



Adelaide Central Market Authority

QUARTERLY UPDATE

April 2023



Our **MARKET.**

Financial Reporting - March 2023

	2022-23 YTD Actuals	2022-23 YTD Budget	Variance	Full Year 2022-23 Budget	2022-23 Q1 Review	2022-23 Q2 Review	2022-23 Q3 Review	Variance
	'000	'000	'000	'000	'000	'000	'000	'000
Income								
User Charges	3,479	3,233	246	4,311	4,311	4,311	4,311	-
Other Revenue	39	49	(10)	66	66	66	66	-
Total Income	3,518	3,283	236	4,377	4,377	4,377	4,377	-
Expenditure								
Employee Costs	819	874	55	1,192	1,192	1,192	1,192	-
Materials, Contracts & Other Expenses	2,609	2,700	91	3,600	3,600	3,600	3,600	-
Depreciation, Amortisation & Impairment	29	-	(29)	-	-	-	-	-
Finance Costs	(0)	2	2	2	2	2	2	-
Total Expenditure	3,457	3,575	118	4,794	4,794	4,794	4,794	-
Operating Surplus / (Deficit)	62	(293)	354	(417)	(417)	(417)	(417)	-

Commentary:

- Leasing occupancy rate at 98% YTD 22/23 has contributed to favourable income user charges
- Total expenditure remains on Budget and is dependent on electricity costs remaining stable for the final quarter of the year

Debtors Summary

Financial Year	Total Arrears	Current	%	30 Days	%	60 Days	%	90+ Days	%
2022/23	\$ 9,048	\$ 6,693	74%	\$ 2,990	33%	\$ -	0%	-\$ 635	-7%

Leasing Update

JANUARY TO MARCH LEASING

Total number of Market stalls is 73

Occupancy as at 31 March 2023 is 98%

Renewals	5
New	0
Assignments	0
Holdovers	1
Vacancies (Stall 12 being held for popups and stall upgrades)	1

Strategic Actions

Mar-23

Strategic Actions	On-Track	Needs Attention	Off-Track	Completed
OUR CUSTOMERS	1	2	0	8
OUR TRADERS	3	0	0	5
OUR BUSINESS	2	0	1	6
OUR COMMUNITY	3	0	0	3
OUR INFRASTRUCTURE	4	2	1	0
	13	4	2	22

Commentary for Off-Track Strategic Actions:

- Our Business: work with CoA Finance to update ACMA long term financial plan for operations
- Our Infrastructure: Investigate new lease administration software – delayed to 2023/24 to align with project funding

ACMA HIGHLIGHTS Q3

DELIVERED:

January 2023	STRATEGIC PILLAR ACMA/CoA
Saturday Market Day program continued, with free family activities running every week. The free program includes live music every Friday and Saturday, kids activities and face painting every Saturday morning.	Our Customers/ Thriving Communities
Lunar New Year Celebrations – in Market installations and free kids activities.	Our Community/ Dynamic City Culture
Launch of Brain Food new free teachers’ resource for visiting school groups. The resource was co-developed with a secondary and primary teacher to suit the Australian Curriculum and cover themes including art & culture, sustainability, food & nutrition and entrepreneurship (refer appendix).	Our Community/ Dynamic City Culture
British chef, restaurateur and author Yotam Ottolenghi visit. Coverage included Channel 10 and The Advertiser and combined organic Market social reach of over 60k.	Our Community/ Dynamic City Culture
Traders Association Group (TAG) meeting held 12 January with a focus on Christmas Trading feedback and confirm Easter trading hours for 2023.	Our Traders/ Strong Economies
February 2023	STRATEGIC PILLAR ACMA/CoA
Ongoing delivery of Producer in Residence program. February featured Flinders Gin, a small batch distillery from Quorn in the Flinders Ranges that produce artisan gin using sustainably sourced native ingredients.	Our Customers/ Thriving Communities
Market signage was updated at main entrances, with new ‘Central Market’ signs and an additional ‘Toilets’ wayfinding sign at the Gouger Eastern roadway entrance.	Our Business/ Strong Economies
Trader Representative Committee (TRC) meeting held 2 February with focus on trader groups review, priorities for Business Plan 2023/24 and road closures	Our Traders/ Strong Economies



