



Community Engagement Toolkit

JUNE 2025

Practical steps and tools

Engaging well is the business of everyone in Council. In this section we provide the steps and tools for all teams in Council to use to plan, deliver, report and evaluate engagement.

In preparing these steps and tools, we've taken into account:

- Legislative requirements e.g. Integrated Planning and Reporting under the Local Government Act 1993, and Community Participation Plans under the Environmental Planning and Assessment Act 1978
- International Association for Public Participation's (IAP2) Quality Assurance Standard for Community and Stakeholder Engagement (2015) and the AccountAbility (2015) AA1000 Stakeholder Engagement Standard

We recommend you take the following steps to prepare your engagement activities and use the tools indicated for assistance. Some tools have been embedded in this section, while the larger tools have been attached.



Table 1: Engagement steps and tools

Stage	Engagement	Engagement tools
Plan	Define the project	Community Engagement Plan
	Identify the stakeholders	Stakeholder Map
	Identify the purpose, nature and level of engagement	Impact and Interest Matrix Risk and Opportunity Assessment Community Engagement Plan
Deliver	Deliver the engagement	Engagement tips
Report and evaluate	Report on and evaluate your engagement	Evaluation Framework Reporting checklist

Define the project

Quality engagement starts with good planning. Our approach to engagement should support our project objectives and be included in the Community Engagement Plan we prepare for each project or major decision to be made.

Consider these questions when you commence preparing your engagement activities.



Key questions

- What is the ultimate goal of the plan, project or policy?
- Which aspects of the project, plan or decision can be influenced by members of the community, that is, what is negotiable and not negotiable?
- What is the time available to engage with the community? What project milestones or timeframes do you need to consider in planning your approach to engagement?
- Are there any statutory or legislative requirements or timeframes you need to consider in your approach to engagement?
- What resources (people and items) are required and are these available to you? How will you go about securing these resources?
- Has Council engaged on these or similar issues before? What did we learn last time around? What worked and didn't and what were the issues raised?

Identify the stakeholders

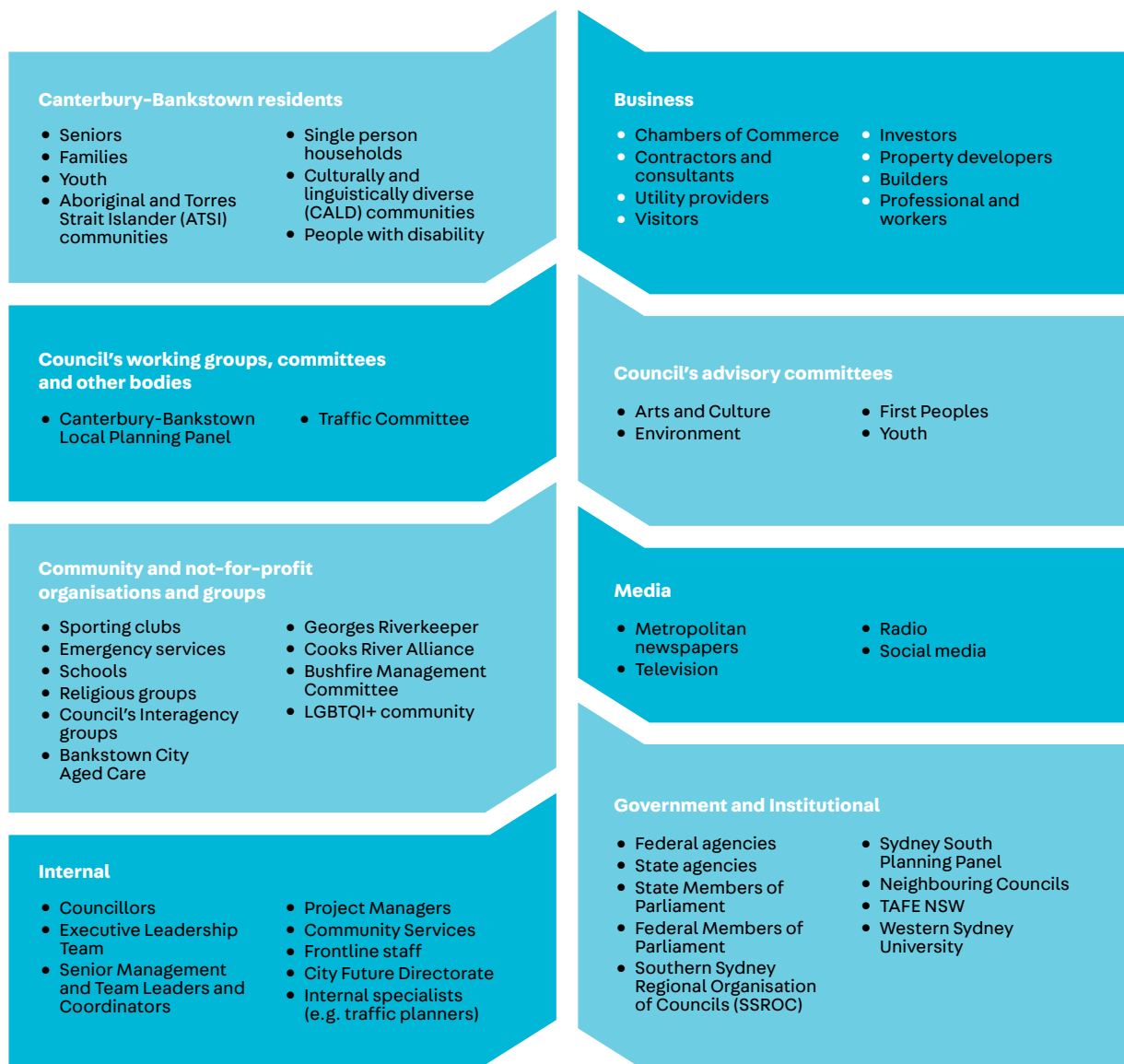
Our stakeholders are those people and groups both inside and outside our organisation who are likely to be impacted by, have an interest in, or can influence our projects, plans or decisions.



