
**Local Impact Assessment Class 1 Application
Buller Street, Port Macquarie**

**Mingara Recreation Club Ltd (242013)
September 2013**



Prepared by:
HATZIS CUSACK LAWYERS
Liquor & Gaming Specialists
(Incorporating Grant Cusack & Associates)

EXECUTIVE SUMMARY

1. INTRODUCTION

This document is a Local Impact Assessment Class 1 to accompany a Threshold Increase Application made for approval of a 'low range' gaming machine threshold increase of 20 for Mingara Recreation Club Ltd (the "Applicant") at premises situated at Buller Street, Port Macquarie NSW (the "Venue") located in the Band 2 Local Government Area (the "LGA") of Port Macquarie-Hastings. The Venue has operated at the site for more than 50 years and provides hospitality based recreational pursuits and community based enterprises for its members and their guests. This LIA provides relevant gaming data, social data and issues of concern to the Local Community so that the Authority can determine whether additional gaming machines will provide a positive contribution to the Local Community.

2. RESPONSIBLE GAMBLING MEASURES

Chapter 2 of this Report details the mandatory and additional responsible conduct of gambling measures put in place by the Applicant at the Venue. The Applicant manages its gaming machine operations in strict accordance with legislated and 'best-practice' interventions and initiatives modelled on its Responsible Conduct of Gambling House Policy (see Appendix 1). The Applicant has also implemented additional measures to ensure compliance with recent amendments to the *Gaming Machines Act 2001* and associated Regulations. The Applicant is a member of ClubSafe, and has adopted its best practice guidelines and policies.

3. LOCAL COMMUNITY

Chapter 3 of this Report details the communities potentially affected by the approval of the Threshold Increase Application. The Port Macquarie-Hastings LGA is the Local Government Area. An area extending 5km from the Venue has been identified as the Local Community. Maps of the LGA and the Local Community are included in Appendices 3 and 4 respectively. Chapter 4 provides a demographic description of the LGA and Local Community.

4. POSITIVE CONTRIBUTION

Chapter 5 of this Report details the positive contribution resultant from approval of the Threshold Increase Application to the Local Community. The Applicant has committed to funding access to educational website Mathletics for approximately 6,000 students from Kindergarten to Year 12 attending schools located throughout the Port Macquarie-Hastings region. Mathletics helps students enjoy mathematics and has also proven to be effective in improving student learning outcomes. The Applicant's association with 3P Learning, the founder of Mathletics, continues its tradition of contributing to the provision of literary resources locally. With the funds provided by the Applicant, the Mathletics program will be free to all school students during 2014, with co-funding for the following two years bringing the Applicant's total funding commitment to \$120,000.

5. CONCLUSION

Given the satisfaction of the requirements of the Act and Regulation through the conduct of gaming machine operation at the Venue in a responsible manner, along with the evidence of substantial positive contributions to the Local Community, it is the Applicant's belief that this LIA meets the requirements of the Legislation.

1. INTRODUCTION

This Report is a Local Impact Assessment ("LIA") Class 1 to accompany a Threshold Increase Application for a Band 2 Local Government Area venue of 'low range increase' of 20 gaming machines for Mingara Recreation Club Ltd ("the Applicant") trading as The Westport Club, located at Buller Street, Port Macquarie NSW ("the Venue") in the Port Macquarie-Hastings Local Government Area ("the LGA").

Methodology

- 1.1. In respect of LIAs relating to threshold increase applications, the LIA Guidelines provide that the Independent Liquor and Gaming Authority ("the Authority") can only approve an LIA where the LIA complies with the requirements of the *[Gaming Machines] Act [2001]* and the *[Gaming Machines] Regulations [2008]* ("the Legislation") and demonstrates that gambling activities will be conducted in a responsible manner. The Guidelines further state that an LIA Class 1 must demonstrate that the proposed increase in gaming machines for the Venue will provide a positive contribution towards the Local Community in which the venue is situated.

Applicant Details and History

- 1.2. The Applicant was established in 1978, and moved to its current primary location in 1987. Upon its amalgamation with the Applicant on 8 February 2006, Westport Bowling Club, which had operated from the Venue since 1959, was renamed 'The Westport Club'. Westport Bowling Club was founded in 1958 by a group of local bowling residents. The Venue has since undergone extensive renovations and improvements to become a popular, first-class recreation destination, and is currently one of the Applicant's three satellite venues.

Current Applicant Services, Facilities and Donations

- 1.3. The Venue, one of the Applicant's amalgamated premises, currently comprises lounge, dining and function spaces, as well as three bowling greens, offering some of the state's best bowling facilities. From the relevant Venue, the Applicant offers a number of services to its members and guests. Along with the provision of gaming and refreshments, the Venue offers regular live entertainment, membership draws and bingo. The Applicant makes donations to its sub/affiliated clubs, community groups, schools and a number of charitable organisations, including, most prominently, Learning Links, Dymocks Children's Charities, the Port Macquarie-Hastings Red Shield Appeal and Autism Spectrum Australia. The Venue donated a total of \$160,093 by way of the ClubGRANTS scheme in the 2012/2013 financial year. The Applicant employed a total of 78 staff at June 2013 at the Venue and has upwards of 12,000 members. The Applicant exists for the benefit of its members and their guests, providing members of its Local Community with a central meeting place.

Financial performance of the Applicant

- 1.4. The Venue had a total revenue in 2012 of \$16 million and a pre-tax profit of \$1.6 million. Gaming machine revenue for the Venue was \$10.7 million, representing 66.6% of total revenue. Total bar revenue was \$1.8 million (11.3%) and food and catering revenue was \$2.7 million (17%). The Venue paid \$3.0 million in gaming machine duty in 2012. The Venue had a total employee benefits expense of \$3.9 million.

Gaming machine indicators

- 1.5. 202 gaming machines currently operate at the Venue which achieved a net profit (total turnover less total payouts) of \$10.7 million in 2012-2013.
- 1.6. The average net profit per gaming machine for the Port Macquarie-Hastings LGA in 2012-2013 was \$52,970. The Applicant projects that each additional gaming machine will have a net return of \$52,733 per annum. The additional machines will add an estimated \$1.1 million to the Applicant's operating profit.

Proposal

- 1.7. The Applicant intends to fund participation in the customisable e-learning program Mathletics for approximately 6,000 students located across the Port Macquarie-Hastings region. The Program can be tailored to meet the needs of each individual student and enables instant feedback and real-time assessment, allowing teachers the opportunity to adjust teaching methods as appropriate. Mathletics aims to improve students' outcomes and engage students in learning. The cost of accessing the program is prohibitive for many families but with the assistance of funds provided by the Applicant, a significant number of the Local Community is primary and high school students will have the opportunity to access it. The viability of this sponsorship is of course conditional upon the success of the Applicant's Threshold Increase Application. Various indicators demonstrate the need for the rollout of this program in the Local Community and LGA. A number of the LGAs have recorded below-average results in NAPLAN testing for numeracy. Council documents also suggest that access to education and training facilities and courses is an issue of concern for Port Macquarie-Hastings residents. Further detail in relation to this positive contribution is provided later in this report.