ACMA HIGHLIGHTS Q3

DELIVERED:

March 2023	STRATEGIC PILLAR ACMA/CoA
Fringe preview shows and pop-up performances included the Soweto Gospel Choir, Choir of Man, Whitney: I Wanna Dance with Somebody, The Twins Trip street performers.	Our Customer/ Thriving Communities
International Women's Day - partner event with Smelly Cheese Co and a social media video showcasing female Market traders.	Our Community/ Dynamic City Culture
Sauce Day Event was held on Saturday 18 March, a cultural event celebrating Italian food and culture, incorporating traditional Italian sauce making.	Our Community/ Dynamic City Culture
SA Country Women's Association Scone Pop-Up was held on 24 & 25 March, with their freshly made scones, jars of homemade jam and scone mix. Organic social reach of 94k.	Our Community/ Dynamic City Culture
The African Women's Federation of SA presented A Taste from the African Kitchen with cooking demonstrations and tastings from Ghana, South Sudan, Liberia and Ethiopia and three dance performances by the dance group Suns of Africa.	Our Community/ Dynamic City Culture
ACMA retail support to traders including independent professional advice to improve stall merchandising and appearance.	Our Traders/ Strong Economies



HIGHLIGHTS Q3

March – Sauce Day resulted in strong media value and significant increase in visitation



HIGHLIGHTS Q3 cont.

Yotam Ottolenghi Visit
- January



Total organic Market social reach of over 60k

Fringe performances - March



UPCOMING QUARTER

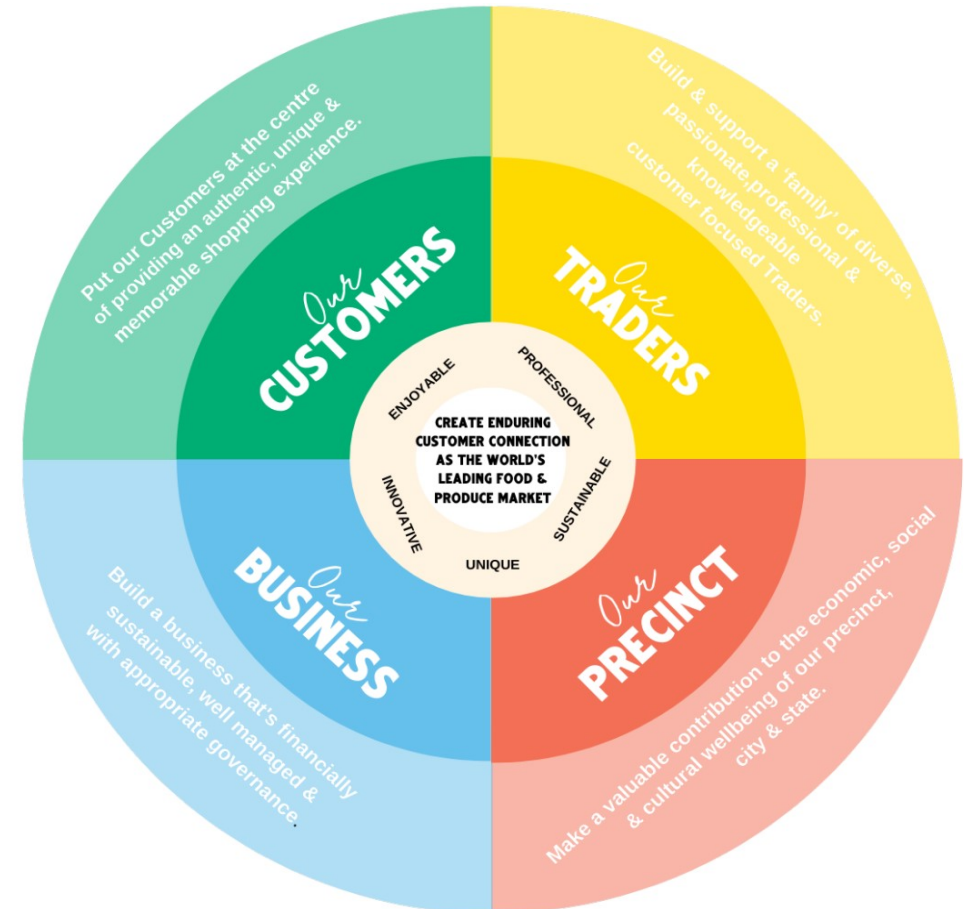
- Major project milestone with reconfiguration of Upark Central Market and significant customer communications and customer service delivery
- Deliver Easter program including marketing, in Market activities and operational schedule
- New trader 'Smiley's' scheduled to open mid April 2023 in Stall 11
- Deliver school holiday program including Market Trail and Little Market Chefs
- Deliver Tasting Australia associated event program including a ticketed self guided tour, live music and kids cooking
- History Festival Tours
- Reconciliation Week
- Winter Weekends – Grote St frontage