Stakeholder Map

The below Stakeholder Map can be a useful tool for identifying the stakeholders that are relevant to your project. It is split into categories that are commonly used in the engagement sector to organise

stakeholder groups. Example groups have been included under each category as a starting point. These include advisory committees proposed, developed and hosted by Council.





Key questions

- Who might be impacted by this project or process? Think about both positive and negative impacts.
- Who might be interested in it?
- Who might have influence over the outcome?
- Whose input do you need to contribute into the process?



Representative samples and deliberative engagement

For some projects, including those affecting the whole LGA, it will be appropriate to engage a representative sample of participants. This means recruiting a random sample of people likely to be impacted by the decision, using key filters (e.g. gender, income, ethnicity, education, age) to mirror the profile of that community. Engagement could take the form of widespread engagement (e.g. a survey) or long and careful consideration/discussion (e.g. deliberative workshops).

Deliberative engagement refers to processes that enable long and careful consideration or discussion. Deliberative engagement is most appropriate for projects involving complex issues, where stakeholders can genuinely influence decisions to be made.

Key principles for successful deliberative engagement include adequate information, sufficient time, representation and the ability to have a high level of influence on decisions (MosaicLab 2025).

Identify the purpose, nature and level of engagement

Once you have mapped your stakeholders, you will need to decide how best to engage them. This will be influenced by factors including:

1. How significantly impacted they are, positively or adversely, by the project or decision to be made
2. How interested they are in the project or decision to be made



Key questions

Factors
affecting
engagement

Guiding questions when mapping stakeholders

Level of impact	Direct impacts: • Do they live/work and/or study close to the project area (if relevant)? • Do they have a lot to lose or gain from the project or decision? • Will the project or decision affect the decisions they are making now or in the future? Indirect impacts: • Are their family members, close friends or members of their social networks likely to be impacted by the outcomes?
Level of interest	• Have they participated in previous engagement or made public statements on the topic or related topics? • Have they shown interest in similar projects or decisions in the past? • Are they invested in the outcome in some way?



Speaking to the groups involved

The above questions can sometimes be hard to answer without speaking to the groups involved. You can speak with your stakeholders while you are developing your engagement approach so that you're aware of:

- Their interests
- Their needs and preferences
- How they like to be engaged

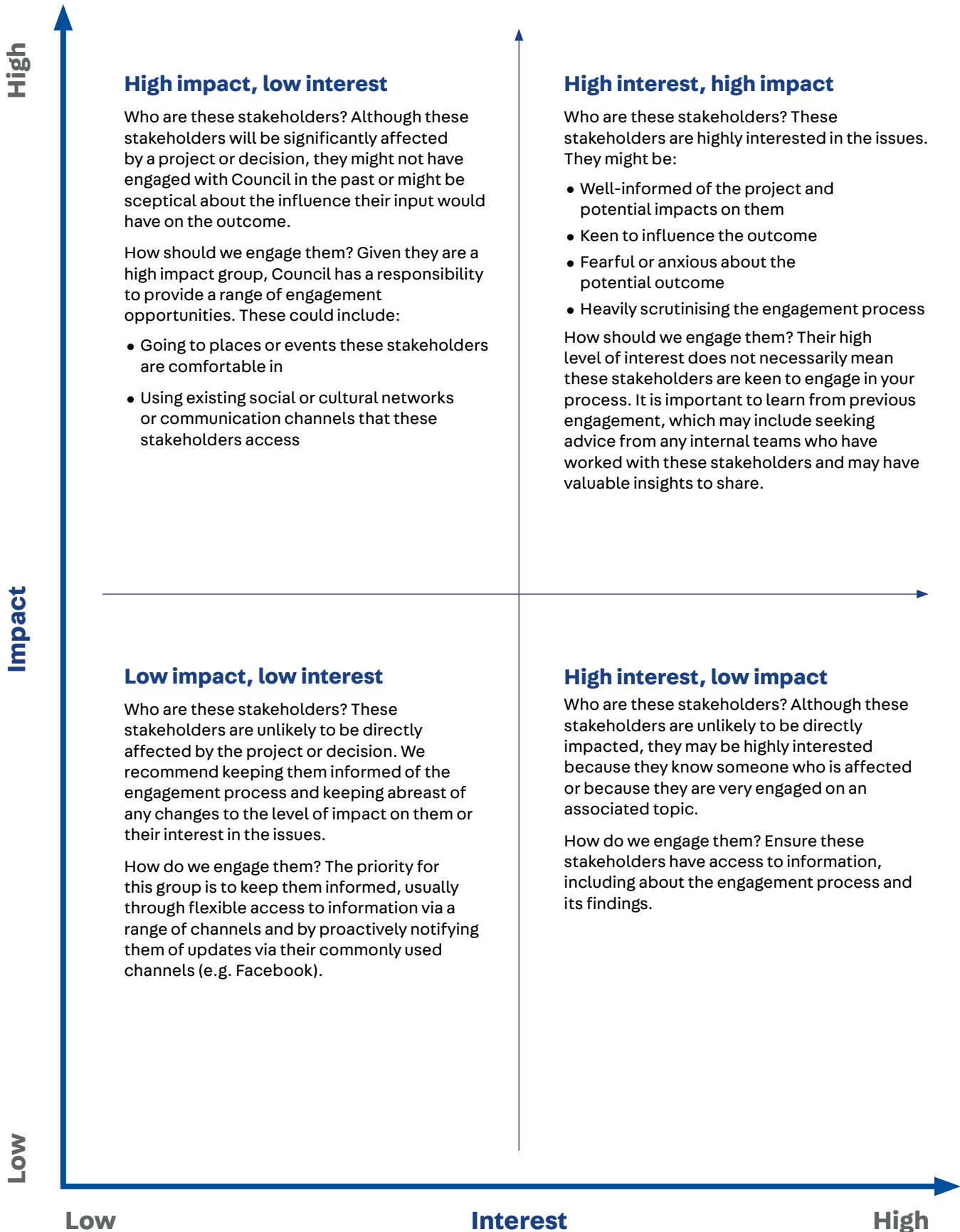
Techniques include:

- **Desktop review** – check out newspaper articles, social media and other sources to see how the same stakeholders have been involved in similar topics
- **Preliminary questionnaire** – target key groups with a simple questionnaire that gathers their thoughts on relevant themes
- **Key informant interviews** – host face-to-face or phone interviews with individuals to discover their key concerns and test your engagement approach



Impact and Interest Matrix

Use the previous questions to help you map each stakeholder on this Impact and Interest Matrix. The version of the matrix below explains the types of stakeholders that could be allocated to each quadrant. A blank version is attached to this document.



You now have all the information you need to complete a stakeholder matrix. We've attached an example as additional tool 2.



Risk and Opportunity Assessment

Now it's time to identify the project's key risks and opportunities from an engagement perspective. The Risk and Opportunity Assessment tool, attached as additional tool 4, will help you do this.

Using your completed Stakeholder Interest and Impact Matrix as a guide, as well as the questions below, identify the key risks and opportunities for the:

- Council
- Plan, project or policy – the decisions to be made
- Stakeholders identified
- Engagement process

Against each item – on a scale from low to high – estimate the likelihood that the risk or opportunity would be realised, as well as how significant the consequences would be. Use these results and the accompanying matrix to determine how significant each item is.



Key questions

- What risks or opportunities may impact on Council's reputation?
- What could keep the project from being completed or the decision from being made?
- What barriers or limitations may there be to the community's ability or capacity to engage? How can we address these?
- What opportunities may there be to ensure we reach as many people as possible and the specific stakeholder groups we have identified as needing to be engaged?
- What could jeopardise the quality and integrity of the engagement tools, activities, content and reporting?

Now that we are aware of the main risks and opportunities, we should ensure that our engagement approach addresses them.



The decision-making process

There are many points at which stakeholders can be engaged during a decision-making process

Define the proposal	Gather information	Establish decision-making criteria	Develop alternatives	Evaluate alternatives	Make decision
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The questions below will help you decide when your stakeholders should be engaged during this process. Some may be engaged more than once. You can see an example below.

Example: Engaging artists on the development of a new arts centre

Define the problem	Gather information	Establish decision-making criteria	Develop alternatives	Evaluate alternatives	Make decision
Artists may initiate definition of problem by presenting audit of facility gaps	Artists consulted via community wide survey about opportunities for the centre	Artists involved in development of criteria to assess options	Artists informed of options developed	Artists involved in assessment of options against criteria	Artists informed of final decision made by Council

You should also consider the level of influence stakeholders can have on the decision and to what extent each stakeholder wants to be engaged. A useful reference for this is the IAP2 Spectrum of Public Participation, summarised below (IAP2, 2018). More information on the Spectrum is included in the Community Engagement Framework.

