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Career Advice Australia

Local Community Partnerships

Business Plan

1 January 2008 to 31 December 2008

DEEWR may seek input from other stakeholders when accepting part B of this plan.

READ ONLY DOCUMENT

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This Plan is to be submitted via the TRANSIT system.

A Business Plan defines the Program level goals set out in the Strategic Plan. For each Program goal, the Business Plan sets out activities and resources that will be committed to achieving it, and establishes timelines for doing so. LCP budget planning should fall out of the operational detail set out in the Business Plan. CAA providers are required to report their progress against their Business Plan mid-way through each funding year, and report their achievements at the end of the year. Business Plans describe one funding year, and a new plan must be developed at the beginning of each year.

The plans are in 3 parts: Part A – Management Issues
Part B – Program Delivery Strategies
Part C – Finance/Budget

DEEWR suggests LCPs use the document Strategic and Business Planning for LCPs: A resource when developing their plans. It can be found in the 'LCP Resources' section of TRANSIT.

Local Community Partnership details

LCP Name: Quality LinCS Incorporated

LCP Service Region(s) Number: Service Region 150, Southern Adelaide – Part B

Authorised Representative name: Mr James Mulraney

Part A

Management issues

1. Resources

This should include, but is not limited to, the following:

a) Staffing

- a. At present the LCP employs 3 staff – a Career and Transition Support Manager (C&TS) / Executive Officer (EO), Project Officer and Administration / Finance Officer. All 3 positions are full time.
- b. The 3 staff report to the Quality LinCS Board although the direct line manager for the Project Officer and Administration / Finance Officer is the C&TS / EO. Each employee takes part in a mentoring meeting four times throughout the year to manage their performance.
- c. The C&TS / EO holds a Bachelor Degree in Economics, Grad. Diploma in Education, Certificate IV in Assessment and Workplace Training and Component Two in the Australian Career Development Studies (ACDS). The Project Officer holds a Bachelor Degree in Social Sciences, Certificate IV in Assessment and Workplace Training and Component Two in the ACDS. The Administration / Finance Officer holds a Diploma in Frontline Management and has undergone significant training / professional development in relation to financial management since the beginning of her employment.
- d. The skills of all employees are varied and include excellent communication, project management, ability to work independently and within a small team and for the Administration / Finance Officer and C&TS / EO a strong understanding of financial management. There are more specific skills related to the three individual positions that were required to be met as part of the application writing and interview process of their employment.
- e. The training need(s) of the three employees are also varied. In 2008, all three employees will identify their training priorities / professional development as part of their mentoring management meetings which take are held quarterly.
- f. The C&TS / EO and Project Officer share the responsibility of the Program areas and hence work in collaboration to ensure that the goals and activities of the Business Plan are met. Given the formal qualifications and skills of both employees it is wise to share the responsibilities to also ensure that either employee is not overloaded and can effectively commit to a goal / activity.

b) Infrastructure (this could include accommodation and car leases etc.)

- a. The Board has a written lease agreement with the site (Urrbrae Agricultural High School) for the period of 3 years (2006-2008) – the lease is reviewed annually to take into account any change in required space or change in required days.
- b. The accommodation is well serviced and is maintained by UAHS as part of the lease agreement. There have been no issues to date.
- c. Quality LinCS no longer leases any vehicles for business purposes.

c) IT capabilities – refer to section 6.5 of the LCP Guidelines

a. At this stage, there are no issues relating to IT Capabilities and no issues in relation in software / hardware were encountered in 2007.

d) Skills audit of Management Committee and training needs (endorsed by committee) - refer to section 2.7.2 of LCP Guidelines

| Board Member | Skills | Training Needs in 2008 |
|---------------|-------------------------------------|---|
| All members | Various Skills including Governance | Board induction focusing on Strategic Plan, Business Plan and LCP policies. All members will be asked to sign code of conduct and complete induction process. Some Board members will also be able to complete a Cert. IV in Governance in 2008 through sponsorship monies. |
| Treasurer | MYOB specific skills | MYOB training to enhance the understanding of the Treasurer in relation to the MYOB package. |
| Chairperson/s | Human Resources | Board Governance and Strategic / Aust. Business Standards Planning. |

e) Qualifications and Experience of LCP employees and subcontractors – refer to section 2.10.2 of LCP Guidelines

| Position | Person | Qualification/s and Experience |
|----------------------------------|------------------|---|
| C&TS Manager / EO | Lori Hocking | Bachelor of Economics, Graduate Diploma in Education and Certificate IV in Assessment and Workplace Training. Other less formal qualifications include Mandated Notification, Teacher Registration in SA and NT, Component Two of ACDS. Formal elected positions on National Executive for VETnetwork Australia, members of the AACC, past President of the Post Compulsory Education and Training Association (PCETA). |
| Project Officer | Nicole Theodorou | Bachelor of Social Sciences (psychology major), Certificate IV in Assessment and Workplace Training, Mandatory Notification and First Aid training (up to date) and Component Two of ACDS. |
| Administration / Finance Officer | Christina Cannon | Diploma in Frontline Management. |

2. Strategies to develop and maintain relationships with key stakeholders (including schools and RICAs) – refer to section 5 of the LCP Guidelines.

This section outlines our existing strategies for maintaining current relationships and also strategies for developing new relationships with stakeholders.

Schools/TAFE/Department of Education and Childrens Services (DECS) Futures Connect

- Maintain regular contact with all schools, TAFE and DECS Transition Brokers (TB).
- Undertake visits to all schools on a regular basis.
- Ensure relationships with schools and TAFE are well maintained, and regular meetings are held with relevant staff to discuss LCP services.

- Four Principal Representatives from all three schooling sectors in South Australia (SA) are elected members of the Board. The three schooling sectors are Government Schools, Catholic Education Schools and Independent Schools.
- Seek input and feedback from schools and other stakeholders to the Strategic and Business Plans.
- Collaborate with DECS TBs to ensure no services or resources duplicate activities already undertaken by the school or TAFE as part of their existing career education and transition support activities.
- LCP staff and collocated TB have fortnightly team meetings to share information on current activities, discuss emerging issues and network.

RICA

- Consult with RICA regarding LCP Strategic and Business Plans to negotiate specific actions, which the RICA can deliver for LCP.
- Document the deliverables expected in our Business and Action Plans, and in the RICA's Business and Action Plans.
- Maintain a Memorandum of Understanding (MOU) between the RICA and the LCP that specifies principles of engagement eg; strategies with determined deliverables regarding contacting schools, reporting, and communication channels.
- Maintain regular communication between the RICA and LCP staff, with regular meetings to be held to monitor progress and issues.
- Include the RICA as a guest at LCP Board meetings when appropriate.
- RICA presents report to the Quality LinCS Board at alternate meetings.

YOUTH PATHWAYS (YP)

- Maintain regular communication with YP in the region via meetings, phone calls and emails.
- YP represented on the Quality LinCS Board as an elected, community member.
- YP presents report to the Quality LinCS Board at alternate meetings.
- Consult with YP regarding LCP Business Plans to negotiate specific actions, which YP and LCP can facilitate together.
- YP forms part of regional network with LCP hence information presented on activities / outcomes at bimonthly meetings.
- Where appropriate, LCP to provide direct referrals to YP.

DEEWR

- Maintain regular communication between our DEEWR state representative and LCP staff with regular meetings to be held to monitor progress, contract compliance and issues.
- EO from LCP is elected representative of the SA State Advisory Committee (SAC) on Career Advice Australia and hence strong policy advice can be fed back through this Committee.
- Forward LCP papers, minutes of Board meetings and reports to our DEEWR representative, as appropriate.
- Invite our DEEWR representative to attend LCP Board meetings as a guest speaker and/or observer, when appropriate.

3. Strategies to meet the needs of equity groups – refer to section 3.1.5 of the LCP Guidelines.

This section outlines how we will ensure the needs of our equity groups will be met.

The LCP collects information from all schooling sites when a request is made for SWL placements and student participation in LCP managed and brokered Regional Training Program (RTP's). Students complete a form which clearly identifies if they are part of an equity group including students with a disability (SWD), indigenous students and students from a culturally and linguistically diverse (CALD) background. This information requested is confidential due to the Privacy Act however it helps inform planning for the LCP and it supports the appropriate course of action for many students.

a) Students with a Disability (SWD)

- Students with disabilities will be offered opportunities to participate in mainstream VET and will be supported to undertake SWL.
- At a state wide level the LCP will work in partnership with a variety of stakeholders including special units, disability agencies to offer the Statewide Disability Transition project.
- Develop and maintain a database of employers who are prepared and able to host SWD on their SWL placement. Use these employers as guest speakers at Information Sessions for parents, students and schools on the current workplace requirements for SWD.
- Work with school District Disability Consultants, DEEWR Regional Disability Liaison Officers, University Disability Liaison officers, Special Education Teachers and RTO's to promote VET and SWL as a viable pathway for students with disabilities.
- Work with school Special Education Teachers and Futures Connect to ensure students with disabilities are supported to develop appropriate Transition Plans.
- Use role models and high profile enterprising young people and parents, particularly those from this equity group, to showcase success in vocational learning at Transition Planning sessions hosted by schools.

b) Indigenous students

- Work with Aboriginal Education Teachers (AET's), Aboriginal Education Workers (AEW's) students and their parents to promote VET and SWL as a viable pathways and opportunities for Indigenous students.
- Map the C&TS needs of young people, particularly indigenous student, in and out of school.
- Promote undertaking Australian School Based Apprenticeships (ASBA's) as a viable pathway for students.
- Target positive Indigenous role models including parents to address forums of teachers, parents, students and/or employers, as appropriate. For example utilise the services of Yuggorendi at Flinders University (part of Inspire Peer Mentoring) program for indigenous young people requiring mentoring / support.
- Develop workshops for parents/care givers on C&TS of indigenous students in consultation with Aboriginal Education for the district and TB (if appropriate).
- Utilise the skills and expertise of AET's and AEW's to target students and refer (where appropriate) to support agencies including YP and Connections.

c) Students from a Culturally and Linguistically Diverse (CALD) background

- School staff will be advised that any students identified from a CALD background can be supported to participate in VET and SWL by the LCP, and these students should be provided with the same opportunities as all others to develop their Transition Plan.
- Liaison will occur with ESL (English as a Second Language) Coordinators, BSSO (Bi-lingual School Service Officers) and Translators for parents as appropriate.
- The LCP will coordinate and host events for specific language groups where appropriate on C&TS available in the region.

d) Students at Risk

- LCP staff will work with Youth Workers, Secondary School Counsellors and staff from, and students engaged in, alternative pathway Programs to ensure these students have access to VET Programs, have sensitively managed work placements, and access career and transition support services.
- Work with regional support agencies to advertise alternative pathways options available through 'Choices' booklet.
- Support existing and new Connections and engage the skills of their staff.
- Support YP and refer where appropriate, students who have identified with a mental illness.

Please refer to www.whatworks.edu.au for professional action materials and Strategic Plan Workbooks on improving outcomes for Indigenous Students.

4. Strategies to meet reporting requirements – data collection and delivery strategies – refer to section 6.2 & 6.3 of the LCP Guidelines.

This section outlines what systems and processes we have in place, or will have put in place and by when, for recording, collecting and or storing information, including arrangements with all schools for obtaining required data. It also includes processes for endorsement by the Management Committee and sign off by the Authorised Representative.

