between HFM and our CLL and external collaboration with Historic Scotland.

**Attach photos or web links**



**Name & email of staff member submitting news item**

Graham Cross  
[graham.cross@highlifehighland.com](mailto:graham.cross@highlifehighland.com)

# Successes



<b>Area of work (e.g. Arts)</b>	Museums
<b>Location</b>	Inverness Museum and Art Gallery
<b>Title of piece of work</b>	'Takeover Day 2013'
<b>Description of event (the purpose / targets)</b>	<p>On Thursday 28th November 2013, the team at Inverness Museum and Art Gallery were joined by pupils from Crown Primary School in welcoming our visitors to experience a unique, child's eye view of the exhibits in our permanent and temporary galleries. We joined museums, art galleries and heritage centres all over the British Isles to celebrate 'Takeover Day 2013' and were delighted to be able to welcome the schoolchildren to be our Kids Team for the day.</p> <p>IMAG had never previously taken part in Takeover Day. We considered it a good way to develop and extend a positive, relationship with a local primary school within walking distance and to gain a profile for our museums service in this national event. With the support of the Creative Learning Leader we engaged with Crown Primary School.</p> <p>The Assistant Curator (Engagement), the Creative Learning Leader and a member of the Attendant's Team worked in advance with one class from the school to prepare them for their roles in the running of the museum for the day. On Takeover Day itself, students took on roles as:-</p> <ul style="list-style-type: none"> <li>• Curators - preparing a gallery tour of the V&amp;A's touring exhibition 'A Teddy Bear Story'</li> <li>• Curators - choosing objects from the permanent museum exhibitions, writing labels for these and giving gallery tours</li> <li>• Visitor Services Assistants - welcoming local schools and family groups into the museum and conducting visitor surveys</li> <li>• Social Networkers and Photographers - reporting on the event and posting texts and images throughout the day on IMAG's Facebook page and the school blog.</li> </ul> <p>Throughout the day, as well as welcoming ordinary members of the public visiting the museum, the Kid's Team also welcomed the whole of their school on a series of visits that saw the building lively with schoolchildren from 10am – 2:30pm; offering them the experience of seeing IMAG through their peers' eyes.</p>

<p><b>Which staff were / are involved</b></p>	<p>Cait McCullagh Brenda French Amy MacLeod Lesley Junor</p>
<p><b>What were the results / numbers involved / Feedback</b></p>	<p>Inverness Museum and Art gallery was the only Highland venue to participate in this national initiative and, as such, attracted considerable media attention on the day, including live broadcast to the Culture show on BBC Radio Scotland and a contribution to STV's 6pm News Programme. We have also been chosen as a case study for the success of the initiative to be publicised by Kids in Museums in their forward publicity for the 2014 campaign.</p> <p>124 children and 24 teachers and parents participated in the day. Many families, who had never previously visited the museum, came to accompany their children on Takeover Day. The Inverness Museum and Art Gallery Team have noted that most of the families have returned on repeat visits.</p> <p>The feedback on the day, given verbally at the end of the day evaluation and in written responses from the school has been overwhelmingly positive. The children reported that they would like to participate in Takeover Day every week! Teachers have commented on how Takeover Day positively contributed to Excellence in the Curriculum.</p> <p>High Life Highland staff and Crown Primary teachers wholeheartedly supported the event and all gained confidence in offering this sort of experience, as well as the desire to start up other new projects. The children's skills and confidence development was evident in their presentation of themselves and their work to the public.</p> <p>The positive experience and feedback has been used to extend Takeover Day 2014 to a secondary school and the Assistant Curator (Engagement) and the Creative Learning Leader are currently developing a proposal with Inverness Royal Academy and colleagues at Inverness Library.</p>
<p><b>To which of these outcomes did the project contribute (tick as many as apply)?</b></p>	<p>Increased internal collaboration and new partnership working √ Doing what we do, but better √ Contributing towards a growing company <input type="checkbox"/> Contributing towards a positive company image √</p>

**Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”**

Takeover Day 2013 demonstrated a high level of proficiency and ingenuity in collaborative working across High Life Highland’s cultural and creative learning teams. It was also testament to our capacity to foster positive working partnerships with colleagues in the Education Service and to present a positive company image not only in our locality, but also to national organisations and in front of the national media.