Increasing impact on the decision					
	Inform	Consult	Involve	Collaborate	Empower
Example techniques	- Factsheets - Letters - Have Your Say website - Media releases	- Focus groups - Surveys - Public comment on Have Your Say website - Pop-up stalls	- Workshops - Deliberative polling	- Advisory committees - Participatory decision-making	- Citizen juries - Ballots - Delegated decisions
Promise to the public	We will keep you informed.	We will keep you informed, listen to acknowledge and concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to insure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.



Key questions

- What is our 'decision statement'; what are we asking our stakeholders to provide input into?
- What is their capacity to assist in the process? For example, would they be more useful in establishing the criteria or developing the alternatives?
- Where do the stakeholders want to be on the IAP2 Spectrum?
- Where do we as Council believe the stakeholders should be on the spectrum

Once you've decided when and how deeply you will engage your stakeholders, you will need to select tools and activities to match.

Examples along the spectrum are provided below, including some techniques that Council have used before. Note that some techniques can sit at different levels on the spectrum depending on how they are used.

	Inform	Consult	Involve	Collaborate	Empower
Example techniques	• Website events • Social media • Direct mail out • Community information sessions	• Website events • Online survey • Advisory group • Community information sessions	• Workshop • Advisory group • Deliberate polling • World cafes	• Workshop • Advisory group • Citizen juries • Deliberative polling • World cafes	• Citizen juries • Deliberative polling



Other techniques

Citizen jury – A process that gathers a randomly selected and demographically representative panel of citizens to carefully examine a complex issue and make recommendations. The jury generally meets multiple times, say on 4-6 occasions, and is provided with detailed and balanced information and presentations by experts.

Deliberative polling – A structured means to foster meaningful deliberation on an issue and measure informed opinion. For example, a workshop where participants vote after considering a balanced range of information.

World cafes – A meeting in an informal cafe-like setting. Participants are split into small groups with a facilitator at each table. After each round, they rotate and build on ideas at other tables, with a whole group discussion at the end. It is useful for complex, contentious topics and for exposing people to other ideas and approaches.



Engagement Action Plan

Now you are ready to complete the Engagement Action Plan below.

The Engagement Action Plan provides an overview of the key activities to be undertaken, who is responsible for undertaking them, timing and status of the activities. This action plan can be revised (e.g. activities added) based on the engagement needs.

Activity	Action	Lead responsibility	Support	Due	Status
	Describe the action here	Identify the lead responsibility	Identify any other teams or team members who will support the engagement process	Due date	Pending Underway Complete On hold
Draft Community Engagement Plan					
Finalise Community Engagement Plan					
Stakeholder database – establishment					
Material requests from project team					
Key messages					
Issues categorisation for reporting					
Communications collateral					
Evaluation Framework					
List your engagement activities					
List your engagement activities					
List your engagement activities					
List your engagement activities					
Engagement report, including evaluation findings					

Deliver the engagement

Once you're ready to engage, the following tips can help ensure we deliver strong engagement. These tips focus on good engagement principles, including some of those we identified in the Community Engagement Framework.



Engagement tips

Engagement principles



Accessible

Tips and key questions

- Speak with stakeholders while you are developing your Community Engagement Plan
- Ask people how they would prefer to participate and cater for this where possible, adapting your methods throughout the process if need be
- Provide opportunities for participants to share their needs, interests and aspirations when delivering your engagement
- Engagement process

- Q.** Do you know your community's needs, interests and aspirations? If not, how can you uncover these?

Q. How are you catering for the different ways people like to engage?

Q. How are you supporting the participation of people who are not confident speaking English, live with disability etc?'



Responsive

- In face-to-face forums, design activities so that participants have the opportunity to both speak and listen to the views of others
- Use active listening, including recapping a summary of what you've heard, to demonstrate that you are genuinely listening
- If you are dealing with high levels of outrage about an issue, select techniques that will help to address and manage conflict. For example, a drop-in session means participants will come and go and helps you manage numbers, compared to a public meeting where everyone arrives and leaves at the same time
- Follow Council's Safety and Wellbeing policies at all times, including at engagement events
- Do not prioritise the engagement process over anyone's safety; if a Council staff member or stakeholder is concerned, ask for assistance and postpone the engagement if need be
- Show respect by providing a timely report back to participants, telling them how their input was captured and used to inform the decision
- Debrief with the team, including what worked and what could be done better

- Q.** How will you ensure stakeholders hear each other's views?

Q. How will you demonstrate that you have heard these different views?

Q. Have you made safety the utmost priority for staff and participants during the engagement process?

Engagement principles

Tips and key questions



Inclusive

- Provide reasonable opportunities for all affected stakeholder groups to be a part of the decision-making process
- Introduce new activities or adapt existing techniques to cater for unanticipated stakeholder groups or issues that may emerge during the process

- Q.** How are you ensuring those affected are a part of the decision-making process?
- Q.** How are you working across Council's teams to ensure that teams with an interest or expertise in the issues are involved in the planning and delivery of the engagement process?