E.g.: we use MYOB for our Financial accounting and have a book keeper who is employed ½ a day a week. We use an excel spreadsheet to record SWL student placements, the coordinator updates this when placing students. Schools have a database of employers which we can access at anytime.

| SYSTEM | PROCESS |
|--|--|
| <p>Obtaining and verifying appropriate data</p> | <p>Employer processes:</p> <p>SWL</p> <ul style="list-style-type: none"> - Requested information by an employer is specific to required data at all times. - Contact is made by either phone or in writing with specific employer at the time of SWL request by a School or RTO. - Information stored on database is updated to specific school request. - Project Officer confirms placement details with employer in writing including start/finish dates of SWL, attire, competencies, insurance requirements and LCP marketing materials. The information is then entered onto the database and then forwarded to the relevant school. - Student contacts employer to arrange interview (if requested). - The employer is notified by the LCP with either a confirmation or cancellation of work placement two weeks prior to the start date of the work placement. - Employers hosting SWL are contacted by schools during placement and LCP are informed by schools of any issues. <p>ASP</p> <ul style="list-style-type: none"> - LCP surveys with RICA any employers who want to be involved in ASP. - LCP makes contact with employer and information stored on database. - LCP ASP pro forma used in face to face interview with employers to list outcomes and match against required data. - ASP conducted and data is collected both verbally and in writing using feedback surveys. - Data is stored by LCP and reported in appropriate formats. <p>School processes:</p> <p>SWL</p> <ul style="list-style-type: none"> - Each school is provided with a SWL request from which is submitted approximately 8 weeks prior to SWL dates requested. - In consultation with subject teachers, via phone, fax and email, work placements are allocated to specific |

| | | | |
|-------------------|--|--|--|
| | | <p>students based on their needs ie geographical location of home and placements. The school then allocates students to the work placements and notifies the LCP in writing. This is then recorded on database by LCP.</p> <ul style="list-style-type: none"> - Each student is encouraged to contact the host employer to advise them of their attendance and confirm work place requirements such as uniform and starting time one week prior to work placement. Some students may be required to attend interview if requested by the employer. <p>C&TS</p> <ul style="list-style-type: none"> - Any C&TS project, a folder is organised containing information, including contact details of the guest speakers, student names, quotes for catering, participants, outcomes, correspondence, flyers etc - Correspondence including email, phone calls, letters and faxes between the parties who organise C&TS projects is kept. - Sign on sheets for students and teachers are used to collect information and to ensure equity in school representation. - Evaluation forms are used (when appropriate) or verbal evaluation sessions are conducted. <p>ASP</p> <ul style="list-style-type: none"> - Schools are contacted by LCP with specific ASP (or vice versa). - Schools allocate students based on the objectives of the ASP outlined in the LCP ASP pro forma. - Schools monitor ASP with LCP input when required. - Schools provide and confirms data of outcomes and data is submitted to LCP. <p>REGIONAL TRAINING PROGRAMS (RTP)</p> <ul style="list-style-type: none"> - Each school is provided with a RTP booklet which is released approximately 8 weeks prior to the start of individual courses. - School support / case management students in appropriate courses for their designated career pathway. - Students complete an application from requesting a specific course. In 2008, the LCP will use the VET Management System (VEMS) which allows application to be completed on line through the Quality LinCS website. - VEMS will include a link to all individual courses for 2008. - In 2008, as this is a new system, schools will also supply a paper copy to the LCP of individual student application forms. <p>Financial Administration processes:</p> <ul style="list-style-type: none"> - Financial records are kept on MYOB (Mind Your Own Business) and entry is done by Administration / Finance Officer. - Back up done daily of MYOB database. - Each month, all accounts are updated for the monthly BAS and bank reconciliation, profit and loss statement and tax summary sheets are produced. These are provided to the LCP Board at next meeting date. There is an annual Association Audit conducted at the end of the calendar year and funding audits for any other income sources. - LCP Board has Delegation Document which outlines financial roles and responsibilities of the EO, the Chairperson (s) and Treasurer. - Association Audit is presented as part of Treasurer’s Report at the Association’s Annual General Meeting (AGM). - Periodic Returns (if necessary) are provided to the Office of Consumer and Business Affairs. - All reports and financial documents are archived and stored for future referral if required. | |
| Collecting | | <p>SWL, CTS, RTP and ASP processes:</p> <ul style="list-style-type: none"> - Paperwork (including emails) is sent to relevant stakeholder and filed on its return. - Personal contact and/or phone conversations take place with relevant stakeholders in order to collect required information and then it is stored on the database and/or filed. <p>Financial Administration processes:</p> <ul style="list-style-type: none"> - Accounting information is gathered through invoices, payroll etc & stored on MYOB. - Each invoice that is paid by cheque is signed (by two signatories) and dated. - Payroll is direct debit fortnightly. | |

| | |
|------------------------------|--|
| Recording | <p>SWL, CTS, RTP and ASP processes:</p> <ul style="list-style-type: none"> - All information gathered from surveys, schools, employers or any other stakeholder is collated and stored on a password-protected file for statistical purposes. - Correspondence sent out to schools and employers, once returned, is kept on file, both electronic and hard copy. - Conversations pertaining to issues or potential issues between the Project Officer, EO and outside parties is recorded and kept on file. - VEMS records all student details and information for specific courses. The system is password protected and log ins for schools are provided. Individual schools can only see the student details for their students. <p>Financial Administration processes:</p> <ul style="list-style-type: none"> - Administration / Finance Officer performs end of month accounting procedures and reconciles MYOB. |
| Storing | <p>SWL, CTS , RTP and ASP processes:</p> <ul style="list-style-type: none"> - All information gathered is stored on the computer and then backed up. - SWL information is stored on a database which is password-protected. - VEMS is password protected and the LCP is the administrator of the system. <p>Financial Administration processes:</p> <ul style="list-style-type: none"> - All accounting information is stored on MYOB and is password-protected. - A daily back-up is done and stored off site for MYOB. Back up also performed by School (as LCP is on a school site). Agreement and system in place to ensure school staff do not have access to LCP information. |
| Endorsement /Sign Off | <p>Processes for endorsement by LCP Board and sign-off by Authorised Representative:</p> <ul style="list-style-type: none"> - All reporting requirements and funding applications are signed by the Chairperson. - The Strategic Plan and Business Plan are reviewed by each member of the Board. Members are given the opportunity to comment and to make recommendations to the Chairperson(s) and EO. Once consultation and amendments are made, the Chairperson(s) can endorse both plans. |

5. Marketing and communication strategies

This section outlines our marketing strategies for our LCP and the 3 Programs. It also outlines our communication strategy for clearing resources/publications through DEEWR - refer to section 8.4 of LCP guidelines.

A key focus of the LCP is to present a corporate image at all times as reflected in the documentation, communication and personal presentation of the LCP.

The LCP Board and operational staff have identified strategies that will be employed throughout the funding period in order to market the SWL, C&TS and ASP projects. These include, but are not limited to:

- Career Expo's - The LCP helps coordinate a number of events of this type. The LCP send invitations to the event, including local businesses and employer groups, career advice agencies, employment coordination agencies, as well as all secondary schools (with a main target group of parents). Local dignitaries including the 3 Local Government Mayors and representative state and federal sitting members are also invited.
- School Information Sessions - The LCP liaises with schools and career advisers to be actively involved in events such as parent information evenings for year 8/10 students, pre-SWL information sessions for VET students, transition events for specific year levels and school support teams for targeted groups of students such as SWD and CALD.
- School Industry Leaders Forum (SILF) - One large forum is to be held to recognise the contributions of employers to the development of career options for young people. The event will be coordinated by both Southern Futures and Quality LinCS.
- Advertising and sourcing publicity opportunities in local business bulletins/magazines in the LCP region.

- Quality LinCS website is a valuable marketing tool and figures from 2007 indicate that the website is heavily used for accessing information.
- Publication of Information Packages for employers, schools and young people on the three Programs – SWL, C&TS and ASP including all publications supplied to the LCP.

In all cases the appropriate recognition of the Australian Government's CAA initiative will be given. In all publications and advertising, appropriate branding will be given following the granting of approval by DEEWR. Submission of material for approval will be made to the Transition Manager.

The LCP's strategy for clearing resources/publications through DEEWR is:

- Any media releases, promotional material and all advertising (including radio announcements) by LCPs pertaining to the three career transition Programs will be provided to DEEWR for comment and approval prior to release / publication.
- All media releases and advertising material will give due recognition of the Australian Government's CAA initiative as per the guidelines.
- All resources developed will be emailed to DEEWR for clearance prior to publication and/or dissemination.
- All marketing material, resources and publications will be emailed to our Transition Officer at the State Office of DEEWR 5 days before they are needed. This will allow DEEWR time to respond and to sign off on the documents.
- Media releases, promotional material and all advertising pertaining to the three LCP Programs will be sent to DEEWR State Office for approval with at least a week's notice.
- These marketing and advertising materials will also be available to DEEWR staff on request.
- All correspondence templates, LCP websites, publications, resources and events will be appropriately branded with Australian Government Coat of Arms with the tagline 'An Australian Government Initiative' and the CAA logo.

Part B

Environmental scan and Program delivery strategies – 2008

Having considered existing career and transition support services being delivered by schools, education authorities and youth services in your Strategic Plan, you need to consider the immediate issues for your LCP to focus on in 2008 for this region without duplicating services or initiatives.

1. Environmental scan for the region

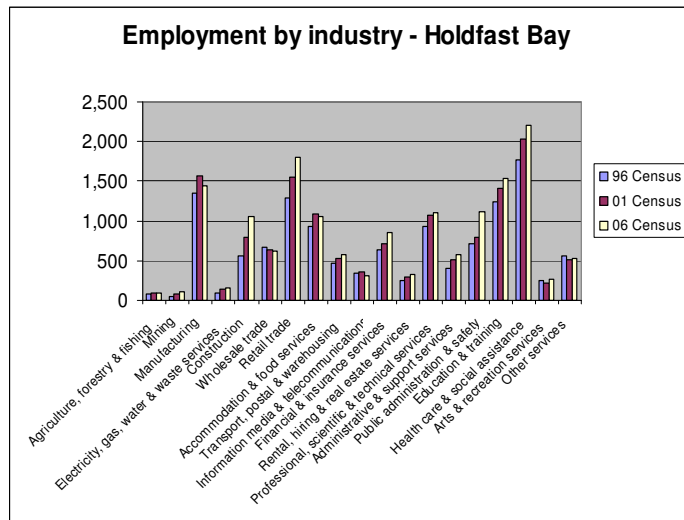
This scan includes an outline of current activity in this region for 2007 against each Program element including industries, education sectors, employers and existing career and transitions services in your region/s. The scan should also discuss immediate skill shortages and state education sectors initiatives in this region.

The Quality LinCS LCP region encompasses three local Government areas including the City of Holdfast Bay, the City of Marion and the City of Mitcham. This environmental scan is clearly defined in these local Government areas.

The City of Holdfast Bay

Description of the major and emerging industries, occupations and professions in the region.

The table below demonstrates numbers employed by industry in the region and compares data from the last three censuses to determine stability and growth. Major industries are determined by industries that not only employ a large proportion of people from the region but are stable in size. Emerging industries are determined by growth over the last three census periods. Industry descriptions, divided by major and emerging, are provided below the table and focus on state wide information such as the size of the industry, employment share and employment forecasts.



Source: Australian Bureau of Statistics, 2006, Time Series Profile, Holdfast Bay 'Table 25. Industry of Employment by Sex', time series spreadsheet, Cat. no. 2003, viewed 9

February 2008, www.abs.gov.au. Note: data does not include ABS category 'Inadequately described/not stated'.

Major industries

Manufacturing

Industry status: this was the State's largest industry in 2006, generating \$8,424m (or 15.3%) of South Australia's Gross State Product.

Employment share: share of State employment is around 13.0%.

Employment forecasts: the Manufacturing industry will increase at an average rate of 1.5% (or 1,470 jobs) per year over the period 2006/07 to 2010/11.

Accommodation

Industry status: the Accommodation, Cafes and Restaurants industry was the State's second smallest industry in 2006, generating \$1,227m (or 2.2%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is over 4.0%.

Employment forecasts: employment in the Accommodation, Cafes and Restaurants industry will grow at an average rate of 0.2% (or 70 jobs) each year, over the period 2006/07 to 2010/11.

Wholesale Trade

Industry status: the State's ninth smallest industry in 2006, generating \$2,394m (or 4.3%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is around 4.1%.

Employment forecasts: Wholesale Trade industry will increase at an average rate of 1.1% (or 330 jobs) per year over the period 2006/07 to 2010/11.

Emerging industries

Health

Industry status: State's third largest industry in 2006, generating \$4,514m (or 8.2%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is over 13.0%.