OBJECTIVES AND PURPOSE ACMA Charter 2022

2.4 Objects and Purposes

The Authority is established as a management and marketing entity to:

- 2.4.1 ensure the management and operation of the Market in accordance with the:
- 2.4.1.1 Charter;
 - 2.4.1.2 Council's Strategic Plan; and
 - 2.4.1.3 Headlease; and, to the extent of any inconsistency, the order of precedence for interpretation for the purposes of such management and operation must be first this Charter, second the Council's Strategic Plan, and third the Headlease;
- 2.4.2 be responsible for maintaining and enhancing the iconic standing of the Market for the benefit of all stakeholders;
- 2.4.3 be responsible for encouraging the use of the Market by South Australian residents, visitors and the community in general and for the Market being recognised locally and internationally as a leading, vibrant, diverse and unique fresh produce market community that is commercially sustainable for Market sub-lessees and/or licensees and the Corporation of the City of Adelaide;
- 2.4.4 contribute to the development of the wider market district; and
- 2.4.5 be financially self-sufficient in terms of its operations.



UPDATED ACM PROGRAM:

Brain Food – a guide to student visits to the Adelaide Central Market

New educational resources were developed as a teachers resource for schools visiting on excursion. The resources were co-developed with a secondary and primary teacher to suit the Australian Curriculum and cover themes including art & culture, sustainability, food & nutrition and entrepreneurship.



TEACHERS' RESOURCE KIT

WHAT IS IN THIS KIT?

The information, resources and materials provided in this kit will help to make your visit to the Adelaide Central Market an enjoyable and education experience.

WHAT THEMES ARE COVERED?

The four themes covered include:

1. Art and Culture
2. Sustainability
3. Entrepreneurship
4. Food and Nutrition

WHO IS THIS KIT FOR?

The material in this kit has been developed for both **Primary** and **Secondary** school students and a guide has been provided for each topic. Each topic can be adapted to suit the year level required.

WHAT ARE THE LEARNING OUTCOMES?

The themes cover learning outcomes in the Australian Curriculum including The Arts, Humanities and Social Sciences, Languages, English Science, Mathematics, Health & Physical Education.

General Capabilities include Literacy, Ethical Understanding, Numeracy, Intercultural Understanding, Critical & Creative Thinking, Personal & Social Capability.

Cross-Curricular priorities cover Sustainability, and Aboriginal and Torres Strait Islander Histories and Cultures and Australia's Engagement with Asia.

Teachers can use the icons to help plan activities at the Market and upon return to the classroom.