2. RESPONSIBLE GAMBLING MEASURES

- 2.1 The Applicant's gaming machine operation exceeds legislative requirements and is considered best practice in this area. A copy of the Applicant's House Policy on the Responsible Conduct of Gambling is included at Appendix 1. The Applicant operates its responsible gambling house policy which is drafted in accordance with the legislative requirements stated in the *Gambling Legislation Amendment (Responsible Gambling) Act 1999*, the *Registered Clubs Act 1976*, the *Gaming Machines Act 2001* and accompanying regulations. The Applicant's harm minimisation strategies are extensive. A full list is attached as Appendix 2.
- 2.2 The Applicant is a member of ClubSafe, and has adopted its best practice guidelines and policies. The Applicant's multiple venues are also members of ClubSafe's Premium service – the Applicant was in fact the founding member of this service, which is offered to larger clubs seeking to enhance their gaming service standards. ClubSafe Premium offers extra support to its members in their efforts to responsibly manage the use of their gaming facilities. A letter explaining ClubSafe Premium services is included in Appendix 2. As a compliant member of ClubSafe Premium, the Applicant goes beyond compliance with current legislation.

3. LOCAL COMMUNITY

Definition of Local Community

- 3.1 The Legislation provides that there must be a positive contribution from approval of the Threshold Increase Application. The approach to which the Applicant has defined its Local Community has been developed through its analysis of its membership penetration within the surrounding area. Generally a registered club will have a membership penetration in urban and semi-urban areas of approximately 5kms. This assessment is linked heavily to legislative requirements pertaining to compulsory membership of any person residing within 5kms of the registered club in question. In the context of the information set out above, the Local Community is defined as encompassing the suburb of Port Macquarie and parts of the suburbs of Fernbank Creek, North Shore, Sancrox and Telegraph Point.
- 3.2 It is submitted therefore that this defined area meets the requirements of the Act, Regulation, and Guidelines. A diagram of the Local Community is included in Appendix 4.

4. DEMOGRAPHY

- 4.1 The Port Macquarie-Hastings LGA is located 420 kilometres north of Sydney and includes suburbs stretching into the hinterland and coastal areas of Port Macquarie and surrounds. The LGA covers an area of 3693km². Its major residential, shopping and commercial areas are located in the suburb of Port Macquarie itself. The LGA's major outlying population centres include Wauchope, the Camden Haven (including Dunbogan, Kendall, Kew, Laurieton, North Haven and West Haven), Lake Cathie/Bonny Hills, the Comboyne Plateau (Comboyne and Comboyne West) and several rural villages. In 2011 the LGA had population of 72,696, a growth of 3% from 2006 (compared to the NSW rate of growth of 5.6% between subsequent Census dates). In 2011, 78.2% of the population were over 18 years, compared to the NSW figure of 76%. The median age was 47 years, compared to the state median of 38 years, indicating that this LGA's population is markedly older than most. Children still comprise a significant proportion of the population, however - in fact, children aged 10-14 years are slightly overrepresented - and as such, their particular needs must be considered. 83.9% of the population is Australian-born. The LGA has a smaller proportion of professionals than does the state (18.4% versus 22.7%) and a larger proportion of labourers (10.1% compared to 8.7%), as well as an elevated rate of unemployment as of August 2011. All of these indicators suggest that families living in the LGA may struggle to afford the fees required to access internet-based e-learning programs such as Mathletics.
- 4.2 The Port Macquarie-Hastings LGA has the following SEIFA (2011 social-economic index of relative advantage-disadvantage) scores:
- Index of Relative Socio-Economic Advantage and Disadvantage – 957
 - Index of Relative Socio-Economic Disadvantage – 969
 - Index of Economic Resources – 975
 - Index of Education and Occupation – 952
- 4.3 Each of these scores is slightly lower than the respective State averages. However, an alternative measure of SEIFA is provided by the ABS. Each LGA in NSW has been ranked in deciles (ranges of 10 percent). The first decile denotes the most disadvantaged LGAs, the tenth decile, the most advantaged. The Port Macquarie-Hastings LGA falls in the fifth or

sixth decile for each SEIFA category, therefore ranking in the middle, or in the top half of all NSW LGAs. The advantage of using this method to analyse SEIFA is that it allows comparison with all LGAs, not simply a State average, which is skewed by a small number of very high SEIFA estimates for certain LGAs. This is emphasised by the fact that in 2011 only 58 of 158 LGAs (excluding Unincorporated NSW), or 36.7% of all LGAs, had a SEIFA in excess of the NSW average.

5. POSITIVE CONTRIBUTION

- 5.1 The granting of the Application will yield a significant social benefit for the Local Community and LGA through the Applicant's sponsorship of the provision of the Mathletics Program.

Links to the Applicant's previous Class 1 LIAs

- 5.2 The Applicant has a history of contributing to the enhancement of the education of the LGA's youth. The Class 1 LIA determined in 2010 saw the Applicant fund the delivery of the Write to Read project to 11 primary schools located in the Port Macquarie-Hastings Region. The project, which aims to offer assistive technology to selected schools across NSW and thereby improve the literacy and learning capabilities of children who suffer from print disabilities, was created by Quantum Technology and is endorsed by the NSW Department of Education and Training.
- 5.3 The Class 1 LIA that was determined in 2012 involved the Applicant funding a mobile library service primarily aimed at facilitating mobile library access for rural communities and schools who have no other way to access library services. This service is particularly beneficial to the LGA's numerous residents living more than one hour's drive from Port Macquarie itself.
- 5.4 The Applicant continues to be an enthusiastic supporter of literacy and numeracy projects that benefit its Local Community and LGA. The three projects are heavily linked and together demonstrate the Applicant's ongoing commitment to enhancing the education of the LGA's children.

Mathletics

About Mathletics

- 5.5 Mathletics is Australia's most popular educational website. It has the dual aim of helping students enjoy maths and improving their results. Being a web-based educational program, Mathletics can be accessed via computer at both home and school, thereby providing continuity. Teachers are able to track students' progress through developing levels of competence in activities corresponding to state and national curriculum standards. As student work is corrected immediately, real-time information is available for formative assessments by teachers, better informing their lesson planning and curriculum revision. Mathletics is a fully customisable e-learning resource, meaning that students can learn at their own pace. The game-like environment and the opportunity to compete for points and certificates mean that students are repeatedly rewarded for their efforts, which has a tangible impact on students' engagement in learning. More information regarding Mathletics can be found at <http://www.mathletics.com.au>.

The Applicant's Project: "Inspired teaching and learning with Mathletics"

- 5.6 The one downside to the Mathletics program is the cost involved - a 12 month subscription

for one student costs \$99.00. In order to increase the accessibility of this program, the Applicant intends to fund the opportunity to participate in the Mathletics program for approximately 6,000 students from kindergarten to Year 12 in the Port Macquarie-Hastings region encompassing 10 primary schools and 3 secondary schools. In addition to the funding component of this program, the Applicant will host a regional Mathletics competition with participating schools. Qualifying students will be invited to the Venue to compete in the finals. The competition will be run annually and will offer prizes to participating schools. The prizes are likely to take the form of portable devices such as tablets or iPads. The reporting tools provided by Mathletics will enable the Applicant to track improvements in Mathematics at each school, as well as on an individual level. Regular reporting will not only be done by each school but also by Mathletics and by the Applicant in order to keep track of retention and student advancement. Feedback from teachers, students and parents will also be obtained by the Applicant on a quarterly basis.