Employment forecasts: the Health and Community Services industry will increase at an average rate of 0.4% (or 420 jobs) per year over the period 2006/07 to 2010/11.

Retail

Industry status: The Retail Trade industry was the fifth largest industry in output terms, in 2006, generating \$3,437m (or 6.2%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is over 15.0%.

Employment forecasts: employment will increase, at an average rate of 0.7% (or 750 jobs) per annum over the period 2006/07 to 2010/11.

Public administration and safety (Government Administration and defence)

Industry status: Government Administration and Defence industry was the State's seventh smallest industry in 2006, generating \$1,842m (or 3.3%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is around 4.4%.

Employment forecasts: employment in the Government Administration and Defence industry will increase at an average rate of 1.9% (or 640 jobs) per year over the period 2006/07 to 2010/11.

Construction

Industry status: the Construction industry was the State's sixth largest industry in 2006, generating \$3,287m (or 6.0%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment (of just over 7.0%).

Employment forecasts: employment in the Construction industry will decline marginally, at an average rate of 0.02% (or 10 jobs) per year over the period 2006/07 to 2010/11

Education and Professional, scientific and technical are also considered emerging but no data is supplied.

Major occupations and professions

The major occupations and professions in Holdfast Bay are:

- Professionals,
- Managers,
- Clerical and administrative workers,
- Community and personal service workers.

Emerging occupations and professions

Emerging Occupations and professions in Holdfast Bay are:

- Technicians and trades workers,
- Sales.

Educational Qualifications

Here the demographic of 15-24 year olds is compared again to those exiting the workforce. The total population of people holding specific qualifications is also provided to give context to the percentage each age group represent. A consideration here is that those in the 15-19 age bracket are still studying and the number of qualifications will increase.

| | 15-19 | 20-24 | 55-64 | Total pop. educated |
|---|-----------|------------|--------------|------------------------|
| 2001 | | | | |
| Postgraduate Degree | 0 | 0 | 103 | 625 |
| Graduate Diploma and Graduate Certificate | 0 | 5 | 64 | 459 |
| Bachelor Degree | 6 | 315 | 358 | 3,467 |
| Advanced Diploma and Diploma Certificate: | 6 | 89 | 298 | 2,068 |
| Certificate nfd | 12 | 17 | 7 | 131 |
| Certificate III & IV(d) | 39 | 271 | 412 | 3,381 |
| Certificate I & II(e) | 24 | 74 | 77 | 670 |
| Total | 87 | 771 | 1,319 | 10,801 |
| 2006 | | | | |
| Postgraduate Degree | 0 | 7 | 181 | 932 |
| Graduate Diploma and Graduate Certificate | 0 | 4 | 119 | 555 |
| Bachelor Degree | 4 | 391 | 589 | 4,277 |
| Advanced Diploma and Diploma Certificate: | 7 | 106 | 446 | 2,472 |
| Certificate nfd | 5 | 28 | 105 | 522 |
| Certificate III & IV(d) | 48 | 322 | 553 | 3,567 |
| Certificate I & II(e) | 34 | 68 | 32 | 296 |
| Total | 98 | 926 | 2,025 | 12,621 |

Source: Australian Bureau of Statistics, 2006, Time Series Profile, Holdfast Bay 'Table 22. Non-School Qualification: Level of Education by Age by Sex, time series spreadsheet, Cat. no. 2006, viewed 9 February 2008, www.abs.gov.au. Note: data excludes persons with a qualification out of the scope of the Australian Standard Classification of Education.

Indigenous Population

From the 2006 Census, there are 11 young people (aged 15-19) indentified as indigenous out of a total youth population (aged 15-19) of 1984.

Source: Australian Bureau of Statistics, 2006, Time Series Profile, Holdfast Bay 'Table 6. Indigenous Status by Age by Sex, time series spreadsheet, Cat. no. 2006, viewed 9 February 2008, www.abs.gov.au.

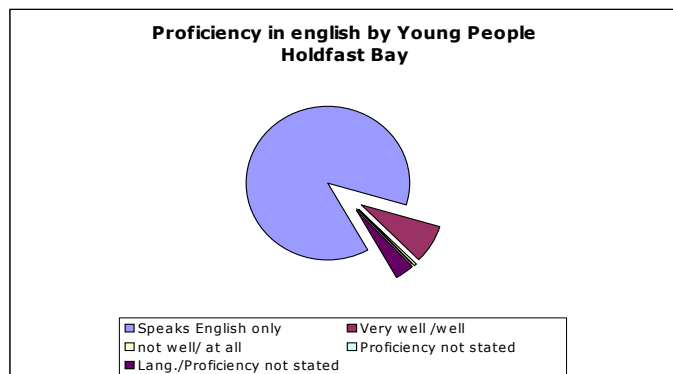
People with a disability

From the 2006 Census, there are 16 young people (aged 15-19) indentified as having a disability out of a total youth population (aged 15-19) of 1984.

Source: Australian Bureau of Statistics, 2006, Basic community profiles, Holdfast Bay Table 17. 'Core Activity Need for Assistance by Age by Sex', basic community spreadsheet, Cat. no. 2001, viewed 9 February 2008, www.abs.gov.au.

People from a Culturally or Linguistically Diverse background (CALD)

Population data, when compared with numbers of young people counted in 'Proficiency speaking the English language', tells us that young people from a CALD background make up 13% of the youth population in Holdfast Bay.



Source: Australian Bureau of Statistics, 2006, Community Profile Series, Holdfast Bay 'Table 11.Proficiency in Spoken English/Language by Age', time series spreadsheet, Cat. no. 2003, viewed 9 February 2008, www.abs.gov.au.

Description of skills needs and shortages for the major and emerging industries, occupations and professions in the region. Industries

This table shows us the major and emerging industries again, this time looking at the difference in numbers between those entering and those exiting specific industries. The areas shaded in grey are where entry and exit imbalances exist. Darks grey details lower shortage industries and light grey details high skills shortage industries. The - symbol represents where there are more young people in an industry and positive numbers, i.e. 135 represents where there are more people aged 55-64 in an industry than young people, demonstrating where skills shortages exist. Below the table, industries with notable imbalances are described. The description looks at growth, and skill shortage areas as defined by state and national skills in demand lists as well as NICS environmental scans.

| | 15-19 years | 20-24 years | 55-64 years | Skills Shortage |
|---|----------------|----------------|----------------|--------------------|
| Agriculture, forestry & fishing | 3 | 6 | 22 | 13 |
| Mining | 0 | 6 | 14 | 8 |
| Manufacturing | 51 | 116 | 188 | 21 |
| Electricity, gas, water & waste services | 3 | 12 | 35 | 20 |
| Construction | 43 | 152 | 131 | -64 |
| Wholesale trade | 20 | 41 | 122 | 61 |
| Retail trade | 334 | 352 | 225 | -461 |
| Accommodation & food services | 267 | 268 | 71 | -464 |
| Transport, postal & warehousing | 9 | 43 | 101 | 49 |
| Information media & telecommunications | 8 | 46 | 35 | -19 |
| Financial & insurance services | 8 | 83 | 102 | 11 |
| Rental, hiring & real estate services | 18 | 41 | 59 | 0 |
| Professional, scientific & technical services | 23 | 119 | 168 | 26 |

| | | | | |
|-----------------------------------|----|-----|-----|-----|
| Administrative & support services | 7 | 56 | 97 | 34 |
| Public administration & safety | 7 | 58 | 159 | 94 |
| Education & training | 18 | 82 | 341 | 241 |
| Health care & social assistance | 41 | 166 | 407 | 200 |
| Arts & recreation services | 27 | 44 | 38 | -33 |
| Other services | 26 | 75 | 91 | -10 |

Source: Australian Bureau of Statistics, 2006, Basic Community Profile, Holdfast Bay 'Table 42. 'Industry of Employment by Age by Sex', Basic Community Profile Spreadsheet, Cat. no. 2001, viewed 9 February 2008, www.abs.gov.au

Education and training: education is expected to experience a state wide growth of 1.5% (or 450 jobs) per year.

Skills shortages: Difficulties recruiting exist for secondary teachers in the following topics: Technical Studies, Maths, Science, Languages other than English (LOTE), Home Economics and Physical Education.

Public administration and safety: is expected to increase at an average rate of 1.9% (or 640 jobs) per year.

Skills shortages: Town Planners, Building Surveyors, Engineers, Environmental Health Officers, Occupational Health Officers, Diesel Mechanics, Accounting and Financial management, Legal services, Defence Forces (Air Force, Army, Navy), Community Fire Service – volunteers, Metropolitan Fire Service, State Emergency Service – volunteers, Police, Custodial staff, Community Corrections Officers, Correctional Services Managers, Water treatment operators, Waste water operators and Technical officers.

Health: the Health and Community Services industry will increase at an average rate of 0.4% (or 420 jobs) per year over the next 5 years.

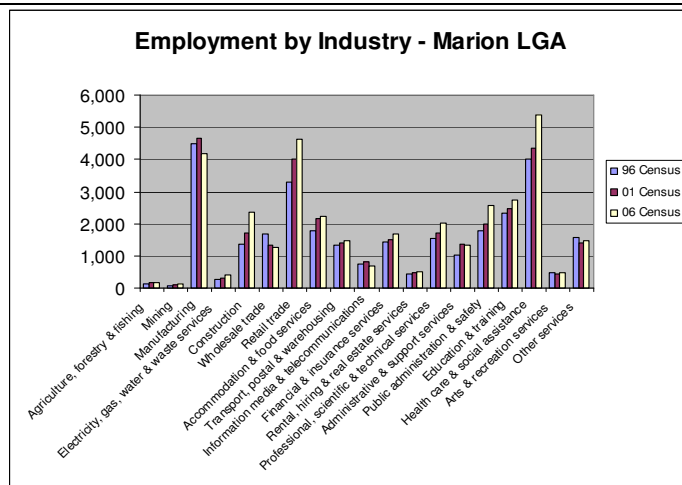
Skills shortages: Enrolled nurses, allied health, child care, residential aged care, mental health, health specialists including Dentist, Dental Specialist, Hospital Pharmacist, Retail Pharmacist, Optometrist, Occupational therapist (difficulty recruiting), Physiotherapist (rural), Speech Pathologist, Medical Diagnostic Radiographer (difficulty recruiting), Radiation Therapist and Sonographer.

Source: http://www.workplace.gov.au/workplace/Publications/ResearchStats/LabourMarketAnalysis/SkillsInDemand/StateandTerritory_SkillsinDemandLists-SouthAustralia.htm updated in 07 and Dudley, N., 2007, 'Government and Community Safety environmental scan synopsis', Government Skills Australia, Australian Industry Group. www.workplaceinfoservice.sa.gov.au.

The City of Marion

Description of the major and emerging industries, occupations and professions in the region.

The table below demonstrates numbers employed by industry in the region and compares data from the last three censuses to determine stability and growth. Major industries are determined by industries that not only employ a large proportion of people from the region but are stable in size. Emerging industries are determined by growth over the last three census periods. Industry descriptions, divided by major and emerging, are provided below the table and focus on state wide information such as the size of the industry, employment share and employment forecasts.



Source: Australian Bureau of Statistics, 2006, Time Series Profile, Marion LGA 'Table 25. Industry of Employment by Sex', time series spreadsheet, Cat. no. 2003, viewed 9 February 2008, www.abs.gov.au. Note: data does not include ABS category 'Inadequately described/not stated'.

Major industries

Manufacturing

Industry status: this was the State's largest industry in 2006, generating \$8,424m (or 15.3%) of South Australia's Gross State Product.

Employment share: share of State employment is around 13.0%.

Employment forecasts: the Manufacturing industry will increase at an average rate of 1.5% (or 1,470 jobs) per year over the period 2006/07 to 2010/11.

Transport

Industry status: This was the states eighth smallest industry in 2006, generating \$2,378m (or 4.3%) of the SA's gross national product.

Employment share: 4.2%.

Employment forecasts: the transport and storage industry will increase at an average of 1.4% (or 410 jobs) per year over the period 2006 – 2007.

Emerging industries

Health

Industry status: State's third largest industry in 2006, generating \$4,514m (or 8.2%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is over 13.0%.