Members of the team at Inverness Museum and Art Gallery were able to build on a growing track record for community engagement and positive work in designing and delivering high quality experiences for school aged children with the Creative Learning Leader, to engage the trust of colleagues both within IMAG and within the Education service to create this day.

The overwhelmingly positive feedback from the organisers of the national initiative, from teachers and, ultimately, from the pupils who came and took over the museum and art galleries for a day, has inspired the team to present this model for work with a local secondary school. Plans are already in development for a partnership with Inverness Library and Inverness Royal Academy for Takeover Day 2014.

The experience acts as an invaluable case study, evidencing High Life Highland’s commitment to supporting creative learning opportunities for children throughout our Museums, Galleries, Libraries and Archive Centres. We have demonstrated that our cultural resources can provide unique environments within which children can actively access and learn about culture, heritage and the arts.

**Attach photos or web links**

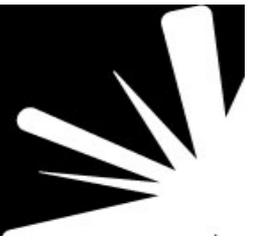




**Name & email of staff member submitting news item**

Cait McCullagh [cait.mccullagh@highlifehighland.com](mailto:cait.mccullagh@highlifehighland.com)

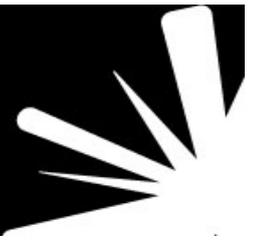
# Successes



<b>Area of work (e.g. Arts)</b>	Sports Development
<b>Location</b>	Thurso
<b>Title of piece of work</b>	Thurso Community Sport Hub
<b>Description of event (the purpose / targets)</b>	<p>High Life Highland launched the third Community Sport Hub project in the Highlands at a very successful Community Engagement Event held at Thurso Swimming Pool on the 30<sup>th</sup> of August 2013.</p> <p>The purpose of the event was to engage the local public about establishing a Community Sport Hub project in Thurso. The meeting allowed High Life Highland along with sportscotland to promote the initiative and to seek the views and opinions of the local sporting community in Thurso.</p> <p>The event allowed the opportunity to discuss the project both in terms of how we can meet the aims of sportscotland and importantly ensure we can tailor it to suit the needs of Thurso and make a positive difference to the local sporting landscape.</p> <p>We had a fantastic response to the event with over thirty members of the local public, including representatives from 17 different local community clubs, coming together to hear about the project and engage with us about their local sporting environment.</p> <p>Thurso Community Sport Hub along with hubs established in Tain and Aviemore are making a local contribution to the Scottish Governments Legacy 2014 Plan and with the Glasgow 2014 just around the corner it promises to be an exciting time for the project and for sport as a whole within the country.</p>
<b>Which staff were / are involved</b>	<p>Kenny Russell - Active Schools Co-ordinator  Moirra McBeath - Active Schools Co-ordinator  William Durrand - Facilities Manager  Darren Reid – Community Sport Hubs Officer</p>
<b>What were the results / numbers involved / Feedback</b>	<p>Through this event 11 Community Clubs have already registered to be part of the project, these clubs contain 1050 members and 160 coaches/deliverers.</p> <p>The enthusiasm for the project was such that a subsequent 2 meetings have already taken place to progress the project.</p>