Clear & Consistent

- If you take a clear, consistent approach to engagement then people will begin to rely on it. That reliability can drive trust in the process and engagement framework
- Consistency can save time for you and your audience because everyone knows what to expect and how to participate. Try creating templates and processes that you can repeat
- If you do something once, people may expect you to do it again and again - especially if they liked it! Be conscious of this so you can meet community expectations
- However, don't feel like you have to do the same thing every time at the expense of innovation. Try to 'keep one thing and change another'

- Q.** What can you repeat from other engagement activities that will help the community to develop familiarity with this process?
- Q.** Are you consistently practising Council's engagement principles in your activities?



Embedded

- Think about engagement as a critical step in project planning and delivery, from Council's overarching annual Operational Plan to specific plans, projects and policies. Use Council's Community Engagement Plan to embed engagement from the establishment of your project

- Q.** How are you working to embed community engagement at the start of Council's project planning?

Engagement principles



Educational

Tips and key questions

- Build the skills of members of the community through their participation in your engagement process, for example by involving expert speakers, information review or facilitation training
- Brief internal staff, especially frontline and customer service staff, about your project so that they can respond to simple questions and direct more complex questions to the right place
- Run internal training, if need be, to give your staff the skills they need to deliver your engagement techniques
- Set up efficient processes for information-sharing and approvals so you answer questions quickly

- Q.** Does your team have the skills, knowledge, tools, resources and internal relationships to deliver consistent, quality engagement? If not, how will you address this?
- Q.** Do your engagement activities build knowledge of the issues or new skills amongst members of the community?



Evaluated

- Provide participants and Council staff with an opportunity to provide feedback on the engagement process (e.g. survey)
- Review evaluation results between projects to see how you could improve the experience for stakeholders and your team
- Evaluate your engagement and take the opportunity to make improvements next time. Include the evaluation findings in your reporting

- Q.** Have you asked participants about their engagement experience and applied their feedback to your next planned activities?



Five things you should do when pressed for time

The purpose of this Engagement Toolkit is to provide you with the tools to embed engagement early on in the development of a project, plan or policy. This is best practice. But we acknowledge that, from time to time, despite best efforts, projects and priorities can change and an engagement process may need to be planned or delivered more quickly than originally intended.

In these cases, we recommend you ensure that as far as possible, the engagement process is:

1. **Realistic:** scale the engagement activities to the time available to plan and deliver them and if necessary, review previous engagement activities
2. **Accessible:** focus the engagement process on supporting participation, including the participation of people who are not confident speaking English, live with disability etc
3. **Open & Clear:** be honest with stakeholders about what aspects of the project, plan or policy engagement can influence, that is, clearly state what is negotiable and not negotiable
4. **Inclusive:** work across Council's teams to maximise the amount you can deliver in the time available
5. **Evaluated:** this will provide valuable data on the strengths and weaknesses of working within short timeframes and provide a useful reference point for other teams

Report on and evaluate your engagement

Reporting is an essential part of the engagement process, for Council, the community and other stakeholders. Good reports demonstrate that stakeholders were heard and how their feedback has influenced Council's decision, and if not, why. Engagement reports can also help Council evaluate the engagement process.

Consider: reporting on your engagement

When planning your engagement process, think about the information that decision-makers will need. For example, if decision-makers need data on people's sentiment about an issue, include a statistically-valid survey. If the engagement needs to test a range of urban design or construction options, you could provide online forums or workshops to discuss and seek feedback on the options.

You should know what you are reporting on before you start delivering engagement. What you are reporting on will be influenced by factors including the:

- Project objectives
- Engagement objectives
- Input required from stakeholders in order for the decision to be made
- Need for privacy or the sensitivity of information
- Resources available, including technology and staff
- Legal, regulatory and operational needs of the project

Reporting checklist

No matter the scale of your engagement process, most reports will include the same basic elements. These are described below.

Reporting element

Description and key questions

Check



Executive summary

Summarises the main parts of the report, from introduction – next steps. All information here should appear elsewhere in the report.



- Q.** What are the most important things readers should know about the engagement process and its findings?

Reporting element

Description and key questions

Check



Introduction and decision context

Provides an overview of the project, plan or policy context, why the engagement was undertaken, what information stakeholders were provided, what they were asked and how.



- Q. What were the project objectives or decisions to be made?
- Q. What are the key aspects of the project, plan or policy that the reader needs to be aware of?
- Q. What was the purpose of the engagement?
- Q. What was the context for engagement? Why did we engage?
- Q. Which participation levels on the IAP2 Spectrum did we engage at?
- Q. Over what time period did the engagement occur?
- Q. Who ran the engagement? Were there partners, other organisations or consultants involved in the engagement process?
- Q. Which types or groups of stakeholders were engaged? How did we identify these groups or individuals?
- Q. How many people were engaged?
- Q. Which engagement tools and activities were used and why?
- Q. What information were people provided with and how?
- Q. What are the objectives of this report?