- 5.7 The project is being spread over a three year period to ensure the program's consistency and longevity. The program will be free to all schools during the first year, with co-funding for the following two years resulting in a significant cost reduction for schools. The Applicant commits to the following:-

- \$60,000 during 2014;
- \$40,000 during 2015;
- \$20,000 during 2016.

Benefit to the Local Community

Evidence from Council and other local sources

- 5.8 *The Hastings Social Plan 2005-2010* lists six mandatory target groups whose specific needs are to be identified and assessed by the Council. One of these groups is children (aged 0-11) and another is young people (aged 12-24). As an educational product aimed at school-aged children, Mathletics responds directly to the needs of these two target groups. Pages 33 and 34 of the *Social Plan* indicate that there is significant concern amongst residents of the Port Macquarie-Hastings LGA that current educational and training facilities in the region are inadequate. Indeed, 43% of the respondents to the community survey upon which the *Social Plan* is based do not believe that the region's children and young people have sufficient access to educational services and facilities. Problems with access to such facilities involve not only logistical access but often also the prohibitive costs involved. The Applicant's provision of access to the Mathletics program – meaning both physical access in terms of the portability of the program and access in terms of the payment of fees – directly targets these concerns.
- 5.9 The Hastings CDSE Local Committee authored a priority funding listing in 2012 which listed specific priority issues and projects as a means of guiding local clubs during the CDSE/ClubGRANTS selection process. Of these, the following areas relate explicitly to the Applicant's planned provision of access to the Mathletics program:-
- Projects which address areas of disadvantage and benefit people on low incomes;
 - Projects which increase access to services and facilities;
 - Projects/programs to assist young people or children; and

- Opportunities to increase skills and abilities of community members.

NAPLAN results

- 5.10 NAPLAN results pertaining to two of the LGA's secondary schools and three of the LGA's primary schools indicate that the students attending these schools are performing at a below or substantially below-average level in the area of numeracy. The 2012 results suggest that there is indeed a significant need for access to additional educational facilities and that the provision of access to Mathletics would be welcomed by teachers, parents and students. The NAPLAN results provide further evidence of the extent to which the Applicant's funding of access to the Mathletics program will benefit its local community.

The Educational Benefits of Computer-aided instruction

- 5.11 "Technology's Edge: The Educational Benefits of Computer-Aided Instruction", is an article written by Lisa Barrow, Lisa Markman and Cecilia Elena Rouse in October 2007, a joint project of the Federal Reserve Bank of Chicago and Princeton University. The article outlines the ways in which computer-aided instruction enhances and improves student learning. It provides the following reasons as to why this twenty-first century teaching method is often superior to traditional methods of instruction:-

- Computer-based learning can offer "highly individualised instruction and allows students to learn at their own pace" (p.4). For this reason, computer-aided instruction is often particularly beneficial for struggling students who are unable to keep up with the pace of the classroom, as well as for more advanced students who are able to progress faster than their more average peers.
- Computer-based programs are also very effective when used by students who have poor rates of attendance, in that such students are able to pick up exactly where they left off, regardless of how many days they have been absent from class.
- In terms of the use of computer-based learning within the classroom, this type of learning provides additional individual instruction time when compared to traditional methods. For instance, while a teacher spends time working one-on-one with a particular student, other students are also being given individual instruction, albeit by the computer program rather than by his or her teacher.

- 5.12 Feedback provided by participating schools has been overwhelmingly positive, with 96% of teachers who were facilitating the use of Mathletics in 2012 agreeing that Mathletics had been effective in improving student learning outcomes. The case studies provided on the Mathletics website (<http://www.mathletics.com.au>) indicate that the competitive challenges offered by the Mathletics program have "changed a routine mathematics lesson into a fun-filled experience". Another participating teacher comments that "the top students have been motivated by the program to extend themselves and the weaker students are not stuck if concepts are not understood in class".

- 5.13 Further information regarding the positive contribution is included in Appendix 6.

6. CONCLUSION

- 6.1 This LIA, pursuant to Section 37 of the *Gaming Machines Amendment Regulation 2009*, defines the Applicant's Local Community, details the positive contributions that the Applicant

will provide to the Local Community if the Threshold Increase Application is approved, and details the harm minimisation and responsible gambling measures that are in place at the Venue.

- 6.2 The Applicant is a community based registered club which provides needed community support through additional donations exceeding those required through CDSE contributions.
- 6.3 The Applicant operates gaming at the Venue in compliance with mandated Legislative requirements and operates a best-practice style of interventions and procedures. The Applicant enforces this strict approach based on its House Policy on the Responsible Conduct of Gambling conducting regular in-house training for all of its gaming staff, each of whom holds qualifications in the Responsible Conduct of Gambling. The Applicant's commitment to its responsible provision of gaming facilities is both enhanced and demonstrated by its ClubSafe Premium membership and its status as ClubSafe Premium's founding member.
- 6.4 The positive contribution put forward in this LIA will not occur without the approval of the Threshold Increase Application. The positive contribution attached to this Application is the funding of widespread access to the Mathletics e-Learning program, an internet-based service which motivates students by making mathematics enjoyable and allows students to set their own pace whilst also providing teachers with the means to easily track student progress. This Project responds to the Local Community's call for the enhancement of locally accessible educational facilities.
- 6.5 It is therefore provided that the test as set out in the Guideline and Legislation is met and the Applicant submits that the Threshold Increase Application should be approved.

Appendix 1

Mingara Leisure Group Responsible Conduct of Gambling Policy

Prepared by:

**HATZIS CUSACK
LAWYERS**

POLICY | RESPONSIBLE CONDUCT OF GAMBLING

Issued October 2011

Mingara Leisure Group RCG Mission

Responsible Conduct of Gambling (RCG) refers to the delivery of gaming and wagering services in a manner that minimises the potential for harm that may be caused by gambling to individuals, their families and the community generally.

However, the focus is much broader than problem gambling. It extends to fostering responsible gambling practices amongst Club patrons and staff. This is achieved by putting in place various harm minimisation and consumer protection measures such as those outlined in the ClubSAFE Responsible Conduct of Gambling Policies and Procedures Manual located in the Shift Managers', Gaming Manager's, HR Manager and the RCG Coordinators' offices.

The Club acknowledges that, while most people participate in gambling activities in a socially enjoyable and harmless manner, gambling can create problems for some individuals. The extent of these problems can range from occasional over-spending to the development of serious gambling practices.

The Club has accepted its social and legal obligations as a provider of gambling services to create a responsible gambling environment and a commitment to implement and adhere to Responsible Gambling Legislation and best practice for the benefit of patrons and employees.

Mission Statement

To deliver gambling services in a lawful and socially responsible manner, having regard to the potential for harm that may be caused by gambling and community concerns about the conduct of gambling.

The Club's mission is achieved through a variety of measures and strategies, which include the following:

- Policies and procedures for the implementation of the RCG.
- Mandatory RCG awareness training for all staff, management and directors.
- Provide 24 hour staff support for assistance with the handling of any gambling-related incidences which may occur at the club and advice on the RCG policies and procedures.