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TEACHERS' RESOURCE KIT

TIPS FOR YOUR VISIT

- Ensure you use our [online form](#) to request a visit.
- Schedule your school visit on a **Tuesday, Wednesday or Thursday**. School visits are not permitted on Fridays as our Market is extremely busy and we don't want your experience at the Market to be rushed. Please note Wednesday is an optional day and not all stalls will be open.
- Come equipped with a map. [Download your map](#) in advance to help plan your visit and navigate your way around the Market, noting the toilet facilities.
- Teachers and guardians are responsible for the safety and behaviour of their group of students. We ask that at least one teacher or guardian for every six students to be allocated to the group to ensure the safety of the students and to allow for adequate supervision. Ensure that your group is split up accordingly around the Market to allow for easy access.
- Please be respectful of our Traders' time and business. We ask that you ensure your group does not obstruct our traders' displays and allow customers to continue shopping.
- The Adelaide Central Market does not provide food tastings or a guided tour.
- Any gathering (ie for student briefing, recess or lunch) should not occur in the Market. Tarntanyangga / Victoria Square is a suitable and convenient location. With limited seating we ask that school groups do not sit in the communal dining areas - these are reserved for customers dining in the surrounding cafes.

ANY QUESTIONS?

Please visit our friendly team at The Market Stall at the southern end of the Market with any questions you may have once you arrive.

FEEDBACK

Please email us at admin@adelaidecentralmarket.com and let us know how you enjoyed your visit and which resources you found useful.

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TEACHERS' RESOURCE KIT

A guide to student visits to the Adelaide Central Market

THE ADELAIDE CENTRAL MARKET ACKNOWLEDGES THE KAURNA PEOPLE AS THE TRADITIONAL OWNERS OF THE COUNTRY WHERE THE CITY OF ADELAIDE IS SITUATED TODAY, AND PAYS ITS RESPECT TO ELDERS PAST AND PRESENT.

UPDATED ACM PROGRAM:

Brain Food – a guide to student visits to the Adelaide Central Market



ART & CULTURE

Learning outcomes



Aboriginal & Torres Strait Islander Histories & Cultures



Critical & Creative Thinking



Intercultural Understanding



Personal & Social Capabilities

MURALS

EARLY PRIMARY

After looking at [the murals](#), write/draw the shapes and colours that you see.

Teachers: [Click here to download](#) a copy of Shane Cook's mural to colour in!

PRIMARY

Write three sentences explaining how the flavour of the Market has been captured in one of the murals. (Use art words: line, shape, tone, texture, colour, movement, balance, form)

UPPER PRIMARY

What's your school culture?

Find and document the murals inside the Adelaide Central Market.

- What is the culture at your school?
- What are your school values?
- How could you capture these qualities in a mural?
- Find a blank wall at your school and photograph it. Measure the dimensions and draw a scale version digitally or on paper. Sketch ideas for a colourful mural that would liven the space and represent the essence of your school.

SECONDARY

Visit the mural by Shane Cook (Wulli Wulli and Guwa (Koa) descendant) at the Gouger Street entrance.

- What do you think the circles and colours represent?
- Why is this entrance feature an important statement by the Adelaide Central Market?
- Would a different location change the meaning?
- Are there any other significant entrance features in the precinct?

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ART & CULTURE

SLICE OF PIE

PRIMARY / SECONDARY

Design a piece of furniture for the Adelaide Central Market. Use the 'slice of pie' seat in front of Lucinda Penn's mural 'I think the Colours of the Market' as inspiration, located at the eastern Gouger Street entrance. Look around the Market and select a piece of food that could be turned into a seat or bench. Make a scale model from materials at your school (cardboard, wire, plasticine, clay etc). Where would you locate this seat in the Market? [Click here](#) to view the working drawing by designer Johnnie Haratzis.

ART TRAIL

UPPER PRIMARY / LOWER SECONDARY

Go on an art hunt around the Market, (hint: including footpaths). Document the kinds of art that you see. Can you find any sculptures, floor art, 2D or 3D? What about inside the stalls? Why is art and culture important to the Market's community?

FOOD & ART TRAIL

EARLY PRIMARY

Visit the murals 'I think the colours of the Market' (South East corner) and Market Daydream (North West corner) and document the different foods you see in each mural. Go on a hunt around the Market to find each of the foods and tick them off your list. Name a recipe that might include each of the foods!