<p><b>To which of these outcomes did the project contribute (tick as many as apply)?</b></p>	<p>Increased internal collaboration and new partnership working  <input checked="" type="checkbox"/>✓  Doing what we do, but better  <input checked="" type="checkbox"/>✓  Contributing towards a growing company  <input type="checkbox"/>  Contributing towards a positive company image  <input checked="" type="checkbox"/>✓</p>
<p><b>Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”</b></p>	<p>This project promotes increased collaborative working with the community sport hub officer, active-schools and facility staff all being heavily involved in the planning of the project and playing an integral part of the community engagement event. The success of community sport hubs across the Highlands is very reliant on strong internal collaborations. In addition to this the project increases our opportunity to work in partnership with sportscotland, Thurso High School, Caithness Sports Council and a number of local sports clubs all of whom have a major impact on the development of sport and physical activity locally.</p> <p>This project will also enable us as a service to enhance the support that we offer to local sports clubs in the area. The initial community engagement event has already raised the awareness of the company and the services we offer in the community. This project will also help ensure that we are continuing to listen to and stay firmly connected to the local sporting community in Thurso.</p> <p>The Community Sport Hub initiative is a positive one for High Life Highland to be leading on in the Highlands especially with its close links to the Commonwealth Games and a National Strategy around Legacy. The success of this initial event will hopefully give confidence to our funding partners and to the local community that High Life Highland will help deliver a quality Community Sport Hub in Thurso.</p>
<p><b>Attach photos or web links</b></p>	
<p><b>Name &amp; email of staff member submitting news item</b></p>	<p>Darren Reid  <a href="mailto:darren.reid@highlifehighland.com">darren.reid@highlifehighland.com</a></p>

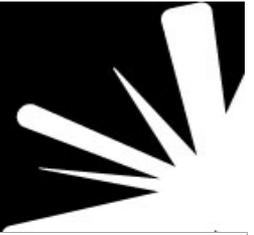
# Successes



<b>Area of work (e.g. Arts)</b>	Youth
<b>Location</b>	Cromarty (Old Cromarty Brewery)
<b>Title of piece of work</b>	Young Carers - Build Your Own PC Course
<b>Description of event (the purpose / targets)</b>	<p>Highland Council and Fujitsu have donated 100 PCs and, in partnership with ReBOOT (the local computer recycling charity), given to young carers across Highland. Connecting Young carers have organised courses across the region.</p> <p>On the Black Isle the HLH Youth Development Officer identified 9 young people who then attended the two day course. It was aimed at young people aged between 11 and 18 who experience disadvantage due to caring responsibilities.</p>
<b>Which staff were / are involved</b>	<p>HLH Youth Worker          HLH Assistant Youth Worker          Two Connecting Young Carers workers          Two ReBOOT trainers</p>
<b>What were the results / numbers involved / Feedback</b>	<p>All 9 young carers built and kept a refurbished PC. They all gained a certificate of participation from ReBOOT and a manual to help them in the future with their PC. Feedback was excellent with everyone (young carers and adult helpers) learning much and enjoying the two days training.</p>
<b>To which of these outcomes did the project contribute (tick as many as apply)?</b>	<p>Increased internal collaboration and new partnership working  <input checked="" type="checkbox"/></p> <p>Doing what we do, but better  <input checked="" type="checkbox"/></p> <p>Contributing towards a growing company  <input type="checkbox"/></p> <p>Contributing towards a positive company image  <input checked="" type="checkbox"/></p>
<b>Please explain (in a maximum of 250 words) how this piece of work made an "exceptional contribution"</b>	<p>This project was a strong collaboration between several agencies working together for the ultimate benefit of young people, in this case those who have particular challenges in their lives. Highland Council and Fujitsu offered the equipment and the opportunity, ReBOOT carried out the training and upskilling of the group of young people to improve their technical ability, HLH engaged with, referred and supported the youngsters and Connecting Young Carers organised the</p>