Contact telephone numbers: C&M Professional and Community Services
via 1800 99 77 66 from Monday to Friday, 9am to 5pm.
Patrons can also call G-Line on 1800 633 635.

- Conduct community awareness campaigns and promote responsible gambling practices amongst club patrons and the local community.

Duty of Care

We have a duty to take reasonable care for the safety and welfare of our patrons. What form this duty takes will depend on the circumstances of each situation.

Where a patron is a Club member, the contractual terms of membership will modify the duty of care in certain circumstances.

MINGARA
LEISUREGROUP



The following are situations that might give rise to a claim for damages based on breach of duty of care:

- Failure to exclude a self-disclosed problem gambler
- Failure to enforce an exclusion that has been made
- Cashing cheques for self-disclosed problem gamblers
- Cashing cheques for a patron who is visibly intoxicated
- Allowing a patron to gamble who is visibly intoxicated

This is by no means an exhaustive list. The 2001 Gaming Machines Act (below) has broadened the scope of litigation where regulations are not followed.

We have no obligation to prevent ordinary patrons from gambling, as it is the patron's decision to gamble and risk losses. However, where a patron suffers from a severe mental impediment that might affect their ability to make an informed decision, then the club may have a duty to intervene and protect the patron.

Summary

The Gaming Machines Act;

- Requires Clubs to provide information to patrons on counselling services, the use and operation of gaming machines, the chances of winning and the problems caused by excessive gambling
- Requires Clubs to provide a self-exclusion program
- Limits the cashing of cheques;
- Places limitations on the payment of prizes by cash;
- Requires cash dispensing machines to be located away from poker machine areas;
- Prohibits external gambling-related advertising;
- Prohibits the offering of certain inducements to gamble;
- Requires the CEO and certain employees to undertake an approved training course in the responsible conduct of gambling, and;
- Makes other miscellaneous controls.

Dealing with potential problem gamblers

If a patron or another staff member approaches a staff member indicating either they could have a gambling problem or someone they know could have a gambling problem, the staff member is to take them to a quiet area of the Club and ensure they are seated comfortably and immediately contact a Shift Manager on ext.7701. Once the Shift Manager has arrived, the staff member is to return to their workstation and continue with their normal duties.

Under no circumstances are staff permitted to lend money to another staff member or patron.

Staff Entitlements

All employees of Supervisor level and above are prohibited from playing gaming machines and wagering on TAB and Keno at any time.

All other employees may choose to play gaming machines and wager on TAB and Keno at Mingara, up to three hours before their shift. Employees choosing to do this after their shift, must leave the premises for a minimum of three hours before they can re-enter to gamble.



Grant Gladman
Chief Operating Officer

1 October 2011



Appendix 2

Responsible Conduct of Gambling

Prepared by:

**HATZIS CUSACK
LAWYERS**

Responsible Conduct of Gambling

The Applicant has instigated an extensive range of harm minimization measures, including the following:

- All employees involved in gaming related duties hold a responsible conduct of gambling qualification in an approved course;
- All prize winners receive prizes in accordance with clause 13 *Gaming Machines Regulation*;
- The prize schedule of the Applicant is operated in accordance with clause 14 *Gaming Machines Regulation*;
- The Applicant maintains certain records as per clause 18 and 19 *Gaming Machines Regulation*;
- The Applicant maintains records relating to gaming machine prizes as per clause 15 *Gaming Machines Regulation*;
- No inducements as specified in clause 48 of the *Gaming Machines Regulation* are offered by the Applicant to gamble;
- Player information brochures in relevant community languages are kept in the Venue as per clauses 22, 23 and 24 *Gaming Machines Regulation*;
- Signage containing wordage as per clauses 26, 25 and 49 of the *Gaming Machines Regulation* are located in conspicuous positions in all gaming areas of the Venue;
- All jackpot link monitors are located in gaming or bar areas only;
- The identities of any prize winners are not published;
- The Applicant does not promote gambling outside the Venue, including not providing gambling signage which draws attention to the availability of gaming machines in the Venue, includes a term or expression frequently associated with gambling or relates to gambling franchise or gambling business;
- The Applicant maintains records of its player loyalty scheme in compliance with clauses 42, 43 and 44 *Gaming Machines Regulation*;
- The Applicant operates its player loyalty scheme in accordance with section 45 of the *Gaming Machines Act*, specifically provisions relating to the promotion of cash prizes over \$1,000, exchanging prizes for cash, redemption of bonus points for cash and advises of availability of player activity statements upon request;
- All gaming machines at the Venue are located in areas which do not attract members of the public who are outside the Venue or are contrary to public interest;
- The Applicant operates its gaming machine operations in accordance with the *ClubsNSW Code of Practice*;
- No minors are ever allowed access to gaming areas of the Venue;
- Strong links are maintained with established referral systems problem gambling counselling services;
- The Applicant operates the ClubSafe self-exclusion scheme in compliance with clause 47 *Gaming Machines Regulation*;
- Consumer information on the chance of winning maximum prizes and jackpots is made available in the gaming area;
- Gaming machines notices on the dangers of excessive gambling are placed in all required areas;
- Signage on the unavailability of credit facilities, both through access to credit funds via Automatic Teller Machines and through no facility at the venue;
- No cashing of third party cheques is possible;
- Clocks are clearly visible in all areas of the Venue as per clause 28 *Gaming*

Machines Regulation;

- No gaming cash payments over \$2,000 are made;
- No cash prizes in gaming promotions;
- Limiting the value of prize winning cheques to \$1,000;
- Only the provision of opt-in marketing is undertaken and only as part of the Applicant's full suite of promotions;
- All direct advertising of gaming is contained within the Venue premises and is not visible outside the Venue; and
- The availability of player activity statements by players upon request is well known.

The Applicant has also implemented additional measures to ensure compliance with recent amendments to the *Gaming Machines Act* 2001 and associated *Regulation*, this includes:

- No ATM in the Venue permits the dispensing of cash withdrawn from a credit account
- Any unclaimed prizes are now processed as follows:
- The Applicant places any unclaimed jackpot winning tickets not claimed within 12 months in a conspicuous area of the Venue for one month;
- Any unclaimed gaming machine tickets or jackpots not claimed during the 12 month period are now to be paid into the Community Development Fund;
- All prize winning cheques now clearly state - 'Prize winning cheque – cashing rules apply'.



Thursday, 2 February 2012

Mr Grant Gladman
Chief Operating Officer
Mingara Leisure Group
Via Email: ggladman@mingaraleisuregroup.com.au

Dear Grant

Mingara Leisure Group – ClubSAFE Premium Member Group

This letter serves to confirm the status of your group of clubs as members of our ClubSAFE Premium service. As you are aware, ClubSAFE services and products are designed to ensure that member clubs can achieve and maintain best practice in the provision of responsible gambling best practices.

ClubsNSW and the ClubSAFE team are proud to serve the Mingara Leisure Group as our founding members of ClubSAFE Premium. ClubSAFE Premium is a relatively new service offered to ClubSAFE member clubs who have a significant gaming operation at their clubs and seek to enhance their service standards through support of the ClubSAFE team of specialists including gambling counsellors and trainers.