Employment forecasts: the Health and Community Services industry will increase at an average rate of 0.4% (or 420 jobs) per year over the period 2006/07 to 2010/11

Retail

Industry status: The Retail Trade industry was the fifth largest industry in output terms, in 2006, generating \$3,437m (or 6.2%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is over 15.0%.

Employment forecasts: employment will increase, at an average rate of 0.7% (or 750 jobs) per annum over the period 2006/07 to 2010/11.

Public administration and safety (Government Administration and defence)

Industry status: Government Administration and Defence industry was the State's seventh smallest industry in 2006, generating \$1,842m (or 3.3%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is around 4.4%.

Employment forecasts: employment in the Government Administration and Defence industry will increase at an average rate of 1.9% (or 640 jobs) per year over the period 2006/07 to 2010/11.

Construction

Industry status: the Construction industry was the State's sixth largest industry in 2006, generating \$3,287m (or 6.0%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment (of just over 7.0%).

Employment forecasts: employment in the Construction industry will decline marginally, at an average rate of 0.02% (or 10 jobs) per year over the period 2006/07 to 2010/11.

Education and **Professional, scientific and technical** are also considered emerging but no data is supplied.

Major occupations and professions

The major occupation and profession in Marion is:

- Managers.

Emerging occupations and professions

Emerging Occupations and professions in Marion are:

- Professionals,
- Clerical and administrative workers,
- Technicians and trades workers,
- Sales,
- Community and personal service workers,
- Labourers.

Educational Qualifications

Here the demographic of 15-24 is compared again to those exiting the workforce. The total population of people holding specific qualifications is also provided to give context the percentage each age group represent. A consideration here is that those in the 15-19 age bracket are still studying and the number of qualifications will increase. However, if we consider the population data see above we see that there are more 15-24 year olds in the region than 55-64 year olds which means are a high number of young people who can study and bridge the potential gap highlighted below.

| | 15-19 | 20-24 | 55-64 | Total pop. educated |
|---|-------|-------|-------|------------------------|
| 2001 | | | | |
| Graduate Diploma and Graduate Certificate | 0 | 10 | 79 | 708 |
| Bachelor Degree | 3 | 553 | 445 | 5,088 |
| Advanced Diploma and Diploma Certificate: | 11 | 212 | 482 | 3,628 |
| Certificate nfd | 30 | 77 | 16 | 343 |
| Certificate III & IV(d) | 128 | 639 | 1,122 | 8,946 |
| Certificate I & II(e) | 48 | 170 | 139 | 1,417 |
| Total | 220 | 1,661 | 2,283 | 20,130 |
| 2006 | | | | |
| Postgraduate Degree | 3 | 15 | 164 | 1,044 |
| Graduate Diploma and Graduate Certificate | 0 | 6 | 133 | 857 |
| Bachelor Degree | 0 | 756 | 689 | 6,812 |
| Advanced Diploma and Diploma Certificate: | 11 | 268 | 727 | 4,645 |
| Certificate nfd | 17 | 87 | 179 | 1,197 |
| Certificate III & IV(d) | 142 | 766 | 1,329 | 9,744 |
| Certificate I & II(e) | 95 | 162 | 56 | 766 |

| | | | | |
|--------------|------------|--------------|--------------|---------------|
| Total | 268 | 2,060 | 3,277 | 25,065 |
|--------------|------------|--------------|--------------|---------------|

Source: Australian Bureau of Statistics, 2006, Time Series Profile, Marion LGA 'Table 22. Non-School Qualification: Level of Education by Age by Sex, time series spreadsheet, Cat. no. 2006, viewed 9 February 2008, www.abs.gov.au. Note: data excludes persons with a qualification out of the scope of the Australian Standard Classification of Education.

Indigenous Population

From the 2006 Census, there are 69 young people (aged 15-19) indentified as indigenous out of a total youth population (aged 15-19) of 5371.

Source: Australian Bureau of Statistics, 2006, Time Series Profile, Marion LGA 'Table 6. Indigenous Status by Age by Sex, time series spreadsheet, Cat. no. 2006, viewed 9 February 2008, www.abs.gov.au.

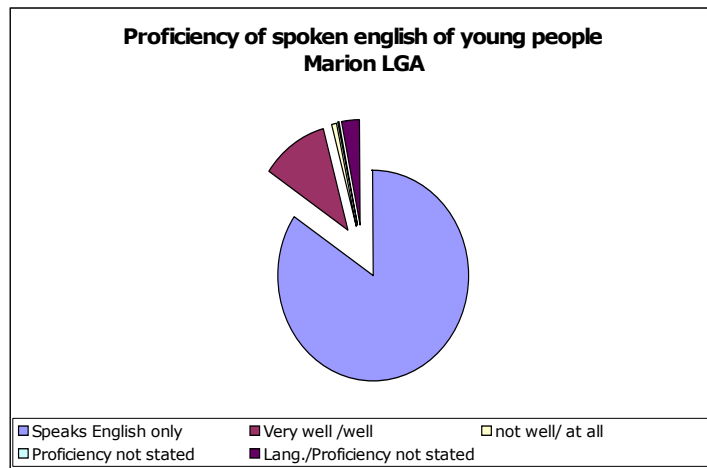
People with a disability

From the 2006 Census, there are 23 young people (aged 15-19) indentified as having a disability out of a total youth population (aged 15-19) of 5371.

Source: Australian Bureau of Statistics, 2006, Basic community profiles, Marion LGA Table 17. 'Core Activity Need for Assistance by Age by Sex', basic community spreadsheet, Cat. no. 2001, viewed 9 February 2008, www.abs.gov.au.

People from a Culturally or Linguistically Diverse background (CALD)

Population data, when compared with numbers of young people counted in 'Proficiency speaking the English language', tells us that young people from a CALD background make up 15% of the youth population in Marion.



Source: Australian Bureau of Statistics, 2006, Community Profile Series, Marion LGA 'Table 11. Proficiency in Spoken English/Language by Age', time series spreadsheet, Cat. no. 2003, viewed 9 February 2008, www.abs.gov.au

Description of skills needs and shortages for the major and emerging industries, occupations and professions in the region.

Industries

This table shows us the major and emerging industries again, this time looking at the difference in numbers between those entering and those exiting specific industries. The areas shaded in grey are where entry and exit imbalances exist. Darks grey details lower shortage industries and light grey details high skills shortage industries. The - symbol represents where there are more young people in an industry and positive numbers, i.e. 135 represents where there are more people aged 55-64 in an industry than young people, demonstrating where skills shortages exist.

Below the table, industries with notable imbalances are described. The description looks at growth, and skill shortage areas as defined by state and national skills in demand lists as well as NICS environmental scans.

| | 15-19 years | 20-24 years | 55-64 years | Skills Shortage |
|---|----------------|----------------|----------------|--------------------|
| Agriculture, forestry & fishing | 6 | 18 | 24 | 0 |
| Mining | 0 | 15 | 27 | 12 |
| Manufacturing | 128 | 384 | 506 | -6 |
| Electricity, gas, water & waste services | 3 | 31 | 64 | 30 |
| Construction | 145 | 291 | 273 | -163 |
| Wholesale trade | 48 | 96 | 178 | 34 |
| Retail trade | 963 | 838 | 406 | -1,395 |
| Accommodation & food services | 572 | 498 | 131 | -939 |
| Transport, postal & warehousing | 23 | 80 | 243 | 140 |
| Information media & telecommunications | 39 | 83 | 68 | -54 |
| Financial & insurance services | 26 | 149 | 163 | -12 |
| Rental, hiring & real estate services | 25 | 59 | 74 | -10 |
| Professional, scientific & technical services | 33 | 254 | 234 | -53 |
| Administrative & support services | 64 | 128 | 211 | 19 |
| Public administration & safety | 23 | 159 | 293 | 111 |
| Education & training | 46 | 175 | 506 | 285 |
| Health care & social assistance | 94 | 451 | 775 | 230 |
| Arts & recreation services | 65 | 89 | 60 | -94 |
| Other services | 86 | 173 | 188 | -71 |

Source: Australian Bureau of Statistics, 2006, Basic Community Profile, Marion LGA 'Table 42. 'Industry of Employment by Age by Sex', Basic Community Profile Spreadsheet, Cat. no. 2001, viewed 9 February 2008, www.abs.gov.au.

Education and training: education is expected to experience a state wide growth of 1.5% (or 450 jobs) per year.

Skills shortages: Difficulties recruiting exist for secondary teachers in the following topics: Technical Studies, Maths, Science, Languages other than English (LOTE), Home Economics and Physical Education.

Public administration and safety: is expected to increase at an average rate of 1.9% (or 640 jobs) per year.

Skills shortages: Town Planners, Building Surveyors, Engineers, Environmental Health Officers, Occupational Health Officers, Diesel Mechanics, Accounting and Financial management, Legal services, Defence Forces (Air Force, Army, Navy), Community Fire Service – volunteers, Metropolitan Fire Service, State Emergency Service – volunteers, Police, Custodial staff, Community Corrections Officers, Correctional Services Managers, Water treatment operators, Waste water operators, Technical officers.

Health: the Health and Community Services industry will increase at an average rate of 0.4% (or 420 jobs) per year over the next 5 years.

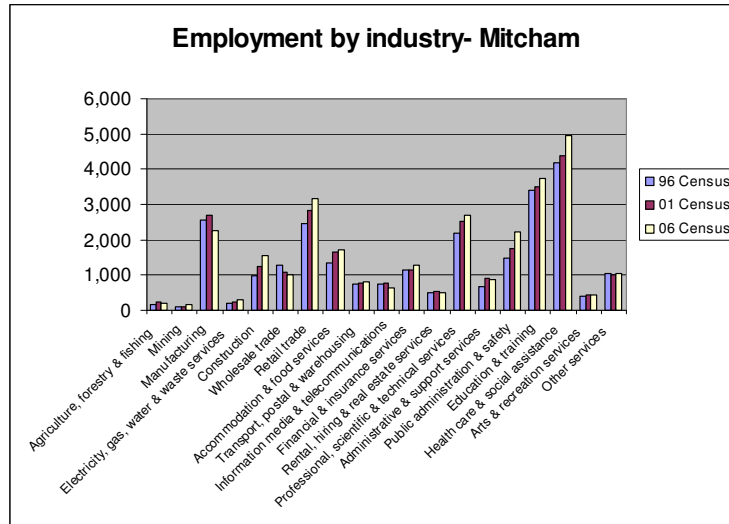
Skills shortages: Enrolled nurses, allied health, child care, residential aged care, mental health, Health specialists including Dentist, Dental Specialist, Hospital Pharmacist, Retail Pharmacist, Optometrist, Occupational therapist (difficulty recruiting), Physiotherapist (rural), Speech Pathologist, Medical Diagnostic Radiographer (difficulty recruiting), Radiation Therapist and Sonographer.

Source: <http://www.workplace.gov.au/workplace/Publications/ResearchStats/LabourMarketAnalysis/SkillsInDemand/StateandTerritorySkillsInDemandLists-SouthAustralia.htm> updated in 07 and Dudley, N., 2007, "Government and Community Safety environmental scan synopsis", Government Skills Australia, Australian Industry Group. www.workplaceinfoservice.sa.gov.au.

The City of Mitcham

Description of the major and emerging industries, occupations and professions in the region.

The table below demonstrates numbers employed by industry in the region and compares data from the last three censuses to determine stability and growth. Major industries are determined by industries that not only employ a large proportion of people from the region but are stable in size. Emerging industries are determined by growth over the last three census periods. Industry descriptions, divided by major and emerging, are provided below the table and focus on state wide information such as the size of the industry, employment share and employment forecasts.



Source: Australian Bureau of Statistics, 2006, Time Series Profile, Mitcham 'Table 25. Industry of Employment by Sex', time series spreadsheet, Cat. no. 2003, viewed 9 February 2008, www.abs.gov.au. Note: data does not include ABS category 'Inadequately described/not stated'.

Major industries

Manufacturing

Industry status: this was the State's largest industry in 2006, generating \$8,424m (or 15.3%) of South Australia's Gross State Product.

Employment share: share of State employment is around 13.0%.