	<p>two days (liaison with partners, the venue, food and transport).</p> <p>The following objectives were successfully met:-</p> <p>A respite opportunity for young carers</p> <p>Young people became more confident and worked well with others</p> <p>Young people were supported to develop their skills and abilities</p> <p>Young people felt more included</p> <p>Young people developed their IT skills, and kept a PC (with manual)</p> <p>Young carers came together from across the area</p> <p>Awareness of the lives and experiences of young carers was raised</p> <p>There was strong partnership working</p> <p>Further courses are planned with a large number of free spaces available for young carers to participate in this developmental opportunity. It's a positive example of the inclusive approach taken by HLH Youth Workers.</p>
<p><b>Attach photos or web links</b></p>	
<p><b>Name &amp; email of staff member submitting news item</b></p>	<p>Julie Fraser Young Carer Development Worker  Wanda Mackay Youth Development Officer  <a href="mailto:jfraser@hccf.org.uk">jfraser@hccf.org.uk</a>  <a href="mailto:wandamackay@highlifehighland.com">wandamackay@highlifehighland.com</a></p>

# Successes



<b>Area of work (e.g. Arts)</b>	Youth Work
<b>Location</b>	Caithness and Lochaber
<b>Title of piece of work</b>	GO4IT
<b>Description of event (the purpose / targets)</b>	<p>This Youth Employability project emerged from a successful bid (£42,950), through the Highland Council procurement process, to deliver a youth employability project aimed at engaging young people 16+ who have not achieved a positive destination after learning school (September 2013-*March 2014 ).</p> <p>The purpose of this pilot project was to look at innovative ways to engage hard to reach young people in the first stages of employability work, to sustain their engagement and to try and progress them to a positive, next steps, destination.</p> <p>The project had the target of engaging 48 young people across the 2 locations in the 6 months of the pilot.</p>
<b>Which staff were / are involved</b>	<p>This project has been led by HLH Youth Work staff including: Tom Briscoe (Youth Worker) , Rachel Carmichael, (Youth Worker), James Seaman (Assistant Youth Worker), Alexandra Thompson ( Assistant Youth Worker), Mark Richardson (Senior Youth Development Officer)</p>
<b>What were the results / numbers involved / Feedback</b>	<p>42 young people have been engaged to date. For some this has been a short term engagement that has involved signposting to other opportunities or short term support with application forms etc. However, for a core group of 20+ young people this has been a longer term significant engagement which has successfully built their confidence and skills to engage with our services and also progress to other opportunities including volunteering, work and training. Feedback has been positive from young people, partners, parent/carers and a recent Lochaber Education Scotland inspection identified GO4IT as a piece of “high quality Provision” for young people.</p>
<b>To which of these outcomes did the project contribute (tick as many as apply)?</b>	<p>Increased internal collaboration and new partnership working  <input checked="" type="checkbox"/>            Doing what we do, but better  <input checked="" type="checkbox"/>            Contributing towards a growing company  <input checked="" type="checkbox"/>            Contributing towards a positive company image</p>

**Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”**

This work has made an exceptional contribution. It evidences the value of a youth work approach in supporting vulnerable and marginalised school leavers to move towards positive 16+ destinations.

Our approach values the building and sustaining of relationship at the heart of this process. This relationship provides the foundation that skills, knowledge and understanding for employment can grow from. This is an important building block for sustained progression and one that Youth Workers are well placed to deliver. The additional funding from Highland Council has enabled the intensity of support that the target group need.

We have avoided duplication by working with over 20 partners including Skills Development Scotland, the Shirlye Project and Social Work.

The work has been delivered through a blend of 1:1 and small group support with a variety of activities used to facilitate learning. These have included; outdoor education (team building and problem solving), healthy eating/ cooking, visits to employers, literacy support and also mindfulness work. The young people engaging have had varied needs but perhaps mental health has been the key issue that has permeated the project. Staff pursued local training to build their awareness and skills in delivering youth work to young people dealing with mental health issues.

Essentially the work is about growing new shoots of confidence, self-belief and self-worth with young people who have not been significantly engaging with 16+ services. We feel we have proved the worth of an intensive Youth Work approach in that process. Our contribution has been recognised with a 6 month extension to the contract being awarded to end of September 2014.

**Attach photos or web links**



GO4IT participants engaged in various learning activities as they build their confidence and skills for employability.