ClubSAFE's team of specialists integrate with the management and staff of their member clubs to ensure that the club can respond professionally, competently and confidently to any adverse events or circumstances that can arise not only in a gaming environment but the club overall.

ClubSAFE Premium services include:

- Access to our ClubSAFE 24/7 Phone & On-Line Counselling Service
- Critical Incident Response – Phone & Face-to Face
- Provision of ClubSAFE decals, posters, counselling cards & branding materials for compliance & service promotion
- Full access to our ClubSAFE on-line Manual (Hard copies available for purchase).
- Discounts for ClubSAFE Training – Face-to-Face and On-line
- Phone and Face-to-Face support for Club Management & Staff
- A dedicated ClubSAFE Premium Account Manager
- Quarterly on-site Compliance Audits & Reports
- ClubSAFE Face-to-Face training provided in-house to all staff every three years and for new staff, group inductions as required

We are proud of this partnership and look forward to serving the Mingara Leisure Group and its membership for many years to come

Yours sincerely

A handwritten signature in black ink, appearing to read "Anthony Ball".

Anthony Ball
Chief Executive Officer

The Registered Clubs Association of New South Wales
ABN 61 724 302 100
Level 6, 51 Drutt Street, Sydney NSW 2000
P 02 9268 3000 F 02 9268 3066
Member Enquiries 1300 730 001
www.clubsnsw.com.au

Appendix 3

Map of Port Macquarie-Hastings LGA

Prepared by:

**HATZIS CUSACK
LAWYERS**



Port Macquarie-Hastings LGA

Venue ●

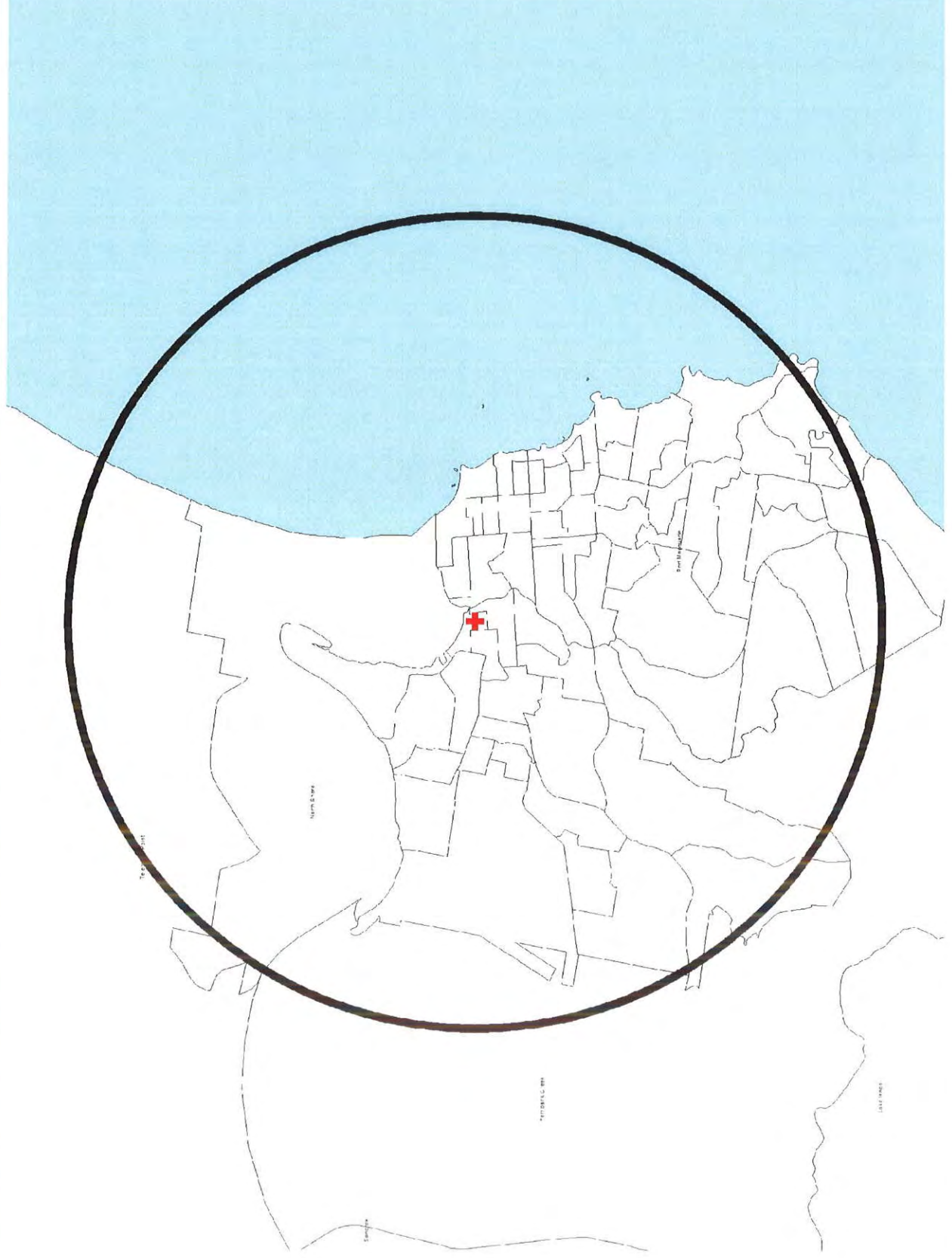
Appendix 4

Local Community Map

Prepared by:

**HATZIS CUSACK
LAWYERS**

Lawler Partners 5km Radius: The Westport Club, Port Macquarie



5km Radius
Club
NSW CCDS
Suburbs



Appendix 5

Layout of Venue

Prepared by:

**HATZIS CUSACK
LAWYERS**

I certify that the plans accurately depict the proposed licensed premises and the facilities to be provided and that I signed this certification after it was placed on the plan.