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UPDATED ACM PROGRAM:

Brain Food – a guide to student visits to the Adelaide Central Market



ENTREPRENEURSHIP

Learning outcomes



Numeracy



Critical & Creative Thinking



Ethical Understanding



Personal & Social Capabilities



Literacy

STARTING A BUSINESS

PRIMARY / SECONDARY

Before your visit, split up into small groups. Develop a business plan to start a Market stall:

- What is your idea?
- What will you sell?
- Who are your competitors?
- List your costs (expenses)
- List the items you will sell
- How many staff will you need?
- What is the retail price for your products?
- How will you promote your products? (flyers, social media...)
- What considerations have you made towards ethics and sustainability?
- Who is your competition?
- What is your point of difference?
- Design a logo for your stall

Write a two-minute pitch for the Adelaide Central Market General Manager (hypothetical) explaining why your stall would be an asset to the Market.

Teachers: this activity could lead into the school's Enterprise Day activities

WHOSE JOB IS THAT?

PRIMARY / UPPER PRIMARY

Visit the Market and list all of the different jobs that you can see and those you imagine are directly linked to the supply chain of Market operations (aim for at least 20 jobs). What kind of training / study would these jobs require?

Teachers: After the visit play a game of bingo with the students using their lists when back in the classroom. Each student takes a turn to read out a job and others tick theirs if they have the same. The student with the most jobs wins!

Have the students considered: customer service attendant, chef, electrician, cleaner, security guard, delivery driver, butcher, barista, grower, chocolatier, dairy farmer, farmer, distiller, winemaker, cheesemaker, smallgoods maker, operations manager, marketing manager.



FOOD & NUTRITION

Learning outcomes



Numeracy



Critical & Creative Thinking



Sustainability



Ethical Understanding

\$10 HEALTHY LUNCH CHALLENGE

PRIMARY

Brainstorm what constitutes a healthy and balanced meal? Visit the Adelaide Central with a mission to purchase ingredients to make a shared meal back at school.

Teachers: Allocate \$10 each per small group of 3-4 with a shopping list. Each group is to purchase their allocated healthy food items, while staying within budget. All food is made into a healthy shared class lunch back at school.

PLANT-BASED DIET?

UPPER PRIMARY / SECONDARY

Consider a plant-based lifestyle.

- What kinds of food can people choose instead of animal products?
- What are the health benefits?
- What other considerations should be made when considering a change in diet?
- Are there any stalls at the Market that specialise in plant-based foods?

TASTE CHALLENGE

PRIMARY

Visit the Market and make note of new and different foods. Research the native origins of the food. Purchase a piece of food that you haven't seen or tasted before.

Teachers: Once back at school cut up all the new foods and ask every student to try each piece. [Click here](#) for a worksheet to document the flavours, appearance, and smell.

UPDATED ACM PROGRAM:

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SUSTAINABILITY

Learning outcomes



Sustainability



Critical & Creative Thinking



Ethical Understanding



Personal & Social Capabilities



Aboriginal & Torres Strait Islander Histories & Cultures

TAKING ACTION UPPER PRIMARY

List six different food related actions that contribute to a more sustainable future.

- Who is responsible for these actions?
- How can Market customers take action themselves?

FARMING & AGRICULTURE UPPER PRIMARY

Research the farming and agricultural techniques used by Indigenous People before colonisation. Consider the following:

- Planting seeds to form crops
- Caring for soil
- Harvesting and storage
- Dams - to restrict water
- Trench and wells built to harvest water
- Using fire to clear and regenerate land

Research the effects of colonisation on Indigenous crops

- Research and categorise foods that were eaten before colonisation. Are they available at the Market?
- Why is it important to incorporate native ingredients into everyday cooking? Think about nutritional value etc.
- Use the categories: above ground foods, below ground foods, insects, land animals, marine animals



SUSTAINABILITY

STEM RESEARCH UPPER PRIMARY

Research the three stages of an item's life:

- Production
- Sale
- Disposal

Select two items sold at the Adelaide Central Market - one that has a long life and one that has a short life.

- Make a list of the pros and cons for each item
- Consider which is more economical?
- Which is more sustainable?

Plot the information on a timeline and present it to the class. Explore the production, packaging, and disposal stages of a food item's life, as well as develop and present a proposal for more sustainable design options for production, packaging, or sale.