*“I was rubbish at communicating and talking to people before I started GO 4 IT” – Robert , GO4IT participant speaking to Education Scotland inspectors.*

	<p><i>"I think the flexible one:one support you and James offer the young people is so valuable." Kind regards, Catherine.</i> Catherine Leckie at Skills Development Scotland</p> <p><i>"Craig's mum also spoke to me a few weeks ago in the super market and told me how much she appreciated our work with Craig and how she admired our passion, dedication, kindness and commitment. "</i> Rachel Carmichael, GO4IT Youth Worker.</p>
<b>Name &amp; email of staff member submitting news item</b>	<b>Mark Richardson ( Senior Youth Development Officer)</b> <a href="mailto:mark.richardson@highlifehighland.com">mark.richardson@highlifehighland.com</a>

# Successes



<b>Area of work (e.g. Arts)</b>	Youth Work
<b>Location</b>	Ullapool and Skye
<b>Title of piece of work</b>	National Youth Worker of the Year Awards
<b>Description of event (the purpose / targets)</b>	Youth Worker of the Year (Intergenerational) – Yvonne Boa Youth Worker of the Year (Sessional Paid/Part-Time) – Nicholas Kelly
<b>Which staff were / are involved</b>	Yvonne Boa and Nicholas Kelly
<b>What were the results / numbers involved / Feedback</b>	
<b>To which of these outcomes did the project contribute (tick as many as apply)?</b>	<p>Increased internal collaboration and new partnership working  <input type="checkbox"/></p> <p>Doing what we do, but better  <input checked="" type="checkbox"/></p> <p>Contributing towards a growing company  <input type="checkbox"/></p> <p>Contributing towards a positive company image  <input checked="" type="checkbox"/></p>
<b>Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”</b>	<p><b>Youth Worker of the Year (Intergenerational)</b></p> <p>Yvonne has been a youth worker in the area for 11 years and was fundamental in setting up the “Get to Know your Techno” project, which brings the older and younger generations together through social media. This initiative has not only bridged the gap between the older and younger generations, it has improved the independence of the older people. The programme went on to win the Young Scot “Truth About Youth” Award. As well as helping young people to set up a youth space, Yvonne has initiated a mental health awareness project. Young people say that she is: “a warm, open and modest person who we feel we can talk to and get emotional and practical support from”.</p> <p><b>Youth Worker of the Year (Sessional Paid/Part-time)</b></p> <p>Nicholas has been integral in making Bradford’s young</p>

	<p>people take up many opportunities. From sports, like badminton, football and fitness classes, to life skills, like learning to drive. He manages to adhere to the needs and preferences of a wide range of personalities. Nicholas adds a personal touch to his work as well, caring for each and every one of the young people as if they were family. As far as the young people he works with are concerned: “he’s a legend in our community”.</p>
<b>Attach photos or web links</b>	
<b>Name &amp; email of staff member submitting news item</b>	<p>Pablo Mascarenhas – <a href="mailto:pablo.mascarenhas@highlifehighland.com">pablo.mascarenhas@highlifehighland.com</a></p>