Employment forecasts: the Manufacturing industry will increase at an average rate of 1.5% (or 1,470 jobs) per year over the period 2006/07 to 2010/11.

Emerging industries

Health

Industry status: State's third largest industry in 2006, generating \$4,514m (or 8.2%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is over 13.0%.

Employment forecasts: the Health and Community Services industry will increase at an average rate of 0.4% (or 420 jobs) per year over the period 2006/07 to 2010/11.

Retail

Industry status: The Retail Trade industry was the fifth largest industry in output terms, in 2006, generating \$3,437m (or 6.2%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is over 15.0%.

Employment forecasts: employment will increase, at an average rate of 0.7% (or 750 jobs) per annum over the period 2006/07 to 2010/11.

Public administration and safety (Government Administration and defence)

Industry status: Government Administration and Defence industry was the State's seventh smallest industry in 2006, generating \$1,842m (or 3.3%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is around 4.4%.

Employment forecasts: employment in the Government Administration and Defence industry will increase at an average rate of 1.9% (or 640 jobs) per year over the period 2006/07 to 2010/11.

Accommodation

Industry status: the Accommodation, Cafes and Restaurants industry was the State's second smallest industry in 2006, generating \$1,227m (or 2.2%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment is over 4.0%.

Employment forecasts: employment in the Accommodation, Cafes and Restaurants industry will grow at an average rate of 0.2% (or 70 jobs) each year, over the period 2006/07 to 2010/11.

Construction

Industry status: the Construction industry was the State's sixth largest industry in 2006, generating \$3,287m (or 6.0%) of South Australia's Gross State Product.

Employment share: the industry's share of State employment (of just over 7.0%).

Employment forecasts: employment in the Construction industry will decline marginally, at an average rate of 0.02% (or 10 jobs) per year over the period 2006/07 to 2010/11

Education and Professional, scientific and technical are also considered emerging but no data is supplied.

Sources: ABS (2006), Australian National Accounts: State Accounts, Cat. No. 5220.0 and unpublished data in www.workforceinfoservice.sa.gov.au.

Major occupations and professions

The major occupations and professions in Mitcham are:

- Managers,
- Clerical and administrative workers,
- Technicians and trades workers.

Emerging occupations and professions

Emerging Occupations and professions in Marion are:

- Professionals,
- Sales,
- Community and personal service workers,
- Labourers.

Source: Australian Bureau .of Statistics, 2006, Time Series Profile, Mitcham 'Table 44. Occupation by Age by Sex', time series spreadsheet, Cat. no. 2006, viewed 9 February 2008, www.abs.gov.au.

Educational Qualifications

Here the demographic of 15-24 is compared again to those exiting the workforce. The total population of people holding specific qualifications is also provided to give context the percentage each age group represent. A consideration here is that those in the 15-19 age bracket are still studying and the number of qualifications will increase. However, if we consider the population data see above we see that there are more 15-24 year olds in the region than 55-64 year olds which means are a high number of young people who can study and bridge the potential gap highlighted below.

| | 15-19 | 20-24 | 55-64 | Total pop. educated |
|---|-------|-------|-------|------------------------|
| 2001 | | | | |
| Graduate Diploma and Graduate Certificate | 0 | 13 | 172 | 1,292 |
| Bachelor Degree | 0 | 722 | 897 | 7,964 |
| Advanced Diploma and Diploma | 7 | 182 | 626 | 4,074 |

| | | | | |
|---|-----|-------|-------|--------|
| Certificate: | | | | |
| Certificate nfd | 14 | 59 | 21 | 234 |
| Certificate III & IV(d) | 64 | 374 | 771 | 5,293 |
| Certificate I & II(e) | 22 | 108 | 161 | 1,135 |
| Total | 107 | 1,458 | 2,648 | 19,992 |
| 2006 | | | | |
| Postgraduate Degree | 0 | 13 | 539 | 2,445 |
| Graduate Diploma and Graduate Certificate | 0 | 17 | 300 | 1,379 |
| Bachelor Degree | 3 | 860 | 1,412 | 9,652 |
| Advanced Diploma and Diploma | | | | |
| Certificate: | 16 | 240 | 947 | 4,780 |
| Certificate nfd | 21 | 61 | 169 | 971 |
| Certificate III & IV(d) | 117 | 452 | 815 | 5,659 |
| Certificate I & II(e) | 48 | 84 | 56 | 484 |
| Total | 205 | 1,727 | 4,238 | 25,370 |

Source: Australian Bureau of Statistics, 2006, Time Series Profile, Mitcham 'Table 22. Non-School Qualification: Level of Education by Age by Sex, time series spreadsheet, Cat. no. 2006, viewed 9 February 2008, www.abs.gov.au. Note: data excludes persons with a qualification out of the scope of the Australian Standard Classification of Education.

Indigenous Population

From the 2006 Census, there are 30 young people (aged 15-19) identified as indigenous out of a total youth population (aged 15-19) of 4464.

Source: Australian Bureau of Statistics, 2006, Time Series Profile, Mitcham 'Table 6. Indigenous Status by Age by Sex, time series spreadsheet, Cat. no. 2006, viewed 9 February 2008, www.abs.gov.au.

People with a disability

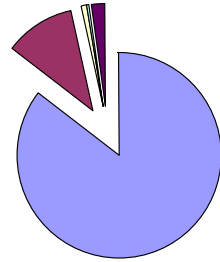
From the 2006 Census, there are 23 young people (aged 15-19) identified as having a disability out of a total youth population (aged 15-19) of 4464.

Source: Australian Bureau of Statistics, 2006, Basic community profiles, Mitcham Table 17. 'Core Activity Need for Assistance by Age by Sex', basic community spreadsheet, Cat. no. 2001, viewed 9 February 2008, www.abs.gov.au.

Culturally or Linguistically Diverse background (CALD)

Population data, when compared with numbers of young people counted in 'Proficiency speaking the English language', tells us that young people from a CALD background make up 14% of the youth population in Mitcham.

Proficiency of spoken English by young people - Mitcham



■ Speaks English only
 ■ Very well /well
 ■ not well/ at all
■ Proficiency not stated
 ■ Lang./Proficiency not stated

Source: Australian Bureau of Statistics, 2006, Community Profile Series, Mitcham 'Table 11.Proficiency in Spoken English/Language by Age', time series spreadsheet, Cat. no. 2003, viewed 9 February 2008, www.abs.gov.au.

Description of skills needs and shortages for the major and emerging industries, occupations and professions in the region.
Industries

This table shows us the major and emerging industries again, this time looking at the difference in numbers between those entering and those exiting specific industries. The areas shaded in grey are where entry and exit imbalances exist. Dark grey details lower shortage industries and light grey details high skills shortage industries. The - symbol represents where there are more young people in an industry and positive numbers, i.e. 135 represents where there are more people aged 55-64 in an industry than young people, demonstrating where skills shortages exist. Below the table, industries with notable imbalances are described. The description looks at growth, and skill shortage areas as defined by state and national skills in demand lists as well as NICS environmental scans.

| | 15-19 years | 20-24 years | 55-64 years | Skills Shortage |
|--|----------------|----------------|----------------|--------------------|
| Agriculture, forestry & fishing | 3 | 21 | 41 | 17 |
| Mining | 0 | 13 | 38 | 25 |
| Manufacturing | 80 | 166 | 375 | 129 |
| Electricity, gas, water & waste services | 3 | 19 | 40 | 18 |
| Construction | 65 | 156 | 229 | 8 |
| Wholesale trade | 38 | 69 | 173 | 66 |
| Retail trade | 688 | 711 | 359 | -1,040 |
| Accommodation & food services | 537 | 455 | 103 | -889 |
| Transport, postal & warehousing | 19 | 68 | 153 | 66 |
| Information media & telecommunications | 38 | 68 | 91 | -15 |
| Financial & insurance services | 18 | 103 | 177 | 56 |
| Rental, hiring & real estate services | 23 | 45 | 78 | 10 |
| Professional, scientific & technical services | 54 | 252 | 452 | 146 |
| Administrative & support services | 25 | 96 | 147 | 26 |
| Public administration & safety | 14 | 122 | 351 | 215 |
| Education & training | 68 | 187 | 886 | 631 |
| Health care & social assistance | 85 | 353 | 838 | 400 |

| | | | | |
|----------------------------|----|-----|-----|-----|
| Arts & recreation services | 50 | 69 | 55 | -64 |
| Other services | 41 | 114 | 186 | 31 |

Source: Australian Bureau of Statistics, 2006, Basic Community Profile, Mitcham 'Table 42. 'Industry of Employment by Age by Sex', Basic Community Profile Spreadsheet, Cat. no. 2001, viewed 9 February 2008, www.abs.gov.au.

Education and training: education is expected to experience a state wide growth of 1.5% (or 450 jobs) per year.

Skills shortages: Difficulties recruiting exist for secondary teachers in the following topics: Technical Studies, Maths, Science, Languages other than English (LOTE), Home Economics and Physical Education.

Public administration and safety: is expected to increase at an average rate of 1.9% (or 640 jobs) per year

Skills shortages: Town Planners, Building Surveyors, Engineers, Environmental Health Officers, Occupational Health Officers, Diesel Mechanics, Accounting and Financial management, Legal services, Defence Forces (Air Force, Army, Navy), Community Fire Service – volunteers, Metropolitan Fire Service, State Emergency Service – volunteers, Police, Custodial staff, Community Corrections Officers, Correctional Services Managers, Water treatment operators, Waste water operators and Technical officers.

Health: the Health and Community Services industry will increase at an average rate of 0.4% (or 420 jobs) per year over the next 5 years.

Skills shortages: Enrolled nurses, allied health, child care, residential aged care, mental health, Health specialists including Dentist, Dental Specialist, Hospital Pharmacist, Retail Pharmacist, Optometrist, Occupational therapist (difficulty recruiting), Physiotherapist (rural), Speech Pathologist, Medical Diagnostic Radiographer (difficulty recruiting), Radiation Therapist and Sonographer.

2. Program delivery strategies

Structured Workplace Learning Placement responsibilities may differ for some States and Territories and LCPs must therefore work cooperatively with education authorities and individual schools, refer to 3.1 of the LCP Guidelines,

Program Objective 1: Increase (student) access to SWL

| Goals (Transfer goals from Part B section 2 of your strategic plan) | Activities (What specific activities will you undertake to achieve this goal) | Effectiveness measures (How will you know and show you have achieved your goal?) | Resources (What staff, financial, other resources will you commit to the activities) | Timeframe (When do you expect this activity to be completed) |
|---|--|--|---|--|
| <p>Goal 1. Increase business and industry understanding and support of SWL and therefore student and school access to SWL.</p> | <p>a) Work with RICA to distribute Employer Survey (survey already devised) which indicates employer willingness to host SWL, understanding of SWL and any follow up required to host SWL. <i>Output: Target of 20 employers per semester surveyed.</i></p> <p>b) Develop employer database for specific industry groups- focussing on skills shortages industries (information provided by RICA) <i>Output: Database developed.</i></p> <p>c) Increase student access, particularly in skills shortages areas by increasing information flow to schools/ students. <i>Output: Information provided to schools/students.</i></p> | <p>a) % of Employers willing to host SWL or require further support on SWL.</p> <p>b) % of new Employers who are added to LCP SWL database.</p> <p>c) Increase in SWL referrals in skills shortages areas.</p> | <p>RICA & Project Officer.</p> <p>RICA & Project Officer.</p> <p>Project Officer & Innovations & Partnerships Action Team (IPAT).</p> | <p>Ongoing - end 2008.</p> <p>Ongoing - end 2008.</p> <p>Ongoing - end 2008.</p> |
| <p>Goal 2. Increase the number of employers who include target groups such as students with special needs such as Indigenous, students with a disability and students at risk.</p> | <p>a) Source new employers with support of RICA who are willing to provide SWL for target groups and help facilitate these placements. <i>Output: Addition of names to LCP SWL database and increase in number of SWL's for target groups of students.</i></p> <p>b) Identify and consult with existing employers (re increasing student numbers) on the database that currently provide SWL for targeted student groups. <i>Output: Identify and produce list on LCP SWL database that highlights these employers.</i></p> | <p>a) Increase in LCP SWL database of employers by 10% (representation needs to be on par with proportion of each target group in region). a) Student numbers in target groups who access SWL using LCP is increased.</p> <p>b) Employers continue to offer SWL. These employers could be used as 'good news' stories at LCP events and to engage the support of more employers.</p> | <p>Project Officer, RICA & specific school staff.</p> <p>Project Officer & members of Targeted Intervention Action Team (TIAT).</p> | <p>Ongoing - end 2008.</p> <p>Term 3, 2008.</p> |

Progress/Achievement

To be completed in your progress report by 15 July 2008 and business plan outcomes report by 15 December 2008

This section tells how effective you have been in achieving your goals or in making progress towards achieving them, based on the measures you established when you wrote the plan. All activities for all goals need to be addressed (match the number in the table above the number

in the text below]. Use an attachment if you need more room to tell the stories.