WASTE NOT EARLY PRIMARY

During your visit consider how waste is managed.

What types of waste streams are there at the Adelaide Central Market?

Teachers: Once back at school ask the students to sort the contents of their lunchboxes into organic waste, recycling and landfill.

Discuss: Are there any other ways to dispose of excess food? Can it be avoided altogether?

SCIENCE EXPERIMENT! EARLY PRIMARY

Cut a capsicum in half, use a beeswax wrap to cover half the capsicum and leave the other half out. Monitor the deterioration of both and come to conclusions about which will last longer and why it is better than plastic wrap.

Discuss: What are some other ways of extending the life of a food item?

Producer in Residence Overview

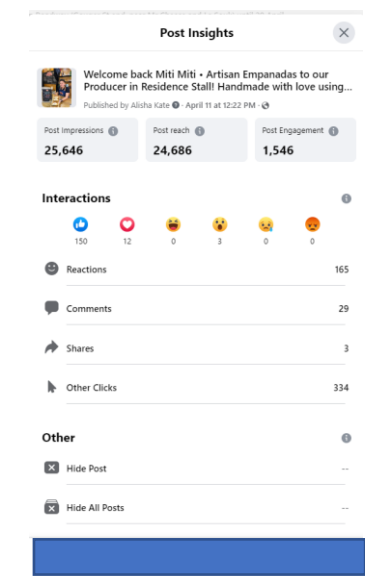
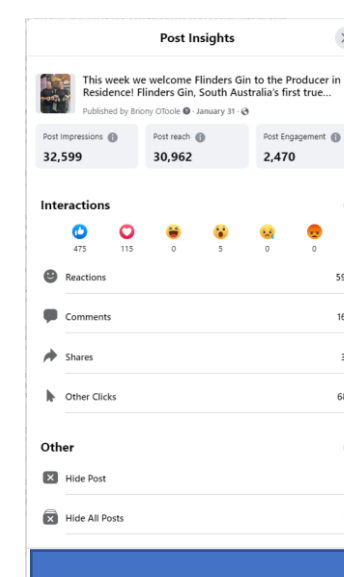
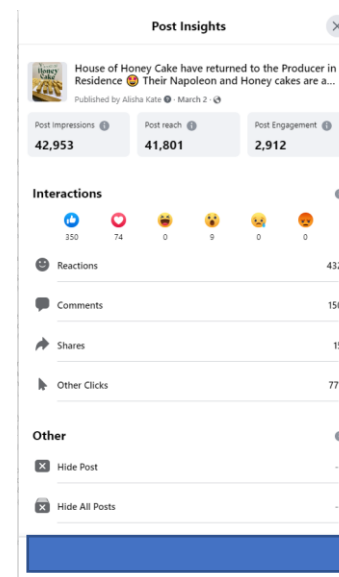
Located at the NE corner, the Producer in Residence (PIR) is available for a 3 week, low cost license period to local food and artisan beverage innovators looking to test their products or retail concepts directly with customers.

In its seventh year of operation, the PIR has hosted over 100 local food and beverage businesses and has helped launched retailers like Saudade and Le Deux Coqs who have made their permanent homes at the Market, in addition to other successful businesses like Prohibition Gin, Sucre Patisserie, Cozy Cakes and Gang Gang.

Producer in Residence provides an ever changing offer for customers that drives strong content and organic reach/engagement for ACM social media channels, complements and aligns to the annual event and promotional calendar, provides new relationship and product supply channels for traders and provides ACMA an opportunity to test concepts and potential new stall holders.

Producer in Residence licensees 2022/23:

- House of Honey Cake
- Barossa Valley Chocolates
- Miti Miti
- Leeroy's Cookies
- Flinders Gin
- Opa Alfajores
- Butter & Toast Bakers
- LaHore Tea House – social enterprise, provided at no cost via Thrive Refugee Association
- Whites Valley Jalapeños
- Adelaide's Famous Poffertjes Parlour – now a regular casual licensee and delivered the popular Christmas Village for Christmas 2022





CENTRAL MARKET

Thank you



Our **MARKET.**