# Successes



<b>Area of work (e.g. Arts)</b>	Youth
<b>Location</b>	Portree ILC
<b>Title of piece of work</b>	Skyedance Transition Project
<b>Description of event (the purpose / targets)</b>	<p>A partnership group succeeded in getting £2,700 Cashback for Creativity funding for Skyedance to deliver a 10-week after school programme of contemporary dance sessions bringing isolated P7 pupils from 4 rural primary schools together with existing S1 pupils in Portree high school.</p> <p>Participants learned a number of dance styles and steps, choreographed their own routine and performed in front of parents and friends.</p> <p>Participants were identified by their schools as being “in need” due to social or emotional isolation and the project aimed to provide an opportunity for them to make new friends, be supported in the transition to high school or to support new pupils starting high school thereby increasing confidence and self-esteem in all.</p>
<b>Which staff were / are involved</b>	Annie Davidson – HLH Youth Development Officer, in partnership with a range of services from Education, Health and the Voluntary sector
<b>What were the results / numbers involved / Feedback</b>	<p>10 sessions delivered (8x2hrs + 2 full days) = 28hrs contact time</p> <p>15 young people participated (3M, 12F)</p> <p>7 participants completed Dynamic Youth Awards</p>
<b>To which of these outcomes did the project contribute (tick as many as apply)?</b>	<p>Increased internal collaboration and new partnership working x</p> <p>Doing what we do, but better</p> <p>Contributing towards a growing company x</p> <p>Contributing towards a positive company image x</p>
<b>Please explain (in a maximum of 250 words) how this piece of work made an “exceptional contribution”</b>	<p>Participants had the opportunity to be involved in an activity which they had not experienced before and were encouraged to recognise the “feel good” factor cultivated by participating in dance.</p> <p>The project cultivated new, positive working relationships between partners.</p> <p>For some, the project provided transitional support between isolated rural primary and high school.</p>

	<p>The project enabled youngsters experiencing mental health issues to have somewhere to look forward to going and once there to make new friends and share experiences.</p> <p>The sessions fostered a sense of 'team' – that everyone was equal, had something positive to contribute and that they were “all in it together”.</p> <p>The youngsters had access to the highest quality of professional dance tuition in a wide variety of styles including, street, hip-hop, jazz and Bollywood.</p> <p>Participants had the opportunity to express their creativity by planning and developing their own dances and put their ideas into practice supported by expert tutors.</p> <p>Participants felt a sense of achievement by performing their routine; some completed Dynamic Youth Awards and the others received certificates of participation.</p>
<p><b>Attach photos or web links</b></p>	 <p>A group of approximately ten young people, mostly girls, are in a gymnasium. They are wearing colorful, casual clothing. Some are in the middle of a dance move, with one girl in a purple top and light blue pants in the foreground. The gymnasium has a wooden floor with a circular line, and a blue wall with a wooden climbing frame in the background.</p>
<p><b>Name &amp; email of staff member submitting news item</b></p>	<p>Annie Davidson – Youth Development Officer – Portree ILC  <a href="mailto:annie.davidson@highlifehighland.com">annie.davidson@highlifehighland.com</a></p>

**APPENDIX B**

<b>Area of Work</b>	<b>Title</b>
Active Schools	Highland Coaching Awards
	<b>Dance Leadership Project</b>
	HLH Leadership
Adult Education & Libraries	6 Book Challenge
Arts	New Highland Graduates Exhibition
	Surfboard Art
	Teddy Bear Story Exhibition
Facilities	<b>The Archie Café &amp; Soft Play Award</b>
Facilities & Sports Development	Indoor Multi Purpose Sports Net
Health & Wellbeing	<b>You Time</b>
	<b>Knowing Me Knowing You</b>
	Updates
Leisure	Lands End to John O Groats Spin Challenge
	Great Wilderness Challenge
	<b>Modern Apprenticeship Scheme</b>
Libraries	<b>6 Book Challenge</b>
	<b>It's a Bug's Life</b>
	Royal Visit
	Summer Reading Challenge
	<b>Computer for Beginners</b>
	<b>Making a Splash</b>
	<b>Story Telling Project</b>
Museums	<b>Catering &amp; Retail Challenge</b>
	<b>Schools Week</b>
	<b>Takeover Day 2013</b>
Sport	Coaches CPD Day
	Golf Pathway to National Selection
	Highland Coaching Awards
	Shinty Development
	A Step Closer to the Commonwealth Games
	RBS Junior Club of the Year
	Shinty Development
Sports Development	<b>Thurso Community Sports Hub</b>
Youth	Broadford Diversionary Football

	<b>Build Your Own PC Course</b>
	<b>GO4IT</b>
	<b>National Youth Worker of the Year Awards</b>
	<b>Skyedance Transition Project</b>
Youth – Duke of Edinburgh Award	Stories in the Land for D of E