Stakeholder feedback

Presents the key or recurring feedback from stakeholders. You might organise this by issues or themes or make overarching comments. If you've collected quantitative data, you can include graphs and charts. Breakout quotes, photos of activities and other materials completed by participants will make your report more interesting.



- Q. What were the key findings that related directly to the project objectives or decision to be made?
- Q. What input did we receive from each medium and/or stakeholder group?
- Q. Are we photographing engagement events and including exercises that produce non-written materials, which we could include in our report?

Reporting element

Description and key questions

Check



Engagement evaluation

Provides an overview of participant feedback on the engagement process. Include these results in your report.



- Q.** What were stakeholders' views on their experience? Did they receive information that enabled them to understand the decisions to be made and the role of the engagement process? Did they have adequate time to raise their views? Were their views listened to?
- Q.** How likely were stakeholders to recommend that their friends or family participate in such a process?
- Q.** Did participants have a better understanding of the project following the engagement? Was information easy to understand?
- Q.** Are participants confident that their feedback will be considered in decision-making?



How feedback has been considered

Demonstrates how feedback has been considered and in what way it has informed the project or final decision. Set stakeholder expectations about the project, moving forward.



- Q.** How has stakeholder feedback informed the decisions made? Where findings have not informed our decisions, why is that?



Next steps

Outlines the next steps and timelines for the project, including any further engagement.



Appendices

Includes public-facing documents distributed during the engagement process (e.g. newsletters, website content, surveys).





Evaluation Framework

It is good practice to evaluate the engagement process so you can learn from your experiences and assess the impact of your engagement. This will involve collecting evidence and reflecting on the process.

Benefits of evaluation include:

- Assistance with planning: evaluation helps you focus on what you want to achieve, how you will achieve it and how you will know if you have been successful
- Evidence of impact: evaluation can help measure the value and benefits of your activity and provides a record of your achievements
- Value for money: evaluation helps to demonstrate whether your project was good value for money
- Lessons: evaluation generates learnings that can be shared with others across Council and inform future activities

In order to evaluate the effectiveness of an engagement process, we need to know not only what occurred (e.g. the number of activities hosted or people involved) but also other things, like:

- The resourcing input
- The outcomes of those activities
- The impact those engagement findings had on the project or the decision
- You can find an example Evaluation Framework attached as additional tool 5

Community engagement

Additional tools

In this section there are questions and tools to support each of the steps in planning and delivering your engagement.

Consider printing these off and placing them in your team area for easy reference.



Additional tool 1

Engagement summary

1 Define the project

Key questions

- What is the ultimate goal of the project, plan or policy?
- What elements of this work can be influenced by members of the community; that is, what is negotiable and not negotiable?
- What time is available to engage with the community? What project milestones or timeframes do you need to consider in planning your approach to engagement?
- Are there any statutory or legislative requirements or timeframes that you need to consider in your approach to engagement?
- What resources (people and items) are required and are these available to you? How will you go about securing these resources?
- Has Council engaged on these or similar issues before? What did we learn last time around – what worked and what didn't – and were there any issues raised?

2 Identify the stakeholders

Key questions

- Who might be impacted by this project, plan or policy?
- Who might be interested in it?
- Who might have influence over the outcome?
- Whose input do you need in the engagement process?

3 Identify the purpose, nature and level of engagement

Key questions

- How will you design the engagement so that stakeholders have the opportunity to hear each other's views?
- How will you demonstrate that you have heard and considered their input?
- Do you know your community's needs, interests and aspirations? If not, how can you learn more about these?
- How are you catering for the different ways people like to engage?
- How are you ensuring those most impacted by the project, plan or policy are adequately engaged?

4 Deliver the engagement

Key questions

- Are you providing all the information you can?
- Does your team have the skills, knowledge and internal relationships to deliver consistent, quality engagement?
- Have you made safety the utmost priority for staff and participants?

5 Evaluate, report and improve your approach

Key questions

- What were the project objectives or decisions to be made and the purpose of engagement?
- What was the context for engagement? Why did we engage?
- Which participation levels on the IAP2 Spectrum did we engage at?
- When did the engagement occur?
- Who ran the engagement?
- Which types or groups of stakeholders were engaged?
- How many people were engaged?
- Which engagement tools and activities did we use and why?
- What information were people provided with and how?
- What were the key findings relating to the project objectives or decision to be made?
- What feedback did participants have on the engagement process? Do they now have a better understanding of the project? How likely are they to recommend participating in future Council engagement processes to others?
- Are participants confident their feedback will be considered?
- How were the engagement findings used to influence the project or decision to be made?
- What happens next in this project and will there be another opportunity for stakeholders to have their say?
- What are your learnings from this engagement and how will you use them to improve future engagements?