Paul Barnett
Secretary

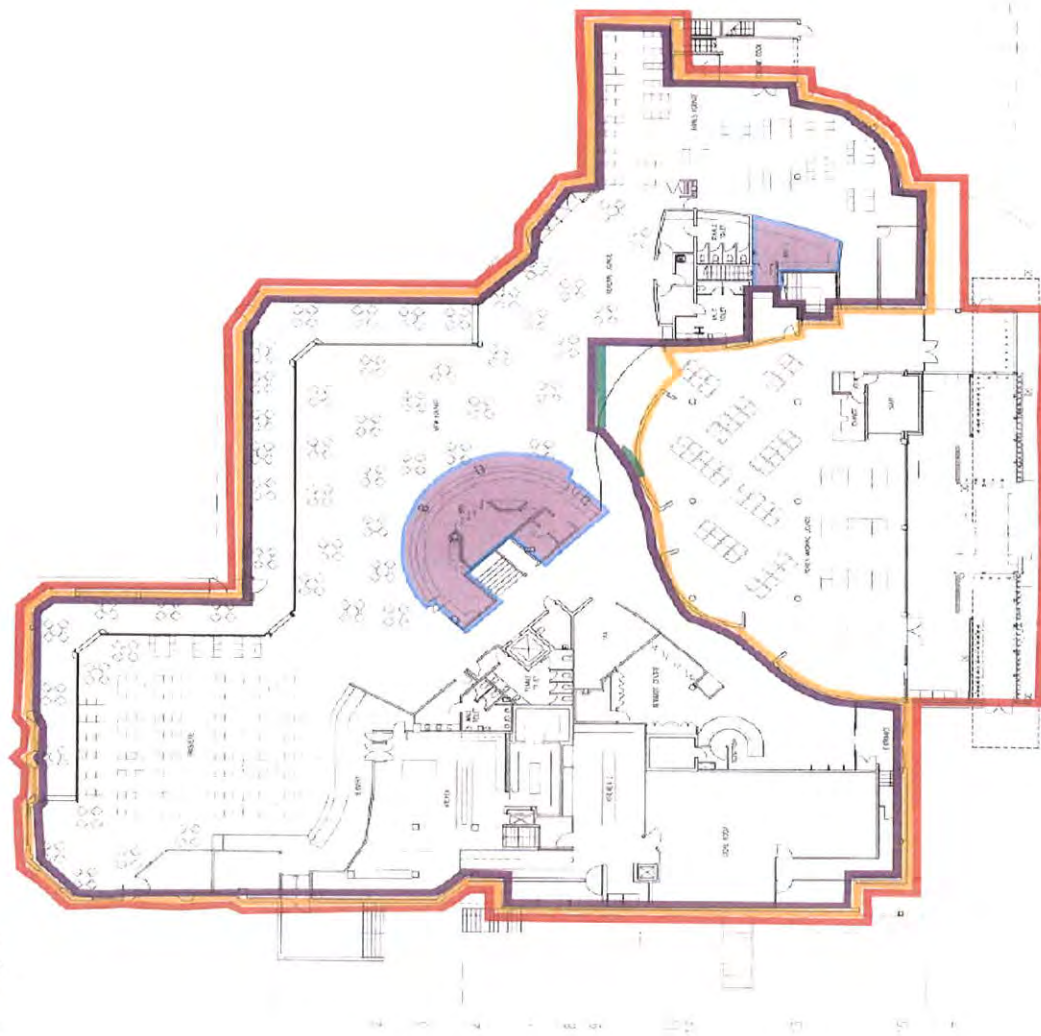
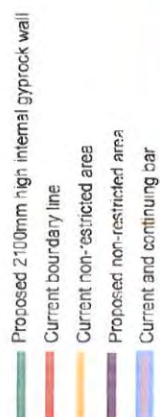
Date 03/12/2012

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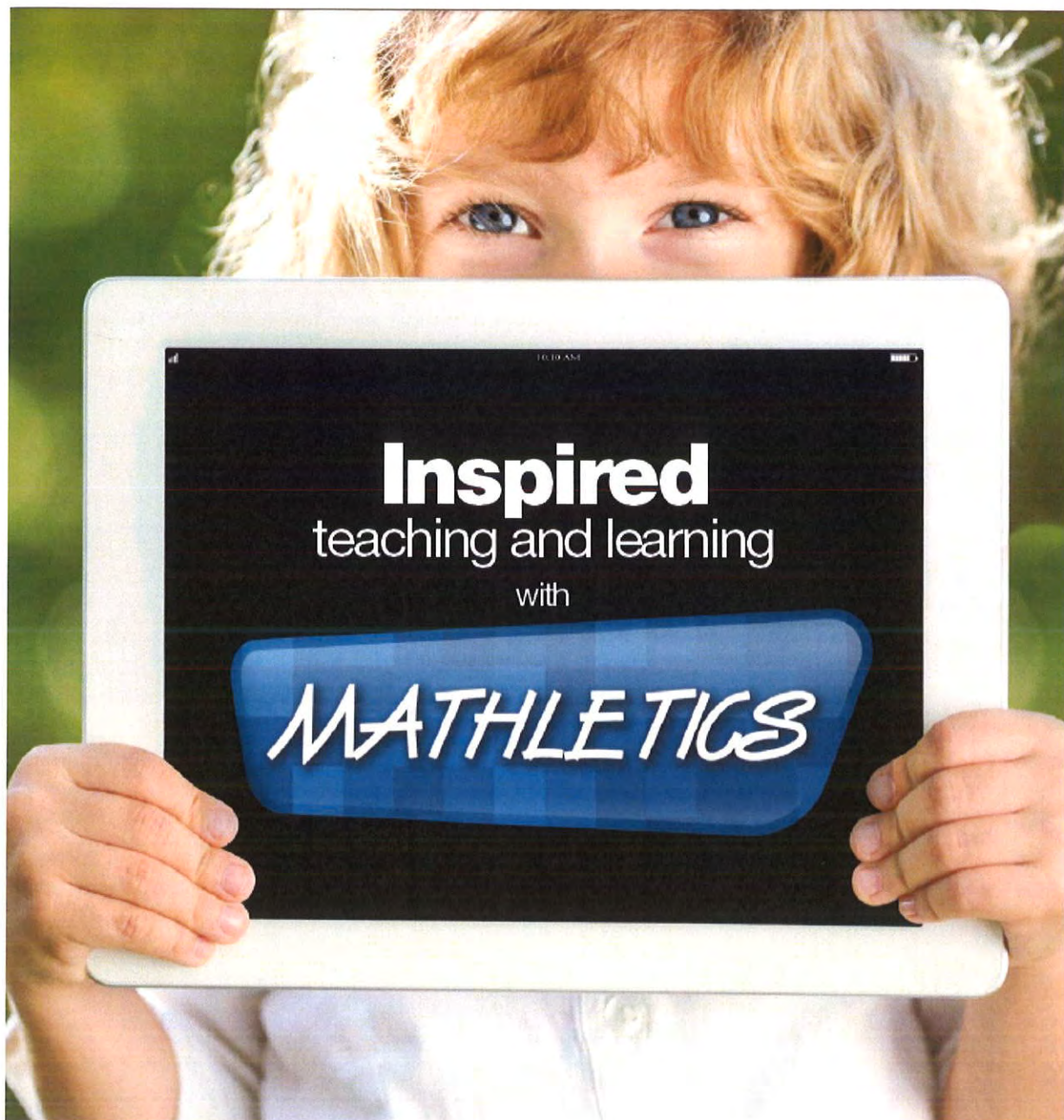


Appendix 6

Inspired Teaching and Learning with Mathletics

Prepared by:

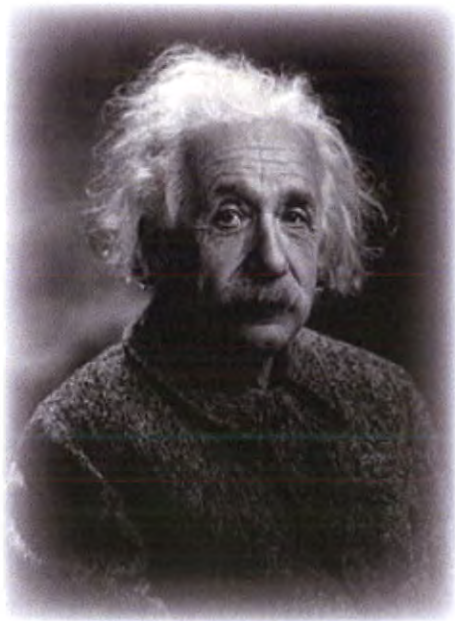
**HATZIS CUSACK
LAWYERS**



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“Pure mathematics is, in its way,
the poetry of logical ideas.”