Goal 1. Activity a) ... [text]

b) ... [text]

Program Objective 2: Increase student participation in SWL

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
|---|--|---|--|--|
| <p>Goal 1. Increase student, school and parental understanding (including processes) of SWL.</p> | <p>a) Work with school VET Coordinators and students and identify barriers which prevent student involvement in SWL. <i>Output: List of barriers produced by Working Party.</i></p> <p>b) Provide information to parents and students on SWL including benefits and outcomes. <i>Output: SWL information in newsletter to be distributed to schools and parents.</i></p> <p>c) Work with local employers to strengthen their understanding of school / student needs and general school processes relating to duty of care, insurance and workplace assessment. <i>Output: Employer visits and information sessions.</i></p> <p>d) Use IPAT as conduit to help support and increase student participation in SWL – share best practice type scenarios to engage school support staff and flow on to increase student numbers. <i>Output: Continuation of IPAT for 2008.</i></p> <p>e) Deliver PD to VET Coordinators for effective SWL preparation and resources for students and teachers. <i>Output: PD sessions provided for VET Coordinators as a group. Individual sessions/support also available.</i></p> | <p>a) Overall increase in student numbers in SWL in 2008 compared to 2007.</p> <p>b) Consult with parents (most likely via phone discussions or email) and seek feedback about positive / negative aspects of SWL. 50 parents targeted.</p> <p>c) Increase in the number of employers interested in supporting students with SWL. Feedback survey to identify level of understanding by employers/ or phone calls-employers to provide verbal feedback.</p> <p>c) An overall increase in student numbers in SWL in 2008 compared to 2007.</p> <p>d) IPAT members’ information sharing with school support staff increases. School representation at IPAT meetings is increased.</p> <p>d) Number of requests for SWL increased from all sites.</p> <p>e) Request feedback from schools, increase in ‘smoother transitions’ for students in the SWL process.</p> | <p>Project Officer, TB & members of IPAT.</p> <p>Project Officer & Parents.</p> <p>RICA, Project Officer, Employers & IPAT.</p> <p>IPAT & Project Officer.</p> <p>e) Project Officer, VET Coordinators & RICA.</p> | <p>Term 2, 2008.</p> <p>Term 3, 2008.</p> <p>Ongoing - end 2008.</p> <p>Ongoing - end 2008.</p> <p>Term 2, 2008.</p> |

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| <p>Goal 2. Increase the range of regional VET Programs that support SWL (either category 1 or category 2).</p> | <p>a) Continue to map VET participation to determine courses without SWL placements through formulation of Regional Training Programs (RTP) booklet. RTO's encouraged to include SWL in courses. <i>Output: Courses without SWL identified.</i></p> | <p>a) Increase in student participation in SWL through Regional Training Programs from Semester 1 to Semester 2.</p> | <p>Project Officer.</p> | <p>Term 3, 2008.</p> |
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Progress/Achievement *To be completed in your progress report by 15 July 2008 and business plan outcomes report by 15 December 2008*

This section tells how effective you have been in achieving your goals or in making progress towards achieving them, based on the measures you established when you wrote the plan. *All* activities for all goals need to be addressed (match the number in the table above the number in the text below]. Use an attachment if you need more room to tell the stories.

Goal 1. Activity a) ... [text]

b) ... [text]

| Program Objective 3: Promote SWL | | | | |
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| <p>Goals (Transfer goals from Part B section 2 of your strategic plan)</p> | <p>Activities (What specific activities will you undertake to achieve this goal)</p> | <p>Effectiveness measures (How will you know and show you have achieved your goal?)</p> | <p>Resources (What staff, financial, other resources will you commit to the activities)</p> | <p>Timeframe (When do you expect this activity to be completed)</p> |
| <p>Goal 1. Promote SWL to targeted client groups including Business, Parents, Schools and Students.</p> | <p>a) Develop a resource for employers including case studies of 'winning' partnerships between a student and employer. <i>Output: Resource developed.</i></p> <p>b) Coordinate and deliver Schools Industry Leaders Forum (SILF) across Southern LCP regions. <i>Output: SILF event organised.</i></p> <p>c) Work with RICA who will promote SWL at Business Association meetings, Industry talks and within Individual Businesses. <i>Output: RICA attends events to promote SWL.</i></p> <p>d) Produce LCP newsletters with section</p> | <p>a) Resource developed and distributed with the assistance of the RICA.</p> <p>b) SILF event organised, awards presented to employers and students for outstanding efforts/support with SWL.</p> <p>c) Links made with employers and SWL placements increase as a direct result.</p> <p>d) 4 newsletters produced per year</p> | <p>RICA, Project Officer & two Southern LCP Project Officers.</p> <p>EO / C&TS Manager from Quality LinCS, EO from Southern Futures & a working party.</p> <p>RICA & Project Officer.</p> <p>LCP staff & TB.</p> | <p>Term 2, 2008.</p> <p>Term 3, 2008.</p> <p>Ongoing - end 2008.</p> <p>Ongoing - end 2008.</p> |

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| | <p>on SWL and distribute to employers, parents and schools. <i>Output: Newsletters produced and printed.</i></p> <p>e) Promotion of SWL to young people, students at risk who have left school in conjunction with support agencies such as YP. <i>Output: Information supplied and distributed to YP and other agencies.</i></p> | <p>and anecdotal evidence from parents, schools that SWL information is valuable.</p> <p>e) Information supplied and utilised. Increase in numbers of at risk young people accessing SWL.</p> | YP staff & Project Officer. | Ongoing - end 2008. |
| <p>Goal 2. Provide up to date SWL resources to schools, parents and students.</p> | <p>a) Develop an SWL Orientation pack resource for schools. Distribute the resource to schools and provide links to further information, such as relevant websites and information for parents. <i>Output: SWL Orientation Pack resource produced and distribute through QL region.</i></p> | <p>a) SWL Orientation resource produced and used within schools to support the SWL process.</p> | Project Officer, TB, IPAT working party & Work Safe SA Representative. To be funded by Safe Work SA. | Term 2, 2008. |
| | <p>b) Present information at workshops on a request basis to ensure accurate information is articulated to schools, parents and students. <i>Output: Workshops hosted and feedback provided on SWL resources.</i></p> | <p>b) Workshops attended by school reps, parents, students.</p> | Project Officer, IPAT & RICA. | Ongoing - end 2008. |

Progress/Achievement

To be completed in your progress report by 15 July 2008 and business plan outcomes report by 15 December 2008

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Goal 1. Activity a) ... [text]

b) ... [text]

Program Objective 4: Enhance young people's employability skills

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
|--|---|---|---|---|
| <p>Goal 1. Promote SWL to targeted client groups including Business,</p> | <p>a) Develop a resource for employers including case studies of 'winning' partnerships between a student and</p> | <p>a) Resource developed and distributed with the assistance of the RICA.</p> | RICA, Project Officer & Southern Futures LCP Project Officer. | Term 3, 2008. |

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| <p>Parents, Schools and Students.</p> | <p>employer. <i>Output: Resource developed.</i></p> <p>b) Coordinate and deliver Schools Industry Leaders Forum (SILF) across Southern LCP regions. <i>Output: SILF event organised.</i></p> <p>c) Work with RICA who will promote SWL at Business Association meetings, Industry talks and within individual Businesses. <i>Output: RICA attends events to promote SWL.</i></p> <p>d) Produce LCP newsletters with section on SWL and distribute to employers, parents and schools. <i>Output: Newsletters produced and printed.</i></p> <p>e) Promotion of SWL to young people, students at risk who have left school in conjunction with support agencies such as YP. <i>Output: Information supplied and distributed to YP and other agencies.</i></p> | <p>b) SILF event organised, awards presented to employers and students for outstanding efforts/support with SWL. Attendance from 90% of invitees.</p> <p>c) Links made with employers and SWL placements increase as a direct result.</p> <p>d) 4 newsletters produced per year and anecdotal evidence from parents, schools that SWL information is valuable.</p> <p>e) Information supplied and utilised. Increase in numbers of at risk young people accessing SWL.</p> | <p>Approx. \$500 in LCP funding for printing costs.</p> <p>EO / C&TS Manager from Quality LinCS, EO from Southern Futures & a working party.</p> <p>RICA & Project Officer.</p> <p>LCP staff & TB.</p> <p>YP staff & Project Officer.</p> | <p>Term 3, 2008.</p> <p>Ongoing - end 2008.</p> <p>Ongoing - end 2008.</p> <p>Ongoing - end 2008.</p> |
| <p>Goal 2. Provide up to date SWL resources to schools, parents and students.</p> | <p>a) Develop an SWL Orientation pack resource for schools. Distribute the resource to schools and provide links to further information, such as relevant websites and information for parents. <i>Output: SWL Orientation Pack resource produced and distribute through region.</i></p> <p>b) Present information at workshops on a request basis to ensure accurate information is articulated to schools, parents and students. <i>Output: Workshops hosted and feedback provided on SWL resources.</i></p> | <p>a) SWL Orientation resource produced and used within schools to support the SWL process.</p> <p>b) Workshops attended by school reps, parents, students.</p> | <p>Project Officer, TB, IPAT & Safe Work SA Representative. To be funded by Safe Work SA.</p> <p>Project Officer, IPAT & RICA.</p> | <p>Term 2, 2008.</p> <p>Ongoing – end 2008.</p> |

Progress/Achievement

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Goal 1. Activity a) ... [text]

b) ... [text]

| Program Objective 5: Enhance the quality of structured work placements | | | | |
|--|---|---|---|---|
| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
| Goal 1. Ensure employability skills are recognised and understood by students, parents and schools. | a) RICA involvement with workshops/information sessions for schools and industry with a focus on models of good practice. <i>Output: Workshops organised.</i> | a) Number of workshops held and number of attendees. | LCP staff from three Southern LCP's, employers, RICA, school & parent representatives. | Term 2, 2008. |
| | b) Distribute flyer on employability skills for target groups using RICA for distribution. Schools encouraged to distribute flyer to parents. <i>Output: Flyers distributed.</i> | b) Number of flyers distributed to industry, schools and parents. | LCP staff of three Southern LCPs & RICA. | Ongoing – end 2008. |
| | c) Use IPAT as conduit to help support and increase awareness of employability skills – share best practice type scenarios to engage school support staff and flow on to increase student numbers. <i>Output: Continuation of IPAT for 2008.</i> | c) School representation at IPAT meetings is increased. | IPAT, TB & Project Officer. | Ongoing – end 2008. |
| Goal 2. Inform students, parents and VET Coordinators of courses that will enhance employability skills. | a) Distribute VET RTP course booklet to schools once a semester (booklet available on website and through new online database). <i>Output: RTP Booklet produced and distributed.</i> | a) Increase in students participating in VET (feedback provided from schools). Increase in knowledge and experience for young people. | Project Officer & VET Coordinators. | Ongoing – end 2008 |
| | b) Continue to assist schools with the Mock Interview process: source appropriate volunteers and provide meaningful feedback at the time of the Mock Interview. <i>Output: Mock Interviews conducted.</i> | b) Receive feedback from schools re the mock interview process. | Project Officer, Rotary staff & RICA. | Ongoing – end 2008 |
| | c) Work with Southern Futures LCP to offer courses cross-regionally, further increasing the number of VET options in both regions. <i>Output: Greater range of courses offered to students.</i> | c) Quality LinCS students accessing greater range of courses. Feedback provided from schools. | Project Officer & Southern Futures Project Officer. | Ongoing – end 2008 |