Additional tool 2

Stakeholder matrix

Example project

Stakeholder category	Stakeholders	Issues of interest	Key messages	Impact	Interest	Engagement techniques
For example: Residents, community groups, local businesses, local media	For example: Residents of Church Street and surrounding streets, Canterbury Public School, Chamber of Commerce, Council staff, NSW Department of Planning and Environment, Canterbury - Bankstown Express	For example: Construction impacts (noise, dust and traffic movements), potential for shared use, disruption to nearby business operations, impact on other Council work nearby, planning approval, community benefits and impacts	For example: The shared path will improve safety for children riding bikes to school, bring health benefits, we will be considering your ideas for improving cycle connections beyond Church Street, construction impacts will be mitigated	For example: Low, moderate, high	For example: Low, moderate, high	For example: Direct mail out, focus group discussion, social media updates

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Stakeholder category	Stakeholders	Issues of interest	Key messages	Impact	Interest	Engagement techniques

Additional tool 3 Stakeholder Map



Stakeholder Map

Below is an additional stakeholder tool, the Stakeholder Map, which can be useful for identifying the stakeholders that are relevant to your project. It is split into categories that are commonly used in the engagement sector to organise stakeholder

groups. Example groups have been included under each category as a starting point. These include committees proposed by Council as part of its new Advisory Committee Structure.

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Canterbury-Bankstown residents	Business
Council's working groups, committees and other bodies	Council's advisory committees
Community and not-for-profit organisations and groups	Media
Internal	Government and Institutional

Additional tool 4

Risk and opportunity assessment

Risks/ opportunities	Likelihood (low, mid, high)	Consequence (low, mid, high)	Significance (low, mid, high)	Strategy to address
For the Council and/or community				
Engagement process does not adequately involve those stakeholders who are likely to be most impacted by decisions or are hard-to-reach.	Mid	Mid	Mid	Ensure engagement is based on rigorous stakeholder mapping and a thorough understanding of stakeholder impacts and interest. Design the engagement process to cater for a range of stakeholder needs and preferences in how people want to be engaged (e.g. language, abilities, access).
Engagement process lacks integrity, e.g. the way that feedback has informed decisions is not adequately reported.	Low	High	Mid	'Close the loop' by reporting on the ways in which input received influenced the decision, including why or why not.
For the project				
Engagement process or line of inquiry is not aligned with the main decisions to be made.	Low	High	Mid	Be clear from the beginning, and throughout the engagement process, the decisions to be made and the issues that are negotiable and not negotiable.

Risks/ opportunities	Likelihood (low, mid, high)	Consequence (low, mid, high)	Significance (low, mid, high)	Strategy to address
For the engagement process				
Lack of clarity on issues that are negotiable and non-negotiable.	Mid	High	High	Establish an effective working relationship and information sharing between members of the team working on engagement and those focused on the project, plan or policy. Work together to clearly define and agree on the parameters for influence and communicate these to stakeholders.
Engagement fatigue or cynicism of the influence the engagement process will have on decisions.	Mid	Mid	Mid	Clearly communicate the issues that are negotiable or not at the beginning of, and throughout, the engagement process. Keep aware of other engagement processes that are taking place across Council or other parts of government on similar issues. Consolidate efforts where possible to save resources and avoid duplicated effort.
Unrepresentative feedback-lack of interest or stakeholder engagement process does not have a sufficiently broad reach.	Low	Mid	Mid	Reach out to people: attend existing community events or work through social or cultural networks to involve people. Don't rely on people coming to you.
Engagement content overly technical and complex, failing to attract interest and broad engagement.	Low	Mid	Low	Design engagement content to be image and ideas-rich to encourage engagement.

Significance matrix

Risks/opportunities			
Low			
Mid			
High			

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Risks/ opportunities	Likelihood (low, mid, high)	Consequence (low, mid, high)	Significance (low, mid, high)	Strategy to address
For the Council and/or community				
For the project				

Risks/ opportunities	Likelihood (low, mid, high)	Consequence (low, mid, high)	Significance (low, mid, high)	Strategy to address
For the Council and/or community				

Significance matrix

Risks/opportunities			
Low			
Mid			
High			

Additional tool 5

Evaluation Framework

Example project

Engagement principle/s	Engagement goal	Indicator – Input	Indicator – output	Indicator – outcome	Indicator – impact
Accessible & Inclusive Our engagement provides members of the community with multiple opportunities to get involved, in ways that are socially and culturally appropriate. Engagement is also designed and delivered by a range of teams within Council, drawing on their existing networks and relationships. There is no “one size fits all” approach.	For example: The engagement program includes a number of opportunities to get involved, including face- to-face (e.g. at community festivals) and online (e.g. online survey). Engagement interacts with “hard to reach” members of the community (e.g. by running focus groups through existing cultural networks). Engagement is designed and delivered by a cross-disciplinary Council team, drawing on their relationships with various parts of our community.	For example: Number of engagement activities run Involvement of staff from across Council in designing and delivering engagement Data sources: Community Engagement Plan Meeting notes and actions Log of engagement activities.	For example: Number of activities that encourage the participation of people in targeted geographic and demographic segments The participants are satisfied with their experience of being engaged Data source: Community Engagement Plan Evaluation forms	For example: A mix of people participate in the engagement activities, including hard-to-reach groups Data source: Demographic details captured through engagement tools and activities	For example: Input from a mix of people are considered in the and/ or reflected in the decision to be made Data collection: Analysis of Engagement Report outputs against final decision