- *Albert Einstein*

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Our Vision

To make a **'significant contribution'**
to the quality of community life.

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Our Community Project for The Westport Club: “Inspired teaching and learning with Mathletics”

The Westport Club has become known in the Port Macquarie-Hastings region for its contribution to literacy resources, not only in local schools, but most recently with the Port Macquarie Library and Port Macquarie Hastings Council with the launch of the Library Literacy Van.

To further extend our commitment to providing educational resources to the region, The Westport Club is collaborating with 3P Learning, the founders of Mathletics.

The aim of our project is to fund the opportunity to approximately 6,000 students from Kindergarten to Year 10 in the Port Macquarie-Hastings region, to have access to Mathletics.

Mathletics inspires students to learn and improve in mathematics while enabling teachers to easily track their progress through developing levels of competence in activities corresponding to state and national curriculum standards. As student work is corrected immediately, real-time information is available for formative assessments by teachers, better informing their lesson planning and curriculum revision.

In a survey of teachers conducted by 3P Learning in 2012, 96% agreed, Mathletics had been effective in improving student-learning outcomes.



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What is Mathletics?

- Mathletics is the next generation in learning, helping students enjoy maths and achieve outstanding results.
- Mathletics is the worlds most used mathematics website. It is trusted and used by more than 10,000 schools and over 3.5 million students globally.
- Mathletics follows and enhances the State and National curriculum for the delivery of mathematics in schools.
- Mathletics covers all aspects of mathematics. It contains more than 1,000 learning activities for students aged 5 to 18.
- Mathletics responds to a child's individual strengths and weaknesses.
- Students instantly know if they're on the right track and they can improve at their own pace.
- Students can compete in live online competitions where they are challenged and motivated by others within a global community.
- Weekly reports are emailed to teachers/parents.
- For teachers, Mathletics makes real-time formative assessment easier. It helps teachers deliver for effective classes. It is also a wonderful homework tool.



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The Mathletics Website

The Mathletics website offers students a dynamic, exciting learning environment. Students can customise their own workspace and continually enhance it through rewards received as they work through the learning modules.

Teachers also have their own log-in space which offers them a variety of reports and customisation options for each individual student.

The screenshot shows the Mathletics website interface. At the top, there's a navigation bar with links: Home, About, Case Studies, Schools, Purchase, and Sign In. Below this, the main content area is divided into several sections:

- Left Sidebar:** Features a 'Live Stats' section with a world map and 'Mathletics Online' statistics (6,355 users, 193,164,878 total correct answers). It also includes an 'Improvement Analysis' section.
- Top Center:** A banner for 'Australia's most used educational website!' with a 'Why Mathletics' section listing benefits like 'Students love it!', 'Real, tangible improvements in results', and 'Join a worldwide community of more than 3.5 million students and 10,000 schools'. It also mentions 'Covers all State and Australian curriculum' and 'Less than \$2 a week!'. A 'Register Now!' button is present.
- Top Right:** A promotional banner for 'End of financial year special' offering 'Only \$99 for Mathletics AND Spelling!' with a 'PURCHASE' button and 'Offer ends 1 July 2013'.
- Center:** A 'Mathletics Hall of Fame' section displaying a table of top students and classes.
- Bottom Right:** A 'Mathlete of the Week' section featuring a student named Justus D. from Yarrells Prep School, United Kingdom, with a 'PRIZE: Specially Made Trophy'.

At the bottom, there's a footer with links for Terms and Conditions, Privacy Policy, Guides, Careers, and Contact Us, along with the 3P Learning logo.

Rank	Student/Class	Score
1	Aaron H. Team Seaford, SA, Australia	15,600
2	Samuel R. Team AUS, VIC, Australia	15,200
3	Ryan V. Kilmeay Vale Public School, NSW, Australia	10,060
4	Max S. Sylvana Heights Public School, NSW, Australia	11,156
5	Kevin C. Burnbrook School, Auckland, New Zealand	9,720
6	Max R. South Yarrington Intermediate, Wellington, New Zealand	5,730
7	Clifford F. Waipahi School, Taupo, New Zealand	5,417
8	Afonso M. Instituto Simon Bolivar de Toluca, MEX, Mexico	5,400
9	Ekandro S. Deanbrook Junior School, LONDON, United Kingdom	5,230
10	Min L. Trinity Grammar Preparatory School, NSW, Australia	5,214

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Community Project Objectives

- The Westport Club and Mathletics provide free access to the Mathletics online learning platform for children attending participating schools from Kindergarten to Year 10 during the 2014 school year. In 2015 and 2016 a discounted co-funding agreement would be offered.
- Provide teachers with a globally recognised resource;
- To complement school-based numeracy/mathematics programs within the state and national curriculum standards;
- To encourage and inspire children to love learning via the use of technology that helps them become part of the global community;
- To provide an opportunity for children to continue learning outside the classroom;
- To provide training and support to teachers in the delivery of Mathletics;
- To provide accessible and relevant reporting on each individual students progress using Mathletics;
- To create a fun and inspiring mathematics experience through personalised learning and opportunities such as an annual local Mathletics competition;
- To help increase numeracy success amongst students in our region.
- To ensure this project is sustainable for the long-term.



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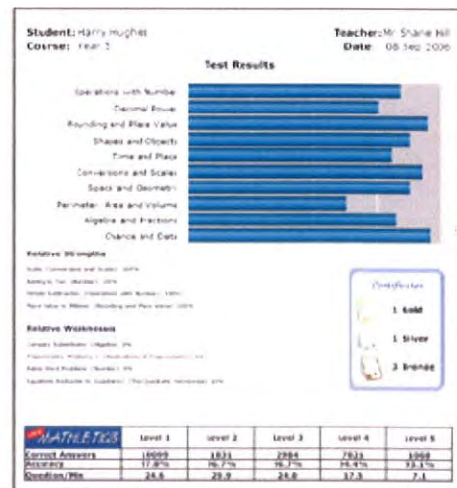
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Teacher Support

Mathletics has seen an increasing trend in the customisation of the program by teachers. Customisations means local curriculum content can be replicated and reinforced by Mathletics. It also means teachers can differentiate according to student achievement levels within one cohort, so students working individually or in groups are working on content that is targeted at the appropriate level for their skills and knowledge.

Included in this project scope is the ongoing training, development and support for teachers/staff facilitated by Mathletics Coaches at The Westport Club.

Online, the Mathletics Teacher Centre gives teachers control. It gives teachers full feedback and results instantly. Individual reports can be generated giving teachers the ability to use the data formatively to assess and respond to the individual needs of their students. The Mathletics Teacher Centre contains many tools to enable true personalised learning.



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Student Support & Engagement

Mathletics enables teachers to set curriculum and track students' progress in real time, so each student is able to work to their individual level.

The game-like environment, and the opportunity to compete for points and certificates keeps the rewards for improving coming, which has a tangible impact on students' engagement in learning.