Progress/Achievement

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Goal 1. Activity a) ... [text]

b) ... [text]

Career and Transition Program

Program Objective 1: Facilitate the provision of assistance to young people to develop individual Transition Plans and understand study and work options

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
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| <p>Goal 1. Work with existing Programs to ensure quality outcomes including a greater understanding of Individual Transition Plans (ITP's) / Personalised Learning Plans (PLP's) for young people.</p> | <p>a) Work with DECS YEN to coordinate and host cross sector ITP / PLP professional development sessions for sites. <i>Output: Host two events in 2008.</i></p> | <p>a) Increase in the number of sites implementing ITP / PLP in 2008. a) Increase in site attendance at professional development sessions. a) Increase in the number of students with ITP / PLP.</p> | <p>TB, EO / C&TS Manager & YEN. Approx. \$1000 in LCP funding to support sessions.</p> | <p>Session 1 – Term 2. Session 2 – Term 4.</p> |
| | <p>b) CTAT focus / priority for 2008 is on ITP / PLP. Use PLP trial schools in the region (9) to share information and knowledge about best practice. <i>Output: Information is disseminated at CTAT meetings.</i></p> <p>c) Connect with YP to ensure that ITPs process is the same and resource is the same. Regular updates. <i>Output: Meet with YP at least once per term for updates.</i></p> | <p>b) Increase in the number of sites implementing ITP / PLP in 2008. b) Increase in the number of students with ITP / PLP.</p> <p>c) ITP is used productively by YP clients and hence information shared to promote and encourage broader use.</p> | <p>TB, EO / C&TS Manager & CTAT.</p> <p>TB, LCP staff & YP staff.</p> | <p>Ongoing – end 2008.</p> <p>Ongoing – end 2008.</p> |
| <p>Goal 2. Increase the awareness amongst young people of study and work options.</p> | <p>a) Use Action Teams to facilitate the transfer of accurate information relating to post school options. <i>Output: Information is disseminated at Action Team meetings.</i></p> | <p>a) Change in the post school options of young people in the region. Information to be sourced from post school destination surveys – random sample of 50 students.</p> | <p>TB, EO / C&TS Manager & 5 sites in the region.</p> | <p>Ongoing – end 2008.</p> |
| | <p>b) Promote RICA information/presentations on labour market and skills shortages to LCP</p> | <p>b) Change in the post school options of young people in the region. Information to be sourced from post</p> | <p>RICA, TB & EO / C&TS Manager.</p> | <p>Ongoing – end 2008.</p> |

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| | <p>networks. <i>Output: Information is provided by RICA and distributed by LCP.</i></p> <p>c) Review Compass (School Leavers Guide) and reproduce for all school leavers in 2008. <i>Output: Produce booklet and distribute.</i></p> | <p>school destination surveys – random sample of 50 students. b) Anecdotal evidence through conversations with parents and business / industry.</p> <p>c) Feedback from students, parents and schools relating to content and future planning. Feedback to be done via interviews and surveys.</p> | <p>LCP Staff, TIAT members & TB. 2 Council Regions to provide \$2000 each and TB / LCP to share remaining costs.</p> | <p>Terms 1, 2 & 3, 2008.</p> |
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Progress/Achievement *To be completed in your progress report by 15 July 2008 and business plan outcomes report by 15 December 2008*

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Goal 1. Activity a) ... [text]

b) ... [text]

Program Objective 2: Facilitate access to professional career advice

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal i.e. ACDS qualifications)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
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| <p>Goal 1. Work with stakeholders involved in career development and facilitate the flow of accurate career advice.</p> | <p>a) Work with RICA and NICS to disseminate information flow of career resources. <i>Output: Pass on information supplied by NICS and RICA.</i></p> | <p>a) Requests for more information from other stakeholders. Information articulated to larger user group.</p> | <p>LCP staff, RICA & NICS.</p> | <p>Ongoing – end 2008.</p> |
| | <p>b) Use Action Teams to facilitate the transfer of accurate information relating to career advice and career development resources. <i>Output: Information is disseminated at Action Team meetings.</i></p> | <p>b) Requests for more information from other stakeholders. Information articulated to larger user group.</p> | <p>LCP staff, RICA & TB.</p> | <p>Ongoing – end 2008.</p> |
| <p>Goal 2. Promote quality career information in the region and provide access to enhanced career development training.</p> | <p>a) Organise a series of career development activities as part of National Career Development Week (NCDW) including leaders breakfast, student / teacher industry tours launch, Parents as Career Partners (PACP) session and Student Lifelong Learning competition. <i>Output: Events organised and take place.</i></p> | <p>a) Attendance at all events, feedback gathered by evaluations of events and engagement of a cross sector of sites.</p> | <p>TBs from three Southern regions & LCP staff from three Southern regions. Approx. \$1000 in LCP funding and then funding from outside sources including TB.</p> | <p>Term 2, 2008.</p> |

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| | <p>b) Support attendance at 'Working @ Careers' Conference and Aust. Association of Careers Counsellors (AACC) Conference for Careers Counsellors in region. <i>Output: Scholarships advertised, filled and attendance at the event. Scholarship winners to share knowledge with Action Teams.</i></p> <p>c) Utilise and promote Career Development opportunities such as Career Scholarships for Teachers, Graduate Program in Career Development, VET Awards for Students etc <i>Output: Scholarships are published and awarded.</i></p> | <p>b) Uptake of applicants. Attendees to detail key features / policy developments for young people in the region.</p> <p>c) Uptake of information and number of winners / graduates in the region.</p> | <p>LCP staff & TB. Scholarships to be funded jointly by LCP and TB.</p> <p>LCP staff, TB & Action Teams.</p> | <p>Term 1 and 2, 2008.</p> <p>Ongoing – end 2008.</p> |
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Progress/Achievement

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Goal 1. Activity a) ... [text]

b) ... [text]

Program Objective 3: Promote vocational education and training pathways and opportunities

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
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| <p>Goal 1. Enhance the opportunity for strategic VET in the region aligned to the Southern Blueprint.</p> | <p>a) Distribute VET RTP course booklet to schools once a semester (booklet available on website and through new online database). <i>Output: RTP Booklet produced and distributed.</i></p> <p>b) Coordinate and deliver SILF program for LCP regions and publicly promote VET in region.</p> | <p>a) Increase in students participating in VET (feedback provided from schools). Increase in knowledge and experience for young people.</p> <p>b) SILF event organised, awards presented to employers and students for outstanding</p> | <p>Project Officer & VET Coordinators.</p> <p>EO / C&TS Manager from Quality LinCS, EO from Southern Futures & a</p> | <p>Ongoing – end 2008.</p> <p>Term 3, 2008.</p> |

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| | <p><i>Output: SILF event organised.</i></p> <p>c) Work with 5 key industry areas in South to develop range of promotional training and pathway information for students. <i>Output: Promotional materials developed and distributed.</i></p> <p>d) Work with local councils in the region to organise the Mitsubishi Career Expo and the Trades Skills Expo. <i>Output: Expo's are organised and held with student / young people attending.</i></p> <p>e) Cross regional Industry Tours to continue in 2008 in a number of Industry areas. The tours are advertised across the region, encouraging school involvement and a number of employers support the process. Industry reps focus on Employability Skills and prerequisites for entry into employment. <i>Output: Tours in areas of Community Services, Mining, Manufacturing and Hospitality.</i></p> | <p>efforts/support with SWL. Attendance from 90% of invitees.</p> <p>c) Promotional materials developed – implies a willingness to work with industry. c) Anecdotal evidence from school sites and industry that information has impacted on student choice.</p> <p>d) Student / parent numbers increases and the range of exhibitors increases.</p> <p>e) Tours complete with increased student / school site attendance. Evaluation forms completed by schools/employers.</p> | <p>working party.</p> <p>Project Officer, TB, RICA and VET Coordinators.</p> <p>TB, Economic Development Officer – City of Marion, EO / C&TS Manager from Quality LinCS, EO from Southern Futures & a working party. Funding provided by Department of Further Education, Employment, Science and Technology (DEFFEST) for Mitsubishi Expo and TB & LCP to share costs of Trade Skills Expo – Approx. \$1500 in LCP funding.</p> <p>Project Officer, RICA, IPAT & other school staff. Approx. \$1500 in LCP funding.</p> | <p>Ongoing – end 2008.</p> <p>Terms 2 & 3, 2008.</p> <p>Ongoing – 2008.</p> |
| <p>Goal 2. Improve the quality of information about vocational education and training pathways and opportunities to all young people from Yr 10-12 including the pathways through VET and into tertiary study.</p> | <p>a) Promote links to LCP website, and other good sites (eg: NAC list to pathways, Uni info). <i>Output: Number of promotional opportunities.</i></p> <p>b) Engage employers to promote their industry pathways and opportunities. RICA to help source. <i>Output: Process of identifying employers willing to participate.</i></p> <p>c) Update and provide senior students and recent school leavers with a copy of</p> | <p>a) Number of times links promoted in newsletters, website and whether link used monitored by website.</p> <p>b) Number of copies produced and number of students who participate in induction of use.</p> <p>c) Feedback from students, parents and schools relating to content and</p> | <p>LCP staff.</p> <p>LCP staff & RICA.</p> <p>LCP Staff, TIAT members & TB.</p> | <p>Ongoing – end 2008.</p> <p>Ongoing – end 2008.</p> <p>Terms 1, 2 & 3, 2008.</p> |

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| | <p>the Compass guide. <i>Output: Number of guides distributed.</i></p> <p>d) Update and provide schools with a Choices booklet highlighting VET courses and other short course options. <i>Output: Number of guides distributed.</i></p> <p>e) Utilise / promote RICA Resources Library on career pathways. <i>Output: Career Resource Library produced.</i></p> <p>f) Survey parents of SWD survey / at risk students re factors which prevent in involvement in VET and tertiary education. <i>Output: Survey devised and distributed.</i></p> | <p>future planning. Feedback to be done via interviews and surveys.</p> <p>d) Number of copies produced, number of agencies who support distribution and content.</p> <p>e) Resources are accessed (via LCP) at least once by all school sites in 2008.</p> <p>f) 90% of surveys returned and collated. Information collated and used to guide counselling session for students / parents. Scholarship fund set up as a result.</p> | <p>2 Council Regions to provide \$2000 each and TB / LCP to share remaining costs.</p> <p>TBs from three Southern regions, LCP staff from three Southern regions, DEFFEST Project Officer & Innovative Community Action Networks (ICAN) – South Manager and Department of Employment All members to contribute to funding the publication.</p> <p>RICA</p> <p>EO / C&TS Manager, TB & TIAT. Funding to support scholarships for students to be sought.</p> | <p>Term 1 and 2, 2007.</p> <p>Ongoing – end 2008.</p> <p>Term 3, 2008.</p> |
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Progress/Achievement

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Goal 1. Activity a) ... [text]

b) ... [text]

Program Objective 4: Enhance the monitoring and mentoring arrangements of all young people, particularly year 9 and 10 students. *Monitoring refers to the tracking and support of young people in their transition through and from school; refer to 3.2.2 of the LCP Guidelines.*

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
|--|--|---|---|---|
| Goal 1. | a) Develop a trail Mentoring Program for | a) Number of students involved | EO / C&TS Manager & Inspire | Term 4 – 2008. |