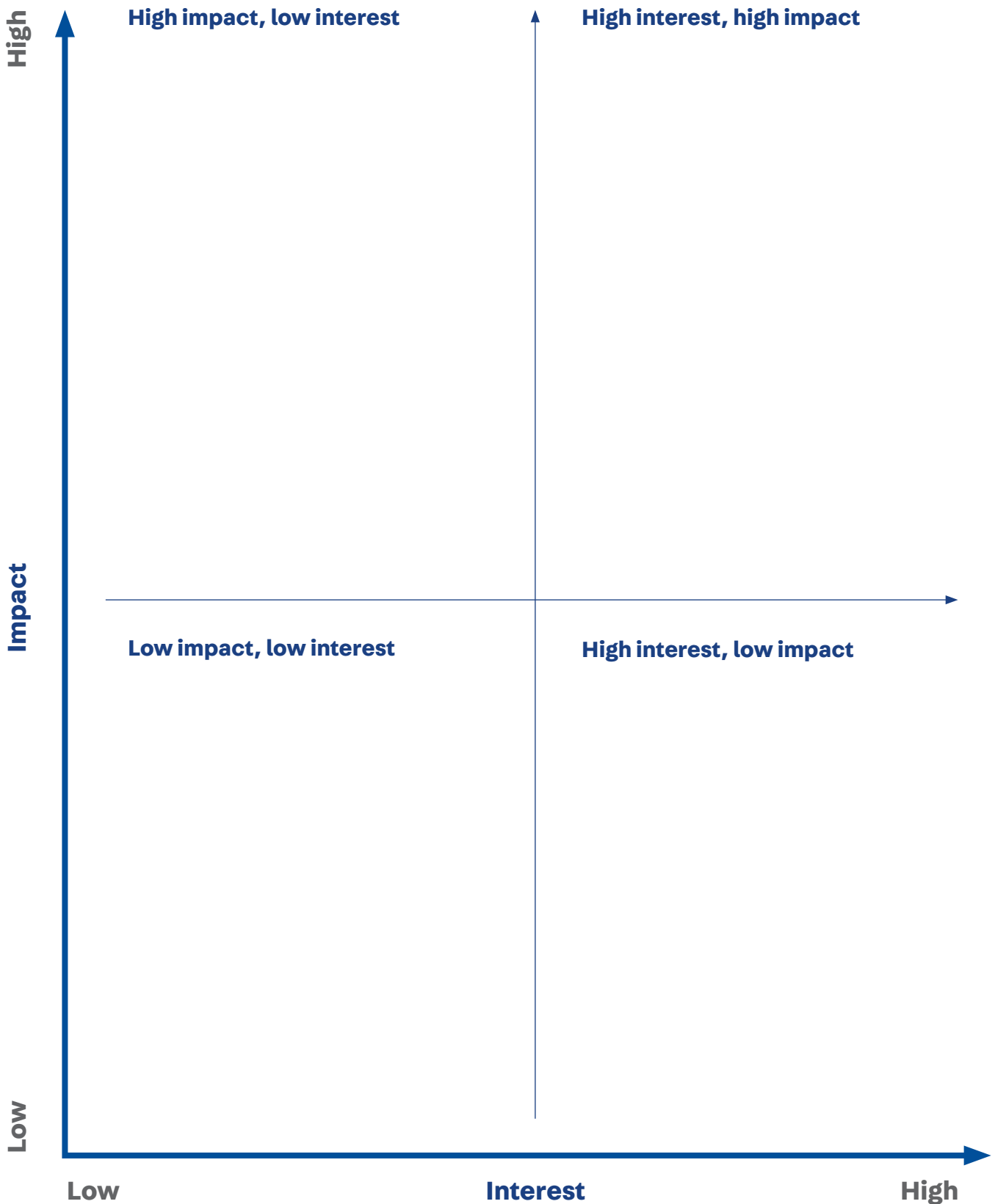
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Indicator – impact		
Indicator – outcome		
Indicator – output		
Indicator – input		
Engagement goal		
Engagement principle/s		

Additional tool 6

Impact and Interest Matrix

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References and Resources

AccountAbility (2015) AA1000 Stakeholder Engagement Standard 2015, available at: <https://www.accountability.org/>

IAP2 (2014) Community Engagement Model, available at <https://iap2.org.au/>

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