Every single Mathletics lesson has its own animated walkthroughs - enabling students to take control over their learning. Each support area can be used to introduce a new concept to a class or by students when they encounter a new or difficult problem. Step-by-step instructions explain each concept, using worked examples, which can be repeated until mastery is achieved.

Learning is not a one-off event, but a process that requires repetition, reinforcement and of course, celebration! Gold, Silver and Bronze certificates are awarded, giving pupils an exciting incentive to complete lessons. Students are also awarded points for each correct answer, with the top performers making it on to the global Hall of Fame!



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Student Support & Engagement cont.

As part of it's "Inspired Teaching and Learning with Mathletics" project The Westport Club will host a regional Mathletics Competition with participating schools. Another great opportunity to inspire both students and teachers, to celebrate learning and help improve numeracy in the Port Macquarie-Hastings region.

Qualifying students would be invited to The Westport Club for the "Finals". The competition would be run annually and offer prizes to participating schools such as portable devices (tablets or ipads).

Home Use for Students

The "Inspired Teaching and Learning with Mathletics" project will also enable students to access Mathletics at home. By complementing classroom instruction, Mathletics is useful for parents wanting to better support their children's learning at home. By bringing the curriculum work into the home via the internet, parents are able to engage with their children's learning.

In addition, Mathletics provides a fantastic platform for homework set by teachers.

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Program Branding

The program will be called “Inspired teaching and learning with Mathletics”.

As the program is a joint-initiative between The Westport Club and Mathletics, co-branding of the program should be evident in all forms of marketing communications and public relations.

A standard joint-logo visual identity should be developed to ensure brand consistency for this project.

A tag line of:

“A joint initiative of The Westport Club and Mathletics”

should be adopted and used in all written, visual, electronic and verbal communications. Both The Westport club and Mathletics logo’s should be identifiable on all visual communications.

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Sustainable Funding

Funds allocated from The Westport Club

The "Inspired teaching and learning with Mathletics" program is being viewed over a 3 year period to ensure the programs consistency and longevity.

The program will be free to all schools during the 1st year, with co-funding for the following 2 years (a significant cost reduction for schools).

The Westport Club commits to the following:

- \$60,00 during 2014
- \$40,000 during 2015
- \$20,000 during 2015

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Proposed Project Launch Timing

Term 3 2013

- School engagement and information sessions held for Principals and teachers.

Term 4 2013

- October, November, December 2013, expressions of interest from schools with sign-up by those interested.

Term 4 2013

- A regional Mathletics Competition for all kids from participating schools.
- Teacher education sessions from Mathletics Coaches.

Term 1 2014

- Official launch of the "Inspired teaching and learning with Mathletics" program.
- Activation of of Mathletics in nominated schools.
- Reporting packs and branded certificates supplied to schools

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Measuring Success

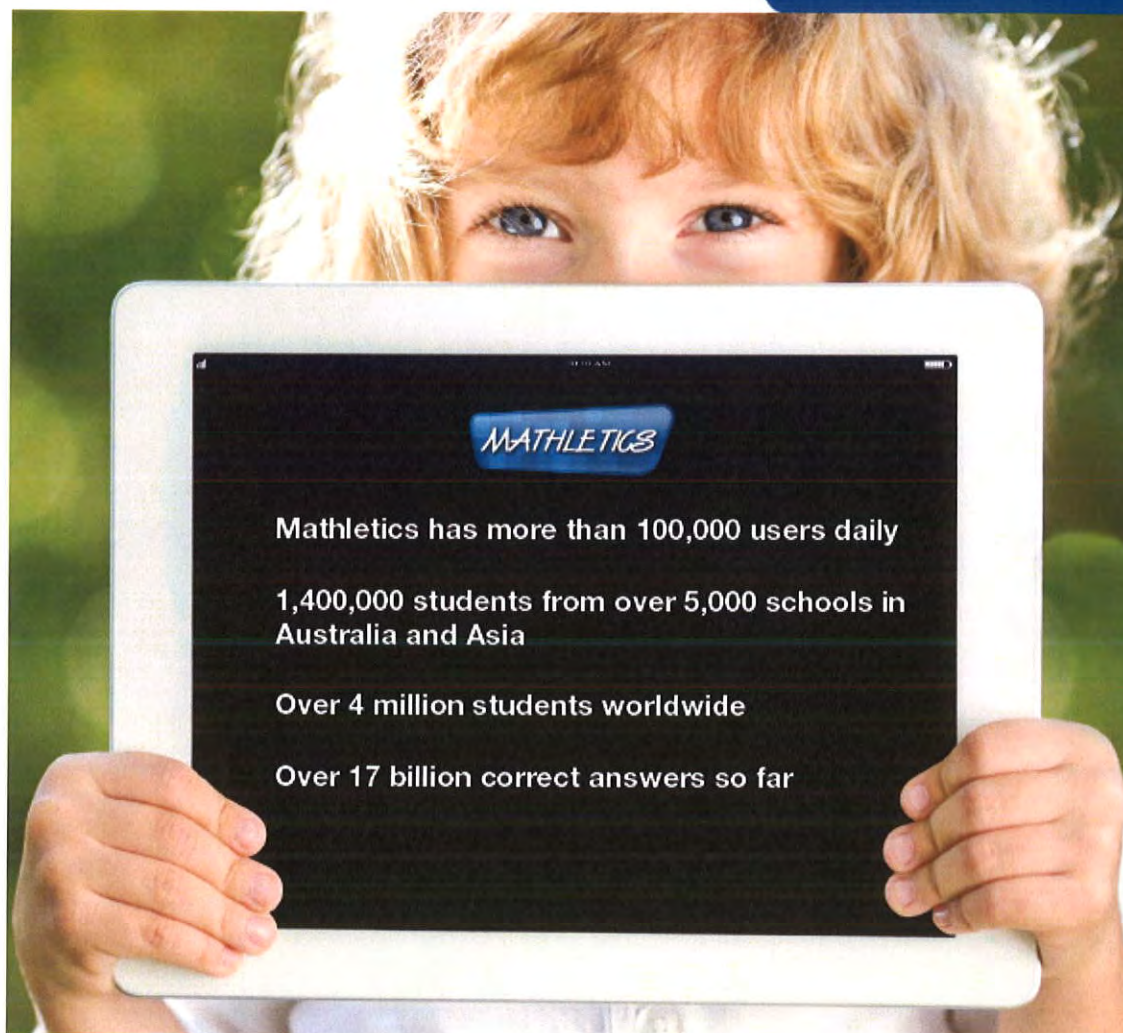
The wonderful reporting tools provided by Mathletics will enable us to track improvements in mathematics at each school and down to the individual student. The benefit of hosting a Mathletics competition in Term 4 2013 before the programs are officially released to the schools, will give us an indication as to the level at which each school is at, as well as each student. Regular reporting will not only be done by each school, but also Mathletics and The Westport Club to keep track of retention and student advancement.

Another critical factor in measuring success will be feedback from teachers, students themselves and parents. The Westport Club commits to obtaining this feedback on a quarterly basis.

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Contact Person

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awestman@westportclub.com.au or phone 6583 1499.

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