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| <p>Increase the range of mentoring Programs within the region utilising the expertise a range of stakeholders.</p> | <p>indigenous students in the region with Yunggoorendi First Nations Centre for Higher Education & Research at Flinders University. <i>Output: Establish trial; find business mentors and link with schools.</i></p> <p>b) Co host National Youth Mentoring event as member of SA Mentoring Network as professional development activity for mentors. <i>Output: Event organised and conducted.</i></p> <p>c) Support the placement of mentors and coordinate programs for schools in the region using University Youth Work students. <i>Output: Link students with school sites and support student placements.</i></p> | <p>(target 10) and a thorough evaluation of mentors and mentees.</p> <p>b) Number of attendees and numbers of programs / follow up as a result.</p> <p>c) Review of training outcomes and student review placements which indicate outcomes for students.</p> | <p>Program Coordinator. Approx. \$500 in LCP funding.</p> <p>SA Mentoring Network and EO / C&TS Manager.</p> <p>Tabor Adelaide, TB & EO / C&TS Manager.</p> | <p>Terms 1 & 2, 2008.</p> <p>Ongoing – end 2008.</p> |
| <p>Goal 2. Review Programs and ensure quality outcomes.</p> | <p>a) Evaluate existing programs as part of the SA Mentoring Network. <i>Output: Evaluation process devised and programs evaluated.</i></p> <p>b) Work with YP to ensure that students identified as mental health issues have support – follow up in school environment. <i>Output: Process for regular meetings for YP established.</i></p> <p>c) Provide feedback to the Youth Mentoring Network on the Future Directions and Sustainability paper. EO of LCP to participate as key stakeholder. <i>Output: Paper produced and EO to provide input.</i></p> | <p>a) Programs evaluated and outcomes of projects in the region are documented.</p> <p>b) Referrals to YP from schools and other support agencies.</p> <p>c) Feedback is considered and included in outcomes report.</p> | <p>EO / C&TS Manager.</p> <p>LCP staff, TB & YP staff.</p> <p>EO / C&TS Manager.</p> | <p>Ongoing – end 2008.</p> <p>Ongoing – end 2008.</p> <p>Term 1, 2008.</p> |

Progress/Achievement

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Goal 1. Activity a) ... [text]

b) ... [text]

Program Objective 5: Facilitate the engagement of parents, teachers and career advisers in education about post-school options

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
|--|---|---|--|--|
| Goal 1. Engage parents, teachers and career advisers in career planning in the region. | <p>a) Host two Parents as Career Partners (PACP) sessions – one for parents with a SWD and one for mainstream parents. <i>Output: Two PACP sessions held.</i></p> <p>b) Organise and host a celebratory event for parents of SWD. Purpose primarily to develop support network for students and parents beyond school. <i>Output: Event organised and hosted.</i></p> <p>c) Work with Parent Advisory Groups (PAG) disseminating information and planning programs. <i>Output: Regular meetings and PAG involvement in planning.</i></p> <p>d) Produce LCP newsletters with section on SWL and distribute to employers, parents and schools. <i>Output: Newsletters produced and printed.</i></p> | <p>a) Diversity of parents represented from all schooling sites. a) Increase in parents attending Session 1 compared to 2007.</p> <p>b) Number of students and parents attending and feedback from parents.</p> <p>c) Increased parental attendance at LCP hosted events.</p> <p>d) 4 newsletters produced per year and anecdotal evidence from parents, schools that SWL information is valuable.</p> | <p>TB, EO / C&TS Manager, TIAT & CTAT. Approx. \$1000 in LCP funding and then funding from outside sources including TB.</p> <p>TB, EO / C&TS Manager, TIAT & CTAT. Approx. \$1000 in LCP funding and then funding from outside sources including TB.</p> <p>EO / C&TS Manager.</p> <p>LCP staff & TB.</p> | <p>Session 1 – Term 2. Session 2 – Term 4.</p> <p>Term 4, 2008.</p> <p>Ongoing – end 2008.</p> <p>Ongoing – end 2008.</p> |

Progress/Achievement

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Goal 1. Activity a) ... [text]

b) ... [text]

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Program Objective 6: Facilitate the provision of advice on youth services and Programs

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
|--|---|--|---|---|
| Goal 1. Young people and their significant others have access to relevant, up to date information about appropriate youth services and Programs, in a timely manner. | a) Update and provide senior students and recent school leavers with a copy of the Compass guide. <i>Output: Number of guides distributed.</i> b) Update and provide schools with a Choices booklet highlighting VET courses and other short course options. <i>Output: Number of guides distributed.</i> c) Utilise Student Destination Surveys to track student pathways. <i>Output: Student Destination Surveys complete.</i> | a) Feedback from students, parents and schools relating to content and future planning. Feedback to be done via interviews and surveys. b) Number of copies produced, number of agencies who support distribution and content. c) Information shared with LCP & TB and used for future program planning. | LCP Staff, TIAT members and TB. 2 Council Regions to provide \$2000 each and TB / LCP to share remaining costs. TBs from three Southern regions, LCP staff from three Southern regions, DEFFEST Project Officer & Innovative Community Action Networks (ICAN) – South Manager. All members to contribute to funding the publication. EO / C&TS Manager, TB and CTAT. | Terms 1, 2 & 3, 2008. Term 1 and 2, 2008. Term 4, 2008. |
| Goal 2. Contribute to the provision of future planning. | a) Provide advice to DEST State Advisory Committee (SAC) as EO LCP representative. <i>Output: EO to attend SAC Meetings.</i> b) Provide advice to LCP Chairs Group on future planning. <i>Output: South Australian (SA) EO to provide advice to LCP Chairs at regular meetings.</i> | a) Input provided by SAC determines or influences future policy. b) Input provided by LCP Chairs Network determines or influences future policy. | EO / C&TS Manager and SAC. SA LCP Chairs and EOs. | Ongoing – end 2008. Ongoing – end 2008. |

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Goal 1. Activity a) ... [text]

b) ... [text]

Adopt a School Program

Program Objective 1: Facilitate engagement between industry and schools

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
|--|---|--|---|---|
| <p>Goal 1. Build and strengthen collaborative relationships between schools and industry/employers (particularly those in the local region), which enhance the delivery and aims of vocational education Programs in schools.</p> | <p>a) LCP and RICA to identify potential projects. Projects should be targeted in industry growth areas in the South as identified by RICA Environmental Scan. <i>Output: RICA document produced.</i></p> <p>b) Advanced Automation (AA) Project – continue this project with schools in 2008. Use as best practice program created by industry. <i>Output: Project started in 2007 and sites commit to 3 year project. Advanced Automation Centre of Excellence established.</i></p> <p>c) Support schools/industry to develop ASP projects, which target skill shortage areas and promote Employability Skills. <i>Output: Obtain feedback from schools on preference for targeted projects.</i></p> <p>d) Work with Local Government in a cross-regional program promoting work placement and other opportunities for students in the greater southern region. <i>Output: Project developed and students experience LG opportunities.</i></p> <p>e) LCP and RICA work with Westfield Marion on a cross-regional ASP that includes Tours and SWL. <i>Output: Project developed in partnership with Marion Council and Westfield Marion.</i></p> | <p>a) ASP projects matched to industry growth areas identified in the RICA Scan.</p> <p>b) Site involvement increases and student participation increase by 25%.</p> <p>c) School and industry requests to conduct ASP, ASP pro forma used to badge ASP, outcomes and involvement for students via KPI data to DEST.</p> <p>d) Student participation and experience in a number of Local Government employment areas.</p> <p>e) Student participation from a number of schools across the southern region.</p> | <p>RICA & Project Officer.</p> <p>AA Steering Committee & EO's of Southern LCPs.</p> <p>EO/C&TS Manager and Project Officer.</p> <p>Southern LCP Project Officers, RICA & LGA staff.</p> <p>Southern LCP Project Officers & RICA.</p> | <p>Terms 1 and 2, 2008.</p> <p>Ongoing - end 2008.</p> <p>Ongoing - end 2008.</p> <p>Term 3, 2008.</p> <p>Term 2, 2008.</p> |

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Goal 1. Activity a) ... [text]

b) ... [text]

Program Objective 2: Assist industry to meet future skills needs through the ASP

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
|--|---|---|--|---|
| Goal 1. Support industry and schools to develop and engage in a range of ASP that reflect future skill needs. Student participation increases. | a) Information transferred by RICA to LCP Boards to develop Strategic Plans, Action Team meetings, newsletters, workshops etc <i>Output: RICA provides valuable information at a variety of forums.</i> b) LCP staff involvement in Employment and Skills Formation (ESF) networks and Workforce Development Strategies. <i>Output: Meetings hosted by ESF and attended by LCP.</i> c) LCP staff with RICA to organise a Mining ASP project. Tour at Roxby Downs planned for mid 2008. <i>Output: Project complete in 2008.</i> d) Support Workforce Development Strategy for Marion Council. <i>Output: Awaiting release of paper. LCP to support strategy.</i> | a) ASP again reflective of information presented by RICA. Uptake of key stakeholders in RICA service region increases. b) ESF information informs LCP planning and ASP Programs. c) Student participation in Mining ASP. d) Projects developed based on information made available through the Workforce Development Strategy. | RICA, LCP Staff & all Action Teams. EO / C&TS Manager. RICA & Project Officer. EO / C&TS Manager, RICA & Council staff. | Ongoing- end 2008. Ongoing - end 2008. Ongoing – end 2008. Ongoing - end 2008. |

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Goal 1. Activity a) ... [text]

b) ... [text]

Program Objective 3: Increase student and industry participation in the ASP

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
|--|--|--|---|---|
| <p>Goal 1. A process is established that supports more schools and individuals being involved in ASP initiatives which are structured to promote and build on Employability Skills.</p> | <p>a) Cross regional Industry Tours to continue in 2008 in a number of Industry areas. The tours are advertised across the region, encouraging school involvement and a number of employers support the process. Industry reps focus on Employability Skills and prerequisites for entry into employment. <i>Output: Tours in areas of Community Services, Mining, Manufacturing and Hospitality.</i></p> <p>b) Coordination and delivery of Schools Industry Leaders Forum (SILF) to promote employability skills. <i>Output: SILF event organised.</i></p> <p>c) IPAT group used to gauge school interest in ASP and provide feedback to group on processes and suggestions on ASP projects. <i>Output: Continuation of IPAT for 2008.</i></p> | <p>a) Tours complete with increased student / school site attendance. Evaluation forms completed by schools/employers.</p> <p>b) SILF event organised, awards presented to employers and students for outstanding efforts/support with SWL. Attendance from 90% of invitees.</p> <p>c) School representation at Action Teams meetings is increased. Feedback provided.</p> | <p>Project Officer, RICA, IPAT & other school staff. Approx. \$1500 in LCP funding.</p> <p>EO / C&TS Manager from Quality LinCS, EO from Southern Futures & a working party.</p> <p>LCP staff & TB.</p> | <p>Ongoing – 2008.</p> <p>Term 3, 2008.</p> <p>Ongoing – 2008.</p> |

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Goal 1. Activity a) ... [text]

b) ... [text]

Program Objective 4: Promote the ASP to students, schools and employers

| Goals <i>(Transfer goals from Part B section 2 of your strategic plan)</i> | Activities <i>(What specific activities will you undertake to achieve this goal)</i> | Effectiveness measures <i>(How will you know and show you have achieved your goal?)</i> | Resources <i>(What staff, financial, other resources will you commit to the activities)</i> | Timeframe <i>(When do you expect this activity to be completed)</i> |
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| Goal 1. Schools, community, industry groups, local employers are aware of the benefits of being involved in ASP initiatives. | a) Provide case studies of projects to schools, industry groups and networks- with assistance of RICA <i>Output: School/Industry visits to promote information.</i> | a) Schools and industry visits. Interest shown in participating in ASP. | RICA & Project Officer. | Ongoing - end 2008. |
| | b) Gage feedback from employers using the employer information packs to identify those willing to be involved in ASP. <i>Output: Make contact with employers that have expressed an interest in ASP involvement.</i> | b) Increase in employer knowledge of ASP and participation in ASP. | RICA & LCP staff. | Ongoing - end 2008. |
| | c) Work with RICA to develop 20 minute presentations to present at school staff meetings. <i>Output: ASP Presentations/information developed.</i> | c) Present to schools, request feedback. | RICA & Project Officer. | Term 2, 2008 |
| | d) Use website / newsletter to promote ASP. <i>Output: Website hits recorded and information requests recorded.</i> | d) Link between promotion and outcomes relating to ASP being established. | LCP staff. | Ongoing - end 2008. |

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Goal 1. Activity a) ... [text]

b) ... [text]